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The Mission of the University of Michigan-Flint

The University of Michigan-Flint, one of three campuses of the University of Michigan, serves the citizens of the city of Flint and the surrounding region. We are committed to the highest standards of teaching, learning, scholarship, and creative endeavors. Our urban location affords us an opportunity to provide a University of Michigan education to students with varied life experiences. The community is invested in our University, and together we work to enhance the cultural, economic, intellectual, and social vitality of the city and region. Rooted in the historic tradition of excellence of the University of Michigan, we offer bachelor’s and graduate degree programs in the liberal arts and sciences and in a number of pre-professional and professional fields.

The mission of the University of Michigan-Flint is to be the leading university in our region by:

- Educating all students in an environment that emphasizes literacy, critical thinking, and humanistic and scientific inquiry, while guiding their development into thoughtful and productive citizens and leaders.

- Facilitating student participation in the learning process and promoting individual attention to students through small class size and an involved faculty and staff.

- Assuring that faculty and staff give all those in our diverse student population the necessary guidance, support, and encouragement to achieve their academic goals.

- Enabling faculty to achieve high quality scholarship in areas of basic and applied research and creative activity.

- Promoting respect and understanding of human and cultural diversity.

- Collaborating with local and regional educational institutions and other public and private organizations to provide access to academic programs; advance economic, cultural, and artistic interests; and enhance health and education in our region.
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The Catalog constitutes the official document of the University, although the information therein is subject to change at any time by official action of the University of Michigan-Flint. A printed version of this Catalog is published biannually and an updated version is made available on the web. Program and degree requirements take effect at the beginning of the Fall semester following approval unless altered through official action of the University of Michigan-Flint; these requirements will appear on the Catalog web page in years that a printed version of the Catalog is not produced. Corrections to the printed version will appear on the web, and changes not affecting graduation requirements may appear on the web at any time following approval.
Regents of the University

David A. Brandon, Ann Arbor  
Laurence B. Deitch, Bloomfield Hills  
Daniel D. Horning, Grand Haven  
Olivia P. Maynard, Goodrich  
Rebecca McGowan, Ann Arbor  
Andrea Fischer Newman, Ann Arbor  
S. Martin Taylor, Grosse Pointe Farms  
Katherine E. White, Ann Arbor  
Lee C. Bollinger, ex officio

Policy Against Discrimination

The University of Michigan-Flint, as an Equal Opportunity/Affirmative Action employer, complies with applicable federal and state laws regarding non-discrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Equity and Diversity Services Director, The University of Michigan-Flint, Flint, Michigan 48502-1950; (810) 762-3169.

Interim Director: Tendaji W. Ganges  
Administrative Assistant: Barbara L. Bassett

Publication Information

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Photography, Julie Boze  
Cover Design and Layout, Michael Ashby  
University Relations
GENERAL INFORMATION
GENERAL INFORMATION

How to Use the Catalog

Where to Find Information

This Catalog is divided into twelve sections:

General Information
Material on how to use the Catalog; the academic calendar; an introduction to the University including objectives, programs, and a history; admission and orientation procedures, tuition and fees, residence regulations, financial aid, and extended hours.

Academic Policies of the University
Academic Regulations; Student Rights and Responsibilities.

Resources for the University Community
Information about the Library, Advising, Adult Resource, Women’s and Writing Centers, Information Technology Services, Experiential Education, and WFUM; descriptions of social, recreational, and support services offered through the Student Development Center and the Office of Student Life.

Programs of Study
A guide to programs and degrees listing all concentration majors and minors, and information on undergraduate study, and Extension and Continuing Education.

General Education Program
General education program requirements and a planning worksheet.

College of Arts and Sciences Undergraduate Programs and Courses

School of Education and Human Services Undergraduate Programs and Courses

School of Health Professions and Studies Undergraduate Programs and Courses

School of Management Undergraduate Programs and Courses

Graduate Programs and Courses
Specific information on regulations, procedures, programs, degrees and courses.

University Honors Program and Courses

Directory
Personnel listings; the index; maps of the campus; offices to contact for further information.

How to Read a Course Description

Course Offerings
The Catalog includes information for each academic department or program, followed by a list of course offerings. Brackets [ ] enclosing a course entry, with the description omitted, indicate a low probability that this course will be offered. A schedule of courses to be offered in each semester or term is published prior to the registration period for that semester or term.

Courses are offered during an academic year composed of 14-week fall and winter semesters and 7-week spring and summer terms. Some courses meet for more than seven weeks during the spring and summer.

Course Numbers and Titles
Course numbers and titles are printed in the Catalog in boldface type. A number in parentheses following the course number indicates that the course had previously been listed by this number.

Courses numbered 100 to 299 are introductory and intermediate courses; those numbered 300 to 499 are usually advanced undergraduate courses.

Courses numbered 500 and above are for graduate students and may not be elected by undergraduates except with approval from the school or college.

Prerequisites and Requirements
Some courses carry specific prerequisites printed in italics immediately following the course number and title.

Credits
Credit is indicated by an italic number in parentheses following the course title and prerequisites (if any). Credits are earned by semester hours. One credit is usually earned for each hour of lecture per week in courses offered during a fall or winter semester, or for each two hours of lecture per week during a spring or summer term. Courses with labs involve additional hours of meeting time each week.

Symbols Used in Course Descriptions
Many courses apply toward General Education Requirements. (See the section “General Education” for further explanation.)

The letter f, h, n, or s in italics immediately following the number of credits, indicates the General Education Requirement to which a course applies:

f fine arts
h humanities
n natural science
s social sciences
Area option requirements form a part of the General Education Requirements. (See the "General Education" section for a complete listing of area options.)

Immediately following the number of credits or the General Education Requirement symbol is the designation for an area option requirement, also in italics:

- ar analytic reasoning
- cs cultural studies
- fl foreign language
- vi values inquiry
- wc foundations of western civilization

The italicized number immediately following the area option (e.g., ar2) gives the specific number of the category in which this course is found.

**Special Information**

Information in italics following the course description gives any special information. For example, if a course is listed in more than one department, this crosslisting is given. If the course can be elected more than once or must be taken concurrently with another course, this is designated here.

**Grades**

Most courses are graded on an ABCDE system. Unless another grading system appears, this is the grading system used. When an alternate grading system is used, the information appears in italics at the end of the course description. *Pass/Fail* indicates that a course is offered only on a pass/fail basis. In *ABC>N, ABCC->N, ABCD>N*, and *ABCDD->N* courses, the grade printed just before the > sign is the lowest grade for which credit is granted.

**Sample Course Description**

The example which follows may help in interpreting the information included in course descriptions.

**156. Great Books II. HON 155 or consent of Honors Director. (5)h/wc2.**

Continuation of HON 155, including two class periods a week of written critical analysis. Works from the Enlightenment to the nineteenth and early twentieth centuries. *Completion of HON 155 and 156 fulfills the general education requirement in English composition. Graded ABC>N.*

The number and name of the course are in bold type. The prerequisites follow in italics. The student must have taken Honors 155 or obtain the consent of the Director of the Honors Program in order to elect this class. The (5) indicates that this is a five-credit class. The h means that it counts for humanities credit in the General Education Requirements. The wc2 indicates that it fulfills a requirement in category 2 of the Foundations of Western Civilization area option.

The course description is given, followed by special information, printed in italics. The grading system is given; the lowest grade for which credit is granted for this course is a C. (If no grading system is listed, the course is graded on an ABCDE system.)

**Course Abbreviations**

- AFA Africana Studies
- ANE Anesthesia
- AMC American Culture
- ANT Anthropology
- ARB Arabic
- ART Art
- AST Astronomy
- BIO Biology
- BUS Business
- CHM Chemistry
- COM Communication
- CPL Comparative Literature
- CRJ Criminal Justice
- CSC Computer Science
- DAN Dance
- DIV Diversity
- ECN Economics
- EDU Education
- EGR Engineering
- ENG English
- ENV Environmental Studies
- FOR Foreign Languages
- FRN French
- GEO Physical Geography
- GER German
- HCR Health Care
- HED Health Education
- HIS History
- HON Honors
- INT International and Global Studies
- ITL Italian
- JPN Japanese
- LAT Latin
- LIN Linguistics
- MAS Mexican American and Latino Studies
- MES “Middle Eastern” Studies
- MGT Management
- MTH Mathematics
- MTP Medical Technology
- MUS Music
- NUR Nursing
- NSC Nursing Support Course
- PHL Philosophy
- PHY Physics
- POL Political Science
- PSY Psychology
- PTG Portuguese
- PTP Physical Therapy
- PUB Public Administration
- RUS Russian
- RPL Resource Planning
- RTT Radiation Therapy
- SAT Substance Abuse Treatment
- SCI Science
- SOC Sociology
- SPN Spanish
- SWK Social Work
- THE Theatre
- WGS Women’s and Gender Studies
### ACADEMIC CALENDAR*

#### SUMMER TERM 2001

<table>
<thead>
<tr>
<th>Month</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>21 Thursday</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>25 Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>July</td>
<td>3 (10:30 pm)</td>
<td>Tuesday Independence Day recess begins</td>
</tr>
<tr>
<td></td>
<td>5 Thursday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>August</td>
<td>13 Monday</td>
<td>Classes end</td>
</tr>
<tr>
<td></td>
<td>14-15 Tues-Wed</td>
<td>Examinations</td>
</tr>
</tbody>
</table>

#### FALL SEMESTER 2001

<table>
<thead>
<tr>
<th>Month</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>4-5 Tues-Wed</td>
<td>Registration</td>
</tr>
<tr>
<td>September</td>
<td>6 Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>November</td>
<td>21 (10:30 pm)</td>
<td>Wednesday Thanksgiving recess begins</td>
</tr>
<tr>
<td></td>
<td>26 Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>December</td>
<td>14 Friday</td>
<td>Classes end</td>
</tr>
<tr>
<td></td>
<td>16 Sunday</td>
<td>Study day</td>
</tr>
<tr>
<td></td>
<td>15 &amp; 17-21 Sat &amp; Mon-Fri</td>
<td>Examinations</td>
</tr>
<tr>
<td></td>
<td>16 Sunday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

#### WINTER SEMESTER 2002

<table>
<thead>
<tr>
<th>Month</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>2-3 Wed-Thurs</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>4 Friday</td>
<td>Classes begin</td>
</tr>
<tr>
<td></td>
<td>21 Monday</td>
<td>Martin Luther King, Jr. Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Classes cancelled; University open)</td>
</tr>
<tr>
<td>February</td>
<td>23 (5:00 pm)</td>
<td>Saturday Spring recess begins</td>
</tr>
<tr>
<td>March</td>
<td>4 Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>April</td>
<td>22 Monday</td>
<td>Classes end</td>
</tr>
<tr>
<td></td>
<td>23 Tuesday</td>
<td>Study day</td>
</tr>
<tr>
<td></td>
<td>24-27 &amp; 29-30</td>
<td>Wed-Sat &amp; Mon-Tues</td>
</tr>
<tr>
<td>May</td>
<td>5 Sunday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

#### SPRING TERM 2002

<table>
<thead>
<tr>
<th>Month</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>1 Wednesday</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>2 Thursday</td>
<td>Classes begin</td>
</tr>
<tr>
<td></td>
<td>24 (10:30 pm)</td>
<td>Friday Memorial Day recess begins</td>
</tr>
<tr>
<td></td>
<td>28 Tuesday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>June</td>
<td>20 Thursday</td>
<td>Classes end</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Monday classes meet Thursday, June 20)</td>
</tr>
<tr>
<td></td>
<td>24-25 Mon-Tues</td>
<td>Examinations</td>
</tr>
</tbody>
</table>
### SUMMER TERM 2002

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>26</td>
<td>Wednesday</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Thursday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>July</td>
<td>3 (10:30 pm)</td>
<td>Wednesday</td>
<td>Independence Day recess begins</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>August</td>
<td>15</td>
<td>Thursday</td>
<td>Classes end</td>
</tr>
<tr>
<td></td>
<td>19-20</td>
<td>Mon-Tues</td>
<td>Examinations</td>
</tr>
</tbody>
</table>

### FALL SEMESTER 2002

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>3-4</td>
<td>Tues-Wed</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Thursday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>November</td>
<td>27 (10:30 pm)</td>
<td>Wednesday</td>
<td>Thanksgiving recess begins</td>
</tr>
<tr>
<td>December</td>
<td>2</td>
<td>Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Saturday</td>
<td>Classes end</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Sunday</td>
<td>Study day</td>
</tr>
<tr>
<td></td>
<td>16-21</td>
<td>Mon-Sat</td>
<td>Examinations</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Sunday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

### WINTER SEMESTER 2003

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>2-3</td>
<td>Thurs-Fri</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
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<td>20</td>
<td>Monday</td>
<td>Martin Luther King, Jr. Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Classes cancelled; University open)</em></td>
</tr>
<tr>
<td>February</td>
<td>22 (5:00 p.m.)</td>
<td>Saturday</td>
<td>Spring recess begins</td>
</tr>
<tr>
<td>March</td>
<td>3</td>
<td>Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>April</td>
<td>21</td>
<td>Monday</td>
<td>Classes end</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Tuesday</td>
<td>Study day</td>
</tr>
<tr>
<td></td>
<td>23-26 &amp; 28-29</td>
<td>Wed-Sat &amp; Mon-Tues</td>
<td>Examinations</td>
</tr>
<tr>
<td>May</td>
<td>4</td>
<td>Sunday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

### SPRING TERM 2003

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
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<tr>
<td>May</td>
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<td>Thursday</td>
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<td>Monday</td>
<td>Classes begin</td>
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<tr>
<td></td>
<td>23 (10:30 pm)</td>
<td>Friday</td>
<td>Memorial Day recess begins</td>
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<tr>
<td></td>
<td>27</td>
<td>Tuesday</td>
<td>Classes resume</td>
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<tr>
<td>June</td>
<td>23</td>
<td>Monday</td>
<td>Classes end</td>
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<tr>
<td></td>
<td>24-25</td>
<td>Tues-Wed</td>
<td>Examinations</td>
</tr>
</tbody>
</table>

*This calendar is subject to revision.*
Introduction to the University

Educational Objectives

The University of Michigan-Flint, organized originally as the Flint College of the University of Michigan, is one of three campuses of the University of Michigan. From its founding in 1956, the University of Michigan-Flint has represented the combined efforts of the University, the State of Michigan, and the Flint community to develop and maintain a distinguished educational program for young people and adults of outstanding ambition, ability, and potential for leadership.

Students at the Flint campus benefit from association with the entire University of Michigan while also enjoying the many advantages of a smaller institution. At the University of Michigan-Flint, the student is the center of attention. Individual growth and intellectual development are encouraged through close and often informal association between faculty and students.

All students at the University of Michigan-Flint, including those entering specific career and professional programs, are offered a well-rounded education in the traditional disciplines of the liberal arts and sciences. The urban setting of the campus and the need for competently trained professionals in education, government, business, and the health and human services fields have led to the creation of a variety of programs. These programs have been designed to provide professional training in relationship to study in the liberal arts and sciences, so that students can develop the knowledge, intellectual skills, values and attitudes which will help them make thoughtful and informed judgments about their experiences.

Programs

The College of Arts and Sciences offers over 40 concentration programs (majors) in the liberal arts and sciences, together with programs preparing for Michigan certification in elementary or secondary teaching. These programs lead to the degrees Bachelor of Arts, Bachelor of Science, Bachelor of General Studies, Bachelor of Applied Science, Bachelor of Music Education, Bachelor of Fine Arts, and the Master of Science in Biology from the University of Michigan-Flint.

The School of Education and Human Services offers programs leading to the Bachelor of Arts degree in Education and Social Work, the Bachelor of Science in Education, and the Master of Arts in Education.

The School of Health Professions and Studies offers programs leading to the Bachelor of Science degree in Administration of Services to the Aged, Environmental Health, Health Care, Health Care Administration, Health Education, Health Science, Medical Technology, Radiation Therapy, the Bachelor of Science in Nursing, the Master of Science in Anesthesia, the Master of Science in Nursing, the Master of Physical Therapy, and the Master of Science in Health Education.

The School of Management offers programs leading to the Bachelor of Business Administration degree in General Business, Accounting, Finance, Operations Management, Organizational Behavior/Human Resources Management, or Marketing and the Master of Business Administration degree.

In addition to these programs, the University of Michigan-Flint offers the Master of Liberal Studies in American Culture and the Master of Public Administration with a general track and four concentrations through the Horace H. Rackham School of Graduate Studies of the University of Michigan, as well as graduate courses in other selected areas.

The University of Michigan-Flint makes its academic programs available throughout the year by operating on a calendar that includes fall and winter semesters and shorter spring and summer terms. Courses are offered throughout the year in the late afternoon and evening as well as during daytime hours. Additional course offerings are available on Saturdays during the fall, winter, and spring terms.

Accreditation

The University of Michigan-Flint is accredited by the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (312) 263-0456. Accreditation has also been awarded to various University of Michigan-Flint programs by the American Chemical Society, the International Association of Management Education, the National Association of Schools of Music, the National League for Nursing Accrediting Commission, the Commission on Collegiate Nursing Education, the Commission on Accreditation in Physical Therapy Education, the Council on Social Work Education, and the Council on Accreditation for Nurse Anesthesia Educational Programs.

History

The establishment of the University of Michigan-Flint may be traced to 1944, when a University of Michigan Extension Office opened in Flint at the request of the Flint Board of Education. In 1946, University of Michigan President Alexander Ruthven advocated the establishment of “strategic centers” around the state to relieve enrollment pressures on the Ann Arbor campus. At the same time, certain key citizens of Flint, already planning the Flint Cultural Center, were also interested in the idea of higher education in the area. In 1947, the Regents of the University approved funds to explore the possibilities for higher education in Flint.

The Flint community responded with enthusiasm to the study, which called for the establishment in Flint of a four-year liberal arts college comparable to the College of Literature, Science and
the Arts on the Ann Arbor campus; the city of Flint would supply the buildings and the land. In 1955, the Board of Regents approved the recommendation of University of Michigan President Harlan Hatcher for the creation of the Flint College of the University of Michigan, an upper-division program offering the junior and senior years of a four-year college education.

Charles Stewart Mott donated funds for a classroom and office building, and the Sponsors Fund of Flint donated funds for operating expenses. Agreements were made to share some facilities with the Flint Junior College (now Mott Community College). On May 20, 1955, Governor Williams authorized the enabling state appropriations for the establishment of the Flint College. An advisory planning committee was established in Ann Arbor, and its report recommended a liberal arts college with education and business administration components. In March 1956, David M. French was appointed as the first Dean of the Flint College of the University of Michigan, and the college opened its doors on September 23, 1956, with 167 junior students. A senior year was added the following year.

As time passed, there was a call for major changes in the college. Initiative for change came from the Flint Board of Education, who proposed to the University of Michigan that it expand the senior college to a four-year institution. The Board of Regents adopted the proposal in 1964. In 1965, the first freshman class was admitted, making the Flint College the first four-year University of Michigan program offered outside Ann Arbor.

In 1970, the North Central Association of Colleges and Schools accredited the Flint College. In 1971, the Regents officially changed the name of the institution to the University of Michigan-Flint. That same year, University of Michigan President Robben Fleming appointed the first Chancellor of the University of Michigan-Flint, William E. Moran.

Chancellor Moran commissioned an Academic Planning Board to develop a master plan for the University of Michigan-Flint. The Board identified major areas of program development for the University, including professional and career-oriented programs which responded to needs in the University's service area.

Subsequent chancellors continued planning for the future growth of the university. These plans led to the establishment of graduate degrees, new academic units, new service units, WFUM-TV, our public broadcasting facility, and the physical expansion of the campus into downtown Flint and north of the Flint River. Today a faculty with over 400 full- and part-time members serves the 6,400 students who attend the University of Michigan-Flint.

Facilities

The facilities of the University of Michigan-Flint are primarily housed on the 72-acre Riverfront Campus located on the north and south banks of the Flint River. Adjacent to the central business district, the Riverfront Campus affords students easy access to transportation, parking, and to downtown Flint. The carefully landscaped campus contains major green spaces, including Willson Park on the south edge of campus, and the river edge adjacent to Flint's Riverfront Park, a park and recreational area along the banks of the Flint River. Within easy walking distance of the campus is Flint's College and Cultural Center, which includes the buildings of the Charles Stewart Mott Community College, the DeWaters Art Center, the J. Dallas Dort Music Center, Whiting Auditorium, Bower Theatre, Longway Planetarium, Sloan Museum, Arthur H. Sarvis Center, and the Flint Public Library.

Initially, the Flint College of the University of Michigan occupied the Mott Memorial Building (MMB) on East Court Street, built in 1956 and made possible by a generous grant by Charles Stewart Mott in memory of his parents.

The Lapeer Street Annex (formerly Surge Building), a classroom and office building, was constructed in 1973 and currently houses the physical therapy department.

The Classroom Office Building (CROB), the first building on the Riverfront Campus, in October 2000 was renamed David M. French Hall, in honor of the University’s founding dean. Like the Murchie Science Building, French Hall is a state-funded facility, and contains general purpose classrooms, faculty offices, a teaching theatre, and music instruction and practice space.

The Harding Mott University Center (UCEN) opened in October 1979. Constructed largely with private funds, it contains food services, conference facilities, lounges, a games room, an art gallery, and a theatre. It also contains facilities for counseling, health services, and student activities. The University Center provides a wide range of social, cultural, educational, and recreational programs for the campus and the community.

Built with a grant from the Charles Stewart Mott Foundation, the Recreation Building opened in August of 1982. This facility contains a multi-purpose gym, racquetball courts, exercise and weight training areas, a running track, and a number of multi-purpose areas. The Recreation Building also provides access to the natatorium complex in the Harding Mott University Center, which includes the pool, whirlpool, sauna, shower, and locker rooms.

In late summer 1988, the University of Michigan-Flint occupied the William R. Murchie Science Building (MSB). Students in the natural sciences, computer science and mathematics now enjoy up-to-date classrooms and laboratory facilities. The building also contains faculty offices and research spaces.

With the opening of the Murchie Science Building, the University of Michigan-Flint relinquished control of the Mott Memorial Building to Mott Community College. The only University operations still housed there are WFUM-TV 28, and WFUM-FM. The public television station began broadcasting in 1980 and provides instructional, educational and cultural programming for the greater Flint area. WFUM-FM went on the air in 1985, and carries programming that originates on WUOM-FM in Ann Arbor.

In fall 1991, the University of Michigan-Flint occupied the

Adapted from Partnership for Progress: A Strategic Plan for the University of Michigan-Flint
University Pavilion, the structure on Saginaw and Kearsley built in 1985 as a festival marketplace and formerly called the Water Street Pavilion. Housed in the building are administrative offices, student services facilities, a bookstore, and food vendors.

The Frances Willson Thompson Library opened in late fall 1994. Funded by generous contributions of the Thompson family and other private donors, the Library is a beautiful building facing the riverfront. In addition to its regular book and journal collections, the Library houses several special collections, the Henry H. Crapo Room, the Genesee County Historical Collection, and the Coleman J. and Lois R. Ross Learning Resource Center.

Acquisition of the 25-acre property north of the Flint River took place in 1997. Ground was broken for the new William S. White Building in October 1999. The five-story structure will be home to the School of Management, the School of Health Professions and Studies, the Art Department, Communications Department, TV28, Urban Health and Wellness Center, Early Childhood Development Center, multi-media classrooms and computer labs. The University expects to occupy the building in Winter 2002.

Acquisition of the 1.98 acre North Bank Center took place in February 1999. The C. S. Mott Foundation provided funding and the State of Michigan supplied $3.0 million in appropriations for health and safety renovations. Those renovations are to be completed by Summer 2001.

Admissions

245 University Pavilion  
(810) 762-3300  
FAX (810)762-3272  
admissions@flint.umich.edu  
Website: http://www.flint.umich.edu/admissions

Director: Andrew Flagel

Admissions Counseling

The University of Michigan-Flint provides information and admissions counseling for prospective students. Interviews are a desirable part of the admission procedure. Appointments may be made throughout the week, Monday through Thursday, from 8 a.m. to 6:30 p.m., and Friday, from 8 a.m. to 5 p.m. by telephoning (810) 762-3300.

Freshmen

Admission Policy

Students entering college for the first time following high school graduation should list themselves as freshmen even if they have some college credit. The GED may be presented in place of a high school diploma.

Students who enter the University of Michigan-Flint should have the capacity, maturity, and preparation to pursue a four-year degree. To apply, students must submit the following to the Office of Admissions:

- Application form
- High school transcript
- $30 nonrefundable application fee
- ACT or SAT scores (Applicants should request that scores be sent to the University of Michigan-Flint, ACT code 2063 or SAT code 1853.)

Admission is based on the strength of high school background, including the degree of difficulty of coursework, records of academic achievement, and special or unique accomplishments both in and out of the classroom. Decisions are made on an individual basis. The University of Michigan-Flint seeks to admit students likely to succeed in our rigorous academic programs.

Application forms are available through the Office of Admissions and in local high school guidance offices. Applications are available online at www.flint.umich.edu/admissions. Students may submit applications after completing their junior year in high school. Early application is encouraged. Inquiries should be addressed to:

  Director of Admissions  
The University of Michigan-Flint  
University Pavilion Suite 245  
Flint, Michigan 48502-1950

or prospective students may telephone (810) 762-3300, or e-mail Admissions@umflint.edu

Applications are requested to submit a Social Security number, which is used for identification purposes in University records. The provision of this number is mandatory and is in accord with an administrative regulation issued November 15, 1966.

Subject Requirements

A strong high school program of basic academic subjects is an important preparation for college study. The following subjects, known as the State Universities of Michigan Presidents Council core, are recommended for regular admission:

**English.** Four years.

**Mathematics.** Three years, including intermediate algebra. This requirement is particularly important for students considering study in physical or biological sciences, computer science, the behavioral sciences, or business administration. Four years highly recommended.

**Biological/Physical Science.** Two years of laboratory science. Three to four years highly recommended.
Social Studies. Three years.
Courses in the fine arts, foreign language, and computer science are highly recommended. Business and vocational courses are not counted as academic courses.
Exceptions to these recommendations will be viewed in relation to the other credentials presented. Individual consideration is given to candidates whose schools or independent-study programs do not offer all the required courses.

Transfer Students

Students who have taken courses in college after high school graduation are considered transfer students and should file an application as early as possible. To apply, transfer students must submit the following:
- Application form
- High school transcript or diploma
- Official college transcripts from all colleges attended
- $30 nonrefundable application fee

Admission is based on the strength of academic achievements in 12 or more semester hours of transferable college credit. For students with fewer than 12 transferable credit hours, high school records and other credentials will be weighed in the evaluation process.

Transfer of Credits
All acceptable courses completed with a grade of C or better at an accredited two-year or four-year institution are entered on the student’s permanent record and may be applied toward graduation requirements. A maximum of 62 credits is accepted in transfer from an accredited two-year college. Up to 75 credits may be transferred from an accredited four-year institution. It may be possible, however, for 90 credits from any of the schools or colleges of the University of Michigan to be counted.

Any student who has completed 62 credits from a community college may not attend a two-year college to receive additional credit. Any student who has completed 75 credits from a four-year institution may not attend another four-year institution for additional credit. Exceptions to this policy can be considered only by petition to the appropriate Academic Standards Committee.

Teacher Certification
Applicants who already have a bachelor’s degree from a school approved for teacher education and wish to obtain teacher certification must apply as transfer students and submit the following:
- Application form
- Proof of bachelor’s degree - One copy of all official transcripts must be sent to the Office of Admissions. In addition, the University of Michigan-Flint Education Department requires that two official copies of all transcripts be sent directly to them.

- $30 nonrefundable application fee

The deadlines for application to the Education Department are January 15 and September 15.

Guest Students

Students enrolled at another accredited college or university may attend the University of Michigan-Flint as guest students if they receive permission for each term from both the Office of Admissions of the University of Michigan-Flint and their home institutions.

Guest students must be in good standing at their home institutions and have at least a 2.0 grade point average. The student should consult the home institution to verify that the classes taken at the University of Michigan-Flint are acceptable. Students must earn C grades or better in all courses taken at the University of Michigan-Flint to be considered for future admission as guests.

A one-time nonrefundable $15.00 application fee is charged for processing the guest application.

A guest student who intends to become a degree candidate at the University of Michigan-Flint must submit an application for admission with advanced standing, accompanied by all official credentials.

Non-Candidate for Degree (NCFD) Students

Applicants who have not been enrolled in high school or college for five years or more or who already have bachelor’s degrees and want additional coursework may be considered for NCFD admission.

Financial aid is extremely limited for NCFD students. To apply, NCFD students must submit the following:
- Application form
- High school record or diploma or G.E.D.
- $30 nonrefundable application fee
- Official transcripts from all colleges attended, if applicable, or proof of bachelor’s degree

College graduates wishing to pursue studies not leading to a degree may submit proof of college graduation instead of transcripts.

The NCFD student may qualify for admission to a degree program by completing 12 credits with grades of C or better in courses from each of the following areas: (1) science or mathematics; (2) social sciences; (3) humanities/English composition/basic foreign language.

Undergraduate Extension Students

Students who plan to enroll in undergraduate courses offered by academic departments through the Office of Extension and
Continuing Education should obtain admission materials from that office and return the completed materials and transcripts to that office.

Although the Office of Admissions makes the final decisions on admission, all materials related to the admission process for undergraduate extension students must be processed through:
Office of Extension and Continuing Education
The University of Michigan-Flint
Room 237 David M. French Hall
Flint, Michigan 48502-1950
(810) 762-3200

International Students

Students from other countries may apply for admission to the University of Michigan-Flint.

The following documents must be received before a decision on admission can be made:
A. A completed application with a $30.00 (U.S. currency) check or money order. No application shall be processed without the required nonrefundable $30.00 fee.
B. Students with credit from countries other than the U.S. must apply for a course-by-course credit evaluation through an approved credentialing service. Contact the Office of Admissions for a listing of approved agencies. There is a fee for this service from the evaluation agency.
C. A notarized statement from the financial sponsor verifying that the student has at least $18,000 per academic year (excluding transportation to and from abroad) to cover living and educational expenses while attending the University of Michigan-Flint. No financial aid is available to international students.
D. For any student whose native language is not English, evidence of proficiency in English is required. Either the Test of English as a Foreign Language (TOEFL) or the Michigan English Language Assessment Battery (MELAB) is necessary to meet this requirement. Such students must obtain a score of at least 550 on the TOEFL (above a 213 on the computer-based scale) or 85 percent on the MELAB in order to qualify for admission.

Admission Procedures

Application Deadlines
Fall (September classes):
Priority Deadlines: February 15
Freshmen
Transfer Students: July 1
Final Deadline: Ten business days prior to the first day of classes. (Labor Day not included.)

Winter (January classes):
Priority Deadlines: November 15
Final Deadline: Ten business days prior to the first day of classes. (Holiday break not included.)

Contract Admissions
At the discretion of the Office of Admissions, a Contract Admission Form may be filed in cases where an applicant is unable to secure official transcripts, guest application, or proof of degree in time to register. Students may be conditionally admitted and must (1) submit all official transcripts, applications, or proof of degree within the first four weeks of the semester, and (2) meet admission requirements. Failure to comply with the terms of the contract results in immediate disenrollment.

Application Fee
A nonrefundable fee of $30 must accompany each formal freshman, transfer, and non-candidate for degree application. No application fee is required of applicants for readmission.

This fee does not apply to any other University fee, although it also serves as the application fee for those applying to the University of Michigan in Ann Arbor or Dearborn. If an accepted applicant does not register, the fee is good for three consecutive semesters, beginning with the semester for which admission was initially requested.

A check or money order payable to the University of Michigan-Flint should be fastened inside the application. For purposes of identification, the applicant’s name and Social Security number are to be written on the front of the payment. For reasons of security, cash should not be sent through the mail.

Additional Information

Advanced Placement Program (AP)
The University of Michigan-Flint participates in the Advanced Placement Program of the College Board. Advanced Placement credits can be earned in the following subjects: art, biology, chemistry, computer science, economics, English, French, German, American and comparative government, American and European history, Latin, mathematics, music, physics, psychology and Spanish. For further information, contact the Office of Admissions.

College Level Examination Program (CLEP)
Credit is awarded for several subject area tests. For information on the subjects available, passing scores, eligibility, etc., contact the Office of Admission.
Admission to the University Honors Scholar Program

Admission to the Honors Program is competitive and by invitation only. A student must satisfy the requirements below to apply for the Honors Program:

A. Combined SAT score of at least 1200 or composite ACT score of 26 or higher.

B. A minimum recomputed academic grade point average of 3.5, based on no less than eight academic units of credit during the tenth and eleventh years and the first semester of the senior year.

Selection is made on the basis of high school records, test scores, recommendations from high school counselors or college advisors, and personal interviews. If not selected initially, students may be admitted to the program after establishing a record of superior university performance. The first deadline for consideration is February 15; the second deadline is March 30.

For details contact:

Director of the Honors Program
454 David M. French Hall
The University of Michigan-Flint
Flint, Michigan 48502-1950
(810) 762-3370

Admission to the Challenge Program

The University of Michigan-Flint is committed to providing educational opportunity for all qualified students. The Challenge Program is an alternative admission procedure for students who have academic potential but who would be unable to realize that potential without special support services due to their economic, cultural, or educational background. Services available to students admitted through the Challenge Program help those students maximize their potential for success.

Challenge Program participants are selected based on the recomputed academic grade point average, high school record, and recommendations from high school counselors. It is a selective program and not all applicants are offered admission. Challenge Program participants must sign contractual admission forms with the University.

Interested students should consult their high school counselors or write to:

The Office of Admissions
University Pavilion Suite 245
The University of Michigan-Flint
Flint, Michigan 48502-1950
(810) 762-3300

Dual Enrollment for Part-Time Study by High School Students

Outstanding high school students may enroll for part-time study as non-candidates for degree while finishing their high school graduation requirements. High school seniors are required to have a 3.2 recomputed grade point average in high school academic subjects in the 10th and 11th grades.

Official enrollment through the high school may require additional standards including a high school proficiency test. Tuition reimbursement may be available. Students should check with the high school guidance and counseling office for information regarding this area.

A maximum of two classes per semester is allowed for dual enrollees. Dual enrollees file the usual application as non-candidates for degree, but are not required to pay the application fee. Dual enrolled students that intend to enroll as freshmen at the University of Michigan-Flint should submit a free one-page application for freshmen admission after dual enrollment at the University of Michigan-Flint.

Readmission

Students planning to return after an absence of one year must apply for readmission at the University of Michigan-Flint Office of Admissions. If a student has been away from the University of Michigan-Flint for one year or more, the student must satisfy degree requirements in effect at the time of readmission. If a student has attended another college or university since leaving the University of Michigan-Flint, an official transcript from that institution must be submitted for the readmission process.

No fee is charged for processing the application for readmission. Students interested in readmission to the School of Management should refer to the readmission policy in the School of Management section of this Catalog.

Any student who has been officially asked to withdraw from the University of Michigan-Flint and who seeks readmission must file an application for readmission at the Office of Admissions and/or an explanatory petition, either to the Academic Standards Committee of the College of Arts and Sciences or to the Academic Review Committee of the School of Management. Students in the School of Health Professions and Studies should consult the Dean of the School of Health Professions and Studies.

No student is readmitted until all past fees and charges due to the University of Michigan-Flint have been paid.

Admission to Graduate Programs

Programs at the Flint Campus

Admission applications for University of Michigan-Flint graduate programs are available in the Office for Graduate Programs (221 David M. French Hall) or through the directors of the respective master’s degree programs. For further information about admission requirements, see “Graduate Study” section of this Catalog.
Programs at the Ann Arbor Campus

Information regarding admission to various University of Michigan-Ann Arbor based graduate programs may be obtained through the Office of Extension and Continuing Education. Applications are available at:

Office of Extension and Continuing Education
237 David M. French Hall
Flint, Michigan 48502-1950
(810) 762-3200

Orientation and Placement

Orientation

375 Harding Mott University Center
(810) 762-3431
Fax: (810) 762-3023

New Student Programs/Orientation Coordinator: Becky Armour
New students are invited to attend an orientation session prior to registering for classes. Sessions are designed to increase the newly admitted student’s understanding of some important aspects of life at the University. During orientation, students are provided with information on academic programs and requirements, University policies and procedures, and student life. New students have an opportunity to interact with faculty, staff, and continuing students during the orientation process.

Orientation sessions for incoming freshmen are mandatory and are held throughout the summer. Orientation sessions for transfer students are held during the summer and winter months.

Placement Testing

As a current, newly admitted or readmitted student, you may need to take one or more placement tests. Placement tests are critical to you and your advisor since the results will be used to plan your program of study. The following departments offer placement tests: Chemistry, English, Foreign Languages, and Mathematics.

All placement tests except the foreign language test, are administered in the Academic Advising Center. To make arrangements to take a placement test or to ask questions about your need to take a placement test, contact the Academic Advising Center at (810) 762-3085.

Placement tests are never used as a basis for awarding credit. The Credit by Examination procedure is described elsewhere in this Catalog. The College of Arts and Sciences, the School of Management, and the Program in Nursing have procedures for awarding Credit by Examination (refer to those sections of this Catalog).

Tuition and Fees*

The fees listed below have been approved for the 2000-01 academic year. By act of Registration, students accept the responsibility for charges of the entire semester, regardless of attendance in class. "Registration" includes early registration, registration, and all courses added after the student's initial registration. If you are a registered student and receiving financial aid, you are authorizing the University to deduct all University debts from your current year financial aid funds.

The tuition fees listed below do not include the $46.25 Registration Fee, the $20.55 Student Activity Fee, or the Technology Fee ($35.00, full-time; $17.50, part-time).

Michigan Residents

Undergraduate

Lower Division
First credit hour: $ 202.20
Each additional credit hour: $ 155.00
Full time
Fall or Winter, 12-18 credits: $1856.20
Spring or Summer, 6-9 credits: $951.70

Upper Division
First credit hour: $206.20
Each additional credit hour: $159.00
Full time
Fall or Winter, 12-18 credits: $1886.20
Spring or Summer, 6-9 credits: $966.70

BSN
First credit hour: $ 226.20
Each additional credit hour: $ 179.00
Full time
Fall or Winter, 12-18 credits: $2147.20
Spring or Summer, 6-9 credits: $1097.20

Graduate

MBA
First credit hour: $ 394.20
Each additional credit hour: $ 347.00
Full time
Fall or Winter, 9 credits: $3145.20
Spring or Summer, 5 credits: $1782.20

MPA/MLS/MS-HED/MA-ED/MS-BIO
First credit hour: $ 295.20
Each additional credit hour: $ 248.00
Full time
Fall or Winter, 9-12 credits: $2254.20
Spring or Summer, 5-6 credits: $1150.70
### MPT
- **First credit hour:** $310.20
- **Each additional credit hour:** $263.00
- **Full time**
  - Fall or Winter, 12-18 credits: $3171.20
  - Spring or Summer, 6-9 credits: $1609.20

### MS in Anesthesia
- **First credit hour:** $312.20
- **Each additional credit hour:** $265.00
- **Full time**
  - Fall or Winter, 9 credits: $2412.20
  - Spring or Summer, 5 credits: $1372.20

### MS in Nursing
- **First credit hour:** $347.20
- **Each additional credit hour:** $300.00
- **Full time**
  - Fall or Winter, 9 credits: $2726.20
  - Spring or Summer, 5 credits: $1547.20

### Non-Michigan Residents

#### Undergraduate

##### Lower Division
- **First credit hour:** $511.20
- **Each additional credit hour:** $464.00
- **Full time**
  - Fall or Winter, 12-18 credits: $5576.20
  - Spring or Summer, 6-9 credits: $2811.70

##### Upper Division
- **First credit hour:** $519.20
- **Each additional credit hour:** $472.00
- **Full time**
  - Fall or Winter, 12-18 credits: $5656.20
  - Spring or Summer, 6-9 credits: $2851.70

#### BSN
- **First credit hour:** $542.20
- **Each additional credit hour:** $495.00
- **Full time**
  - Fall or Winter, 12-18 credits: $5966.20
  - Spring or Summer, 6-9 credits: $3006.70

### Graduate

#### MBA
- **First credit hour:** $394.20
- **Each additional credit hour:** $347.00
- **Full time**
  - Fall or Winter, 9 credits: $3145.20
  - Spring or Summer, 5 credits: $1782.20

#### MPA/MLS/MS-HED/MA-ED/MS-BIO
- **First credit hour:** $543.20
- **Each additional credit hour:** $496.00
- **Full time**
  - Fall or Winter, 9-12 credits: $4461.20
  - Spring or Summer, 5-6 credits: $2254.20

Tuition must be received by the due dates or late payment penalties are assessed. Allow a minimum of 5 days handling by the U.S. Postal Service if payment is mailed. Failure to receive an official University tuition and fee bill does not relieve any student of responsibility for payment by the published deadlines.

Fees are the student's contribution toward the cost of instruction, library services, student activities, plant operations, and mandatory payments for debt retirement for parking facilities and the Library. There are certain laboratory charges to cover unusual breakage.

A student may not register for any classes at the University nor are transcripts of credits or diplomas issued until all outstanding fees and charges due the University are paid. A student who has been referred to the University's collection agency for non-payment, but later has the fee reduced based upon procedural grounds, is charged the reduced fee or $96.25 plus penalties, whichever is greater.

*Fees, charges, penalties, and installment dates imposed by the University, the conditions for admission, and the requirements for graduation are subject to change by the Regents without notice.

### Fees for Senior Citizens

Persons 62 years of age or older at time of registration have the privilege of enrolling in any University course or program for which they are properly qualified, on payment of a fee equal to 50 percent of the announced fee for such course or program, exclusive of laboratory fees and other special charges. It is the responsibility of the senior citizen to notify Student Accounts when they qualify for the discount. The University reserves the right to determine in each case the appropriateness of the election.

### Late Registration Fee

A student who registers after the announced period of registration is charged a late registration fee.
**Adjustment of Fees**

Deadline dates are calculated from the first day of the Academic Calendar for each term.

**Drop/Add**

A Drop/Add form must be completed when a student changes the classes registered for (an increase, decrease, or no change in credit hours) but retains at least one credit hour. If all classes are dropped, see "Disenrollment" below. A student must submit the authorized Drop/Add form to the Registrar's Office; the date it is received by the Registrar is the effective date. Even though there is no total credit hour effect of a Drop/Add (add 3 credit hours and drop 3 credit hours), each transaction is recorded independently and may result in an additional financial obligation.

A. When a student adds a course, the previous fee assessment is canceled and a new fee is assessed applicable to the new load.

B. A student who drops a course during the first two weeks of classes in any term has the original fee assessment canceled and a fee assessed applicable to the reduced load. After the second week, no fee adjustment is made for "drops." If a refund is due, it will be net of all outstanding financial obligations to the Regents of the University of Michigan.

**Cancellation**

Students who register and THEN DECIDE NOT TO ATTEND must notify the Registrar's Office in writing BEFORE the first day of the semester or they will be charged a portion of their tuition plus fees. The Registrar's Office is located in Room 266, University Pavilion.

**Disenrollment (Withdrawal)**

Students may withdraw from the University (i.e., drop all courses) up to and including the last day of classes without petitioning the Academic Standards Committee. A notation to that effect is made on the transcript.

A disenrollment form must be completed when a student drops all classes during a particular semester. If a student has registered early for future semesters, a form must be completed for each semester from which the student wishes to disenroll. The disenrollment form is available in the Registrar's Office; the effective date of the withdrawal is the date the form is received by the Registrar's Office.

A. During the Fall or Winter Semester a student who withdraws

1. during the first or second week of classes is assessed a $50.00 withdrawal fee plus the Registration Fee.
2. during the third through sixth week of classes is assessed one-half the tuition plus fees.
3. after the sixth week of classes is assessed full tuition plus fees.

B. During the Spring or Summer, a student who withdraws

1. during the first or second week of classes is assessed a $50.00 withdrawal fee plus the Registration Fee.
2. during the third week of classes is assessed one-half the tuition plus fees.
3. after the third week of classes is assessed full tuition plus fees.
4. from a class that extends over both the Spring and Summer Term, is assessed under the guidelines of (A).

**Fee Appeal**

Fee appeals are used to request exceptions to the existing refund policy under extenuating circumstances. Information and fee appeal forms may be obtained from Student Accounts, 264 Pavilion.

**Information on Residency Classification for Admission and Tuition Purposes**

**Authority**

The governing board at each university in Michigan has the authority to determine residency classification guidelines for admission and tuition purposes. Therefore, residency guidelines may vary from school to school and are independent of guidelines used by other state authorities to determine residency for purposes such as income and property tax liability, driving and voting.

The following guidelines were approved by the University of Michigan's Board of Regents to take effect Spring Term 1998 and to apply to students at all campuses of the University of Michigan. The guidelines are administered by the Residency Classification Office in the Office of the Registrar at the Ann Arbor campus, 1514 LSA Building, University of Michigan, 500 S. State St., Ann Arbor, MI 48109-1382, (734) 764-1400

**The Student's Responsibilities and the Residency Application Process**

It is the student's responsibility to read the University Residency Classification Guidelines contained in this document and to apply for admission and register under the proper residency classification. It is also the student's responsibility to file an Application for
Resident Classification for an official determination of status. Students are encouraged to consult with staff in the Residency Classification Office if they have questions or need assistance.

The admissions offices at the various schools and colleges within the University perform the initial screening for residency classification. If a student indicates Michigan resident status on the admissions application and the admissions office questions that status, the student will be classified as a nonresident and notified of the need to file an Application for Resident Classification with the Residency Classification Office. The fact that a student's claim to residency for University purposes is questioned does not necessarily mean that he or she will be ineligible; it simply means that the student's circumstances must be documented and reviewed by the Residency Classification Office. Failure on the part of admissions staff to question a student's claim to resident eligibility does not relieve the student of the responsibility to apply and register under the proper residency classification. Furthermore, the University reserves the right to audit enrolled or prospective students at any time with regard to eligibility for resident classification and to reclassify students who are registered under an improper residency classification.

Until an Application for Resident Classification is filed and approved, a student who previously attended any campus of the University of Michigan as a nonresident will continue to be classified as a nonresident at all campuses.

Upon application for admission to any campus of the University, an individual who claims eligibility for resident classification must file an Application for Resident Classification for an official determination of status if any of the following circumstances apply:

- the individual is living out of state at the time of application to the University
- either parent is living out of state (applies if the individual is 24 years of age or younger)
- the individual has attended or graduated from an out of state high school (applies if the individual is 24 years of age or younger)
- the individual has attended or graduated from an out of state high school and has been involved in educational pursuits for the majority of time since graduation from high school
- the individual has had out of state employment or domicile within the last 3 years

The above list is not exhaustive. An individual is responsible for filing an Application for Resident Classification in any situation where the individual's eligibility for residency under these Guidelines could be reasonably questioned.

Filing Deadlines

Students may apply for resident classification for any term in which they are enrolled or intend to enroll. The deadline dates for filing the Application for Resident Classification are the same for all University of Michigan schools, colleges and campuses. The following dates apply to the term for which residency is sought. If the deadline falls on a weekend, it will be extended to the next business day.

<table>
<thead>
<tr>
<th>Term</th>
<th>Deadline Date</th>
</tr>
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<tbody>
<tr>
<td>Fall Term</td>
<td>September 30</td>
</tr>
<tr>
<td>Winter Term</td>
<td>January 31</td>
</tr>
<tr>
<td>For all Spring, Spring/Summer, and Summer Terms</td>
<td>July 31</td>
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</tbody>
</table>

(*For the On Job/On Campus program, filing deadlines are 30 calendar days after the first scheduled day of classes.)

[Note: Applications must be received in the Residency Classification Office by the filing deadline. Applicants who do not file by the deadline will be responsible for paying tuition at the non-resident rate. Exceptions will not be granted.]

Documentation Which Must Be Included When Filing for Resident Classification

When filing an Application for Resident Classification, the following documentation must be included with the Application form:

- for all applicants: a copy of the driver's license of the applicant and of the person or persons upon whom the applicant is basing the claim to resident eligibility
- for all applicants: copies of the front and signature pages of the most recent year's federal and state income tax returns and W2s for the applicant and the person or persons upon whom the applicant is basing the claim to resident eligibility
- for applicants born outside the U.S.: verification of U.S. citizenship or visa status
- for applicants who are dependents: (see Residency Classification Guideline B-1), copies of the front and signature pages of the parents' most recent year's federal and state income tax returns
- for applicants whose claim to eligibility for resident classification is based on permanent, full-time employment for themselves, a parent, spouse or domestic partner: a letter from the employer, written on letterhead (including phone number), stating the position, status and dates of employment. The letter should be accompanied by a copy of the most recent pay stub showing Michigan taxes being withheld.

Applicants are also responsible for providing any other documentation necessary to support their claim to resident eligibility. Additional documentation may be requested by the Residency Classification Office.

Appeal Process

If an Application for Resident Classification is denied by the Residency Classification Office, the student may request that
his or her file be reviewed by the University's Residency Appeal Committee. The appeal request must be made in writing and must be received in the Residency Classification Office within 30 calendar days of the date on the denial letter. If the deadline falls on a weekend or University holiday, it will be extended to the next business day.

All contact with the Residency Appeal Committee must be in writing. Personal contact with a member of the Committee prior to the meeting could disqualify the member from participating in the decision. A student who wishes the Committee to consider additional information must submit the information to the Residency Classification Office, in writing, with the appeal request. The information will then be forwarded to the Residency Appeal Committee with the student's file.

The student will receive a written decision from the Committee when the review is complete. Once the Residency Appeal Committee issues its decision there are no further appeals for the term covered by the application.

**Misrepresentation and Falsification of Information**

Applicants who provide false or misleading information or who intentionally omit relevant information in an application for admission, an application for resident classification or any other document relevant to residency eligibility may be subject to legal or disciplinary measures. Students improperly classified as residents based on this type of information will have their residency classification changed and may be retroactively charged nonresident tuition for the period of time they were improperly classified.

**Residency Classification Guidelines**

For University purposes, "domicile" is defined as the place where an individual intends his/her true, fixed and permanent home and principal establishment to be, and to which the individual intends to return whenever he or she is absent. These Guidelines are designed to explain how a student may demonstrate the required intent and establishment of a domicile in Michigan. An individual whose activities and circumstances, as documented to the University, demonstrate that he or she intends to be domiciled in Michigan and has, in fact, established a domicile in Michigan will be eligible for classification as a resident. An individual whose presence in the state is based on activities or circumstances that are indeterminate or temporary, such as (but not limited to) educational pursuits, will be presumed not to be domiciled in Michigan and will be classified as a nonresident. The burden of proof is on the applicant to demonstrate with clear and convincing evidence that he or she is eligible for resident classification under these Guidelines.

These Guidelines describe situations that create presumptions of resident and nonresident status. The fact that a presumption of resident status may apply to a student does not mean that the student will automatically be classified as a resident or that the student is relieved of the responsibility for filing an Application for Resident Classification (see the Student's Responsibilities and the Residency Application Process.) To overcome a presumption of nonresident status, a student must file a residency application and document with clear and convincing evidence that a Michigan domicile has been established.

### A. General Guidelines

1. Circumstances which may demonstrate permanent domicile

   The following circumstances and activities, though not conclusive or exhaustive, may lend support to a claim to eligibility for resident classification:

   - both parents (in the case of divorce, one parent) permanently domiciled in Michigan as demonstrated by permanent employment, establishment of a household and severance of out of state ties
   - applicant employed in the state in a full-time, permanent position provided that the applicant's employment is the primary purpose for the applicant's presence in Michigan
   - spouse or domestic partner employed in the state in a full-time, permanent position provided that the spouse's or partner's employment is the primary purpose for the student's presence in Michigan

2. Circumstances which do not demonstrate permanent domicile

   The circumstances and activities listed below are temporary or indeterminate and, in and of themselves, do not demonstrate permanent domicile:

   - enrollment in high school, community college or university
   - participation in a medical residency program, fellowship or internship
   - employment that is temporary or short-term
   - military assignment
   - employment in a position normally held by a student
   - ownership of property
   - presence of relatives (other than parents)
   - possession of a Michigan driver's license or voter's registration
   - payment of Michigan income or property taxes
   - the applicant's statement of intent to be domiciled in Michigan

3. One year continuous presence

   In cases where it is determined that an applicant has not demonstrated establishment of a domicile in Michigan as
defined by these Guidelines, the University will require the applicant to document one year of continuous physical presence in the state as one of the criteria for determining eligibility for resident classification in any subsequent Application for Resident Classification. The year to be documented will be the one year immediately preceding the first day of classes of the term in question. The year of continuous presence is never the only criterion used for determining resident eligibility, and, in itself, will not qualify a student for resident status. If substantial and new information arises which changes the circumstances of a student’s presence in Michigan and which clearly demonstrates the establishment of a Michigan domicile, the student may be immediately eligible for resident classification prior to the passage of one year.

In documenting the year of continuous physical presence in Michigan, the applicant will be expected to show actual physical presence by means of enrollment, employment, in-person financial transactions, health care appointments, etc. Having a lease or a permanent address in the state does not, in itself, qualify as physical presence. Short-term absences (summer vacation of 21 days or less, spring break and break between fall and winter term), in and of themselves, will not jeopardize compliance with the one year requirement. In determining the effect of a short term absence, the nature of the absence will be assessed to determine whether it is contrary to an intent to be domiciled in Michigan. Absences from the state in excess of the time mentioned above or failure to document physical presence at the beginning and end of the year will be considered as noncompliance with the one-year continuous presence requirement.

B. Residency Presumptions in Particular Circumstances

The fact that a presumption of resident status may apply to a student does not mean that the student will automatically be classified as a resident or that the student is relieved of the responsibility for filing an Application for Resident Classification (see the Student’s Responsibilities and the Residency Application Process.)

1. Dependent Students

For University residency classification purposes, a student is presumed to be a dependent of his or her parents if the student is 24 years of age or younger and (1) has been primarily involved in educational pursuits, or (2) has not been entirely financially self-supporting through employment.

a. Residents

i. Dependent Student – Parents in Michigan

A dependent student whose parents are domiciled in Michigan according to University Residency Classification Guidelines, domiciled in Michigan. The student must not have taken steps to establish an independent domicile outside of Michigan or any other action inconsistent with maintaining a domicile in Michigan.

ii. Dependent Student of Divorced Parents – One Parent in Michigan

A dependent student whose parents are divorced is presumed to be eligible for resident classification for University purposes if one parent is, according to University Residency Classification Guidelines, domiciled in Michigan. The student must not have taken steps to establish an independent domicile outside of Michigan or any other action inconsistent with maintaining a domicile in Michigan.

iii. Dependent Resident Student Whose Parents Leave Michigan

A student who is living in Michigan and who is, by University Residency Classification Guidelines, permanently domiciled in Michigan does not lose resident status if the parents leave Michigan, provided: (1) that the student has completed at least the junior year of high school prior to the parents’ departure, (2) that the student remains in Michigan, enrolled as a full-time student in high school or an institution of higher education, and (3) that the student has not taken steps to establish a domicile outside Michigan or any other action inconsistent with maintaining a domicile in Michigan.

b. Nonresidents

i. Dependent Student – Parents not in Michigan

A dependent student whose parents are domiciled outside the state of Michigan is presumed to be a nonresident for University purposes.

2. Michigan Residents and Absences From the State

Individuals who have been domiciled in Michigan according to University Residency Classification Guidelines immediately preceding certain types of absences from the state may retain their eligibility for resident classification under the conditions listed below:

a. One Year Absence

An individual who has been domiciled in Michigan immediately preceding an absence from the state of less than one year may return to the University as a resident for admission and tuition purposes provided: (1) that the individual has maintained significant ties to the state during his or her absence, and (2) that the individual severs out of state ties upon returning to Michigan.

b. Absence for Active Duty Military Service (Army, Navy, Air Force, Marines, Coast Guard), Missionary Work, Peace Corps or Similar Philanthropic Work

An individual who is domiciled in Michigan at the time of entry into active military duty, missionary work, Peace Corps or similar philanthropic work does not lose eligibility for resident classification as long as he or she is on continuous active duty and continuously claims Michigan as the state of legal residence for income tax purposes. Dependent children of such an individual are also eligible for resident classification, provided: (1) that they are coming to the University directly from high school or they have
been continuously enrolled in college since graduating from high
school, and (2) that they have not claimed residency for tuition
purposes elsewhere.

c. Absence for Education or Training
An individual who is domiciled in Michigan immediately
preceding an absence from the state for full-time
enrollment in school or for a medical residency program,
internship or fellowship does not lose eligibility for
resident classification provided: (1) that the individual has
maintained significant ties to the state during his or her
absence (e.g., parents still in the state, payment of state
taxes, active business accounts), and (2) that the individual
has not claimed residency for tuition purposes elsewhere.

3. Residence Status of Immigrants and Aliens

Only persons who are entitled to reside permanently in the
United States may be eligible for resident classification at the
University. These individuals, like U.S. citizens, must still
prove that they have established a Michigan domicile as
defined in these Guidelines. Having the privilege of remaining
permanently in the United States, in itself, does not entitle a
person to resident classification for University purposes. The
Residency Classification Office will review the circumstances
of the following classes of immigrants:

- Permanent Resident Aliens (must be fully processed and
  possess Permanent Resident Alien card or stamp in passport
  verifying final approval by filing deadline for applicable term)
- Refugees (I-94 card must designate "Refugee")
- A, E (primary), G and I visa holders*

(*Based upon current law, these nonimmigrant visa
classifications are the only ones that permit the visa holder to
establish a domicile in the United States. The University
Registrar shall update this list as changes occur in applicable
law.)

Financial Aid

The Financial Aid Office administers federal, state, private and
institutional financial aid programs which allow all interested
students to afford the quality education offered by the University of
Michigan-Flint. The Financial Aid Office is committed to meeting
the financial needs of all students, and to recognizing and
supporting merit and achievement.

Eligibility for Financial Aid

Applicants must establish their eligibility to apply for financial aid
by meeting several general requirements.

A. The applicant must be admitted to a degree-granting program.
Guest Students and Non-Candidate for a Degree (NCFD)
students are generally not eligible to receive financial aid.

B. The applicant must be a U.S. citizen or hold a Permanent
Resident Visa.

C. The applicant must be registered with Selective Service (if
required).

D. The applicant must be making satisfactory academic progress.

E. An applicant in default on any Federal Perkins Loan, Federal
Stafford Loan, Federal Direct Stafford/Ford Loan, or Federal
PLUS/SLS Loan or who owes a refund on a Federal Pell Grant
or a Federal Supplemental Educational Opportunity Grant at any
institution is not considered eligible for aid. The applicant must
provide proof that the indebtedness and/or default status has
been removed before the applicant can be considered for
additional assistance. If an applicant owes any type of past debt
to the University, then the applicant must resolve the financial
obligation to the University before being considered for any type
of financial aid or loan through the Financial Aid Office.

Application Procedures and Materials

All applicants must complete a Free Application for Federal Student
Aid (FAFSA). The FAFSA collects information on the parents' and/or student's income, assets and benefits. These factors are all
considered in determining the applicant's need for aid. No
processing fee is required. Students must list the University of
Michigan-Flint as a college choice in Step Five, with the Title IV
code of 002327. Allow at least three weeks for the FAFSA to be
processed. Everyone who files a FAFSA receives a Student Aid
Report (SAR). The Expected Family Contribution (EFC) shown on
the SAR is used to determine the applicant's eligibility for the
Federal Pell Grant and for all other types of aid.

Financial aid offers are not automatically renewed. Students
who wish to apply for aid must do so each year. Application
materials may be obtained from the Financial Aid Office. The
FAFSA is also available through most high school counseling
Transfer students must contact the Financial Aid Office at each college they have attended during the year in which they are applying and request that a Financial Aid Transcript be sent to our office.

**Notification of Award**

Students are notified of their financial aid award within two weeks of the time the school receives the results of the FAFSA. Students selected for verification by the federal processor will receive an estimated award letter along with a list of documents needed to complete their file. The Financial Aid Office will perform verification when all required documents have been received. If the amount of the award changes from what was originally estimated, a revised award letter will be sent.

**Satisfactory Academic Progress**

To remain eligible for financial aid, all students must make Satisfactory Academic Progress (SAP) toward their degree. Federal law establishes three standards for SAP requirements.

To meet these requirements, students at the University of Michigan-Flint must meet the following standards:

1. Students may receive financial aid for the first one hundred eighty hours attempted as an undergraduate. Transfer students will be evaluated by adding their transfer hours together; they can then receive aid up to the remainder of one hundred eighty hours.
2. Students must receive a passing grade in at least 75% of the credit hours in which they enroll on a cumulative basis.
3. Students must achieve a cumulative grade point average of 2.0 by the end of semester four and maintain the 2.0 for the duration of their eligibility. This standard will be monitored and enforced as described in this Catalog regarding academic policies on academic standing.

Any student who fails to meet standard number two will be put on probation. The student’s eligibility will be terminated if the deficiency is not corrected by the end of the probationary period.

Students put on probation will be told specifically what will be required to keep their eligibility, and students who are terminated will be informed what is necessary to regain eligibility.

If special circumstances such as illness, injury, or the death of a family member prevent the student from meeting standards, the termination of eligibility can be appealed to the SAP Appeal Committee.

**Return of Title IV Funds**

When students receiving Federal-Title IV financial aid disenroll from all classes, the Financial Aid Office must calculate how much aid they are entitled to keep. Students who disenroll before 60% is completed are entitled to keep a percentage of their award equal to the percentage of the semester they have completed. Students who disenroll after 60% of the semester has been completed are eligible to keep their entire award.

In some cases, students must repay a portion of the aid they have received. Repayment arrangements must be made to remain eligible for aid, and to re-enroll in subsequent semesters. In other cases, a refund may be due the student. If there is a refund of tuition due at the time of disenrollment, this will affect the amount of the repayment or refund. When possible, the Financial Aid Office will return refunds to Federal-Title IV loan programs, reducing the student’s indebtedness.

Private, state of Michigan, and University of Michigan funds are not subject to the same pro-ration formula. These funds will be adjusted based on the amount of charges the student owes after the Federal-Title IV calculation has been completed.

Students granted a fee appeal are subject to the same rules listed above.

**Student Budgets**

The standard budgets used to determine a student’s financial need are constructed in accordance with federal guidelines, including costs for tuition and books, standard room and board allowance, personal and miscellaneous expenses, transportation costs, and a dependent care allowance for those applicants with children who require child care. The budget for an independent student with dependents, including a spouse, reflects the educational costs related only to the student. Exceptionally high, required expenses may be included in your budget; submit documentation of the expenses and an explanation to the Financial Aid Office.

A student should notify the Financial Aid Office if there is a change in financial circumstances for the academic year. Such circumstances could be a death, separation or divorce, loss of a full-time job, or loss of non-taxable income or benefits.

**Available Aid**

Most student financial aid authorized by the Financial Aid Office is based upon need. The amount of financial aid is determined by comparing the budget to the applicant's resources. If the combined resources are less than the student budget, every effort is made to help meet the deficit through some combination of the three forms of aid available: gift aid, long-term loans, and employment.
Sources of Financial Aid

Federal Pell Grant: All undergraduate students applying for aid are required to apply for this federal grant. The amount of Federal Pell Grant funds that a student receives is based on the number of credit hours the student enrolls for and his or her Expected Family Contribution as determined by the Federal Methodology needs analysis formula.

William D. Ford Federal Direct Loan Program: Loans are available to students and their parents under this Federal Loan Program. The following is a brief description of each type of loan, and the eligibility requirements. A separate loan application is not needed. Students need only complete the financial aid application materials required by the Financial Aid Office to be considered for all types of federal aid at UM-Flint. For all of the loan programs, a student must be enrolled at least half-time to receive any loan funds.

Detailed information concerning the loan maximums, deferment provisions, and the current interest rate on the loan programs is available from the Financial Aid Office.

Federal Direct Subsidized Loan: A need based, low interest loan for students. The amount that a student may borrow is based on his or her grade level and amount of financial need. The annual loan maximums based on the student’s grade level are as follows: Grade level 1 - $2625; Grade level 2 - $3500; Grade level 3-5 - $5500; Graduate students - $8500. The interest rate is variable with a cap of 8.25% and is paid by the federal government as long as the student is enrolled at least half-time. Repayment of the loan begins six months after the borrower ceases to be a half-time student. A 4% origination fee is deducted from the approved loan amount prior to disbursement.

Federal Direct Unsubsidized Loan: A non-need based loan for students. A student must apply for a subsidized Federal Direct Stafford/Ford Loan before requesting an unsubsidized loan. The combination of subsidized and unsubsidized loans borrowed may not exceed the student costs and the annual limits of the William D. Ford Federal Direct Loan Program. In addition to the subsidized loan maximums listed above, students considered to be Independent can apply for additional amounts through the unsubsidized program as follows: Grade level 1 - $4,000; Grade level 2 - $4,000; Grade level 3-5 - $5,000; Graduate students - $10,000. The interest rate is variable with a cap of 8.25% and is the borrower’s responsibility. A 4% origination fee is deducted from the approved loan amount prior to disbursement.

Federal Direct PLUS Loan: A non-need based loan that is available to the parents of dependent students. The parent borrower must have a favorable credit history. The amount that a parent may borrow is based on the student’s educational costs, minus any other financial aid received. The student does not need to apply for other types of need based financial aid, but is encouraged to do so. The interest rate is variable with a cap of 9% and must be paid by the parent. Repayment of the loan begins on the date of disbursement. A 4% origination fee is deducted from the approved loan prior to disbursement. Note: If a parent is denied a PLUS Loan due to an unfavorable credit decision from the Direct Loan Servicer, the Dependent student can access the higher amounts available to Independent students through the Unsubsidized Federal Direct Stafford/Ford Loan Program listed above.

Federal Perkins Loans: Long-term, low interest loans available to students who are enrolled at least half-time. These loans are repayable over an extended period of time after graduation and carry no interest charge while the borrower is enrolled at least half-time. The current interest rate is 5%.

Work-Study Program: Financial assistance through employment on campus or with certain nonprofit off-campus agencies. Student wages are met by a combination of Federal, State and University funds.

Michigan Competitive Scholarships: Awarded by the Michigan Department of Education. The scholarships are based on academic requirements and financial need. Students must initially qualify for the scholarship before enrolling as college freshmen. The scholarship is renewable for a maximum of ten semesters, with renewal based on continued need and satisfactory academic progress. High school students should consult their counselors for details, preferably early in the junior year. High school graduates wishing additional information should write to:

Michigan Department of Education
Student Financial Assistance Services
Scholarship Program
Box 30008
Lansing, Michigan 48909

Michigan Educational Opportunity Grant Program (MEOG): A state program that provides grants to undergraduate students with financial need. Awards up to a maximum of $1000 per year are made to Michigan residents who are at least half-time students.

Michigan Adult Part-Time Grant Program (APTG): A state funded grant program for self-supporting undergraduate part-time students who are Michigan residents and have been out of high school for at least two years. Maximum awards of $600 per year are based on financial need. Students may receive this grant for a maximum of two years. Very limited annual funding is available.

Bureau of Indian Affairs (BIA): Higher education scholarships based on need. Applicants must be accepted for enrollment in an
accredited degree-granting institution of higher education and be either members of or eligible for membership in a recognized tribe. Applicants should contact the appropriate tribe, or for additional information contact:
Michigan Agency, B.I.A.
U.S. Dept. of Interior
P.O. Box 884
Sault Ste. Marie, Michigan 49783

Public Act 505 of 1978: North American Indians who can prove one-quarter quantum Indian blood and who attend a state-supported post-secondary institution in Michigan shall have their tuition waived. A student must have been a legal resident of Michigan for at least 12 consecutive months. Students must notify the Financial Aid Office each semester of the number of credit hours they plan to take. Additional information and service is available from:
Inter-Tribal Council of Michigan
MITWP
405 East Easterday Avenue
Sault Ste. Marie, Michigan 49783

Police Officer’s and Fire Fighter’s Survivor Tuition Act, Public Act 295 of 1996: Provides for the waiver of tuition at public community and junior colleges and state universities for the surviving spouse and children of Michigan police officers and fire fighters killed in the line of duty.

Emergency Loans: Available for enrolled students having temporary short-term financial problems. These loans are interest free. With documentation of the emergency situation, the loan can usually be granted the day following application; however, in some cases a weekly committee review is required. Repayment is expected in the semester in which the loan is received.

Further Information
Since legislative and other decisions affecting the regulations, procedures and funding of an assistance program often occur on short notice, Catalog information about financial aid must be kept general. The most up-to-date information is available in the Financial Aid Office. Please feel free to write or make an appointment if you are seeking specific information. Documentation regarding the accreditation status of the University of Michigan-Flint is available in the Office of the Provost, Room 229, University Pavilion.

Scholarships And Awards
Financial Aid Office
277 University Pavilion
(810) 762-3444

Following is a list of scholarships and awards established specifically for the University of Michigan-Flint by generous and concerned friends. Scholarships are available to recognize and support academic excellence, activities, service to the university or community, or student research. Some scholarships are open to a wide spectrum of students, while others have specialized criteria. Questions regarding eligibility, scholarship guidelines, and the application process and deadlines should be directed to the Financial Aid and Scholarship Office.

General Scholarships

Alumni Scholarship for Excellence: Established by the University of Michigan-Flint Alumni Society to recognize academic achievement of dependent children, spouses or grandchildren of alumni. The scholarship is a non-renewable award. Students enrolled full-time in a degree program, whose parent, spouse or grandparent has received either an undergraduate or graduate degree from the University of Michigan-Flint are eligible. A minimum 3.5 grade point average is required. Interviews by alumni may be required.

Fleming A. & Marian E. Barbour Scholarship Fund: For full-time students who have completed 60 credit hours, which includes a minimum of 10 credit hours in Chemistry and a minimum of 10 credit hours in Biology. Applicants must have attained a minimum cumulative 3.5 grade point average. Scholarship recipients must maintain a minimum 3.5 grade point average each semester.

Harry H. Blecker Scholarship Fund: For full-time chemistry majors with at least junior standing and a minimum 3.0 grade point average. Financial need is taken into consideration.

Everett L. and Viola E. Bray Scholarship: For residents of the state of Michigan attending the University of Michigan-Flint who are in good standing in their junior, senior or graduate years and who intend to teach upon completion of their education.

Odell Broadway Scholarship: Established with contributions honoring Odell Broadway, who was devoted to community service and helping others. For African-American women with dependents living in the greater Flint area who have had their education interrupted or delayed for five years or longer. May be full- or part-time students enrolled for a minimum of six credit hours per semester. Interviews may be required.

Sylvester Broome Jr. Scholarship: Established with contributions honoring Sylvester Broome Jr., who was dedicated to involvement in the community, government service, and encouraging the development of our area youth. For African-Americans living in the greater Flint area who have participated in school and/or community service activities. Transfer students and those with associates degrees are encouraged to apply. Applicants must have generally maintained a minimum adjusted grade point average of 3.0. Interviews may be required.
The Diane Brown, CRNA Scholarship: This merit-based scholarship is created to assist qualified individuals with the cost of tuition, and to help promote the profession of Nurse Anesthesia. Scholarship recipients must be second year program students. Scholarship recipients must have a minimum grade of “A” in their clinical practicum. Scholarship recipients must have participated in professional health care organizations and/or community activities.

Margaret Anne Burd-UAW Local 599 Memorial Scholarship: For full-time students enrolled in the College of Arts and Sciences or the School of Health Professions and Studies whose parent has been a member in good standing of UAW Local 599 for at least five years. Financial need is a consideration.

James H. and Sara Burnham Memorial Scholarship: For married junior or senior students in good standing whose circumstances demonstrate financial need. Preference given to students concentrating in engineering, science, nursing, or education.

Beatrice and William Caldwell Scholarship Research Award: For students enrolled in the College of Arts and Sciences who are presenting their research at conferences. The scholarship award is intended to provide travel-related expenses. Awards are competitive and based on the progress and merit of the student's research. For more information, contact the CAS Dean's Office.

Kathryn Carl Education Scholarship: For students who are pursuing degrees in education. Applicants must be residents of the city of Flint or have graduated from a high school in Genesee County. Students must be enrolled full-time with a declared major in education, have at least a 3.0 grade point average, and have completed a minimum of 54 credit hours. Financial need will be considered.

Kathryn Carl Scholarship Endowment Fund: For students with strong academic talents and/or financial need. Applicants must be residents of Genesee County and have a minimum cumulative grade point average of 3.0. Students must be enrolled full-time at the University of Michigan-Flint to receive this scholarship.

Kathryn Carl Transfer Student Scholarship: For entering transfer students who are residents of Genesee County. Applicants must have earned at least 30 transferable credits from an accredited institution with a cumulative 3.00 grade point average. Accepted transfer students must submit a University of Michigan-Flint Scholarship Application to the Office of Admissions and Recruitment. Recipients must be full-time undergraduate degree candidates for each term of the award, and must also receive a minimum 2.00 grade point average during the first semester. The award will be made for two major semesters (Fall and Winter) only.

Betty Bishop Catto Scholarship Fund: Financial assistance for full- or part-time students who are physically challenged or have a learning disability. At least a 2.0 grade point average is required.

Chancellor's Scholarship: Awarded to graduating high school seniors who have distinguished themselves through exceptional academic achievements. All admitted students will be considered, and first consideration will go to students who applications for admission are received before the application deadline. Awards are renewable up to three additional years if recipients continue to meet enrollment requirements.

Chancellor's Distinguished Scholar Awards: A select number of outstanding students are chosen each year to receive this honor. These students are granted an additional award combined with their Chancellor’s award over a four year, full-time enrollment.

Coca-Cola Scholarship: For students interested and involved with fitness and recreational activities. Financial need is a consideration. Professor Robert H. Cojeen Scholarship: Scholarship awards are merit-based, and applicants must be full-time School of Management students who have a minimum cumulative 3.5 grade point average. Applicants must have completed a minimum of 40 credit hours, and must attain junior standing (55 or more credits) at the time the scholarship is distributed.

Christopher W. Croner Memorial Scholarship Fund: For students pursuing studies in resource science with a major in physical geography including the study of geology. Students must be enrolled full-time with a minimum 3.0 grade point average.

Mario J. Daniels and Associates, P.C. Scholarship Fund: Applicants must be full-time, African American students who have completed a minimum of 25 credit hours (sophomore status) and interested in pursuing a career in accounting. Financial need is a consideration in making this award.

Caroline Maxine Duesberry Scholarship: For full-time students enrolled in the University of Michigan-Flint Teacher Education Program with a minimum 3.00 grade point average. Applicants must submit proof of acceptance to the Teacher Education Program with the Scholarship Application.

Walter R. and Bertha F. Dunlap Memorial Fund: For full-time students enrolled in an undergraduate program with a minimum 2.5 grade point average. Students must be Michigan residents. Financial need is considered.

Dupuis and Ryden Accounting Scholarship Award: For accounting majors with a 3.5 or better grade point average, and who have two semesters or less remaining toward their undergraduate degree.
Flint Bowling Association Scholarship: For students at the University of Michigan-Flint who are residents of Genesee County and who demonstrate financial need. Preference is given to students who are members, or are related to members of the Flint Bowling Association.

Ralph M. and Emmalyn E. Freeman Computer Science, Engineering Science, and Physics Scholarship: For juniors or seniors enrolled in UM-Flint Honors Program. Applicant must have attended UM-Flint since their freshman year.

Cyrus Farrehi M.D. Scholarship: For pre-medicine majors planning to pursue a career in health sciences. A minimum 3.7 grade point average is required.

Ralph M. and Emmalyn E. Freeman Mathematics Scholarship: Established to provide assistance to women whose education has been postponed or delayed for at least 2 1/2 years. Recipient must be enrolled in a least one online course.

Flint Alumni Scholarship: Graduating high school seniors are eligible to receive a four year scholarship. All admitted students will be considered, and first consideration will go to students whose applications for admission are received before the application deadline. Only the top 10% of students admitted to the University of Michigan-Flint each year may be granted this award. Grade point average, academic course load, standardized test scores, rank in class, personal essays, recommendations and extra-curricular involvement are review in the selection process.

Ralph M. and Emmalyn E. Freeman Computer Science, Engineering Science, or Physics Scholarship: For foreign language majors with a 3.5 minimum grade point average.

Faculty/Staff Scholarship: For full- or part-time graduate or undergraduate students. A cumulative grade point average of at least 3.5, sophomore or higher standing, and a minimum of 23 credit hours earned at the University of Michigan-Flint are required. Any faculty/staff member may nominate a student by writing a letter of recommendation. Awards are based on academic achievement, goals and character.

Ralph M. and Emmalyn E. Freeman Education and Human Services Scholarship: For graduate students with a minimum 3.5 grade point average. Applicant must have completed one 300 level foreign language course at UM-Flint.

Flint Journal Scholarship Fund: For students enrolled for a minimum of nine credit hours who have demonstrated writing experience for a college, university or high school publication, or for a professional, trade or community publication. A minimum grade point average of 3.2 is required. Preference is given to communication, English and business administration majors. Letters and examples of work are required.

Flint Area Advertising Federation Communication Scholarship: Established by the Flint Area Advertising Federation for full- or part-time students who have a declared major or minor in communication. Students must have at least a 3.0 grade point average and have completed 25 academic credit hours. Selection is based on academic achievement and financial need.

Ralph M. and Emmalyn E. Freeman Foreign Languages Scholarship: For foreign language majors with a 3.5 minimum grade point average. Applicant must have completed one 300 level foreign language course at UM-Flint.

Flint Association of the University of Michigan Alumnae Scholarship: Established to provide assistance to women whose education has been postponed or delayed for at least 2 1/2 years. Students must be degree candidates with a minimum 2.5 grade point average.

Ralph M. and Emmalyn E. Freeman Distance Learning Scholarship: For sophomores with a 3.5 minimum grade point average. Recipient must be enrolled in at least one online course.

Flint Alumni Scholarship: Graduating high school seniors are eligible to receive a four year scholarship. All admitted students will be considered, and first consideration will go to students whose applications for admission are received before the application deadline. Only the top 10% of students admitted to the University of Michigan-Flint each year may be granted this award. Grade point average, academic course load, standardized test scores, rank in class, personal essays, recommendations and extra-curricular involvement are review in the selection process.

Ralph M. and Emmalyn E. Freeman Education and Human Services Scholarship: For juniors admitted to the School of Education and Human Services with a minimum 3.5 grade point average.

Flint Area Advertising Federation Communication Scholarship: Established by the Flint Area Advertising Federation for full- or part-time students who have a declared major or minor in communication. Students must have at least a 3.0 grade point average and have completed 25 academic credit hours. Selection is based on academic achievement and financial need.

Ralph M. and Emmalyn E. Freeman Foreign Languages Scholarship: For foreign language majors with a 3.5 minimum grade point average. Applicant must have completed one 300 level foreign language course at UM-Flint.

Ralph M. and Emmalyn E. Freeman Graduate Program Scholarship: For graduate students with a minimum 3.5 grade point average.

Ralph M. and Emmalyn E. Freeman Honors Program Scholarship: For juniors or seniors enrolled in UM-Flint Honors program. Applicant must have attended UM-Flint since their freshman year.

Ralph M. and Emmalyn E. Freeman Mathematics Scholarship: For sophomores with a minimum 3.5 grade point average. Must have completed at least twelve credit hours at UM-Flint. Completion of multivariate calculus and the introductory proof course are required.
Emmalyn Ellis Freeman Nurse Practitioner Scholarship: Applicant must be enrolled in UM-Flint Nurse Practitioner Program who has completed a minimum of 12 credit hours. A minimum 7.0 grade point average is required.

Ralph M. and Emmalyn E. Freeman Philosophy Scholarship: For philosophy majors with a minimum 3.5 grade point average.

Ralph M. and Emmalyn E. Freeman Psychology Scholarship: For psychology majors with a minimum 3.5 grade point average.

Ralph M. and Emmalyn E. Freeman School of Management Scholarship: For students accepted to the School of Management with a minimum 3.5 grade point average.

Ralph M. and Emmalyn E. Freeman Social Work Scholarship: For juniors majoring in social work with a minimum 3.5 grade point average.

Emmalyn Ellis Freeman Women’s Center Scholarship: For single parents with a minimum 3.5 grade point average.

Ralph M. and Emmalyn E. Freeman Writing Specialization Scholarship: For full-time seniors majoring in English with a minimum 3.5 grade point average. A specialization in writing, a minor in writing or are second or third-year tutors in the Marian Wright Writing Center or the Marian Wright Computer Writing Center. Solely for attending a local or state writing conference.

Leon Friedman, M.D. Scholarship: For health science majors with a minimum 3.0 grade point average. Applicant must be a graduate of Carmen Ainsworth High School.

Jeffrey F. Garfield Scholarship Fund: For entering or continuing University of Michigan-Flint students with a declared major in Theatre or Music. Talented applicants must have a recomputed 3.25 grade point average if entering as freshmen or a minimum 3.00 grade point average as continuing or transfer students. Financial need will be a consideration. Scholarship is renewable, but recipient must submit a new application.

Genesee Audubon Scholarship: This scholarship is intended for students at the University of Michigan-Flint with a major in biology whose primary interests are ecology and field biology. Recipients must have achieved junior standing, or have completed the core curriculum in biology. A minimum 3.0 cumulative grade point average and a minimum 3.0 grade point average in biology courses are required.

Genesee County Medical Society Alliance Nursing Scholarship: Established to give financial assistance to students who are pursuing a Bachelor of Science Degree in Nursing. Applicants must be admitted to UM-Flint’s BSN program and have a minimum 3.00 grade point average. Recipients must reside in Genesee, Lapeer or Shiawassee County. Awards will be based on financial need.

Eugene W. Geniesse Sr. Science Scholarship: For full-time science majors who have completed at least two years of college credit with a minimum 2.5 grade point average. Awards are based on academic achievement and financial need. Awards may be renewable if a minimum 3.0 grade point average in all science and mathematics courses is maintained, and application procedures and deadlines are followed for re-application.

Richard Gilder Scholarship Fund: For history majors with a minimum of 90 credit hours and 3.5 grade point average. Preference given to students whose coursework indicate an emphasis of American History and whose career goals include pursuing a profession that focuses on American History (teaching, archiving, museum work, etc.).

The Nick and Sharon G. George Student Research Fund: Applicants must have completed a minimum of 55 credit hours. Applicants must complete a student research application form and submit a written statement in which they have outlined the proposed research project: its goals, value, progress to date, and any other potential funding sources. Applicants must submit a letter of recommendation from a UM-Flint faculty member sponsoring the student research.

Jo Hashbarger Scholarship: Established by the Zonta Club of Flint II for women students attending the University of Michigan-Flint who have completed at least 84 credit hours and have demonstrated commitment to community service.

Heritage Scholarship Fund: Awarded to full-time freshman minority (Native American, African-American or Hispanic) students based on high school grade point average or class standing, and date of admission to UM-Flint. Awards are renewable up to a total of four years if recipients continue to meet grade point, enrollment and credit requirements. Contact the Office of Admissions and Recruitment for further information.

Petronella Hiehle-Short Scholarship: For a senior who is student teaching in mathematics in a K-12 setting. Selection is based on academic standing, industriousness, and an essay on future goals. For further information, contact the Education or Mathematics Departments.

Edgar B. Holt Scholarship: Established with contributions honoring Edgar B. Holt, a leader in the Flint community devoted to advocating human rights. For Black students attending UM-Flint full time with a minimum 3.0 grade point average. Applicants must have demonstrated leadership skills and a commitment to community service and the promotion of human rights. Awards may be based on financial need, letters of reference and an interview.
India Scholarship: Applicants must be currently enrolled at the University of Michigan-Flint. Applicants must submit a cover letter addressing their academic and career goals, and their interest in receiving this scholarship. Recipients must have a minimum 3.0 grade point average.

Harold and Agape Kallis Scholarship: For full-time students with a minimum 3.0 grade point average who are residents of Genesee County.

Monica Karnes Memorial Scholarship Fund: Established by Monica Karnes' family and Phi Sigma Iota, Rho Rho Chapter, to provide financial assistance to currently enrolled full- or part-time students. Students should have a minimum 3.0 grade point average and must have completed at least one 300-level foreign language course at the University of Michigan-Flint. Selection is based on demonstrated commitment to foreign language study.

Martin Luther King, Jr. Community Service Scholarship: Applicants must be accepted for admission and/or enrolled at the University of Michigan-Flint. If the applicant is an incoming freshman student, he/she must have graduated with a recomputed academic g.p.a. of 2.8 or better. Transfer students must have a incoming transfer g.p.a. of 2.8 or better. If the applicant is a currently enrolled university student, he/she must maintain a cumulative grade point average of 2.8 or better. A scholarship recipient may only receive this award one time.

The David and Sharon Krueger Student Research Fund: Applicants must have completed a minimum of 55 credit hours. Applicants must complete a student research application form and submit a written statement in which they have outlined the proposed research project: its goals, value, progress to date, and any other potential funding sources. Applicants must submit a letter of recommendation from a UM-Flint faculty member sponsoring the student research.

Michael J. Kulick Memorial Scholarship: For students with a declared major in resource science who have completed at least 55 credit hours and who have at least a 3.0 cumulative grade point average.

Linn Family Scholarship: For students who have completed a minimum of 70 credit hours and have a declared major in accounting. Students must be residents of Genesee County, enrolled full-time, and have a minimum 3.2 grade point average. Financial need is considered. Scholarship recipients are strongly encouraged to contribute to the Linn Family Scholarship Fund within a reasonable length of time after entering the profession.

M Club of Greater Flint Scholarship Fund: Applicant must be currently enrolled at the University of Michigan-Flint and have a minimum 3.0 grade point average. Recipients are selected by the Scholarship and Grants Committee of the Faculty Council.

Mansour Developments, Inc. Scholarship: Established by Mansour Developments, Inc, a locally owned real estate development and investment company. Applicants must be full-time School of Management students who have completed 60 credit hours and maintained a minimum cumulative 3.2 grade point average.

Mary I. Sharpe Marchman Scholarship: For University of Michigan-Flint nursing students, enrolled in the four-year degree program. Scholarships are available to students who have completed a minimum 25 credit hours and maintain a cumulative 3.0 grade point average. Scholarship is based on academic achievement, and not on financial need.

Floyd J. McCree Scholarship: Established with contributions honoring Floyd J. McCree, who was an advocate for social causes and social justice, a dedicated public servant and committed to helping others. For African-Americans living in the greater Flint area who have participated in school and/or community service activities. Applicants must have generally maintained an adjusted grade point average of 3.0. Selection is based on academic records, cover letters and recommendations. Interviews may be required.

Victoria McKenze University of Michigan-Flint Student Government Council Scholarship: Applicants must be UM-Flint students with a minimum of 55 credit hours, and have a cumulative 2.5 grade point average. Applicants must have demonstrated campus leadership qualities that have significantly contributed to and enhanced the quality of life for students at UM-Flint. A cover letter and two letters of reference are required.

Leonard A. and Zelpha E. McKinnon Scholarship: Available to full- or part-time students who have at least a 3.5 grade point average, are Genesee County residents, and have participated in school and/or community activities. Letters of reference are required. Selection is based on academic record, community service, essay and recommendations.

Michigan Scholar Award: Recipients of Michigan Scholar Awards are nominated and selected from the Flint Community Schools and Beecher Senior High School. Nominated students are required to have a minimum recomputed academic grade point of 3.5 or be in the top 10% of the graduating class, take the ACT or SAT, and satisfy the core academic requirements as defined by the State Universities of Michigan Presidents Council. The student must submit an Application for Freshman Admission by March 15. This award is for full-time enrollment during the Fall and Winter semesters at the University of Michigan in Flint, and is renewable for three additional years provided the student maintains a cumulative 2.5 grade point at the University.

The Carl and Sarah Morgan Graduate Student Scholarship: Established in 1996 with a gift from the Morgan Trust to the University of Michigan-Flint. This scholarship is designated to provide financial assistance for UM-Flint graduate students. Applicants must be in a graduate program and have earned a minimum cumulative 3.30 grade point average based on a 4.00 scale as an undergraduate, or have a minimum cumulative B+ average as a UM-Flint graduate student.
National Association of Career Women - Flint Chapter Academic Scholarship: For residents of Genesee County majoring in business with a minimum 3.0 grade point average who intend to remain in the Genesee County area after completion of their education. Students must demonstrate exceptional academic achievement and leadership skills in school and/or community service activities.

National Association of the Physically Handicapped - Flint Arrowhead Chapter Scholarship Fund: For students with a permanent physical disability who are enrolled for at least six credit hours. A minimum 2.0 grade point average and demonstrated financial need are required. Preference is given to residents of Genesee County.

The Jeanetta & Charlie Nelms Scholarship: Applicants may be full-time or part-time students, either undergraduate or graduate standing. Applicants must have a minimum 3.0 grade point average. Applicants must have demonstrated a commitment to leadership, community involvement, and scholarship. Scholarship awards are based on financial need.

Conny E. Nelson Memorial Scholarship Fund: Established in memory of Conny E. Nelson, Chancellor of the University of Michigan-Flint, 1980-83. The scholarship helps support study in a non-North American country for students who have completed their sophomore year. Awards are based on academic achievement and merit of proposed study.

David A. Page, CPA Scholarship Fund: For Accounting majors with a minimum 3.0 grade point average. Specifically to assist non-traditional, 25 years of age or older, Genesee county residents.

Charles and Larue Pemberton Health Care Program Scholarship: To assist students pursuing a degree in the Health Care Program at the University of Michigan-Flint who have returned to college after their education has been postponed or interrupted by a period of at least 30 months. Applicants must have completed at least 55 credit hours, have a minimum 2.8 cumulative grade point average, and have completed at least six credit hours at the University of Michigan-Flint. Financial need may be a consideration.

Charles and Larue Pemberton Nursing Scholarship: For full- or part-time nursing students. RN applicants must be accepted into UM-Flint's BSN program. UM-Flint/Hurley Medical Center BSN candidates must have completed one semester of nursing clinical.

Wanda L. and M. Harry Piper Grant Fund: Financial assistance to full- or part-time students whose pursuit of a University degree has been postponed or interrupted for at least two years. Students must maintain a 2.0 grade point average and show financial need.

Annie Mae Pointer Scholarship: For full-time African-American with at least Junior standing and a minimum 2.5 grade point average. Financial need is a consideration.

The Dom Polski Cultural Center Scholarship: This scholarship provides financial assistance for students whose parents or grandparents have been members of Dom Polski of Flint. Applicants must secure documentation from the Dom Polski that a parent or grandparent has been either a voting or associate member of Dom Polski Club or Dom Polski Cultural Center of Flint for a minimum of 5 years. A cover letter must be submitted which explains the significance of their Polish heritage and interest in being selected for this particular scholarship. Recipient must maintain a minimum 3.0 grade point average. The Dom Polski Cultural Center Board will review the applications and select the scholarship recipient. The scholarship is renewable; must reapply.

The Virginia Polzin, CRNA Scholarship: This merit-based scholarship is created to assist qualified individuals with the cost of tuition, and to help promote the profession of Nurse Anesthesia. Scholarship recipients must be second year program students. Scholarship recipients must have a minimum grade of “A” in their clinical practicum. Scholarship recipients must have participated in professional health care organizations and/or community activities.

Akhila & Rajamani Scholarship: For full time students employed on UM-Flint campus with a minimum 2.0 grade point average. Financial Need is a consideration.

G. Radhabai and A. V. Rajagopal Scholarship: For students who have a minimum 3.3 adjusted grade point average and are enrolled for at least six credit hours. Selection is based on outstanding academic achievement and participation in school and/or community service activities. This fund also provides a scholarship award for a junior or senior with a declared major or minor in computer science who has demonstrated academic excellence in computer science and who has provided exceptional service to the Computer Science Department.

Joe Roberson Endowed Scholarship Fund: Applicants must be residents of Genesee County, and admitted to the University of Michigan-Flint with a minimum 3.0 grade point average.

The Rotary Club of Flint Scholarship: For students who have graduated from a Flint or Genesee County high school in the past two years after attending these schools for at least the final two years of their high school education. A minimum 3.25 adjusted grade point average, involvement in school and/or community service activities, and the intent to remain in the Flint/Genesee County area after completion of college are required.
Thomas P. Ryan and Thomas P. Ryan Jr. Memorial Scholarship Fund: For full-time UM-Flint students enrolled in the School of Management. Applicants must have completed a minimum of 40 credit hours and maintained a cumulative 3.0 grade point average.

Horace T. Sanders Social Work Scholarship: For University of Michigan-Flint Social Work majors who have completed a minimum of 50 credit hours and have a minimum cumulative 3.00 grade point average. Students must state in the Scholarship Application why they chose the field of Social Work and their career goals in the field. Financial need is not a consideration.

The Kathleen A. Schneberger Scholarship Fund: For students who are at least 25 years old, who have completed 30 or more credit hours with a minimum 2.5 cumulative grade point average and are enrolled for at least six credit hours. Awards are based on financial need. Preference is given to females.

The School of Management Student Research Fund: Applicants must have completed a minimum of 55 credit hours. Applicants must complete a student research application form and submit a written statement in which they have outlined the proposed research project: its goals, value, progress to date, and any other potential funding sources. Applicants must submit a letter of recommendation from a UM-Flint faculty member sponsoring the student research.

The Gerald and Sharon Schreiber Research Fund: Applicants must have completed a minimum of 55 credit hours. Applicants must complete a student research application form and submit a written statement in which they have outlined the proposed research project: its goals, value, progress to date, and any other potential funding sources. Applicants must submit a letter of recommendation from a UM-Flint faculty member sponsoring the student research.

Woodrow W. Skaff Scholarship: Applicants must be full-time UM-Flint students who have a cumulative 3.0 grade point average, and are residents of Genesee County. Scholarship awards will be based upon financial need.

Lavoy C. Smith Memorial Scholarship: For Native American and Black students who have behaviorally demonstrated a consistent and high level of commitment to community and school activities, and volunteer work. Students must have successfully completed a minimum of 12 credit hours with a minimum 2.5 grade point average. Preference is given to full-time students.

Social Work Leadership Scholarship: For Social Work majors with at least junior standing and a minimum 3.0 grade point average.

The Barbara Sprague, CRNA Scholarship: This merit-based scholarship is created to assist qualified individuals with the cost of tuition, and to help promote the profession of Nurse Anesthesia. Scholarship recipients must be second year program students. Scholarship recipients must have a minimum grade of “A” in their clinical practicum. Scholarship recipients must have participated in professional health care organizations and/or community activities.

Esther C. Stone Graduate Student Scholarship for Academic Excellence Scholarship: For students admitted to a University of Michigan-Flint graduate program who have completed all prerequisite courses and have a minimum of twelve hours of graduate credit. In addition to the Scholarship Application, students must submit a maximum one page personal statement as to why they qualify for the award, two letters of reference from faculty familiar with their academic work, and transcripts. The application deadline is May 1.

John and Dorothy Stout Scholarship Fund: Established by the Bishop Class of the First Presbyterian Church (U.S.A.), Flint, in honor of John and Dorothy Stout. The scholarship is awarded to a member of the church who is a resident of Genesee County attending the University of Michigan-Flint. Awards are based on good citizenship, scholastic attainment, and need.

Virginia Hoover Thompson Scholarship Fund: Designated to assist academically talented English majors, and encourage and support their scholarly activity and international travel. Applicants must be full-time students who have completed a minimum of 55 credit hours, and attained a minimum 3.5 grade point average. Applicants must submit a cover letter in which they outline their career goals and aspirations. This scholarship is based on scholastic merit, and not on financial need.

Reinhard Thum Scholarship: For students with at least Sophomore standing and a minimum 3.5 grade point average. A letter of recommendation is required along with a cover letter detailing major areas of interest, achievements, challenges and goals.

Dominic Tomasi Memorial Scholarship: For students who are residents of Genesee County enrolled full time at either the Ann Arbor or Flint campus, and who have participated in varsity sports and extracurricular or community service activities. Selection is based on character which reflects positively on the University of Michigan-Flint, activities and financial need.

Virginia J. Tucker and Julie M. Patterson Scholarship: For women students whose education has been delayed or interrupted for at least five years, with preference given to full-time students. Financial need is a consideration.
Undergraduate Research Grant: For part-time or full-time undergraduate students currently enrolled in a degree program. Each participating student will need to provide a cover sheet and transcript. The proposed project can not be conducted as part of any assigned requirements of a course. Students should enroll in an independent study in conjunction with their proposed project. Although this grant program is intended to fund independent projects, these projects must be conducted under the supervision of an University of Michigan-Flint faculty member. The endorsement of a faculty advisor is necessary.

The University of Michigan Club of Greater Flint Scholarship Fund: For full-time undergraduate students in good standing who are residents of Genesee County, have financial need, and are independent of family or may not be eligible for other forms of aid. Applicants should demonstrate efforts to help finance their own education and be goal oriented. Awards are not renewable.

The University of Michigan Club of Greater Flint Student Research Fund: Applicants must have completed a minimum of 55 credit hours. Applicants must complete a student research application form and submit a written statement in which they have outlined the proposed research project: its goals, value, progress to date, and any other potential funding sources. Applicants must submit a letter of recommendation from a UM-Flint faculty member sponsoring the student research.

The University of Michigan-Flint Alumnae Association Student Research Fund: Applicants must have completed a minimum of 55 credit hours. Applicants must complete a student research application form and submit a written statement in which they have outlined the proposed research project: its goals, value, progress to date, and any other potential funding sources. Applicants must submit a letter of recommendation from a UM-Flint faculty member sponsoring the student research. Preference will be given to non-traditional students, both men and women.

The University of Michigan-Flint Rackham Graduate Fellowship Program: For students who have completed all prerequisites and at least six hours in the MLS or MPA program, with preference given to students who have completed at least 12 hours in the program. Fellowships are awarded competitively based on academic performance and recommendation of the program faculty. Students must be enrolled for a minimum of three credit hours. Fellowships pay tuition for up to six credits for one term. For more details, contact the Office of Graduate and Special Programs.

University Scholar Award: To recognize student with strong scholastic and extra-curricular achievements, the University of Michigan-Flint may award a one time scholarship to graduating high school seniors. Only the top 10% of students admitted to the University of Michigan-Flint each year may be granted this award. Grade point average, academic course load, standardized test scores, rank in class, personal essays, recommendations and extra-curricular involvement are review in the selection process.

Urban League of Flint/University of Michigan-Flint Scholarship: Provides recognition and financial aid assistance to outstanding Black students. Awards are made to graduating high school seniors who will be attending UM-Flint. Students must have a minimum 3.0 grade point average, or be in the top 10% of their graduating class with a minimum ACT score of 20. The scholarship is renewable for up to a total of four years if the student remains enrolled full-time, successfully completes at least 21 graded credit hours each academic year, and remains in good academic standing. Students should apply through the Urban League of Flint.

Harold M. Utley Memorial Scholarship Fund: Awards are based on financial need, school and/or community service activities, and scholastic attainment. Students must have a 3.0 cumulative grade point average.

West Flint Optimist Club Academic Scholarship: For full-time students who are residents of Genesee County, have demonstrated leadership skills in school and community activities, and have a minimum 2.7 grade point average if entering freshmen, or a minimum 2.5 grade point average if current or transfer students. Financial need is considered.

Westwood Heights Lions Club Scholarship: For residents of the Westwood Heights Lions Club service area. Selection is based on family income, and requires a cumulative minimum grade point average of 3.0 and at least sophomore standing. Awards are renewable, based on need and availability of funds.

Ann Lande Weinstein Scholarship: Applicants must be returning female students whose education was interrupted by a minimum of five-years. Applicants must have complete 85 credit hours of course work and have a minimum 3.0 grade point average.

Barbara Davis White Memorial Scholarship Fund: For full-time juniors or seniors majoring in mathematics or science who intend to make a career in those fields, and who have at least a 3.0 grade point average. Selection is based on financial need and academic achievement.

Myron and Margaret Winegarden Scholarship: Established to provide financial assistance for deserving students who share an appreciation of foreign language and international studies. Applicants must be full-time students with a minimum of 3.5 grade point average. Financial need is not a consideration.

Hazel Wood Scholarship Fund: For full-time transfer students who are residents of Genesee County. A minimum 3.2 grade point average is required and financial need is considered.

Dr. Douglas L. Wright Memorial Scholarship: Applicants must be full-time, African-American University of Michigan-Flint students who have achieved junior standing and have maintained a grade point average of 3.0 based on 4.0 scale for all completed course work. Applicants must have recognized leadership skills, and a demonstrated commitment to community service and the
promotion of human rights. Financial need is a consideration in awarding this scholarship.

**Lillian B. and Bruce E. Wright Memorial Scholarship:** For adult returning students at the University of Michigan-Flint with a major or minor in political science or public administration, or who have been actively involved in the political process at the local, state or national level. A minimum 3.0 grade point average is required.

**David G. Zick Scholarship:** For currently enrolled University of Michigan-Flint students with a declared major in Physics or Engineering. Applicants must have completed their sophomore year and have minimum cumulative 2.7 grade point average. Financial need is a consideration. Scholarship is renewable, but recipient must reapply.

**The Francine Zick Student Research Fund:** Applicants must have completed a minimum of 55 credit hours. Applicants must complete a student research application form and submit a written statement in which they have outlined the proposed research project: its goals, value, progress to date, and any other potential funding sources. Applicants must submit a letter of recommendation from a UM-Flint faculty member sponsoring the student research.

**Music Scholarships**

All scholarship recipients must meet standards set by the faculty of the Music Department.

**Bonnie Blum Memorial Scholarship:** Awarded to junior or senior students with a cumulative grade point average of at least 3.5. The applicant must show merit and evidence of a strong commitment to music education.

**Chandler B. Brownell Piano Scholarship:** Awarded to full-time students majoring in piano with at least a 3.0 grade point average. Preference given to residents of Genesee County. Financial need may be considered.

**Department of Music/Art Instrumental Jazz Scholarship:** A $350.00 scholarship will be awarded to one incoming freshman for the Fall semester of each academic year. Upon fulfillment of the applicable guidelines, this scholarship will be renewable for an additional three consecutive semesters. Application is open to all incoming freshmen, regardless of intended major. Applicants must have a minimum recomputed 2.7 high school grade point average. Auditions are required.

**Garrett E. Ebmeyer Trumpet Scholarship:** Open to any music education trumpet student, based on performance and musical ability.

**Janet Kay Evans Memorial Scholarship Fund:** For full-time music students who demonstrate academic accomplishment and musical ability. A minimum 3.0 grade point average and participation in a performance group are required. Financial need is considered.

**Founding Faculty/Friends of Music Scholarship:** For full-time students pursuing a major in music or music education. A minimum cumulative 3.0 grade point average or 3.0 grade point average for the previous semester is required. Applicants must submit a cover letter indicating music specialty, participation in performance groups, and academic and career goals. Two letters of reference are required. Applicants are evaluated on performance in classes and rehearsals and overall contribution to the Music Department.

**Friends of Music Scholarship:** Intended for full-time students with a declared major in music studies and a minimum 3.0 grade point average. Letters of reference are required and applicants may be asked to audition. Awards are based on level of musical performance. Financial need may be considered.

**The Douglas E. Larmor Memorial Scholarship:** Established by friends in conjunction with the Flint Federation of Musicians - Local 542 for full-time students who are instrumental music majors. A minimum 3.0 grade point average is required. Selection is based on auditions and financial need.

**Music Department Scholarships:** For students with a minimum 3.0 grade point average who have received no grade in applied music lower than a “B” and who participate in a large performance group appropriate to their major instrument. Students must demonstrate continued commitment to their studies and the University.

**Music Department Stipends:** May be offered to students who are active and supportive members of ensembles in the department. Students must prepare their individual parts to the best of their ability and must attend all rehearsals and concerts outlined by the conductor.

**Multicultural Music Initiative Scholarship:** For full-time students with a declared major or minor in music or music education who are members of a UM-Flint Music Department performance ensemble. Auditions are required. Preference is given to African-American and Hispanic students with demonstrated aptitude and skills in music.

**Joyce R. Piper Endowed Memorial Piano Scholarship:** Applicants must maintain a minimum 3.0 grade point average, and participate in a UM-Flint Music Department audition. One scholarship will be awarded each academic year. Scholarships may be renewed; however, scholarship recipients must reapply.
Guy L. Stoppert Memorial Scholarship Fund:
Established in 1989 by the trustees of the Guy L. Stoppert Memorial Fund and the Michigan Male Chorus Association. For currently enrolled male vocal students with a minimum 2.75 grade point average.

Physical Therapy Student Assistance

Financial assistance to students admitted to the professional preparation program may be provided by prospective employers of physical therapy graduates in exchange for commitments for employment for specific periods after graduation. All awards and other arrangements are made directly between the grantor and the student. Some require faculty recommendations. Other awards are available without employment conditions. A list and description of all opportunities available can be obtained from the Physical Therapy Department.

Ralph M. and Emmalyn E. Freeman Physical Therapy Scholarship: For physical therapy majors with minimum 3.5 grade point average.

Virginia Wilson Memorial Scholarship: Applicant must be a member of the American Physical Therapy Association, and meet the minimum academic standards as defined by the Physical Therapy Department. Demonstrated history of service to the profession, MPT, or community.

Coleman J. Ross Jr. and Lois R. Ross Scholarship: For students in the final year of the professional preparation program in physical therapy. Students must have at least a 3.0 grade point average. Financial need is considered. For additional information, contact the Physical Therapy Department.

Theatre Department Scholarships

The theatre scholarship program is designed to attract and retain students of exceptional talent and promise and to enable these students to pursue a theatre degree without financial hardship. Students should contact the Theatre Department for additional information and to set up appointments for auditions and interviews.

Theatre Department Scholarship: Offered to new and continuing theatre majors based on satisfactory progress in both theatre activities and general university studies.

Ralph M. and Emmalyn E. Freeman Theatre Scholarship: For full-time theatre majors with a minimum 3.2 grade point average. Recipients must participate in at least one UM-Flint main stage performance per term.

Honor Grant: For theatre majors with a grade point average of 3.35 or better based on previous semester academic record. Amount based on available funds.

Brian McDonald Scholarship Fund: For Theatre majors with a minimum 3.25 grade point average for freshmen and a 3.0 grade point average for currently enrolled students. Financial need is a consideration.

Carl and Sarah Morgan Theatre Scholarship: Provides scholarship assistance to talented students majoring in theatre. Awarded yearly to full-time students who have maintained a minimum 2.75 grade point average and who make significant contributions to the Theatre Department’s programs. Fulfillment of a community service project is also a requirement. Contact the Theatre Department for additional information.

University Honors Scholar Program Scholarships

Students of superior academic ability compete for acceptance into these two- or four-year programs. All Honors Program students receive scholarships not based on financial need provided they continue to satisfy the program’s rigorous standards. Interested entering and currently enrolled freshmen or students transferring to the University of Michigan-Flint should obtain details from: Director of the Honors Program Room 454, David M. French Hall University of Michigan-Flint Flint, Michigan 48502-2186 (810) 762-3370
Extended Hours Program

Normal business hours for the University of Michigan-Flint are from 8:00 a.m. to 5:00 p.m. throughout the year.

The following departments have extended business hours from 8:00 a.m. to 6:30 p.m., Monday through Thursday, with normal business hours from 8:00 a.m. to 5:00 p.m. on Friday, throughout the year. However, this schedule is subject to change within each department. The current course schedule booklet contains up-to-date information.

Academic Advising Center, Room 285 University Pavilion
Admissions and Recruitment, Room 245 University Pavilion
Bookstore, Room 106 University Pavilion
Career Development Center, Room 237 FH
Extension/Continuing Education, Room 240 FH
Financial Aid and Scholarships, Room 277 University Pavilion
Graduate Programs, Room 221 FH
Human Resources, Room 219 University Center
Information Technology Services, Room 207 MSB

Learning Resources Center, Room 251 Thompson Library*
Library, Thompson Library*
Microcomputer Labs: 206 MSB & 223 FH*
Recreation Center
Registrar, Room 266 University Pavilion
School of Health Professions and Studies, Room 402 MSB
School of Management, Room 346 FH
Student Accounting/Cashier, Room 261 University Pavilion
Student Development Center, Room 264 University Center
Student Life, Room 375 University Center
Tutorial Center, Room 264 University Center
Writing Center, Room 305 FH*

FH=French Hall (formerly Classroom Office Building)
MSB=Murchie Science Building

*These units have hours that exceed the extended hours program. Please check with the units for their hours of operation.
ACADEMIC POLICIES OF THE UNIVERSITY

Campus-Wide Academic Regulations

Some variations exist in the academic regulations for the College of Arts and Sciences, the School of Education and Human Services, the School of Health Professions and Studies, and the School of Management in the following areas: grading systems, academic and scholastic requirements, credit requirements for graduation, honors, academic grievance procedures, pass/fail options, and credit by examination. Students should acquaint themselves with the pertinent regulations, which can be found in the appropriate sections of this Catalog.

All graduate students are advised to consult the Graduate portion of this Catalog for specific information on each of the Graduate programs.

The following regulations represent University-wide rules of which all students should be aware in order to fulfill their academic responsibilities. The ultimate responsibility for fulfilling the requirements for a degree rests with the student.

Undergraduate Honors

Campus-Wide Honors

University of Michigan-Flint undergraduate students are eligible for the following campus-wide awards.

Maize and Blue. The University of Michigan-Flint’s highest award for undergraduate students is presented at the May and December commencement ceremonies. (Students graduating in August are recognized in December.) Students receiving the award are given plaques and the award is noted on the official transcript.

Eligibility for the award is determined the last semester before graduation. The semesters including the student’s last 58 credit hours are determined and a GPA is calculated on the basis of all courses included in these semesters, excepting courses in progress. Students whose calculated GPA is at least 3.75 are considered for the award.

Once the list of eligible students has been determined, academic departments are asked for nominations from this list. Their nominations are sent to the Faculty Development and Awards Committee, which makes the final decision. At most, thirteen students receive the award at each commencement ceremony, with awards allocated proportionately among the various academic units.

Commencement Honor Cords. University of Michigan-Flint undergraduate students may walk in commencement ceremonies with honors cords if they meet guidelines for tentative honors. (Eligible students completing their degrees in August are recognized at the December ceremony.) Students in the College of Arts and Sciences and the School of Education and Human Services must have a cumulative GPA of 3.5 or higher two months prior to the ceremony. Students in the School of Health Professions and Studies and the School of Management must meet the degree honors requirements of the school using the current semester hours. (Courses in progress are excluded from GPA calculations but are included in credit requirements.) Students who wish an exception to these rules must submit a petition to the academics standards committee of their school or college.

University of Michigan-Flint Scholar. A full-time student who earns a 3.5 grade point average for any semester is designated a “University of Michigan-Flint Scholar” for that semester. In computing averages, only courses taken at the University of Michigan-Flint are included, and only complete terms or semesters are counted. Notation of the award is made on the student’s official transcript.

System-Wide Honors

University of Michigan-Flint undergraduate students are eligible for the following system-wide awards of the University of Michigan. Notation of each award is made on the student’s official transcript. The term “graded” refers to courses graded “ABC”.

Branstrom Prize. This prize is presented in March to those first-time freshmen who were enrolled for at least 15 graded credit hours the previous Fall semester and finished in the top five percent of their class. The prize is a book with an inscribed nameplate on the inside cover, chosen by the student from an impressive list. Notation of the award is made on the student’s official transcript.

James B. Angell Scholar. This award is presented in March to those undergraduate students who completed consecutive semesters in the last year each which included at least 14 credits of graded work for which the student earned no grade lower than “A-”.

University Honors (formerly Class Honors). This award is presented in March to those undergraduate students who completed a single semester in the previous year including at least 14 credit hours, at least 12 of which were graded, with a semester GPA of 3.5 or higher.

Academic Standing

An undergraduate student who maintains a grade point average of at least 2.0 for courses elected while enrolled at the University is considered to be in good academic standing in the University. Those students who fail to maintain a C (2.0) average are considered academically deficient. This general description of standards must be augmented by the regulations of each individual unit. All students must be familiar with the academic requirements and rules of their own school or college.

At the end of each term, the Office of the Registrar reviews the transcripts of all students showing evidence of academic difficulty according to the policies set by the committees on academic standards. The University uses three major types of actions: Warning, Up-or-Out, and Dismissal.
Warning. Warning is issued to all students at the University whose cumulative grade point average falls below 2.0 for the first time, but does not drop severely enough to warrant dismissal. There is no automatic term of warning. A significant honor-point deficiency can result in dismissal from the University without a previous warning.

Up-or-Out. When a student on previous warning fails to obtain a 2.0 grade point average in the next term of enrollment, an up-or-out warning is issued. The student is informed in writing that unless substantial improvement occurs, academic dismissal will follow at the end of that term. If the grade point average for that term is 2.0 or higher but is not sufficient to raise the cumulative grade point average to 2.0 or higher, the student is continued on up-or-out status. If the term grade point average is below 2.0, the student may be dismissed. Grades of I (incomplete), N (no credit, no grade), or F (in pass/fail) will be considered grades below C.

Students readmitted to the University after dismissal are immediately placed on up-or-out status.

Dismissal. Academic dismissal does not carry any condition for readmission. If a student wishes at a later date to seek reentry to the University, academic readiness must be demonstrated. This is usually done by submitting transcripts from other institutions of higher learning indicating academic success. Normally, however, the only courses considered as proof of readiness will be such courses which are usually transferable to the University. These courses may or may not be entered as transfer courses on the student’s record, but will in no case alter the grade point average already on the student’s University of Michigan-Flint permanent record.

Students receiving benefits from the Veterans Administration (VA) will be governed by the same academic standards as other students with the following exception: After two consecutive semesters of a grade point average lower than 2.0, the VA student will no longer be eligible for veterans’ benefits. The Veterans Administration will be informed if a student fails to come off probation at the end of two terms or semesters.

Classification of Undergraduate Students
The class standing of undergraduate students who are candidates for bachelor’s degrees is determined by the number of credit hours they have accumulated toward graduation:

- Freshman: Fewer than 25 credits.
- Sophomore: At least 25 but fewer than 55 credits.
- Junior: At least 55 but fewer than 85 credits.
- Senior: 85 credits or more.

Students who seek a second bachelor’s degree are granted credits as explained in the section “Second Bachelor’s Degree” and are placed in the appropriate undergraduate class.

NCFD (non-candidate for degree) students may or may not hold a degree; some may be seeking professional certification or fulfilling undergraduate requirements for a master’s degree.

Guest students are enrolled in another college with which they have made arrangements for transfer of credits being earned at the University of Michigan-Flint.

Senior Year Enrollment
To be recommended for the bachelor’s degree, a student must have registered as a degree candidate at the University of Michigan-Flint for the last 30 credits.

A transfer student from a non-University of Michigan college must earn a minimum of 45 semester hours at the University of Michigan-Flint, including the last 30 credits.

Changes in Individual Course Elections
Changes in course elections include dropping and adding a course. To make a course change before the first official day of the semester the student must add/drop on the SIS website. To make a course change after the first official day of the semester, the student must obtain an add/drop from the academic advisor and have it signed by the advisor and by the instructor or instructors concerned. The student continues to be registered in the class of original choice until the student has returned the add/drop form, properly signed, to the Office of the Registrar.

See the current course schedule booklet for more information.

Individual courses may not be dropped without a final grade after the Friday of the seventh week of classes. Undergraduate students who seek exceptions to these deadlines must petition the Committee on Academic Standards in the College of Arts and Sciences, the Academic Standards Committee in the School of Education and Human Services, the Academic Standards Committee in the School of Health Professions and Studies, or the Academic Review Committee in the School of Management. A request to drop a course without a final grade after this time will be considered only on medical grounds or for other compelling reasons.

Permission to withdraw from a course after the deadline will not be granted merely because the student is doing unsatisfactory work. If a student stops attending a course without official approval, the grade of E, F or N will be recorded.

The procedure to add courses varies among the different units of the University. For further information, students should consult their advisors and the Catalog sections of the different University units. Graduate students should consult the Office of Graduate Programs for information. (See also the add/drop information in the “Adjustment of Fees” section of this Catalog.)

Auditing
All students are expected to elect courses for credit. Occasionally an undergraduate student may wish to attend courses which have not been elected for credit. The instructor may grant official auditing at
the time of registration or during the scheduled period to add courses. A course that is audited is billed at the usual tuition.

The course will appear on the student’s transcript as “audit.” The student must attend classes regularly and complete all the work of the course. If the student enrolled as an auditor does not complete the course to the instructor’s satisfaction, the grade “W” will be recorded on the permanent record.

Reelection of Courses
Any course may be reeledc. Only the credits earned the last time the course is taken will count. The record of all attempts and grades received will appear on the transcript. When a course is reeledc, the grade received for the last attempt will be used to calculate the grade point average. Courses taken at institutions other than the University of Michigan (Ann Arbor, Dearborn and Flint) do not affect the grade point average.

Graduate students should consult with the Office of Graduate Programs for information about the reelection of courses.

Policy Concerning N Grades
The grade N, which signifies neither credit nor grade point value, is used in numerous courses. For these courses, the lowest grade for which credit is earned will be one of the following: C, C-, D, D-.

The use of this grading system in a course is indicated in course listings and in the course schedule and is announced at the beginning of the courses. Students should be aware that although N grades do not affect the grade point average, the accumulation of an excessive number of Ns is considered insufficient progress toward a degree. Therefore, after the first nine (9) credits for which a grade of N is received, any subsequent grade of N will be recorded as an E, regardless of whether a course in the original nine credits is retaken. Students who plan to apply to graduate schools should note that some transcript reporting agencies and graduate schools compute N grades as failing.

Class Attendance
Regular attendance at class, laboratory, and other appointments for which credit is given is expected of all students. Irregularities in attendance should be promptly explained by the student to the appropriate instructors. If an instructor considers the number of absences excessive, a written report may be sent by the instructor to the student’s faculty advisor.

Final Examinations
Final examinations are given in accordance with the official schedule issued each term. Students must take the final examination according to that schedule. Students who wish to change the scheduled time due to hardship, conflict, or other unusual circumstances must have their requests approved by the instructor or the dean, director, or coordinator of the appropriate administrative unit.

Disenrollment from the University
If, for health or other valid personal reasons, the undergraduate student finds it necessary to disenroll from the University, requests for official withdrawal must be obtained from the Office of the Registrar. Students who withdraw or reduce their enrollment should see the section entitled “Adjustment of Fees” to learn whether they are eligible for a refund. Students may disenroll from the University without petition until the last day of classes; courses affected by a disenrollment after the add period will receive “W” grades. Graduate students should consult with the Office of Graduate Programs for disenrollment information.

Students who disenroll from the University must be readmitted to the University by the appropriate deadline; they are urged to see the Office of Admissions.

Change in Major
An undergraduate student contemplating a change in major should seek advice from the current advisor, the prospective advisor, or the Academic Advising Center, and notify the Office of the Registrar of any change.

A student who seeks a major in programs outside the College of Arts and Sciences must first obtain admission to the program through the Office of Admissions. Graduate students should consult with the Office of Graduate Programs for information about change in concentration.

Deficiency in English
Any instructor who finds a student’s work seriously deficient in standard written English may refer the case to the Director of the Writing Center. The student may be given additional work in composition with or without credit. Instructors may refuse credit or give a reduced grade for written work which does not demonstrate accurate, effective use of standard English.

Waiver of Degree Requirements
If, because of previous academic work, a student feels compelling reasons to waive University-wide requirements exist, a petition for waiver must be submitted to the academic standards committee of the appropriate unit. If waiver of degree or program requirements is sought, a petition for waiver must be submitted to the appropriate dean, director, or department chair.

Transfer Within the University of Michigan-Flint
The College of Arts and Sciences, the School of Education and Human Services, the School of Health Professions and Studies, and the School of Management are the academic units of the University of Michigan-Flint.

A student who seeks to transfer from one unit to another must file an Application for Intra-Campus Transfer, available from the Office of Admissions. The requirements for admission to each unit are printed elsewhere in this Catalog.
The Student as a Guest at Another Institution
A student at the University of Michigan-Flint will be permitted to elect a course for credit at another academic institution provided either (1) completion of the course is necessary to satisfy requirements of the University of Michigan-Flint, or (2) the course is not equivalent to any course of the University of Michigan-Flint but would be normally transferable.

If the course at the other institution is equivalent to one at the University of Michigan-Flint, the student must demonstrate to the advisor and to the chair of the department or program which supervises the course that scheduling of the course at the University of Michigan-Flint cannot be done at a reasonable point in the student’s program. The student must obtain written consent to elect the course from the advisor, the appropriate chair, the appropriate dean, and the Registrar of the University of Michigan-Flint.

After the final grade is recorded, the student must arrange to have the visited institution send an official copy of the transcript to the Office of Admissions of the University of Michigan-Flint. Ordinarily students will not be permitted to register for more than one course at a time at the visited institution. Students must complete the final 30 credits at UM-Flint. Therefore, UM-Flint students with 90 or more credits must petition the appropriate academic standards committee for a possible exception to this policy. The maximum credit transferable from a community college is 62; the maximum transferable from another four-year institution is 75 credits.

Guest application forms are available in the Office of Admissions. Any student of the University of Michigan-Flint who enrolls in another academic institution, except as outlined above, must not expect to transfer the credit to the University of Michigan-Flint.

Diploma Application
Upon reaching senior status, an undergraduate student must file an Application for Diploma with the Registrar’s Office as part of the registration procedure for that term. This will initiate a review of the student’s transcript to verify the student’s qualifications for graduation.

If the student does not graduate, the application will be inactive until the student informs the Registrar’s Office of the new expected date of graduation. Graduate students should request an Application for Diploma from the Office of Graduate Programs as part of the registration procedure for their final term.

Second Bachelor’s Degree
A student who has earned a bachelor’s degree at any campus of the University of Michigan may earn a second bachelor’s degree. This requires a minimum of 30 credits beyond those required for the previous degree. The 90 credits counted from the previous degree will form the basis for the new degree, and will carry its grade point average. When the first bachelor’s degree was earned at an institution other than the University of Michigan-Flint, students are usually granted 75 credits toward the new degree program. A new degree program must be completed and should be planned in consultation with a concentration advisor.

Simultaneous Bachelor’s Degree
A student may elect to earn and be awarded two different bachelor’s degrees simultaneously. Minimal requirements for two different degrees earned simultaneously include 30 additional credits beyond the credits required for one of the degrees and the fulfillment of all requirements for both degrees, including the foreign language requirement for any BA degree. Bachelor’s degrees offered are listed under “Degrees Offered” in the Planning a Program of Study section of this Catalog, and are detailed on a chart in that section. Note: The completion of requirements for two concentrations does not constitute the fulfillment of the requirements for two simultaneous bachelor’s degrees. (See “Concentration Requirements” in the College of Arts and Sciences section of this Catalog.)

Student Rights and Responsibilities

Academic Integrity
Intellectual integrity is the most fundamental value of an academic community. Students and faculty alike are expected to uphold the highest standards of honesty and integrity in their scholarship. No departure from the highest standards of intellectual integrity, whether by cheating, plagiarism, fabrication, falsification, or aiding and abetting dishonesty by another person, can be tolerated in a community of scholars. Such transgressions may result in action ranging from reduced grade or failure of a course, to expulsion from the University or revocation of degree.

It is the responsibility of all students and faculty to know the policies on academic integrity in the instructional units at the University of Michigan-Flint. Information about these policies and the appeals process is available from the appropriate administrative office of the instructional units: in the College of Arts and Sciences, the Office of the Dean of the College of Arts and Sciences; in the School of Education and Human Services, the Office of the Dean of the School of Education and Human Services; in the School of Management, the Office of the Dean of the School of Management; in the School of Health Professions and Studies, the Office of the Dean of the School of Health Professions and Studies and for graduate students, the Office of the Dean of Graduate Programs and Research.

Departments and programs within these instructional units may have specific policies and procedures which further delineate academic integrity. In such cases students are bound by the University policy on academic integrity as well as these department or program policies.

Procedural Rights of the Accused Student. A student who is charged with academic dishonesty by an instructor, administrator, or another student may be assured that he/she has the right to a fair hearing of the charges and the evidence, the right to question witnesses, to invite witnesses on his/her behalf, and to introduce whatever other evidence may be relevant to the charge.
Code of Academic Conduct. The University, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Therefore, an individual should realize that deception for the purpose of individual gain is an offense against the members of the community. Such dishonesty includes:

Plagiarism: taking credit for someone else’s work or ideas, submitting a piece of work (for example, an essay, research paper, assignment, laboratory report) which in part or in whole is not entirely the student’s own work without fully and accurately attributing those same portions to their correct source.

Cheating: using unauthorized notes, or study aids, or information from another student or student’s paper on an examination; altering a graded work after it has been returned, then submitting the work for regrading; allowing another person to do one’s work, then submitting the work under one’s own name.

Fabrication: fabricating data; selectively reporting or omitting conflicting data for deceptive purposes; presenting data in a piece of work when the data were not gathered in accordance with guidelines defining the appropriate methods of collecting or generating data; failing to include a substantially accurate account of the method by which the data were gathered or collected.

Aiding and Abetting Dishonesty: providing material or information to another person with the knowledge that these materials or information will be used in a manner that would violate this code of academic integrity.

Falsification of Records and Official Documents: altering documents affecting academic records; forging a signature of authorization or falsifying or omitting necessary information on an official academic document, election form, grade report, letter of permission, petition, or any document designed to meet or exempt a student from an established College or University academic regulation; falsification or unauthorized altering of information in any official academic computer file.

Misrepresentation and Other Acts of Academic Dishonesty: fraudulently obtaining and/or using academic materials that would give oneself an unfair advantage over other students or would deceive the person evaluating one’s academic performance.

Attempts. An attempt to commit an act prohibited by this code may be punished to the same extent as a completed violation.

The Proper Use of Information Technology Policy
It is the policy of the University to attempt to provide appropriate access to local, national, and international sources of information.

It is the policy of the University that information resources will be used by members of its community with respect for privacy and the public trust.

In accordance with the policies above, the University works to ensure that intellectual property and University records are protected from unauthorized use or distribution.

Authorized Use
As conditions of use for Information Technology Services (ITS) facilities and communication systems accessed through their use, all users agree to respect (1) the privacy of University records, (2) the legal protection provided by copyright and license agreements for programs and data, (3) the intended use for which access to the resources was granted, and (4) the integrity of the computing systems.

Appropriate Use
All users of computing resources should be mindful of the impact of their participation on the campus community, should engage only in authorized use, and should abide by standards of good citizenship in general.

Responsible Use
Users of ITS resources are expected to use those resources in a responsible and efficient manner. Users are expected to refrain from engaging in illegal, unauthorized, inappropriate, for-profit, or deliberately wasteful practices as outlined in the Standard Practice Guide and prohibited by state and federal laws.

Student Academic Grievance Procedure
If any student has a grievance regarding academic practices and policies, there are established procedures within each college and school of the University of Michigan-Flint for resolving such problems. For conflicts involving a faculty member, all such procedures require initial consultation with the individual instructor. If the conflict is of a discriminatory or sexually harassing nature, the student should consult with the Affirmative Action Coordinator or the Dean. Formal complaints must be filed with the Affirmative Action Coordinator.

See the appropriate school or college section of this Catalog for a statement of the academic grievance procedure to be followed. Graduate students should consult the Office of the Dean of Graduate Programs and Research at the University of Michigan-Flint.

Student Rights Policy
Introduction
The primary purpose of the Student Rights Policy is to assist the University of Michigan-Flint in providing an environment which supports the educational process and the well-being of the campus community. Free inquiry and free expression are essential attributes of the University community. As members of the community, students are encouraged to develop the capacity for critical judgment and to engage in a substantial independent search for
truth. The freedom to learn depends upon the opportunities and conditions in the classroom, the campus, and in the larger community. The responsibility to secure and respect general conditions conducive to the freedom to learn should be shared by all members of the academic community. Students are obligated to exercise their freedom with maturity and responsibility.

Student rights and responsibilities are defined in the Student Rights Policy in order to give general notice of conduct expectations, to identify sanctions which shall be imposed when misconduct occurs, and to ensure that students are treated with fundamental fairness and personal dignity. The Student Rights Policy is an articulation of the University’s commitment to recognize and support the rights of its students and to provide a guide for defining behaviors the University considers inappropriate. It is not, however, meant to be an exhaustive list of all rights supported by the University or of all actions which may be considered misconduct.

Members of the University community are accountable to both civil authorities and to the University for acts which violate the law and this Policy. Disciplinary action at the University will, normally, proceed during the pendency of external civil or criminal proceedings and will not be subject to challenge on the grounds that external civil or criminal charges involving the same incident are pending or have been invoked.

4. Students have the right to privacy of personal possessions. Searches and seizures may be conducted by appropriate University officials, but only for specific reasons of probable cause and not freely at will. The student(s) being searched must be notified of the object of the search, unless there is probable immediate danger to person or property.

Academic Rights

1. Protection of Freedom of Expression. Students are responsible for learning thoroughly the content of any course of study, but are free to take exception to the data or views presented and to reserve judgment about matters of opinion.

2. Protection Against Improper Disclosure. Protection against improper disclosure of information regarding student views, beliefs, and political associations which instructors acquire in the course of their work as instructors, advisors, and counselors is considered a professional obligation.

3. Protection Against Improper Academic Evaluation. Students can expect protection, through orderly procedures, against prejudice or capricious evaluation.

If any student has a grievance regarding academic practices and policies, there are established procedures within each college and school of the University of Michigan-Flint for resolving such problems.

For conflicts involving a faculty member, all such procedures require initial consultation with the individual instructor. If the conflict is of a discriminatory or sexual harassing nature, the student should consult with the Affirmative Action Officer or the Assistant Vice Chancellor for Student Services and Enrollment Management. Formal complaints must be filed with the Affirmative Action Office.

See the appropriate school or college section of this Catalog for a statement of the academic grievance procedure to be followed. Graduate students should consult the Office of Graduate Programs at the University of Michigan-Flint.

Non-Academic Rights

1. Students are free to express views on and to participate in determining matters of concern to the academic community. Students may exercise rights of free speech and press, lawful assembly, religion, petition, organization, and the freedom to invite and hear speakers who they feel have a contribution to make to the learning experience of the students. In exercising these and all other rights, students have the responsibility to follow the prescribed policies and procedures of the University of Michigan-Flint, including the “Statement on Freedom of Speech and Artistic Expression” adopted by the Board of Regents of the University of Michigan (July 1988).

2. a. Students and student organizations are free to discuss responsible questions of interest to them and to express lawful opinions publicly and privately without penalty. In conveying the ideas and opinions of students, the student press is free from censorship and the need of advance approval.

   b. Editors, managers, and writers must subscribe to the standards of responsible journalism. At the same time, they are protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content.

3. Students are free to organize and join associations, and conduct business in their own interest. Student organizations have the right to establish membership requirements, qualifications for office, and rules of procedures for operation within the guidelines established by Student Government. University facilities are reasonably available so far as their primary use for educational purposes permit, on a non-discriminatory basis, to registered student organizations.

4. Students have the right to privacy of personal possessions. Searches and seizures may be conducted by appropriate University officials, but only for specific reasons of probable cause and not freely at will. The student(s) being searched must be notified of the object of the search, unless there is probable immediate danger to person or property.
5. Students who have allegedly violated University policy have the right to use applicable University proceedings. The proceedings of such cases will be conducted according to procedures established for that purpose by the appropriate University unit.

Students’ Responsibilities

Students are expected to be responsible for their actions and to respect the rights of others. These expectations are not meant to limit students’ constitutional rights to freedom of expression.

The following personal actions on University property or at official University functions shall be considered non-academic misconduct and be subject to disciplinary action:

1. Sexual assault or sexual harassment.

2. Harassment or stalking.

3. Causing or threatening to cause harm to any person on University premises or at University-sponsored activities and events. This includes, but is not limited to acts such as killing, assault, or battery.

4. Use, possession, or storage of any weapon on University premises or at University-sponsored activities and events (unless approved by the Department of Public Safety; such approval will be given only in extraordinary circumstances).

5. Hazing practices as requirements of membership, advancement, or continued good standing in organizations, defined as including, but not limited to the following willful acts, with or without the consent of the individual involved:
   - physical injury, assault, or battery
   - kidnapping or imprisonment
   - intentionally placing at risk of severe mental or emotional harm
   - degradation, humiliation, or compromising of moral or religious values
   - forced consumption of any liquid or solid
   - mandatory personal servitude
   - placing an individual in physical danger (at risk) which includes abandonment
   - impairment of physical liberties which include curfews or other interference with academic endeavors.

6. Unlawful possession, use, manufacture, sale, or distribution of any controlled substance, alcoholic beverage, or illegal drug on University premises or at University-sponsored activities and events.

7. Initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency on University premises or at University-sponsored activities and events.

8. Fraud against the University, forgery, misuse, or alteration of any University document or record including identification card, or misuse of the University’s computer system to gain access to restricted information.

9. Furnishing false information to the University.

10. Theft of University property or funds or misuse of services on University premises; possession of stolen University property; possession of stolen property on University premises.

11. Intentionally and significantly interfering with teaching.

12. Damage, destruction or vandalism of University property or property belonging to another.

13. Illegal entry into University facilities.

14. Unauthorized use or possession of fireworks or explosives on University premises or at University-sponsored activities and events.

15. Interfering with University or University-sponsored activities. This includes but is not limited to studying, teaching, research, University administration, or campus safety, fire, police, or emergency services.

16. Failing to comply with directions of University officials, including campus safety, acting in performance of their duties.

17. Commission of any state or federal crime on University premises or at University-sponsored activities and events.

18. Tampering with fire or other safety equipment, or setting unauthorized fires.

19. Misusing, failing to comply with or jeopardizing these procedures, sanctions, or mediated agreements, or interfering with participants involved in the resolution process.

Discrimination or Harassment

Students who feel their rights have been abridged for reasons of race, ethnicity, religion, sex, sexual orientation, creed, color, national origin, ancestry, age, marital status, handicap, or Vietnam-era veteran status should consult with the Affirmative Action Officer. Formal complaints must be filed with the Affirmative Action Office. The role of the Affirmative Action Officer is to help the student to identify the source of the problem and to inform the student of University policies and procedures as well as protective laws and regulations as they may apply, and to assist the student in the resolution of the identified problem.
Harassment is defined as physical force, violence, or behavior that has the purpose or effect of interfering with an individual’s personal safety, academic efforts, employment, or participation in university-sponsored activities and causes the person to have a reasonable apprehension that such harm is about to occur. This includes harassment by the use of technology such as the telephone, voice mail, answering machine, fax machine, computer e-mail, or other electronic communication media.

Stalking, a form of harassment, means a willful course of conduct involving repeated or continuing harassment of another individual that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, harassed, or molested, and that actually causes the victim to feel terrorized, frightened, intimidated, threatened, harassed, or molested.

No member of the University community may sexually harass another. Sexual harassment consists of sexual advances, requests for sexual favors, and verbal, visual or physical conduct that stigmatizes or victimizes an individual on the basis of sex or sexual orientation where such behavior:

1. Involves an express or implied threat to an individual’s academic efforts, employment, participation in University-sponsored extracurricular activities, or personal safety; or

2. Has the purpose or reasonably foreseeable effect of interfering with an individual’s academic efforts, employment, participation in University-sponsored extracurricular activities, or personal safety; or

3. Creates an intimidating, hostile or demeaning environment for educational pursuits, employment, or participation in University-sponsored extracurricular activities.

The University will make a good faith effort to seek resolution of all complaints in an expedient and confidential manner through discussion and communication with the person, witnesses, and department or unit involved. If such consultation does not resolve the problem, the findings of the Affirmative Action Officer will be referred to the Assistant Vice Chancellor for Student Services and Enrollment Management, or other University representatives as described above.

Non-Academic Procedural Rights

The goal of the University of Michigan-Flint is to provide an environment which supports the educational process, and protects the safety and well-being of the campus community. This responsibility lies with the entire campus community: the administration, the faculty, the staff, and the students. The purpose of these procedures is to establish a uniform, unbiased process which will serve to protect the rights of persons within the University community.

1. Nothing in this document shall operate in derogation of any Regents’ Bylaw, any collective bargaining or other contractual relationship of the University, nor shall it be construed to limit the authority of the Chancellor to maintain health, diligence, and order among the students under Regents’ Bylaw 2.02.

2. Complaints of harassment should be made to the Affirmative Action Officer, Assistant Vice Chancellor for Student Services and Enrollment Management, or other University representatives as described above.

3. Attempts will be made to resolve disputes informally through interviews and counseling.

4. Complaints which cannot be resolved informally, or upon the written request of either party, will be referred for hearing.

5. Complaints involving discrimination or sexual harassment will be heard by the Grievance Hearing Board. Other complaints involving non-academic misconduct by students will be heard by the Conduct Board.

a. The Conduct Board consists of the members of the Student Judicial Board selected by procedures of the Student Government Council, and two members of the faculty selected annually by the Faculty Assembly. A minimum of five members of the Conduct Board must be present at the hearing; a majority of the members present must find clear and convincing evidence that a violation has occurred in order to impose sanctions. The Conduct Board is chaired by the student chair of the Student Judicial Board. University counsel may advise the Board.

b. The Grievance Hearing Board is designed to provide the opportunity to include hearing members representing the protected statuses of the complainant and the student charged. The chair of the Grievance Hearing Board is the student chair of the Student Judicial Board. The other members are the two faculty members serving on the Conduct Board, plus four members of the University community: two selected by the complainant and two by the student charged. The four selected members must be at least one-half time employees or students enrolled either at the time of the hearing or the alleged act. The selected members can not have been witnesses to or participants in the alleged act. A minimum of five members of the Grievance Hearing Board must be present at the hearing; a majority of the members present must find clear and convincing evidence that a violation has occurred in order to impose sanctions. University counsel may advise the Board.
6. Procedural requirements must be observed for hearings:
   a. The student charged must be informed in writing of the complaint at least seven days in advance of a hearing.
   b. Hearings are closed to the public, unless both parties request that the hearing be open, and will include the hearing body, the student charged and advisor, the Assistant Vice Chancellor for Student Services and Enrollment Management, and witnesses while giving testimony.
   c. The following protocol for witnesses will be observed during hearings:
      - Witness:  
        - The witness (complainant or other) has the opportunity to make a statement.
        - The Hearing Board questions the witness.
        - The charged student questions the witness.
        - The Hearing Board asks any follow up questions.
   d. The charged student and any witness may be accompanied at the hearing by a personal advisor, who may be an attorney; however, the advisor may not participate directly in the proceedings.
   e. The Assistant Vice Chancellor for Student Services and Enrollment Management will present the evidence and appropriate witnesses.
   f. The hearing body will deliberate in closed session and its decision will be communicated to the student charged, in writing, by the Assistant Vice Chancellor for Student Services and Enrollment Management within five days.

7. Appeals of the Board’s decision must be submitted to the Vice Chancellor for Student Services and Enrollment Management in writing within seven days of receipt of the decision. Appeals will be directed to the Committee for Student Concerns and Enrollment Management of the University. The following are considered appropriate grounds for appeal: (1) Proper procedures were not followed; (2) the evidence clearly does not support the findings; (3) sanctions are insufficient or excessive relative to the violation; or (4) there is new evidence not reasonably available at the time of the hearing.

8. The decision of the Committee for Student Concerns and Enrollment Management shall be communicated in writing by the Vice Chancellor for Student Services and Enrollment Management to the student within fourteen days of receipt of the appeal.

9. Any person who knowingly and intentionally files a false complaint under these procedures is subject to disciplinary action.

10. Threats or other forms of intimidation or retaliation against a complainant, witness, or member of a hearing board shall constitute a violation subject to disciplinary action.

11. Records of non-academic misconduct will be maintained by the Assistant Vice Chancellor for Student Services and Enrollment Management and destroyed after expiration of the sanction.

12. For good cause, any time limit in these procedures may be extended by the Vice Chancellor for Student Services and Enrollment Management.

13. The Chancellor of the University shall have the power of executive clemency.

14. The Hearing Board is not bound by the legal rules of evidence.

15. The Hearing Board shall exercise control over the hearing to avoid needless consumption of time and to prevent the harassment or intimidation of witnesses. The Hearing Board may limit testimony based on redundancy or lack of relevancy.

Sanctions

The sanctions to be imposed should be commensurate with the offending conduct. Although it is inappropriate for the University to try to change a student’s convictions, it is appropriate for the University to ask a student to change inappropriate behavior. Sanctions should, therefore, be designed which may deter behaviors that harm, intimidate, harass, or threaten others.

Factors that may be considered in determining the nature of sanctions to be imposed for violations include the effect of the conduct on the victim and the University community, the presence or absence of past violations on the part of the student, and the appropriateness of sanctions such as community service.

Regrettably, some conduct is so harmful to members of the University community or deleterious to the educational process that more severe sanctions may be required. Severe sanctions such as suspension or expulsion, should be imposed only when the offending behavior involves violent or dangerous acts, acts which disrupt the educational process and/or when there has been willful failure to comply with a lesser sanction.

The range of potential sanctions is as follows:

1. Suspension from Specific Course or Activity. The student is removed from a specific course or activity, or is moved to a different section of the course.
2. Class/Workshop Attendance. The student enrolls in and completes a class or workshop that may help improve his/her understanding of why the conduct engaged in is inappropriate.

3. Community Service. The student performs an appropriate amount of service that is both beneficial to the community and likely to assist the student in understanding the harm caused by his or her conduct.

4. Disciplinary Reprimand. The student receives a formal reprimand for violating the standards of behavior and a warning that future violations may result in more severe disciplinary action. The student does not lose his/her University privileges.

5. Disciplinary Probation. During the probation period, the student may not represent the University in any way. This includes, but is not limited to, engaging in any extra-curricular activity, running for or holding office in any student group or organization, and serving on any University committees. The appropriate University units shall be notified of the student’s probationary status.

6. Suspension in Abeyance. The student remains enrolled. However, any violation of the conduct regulations during the period of Suspension in Abeyance will, after a determination of guilt, result in automatic suspension.

7. Suspension. The student is temporarily separated from the University for a specified period of time. Conditions may be stipulated for the readmission of a student. When a student is suspended during a term, he/she is not exempted from the payment of tuition for that term.

8. Expulsion. The student is permanently separated from the University. Penalty shall consist of the student being barred from the premises of the University. When a student is expelled during a term, he/she is not exempted from the payment of tuition for that term.

9. Restitution. The student makes payment for damages incurred as a result of his/her violation.

10. Other Disciplinary Actions. In addition to or in place of any of the above sanctions, the student may be subject to other penalties commensurate with the offending conduct. This may include but is not limited to degree and/or transcript actions, such as recision of a degree, withholding of course credit, loss of credit for an assignment/exam, assignment of additional work, loss of special privileges, behavioral counseling, or a behavioral contract.

11. Combined Sanctions. A combination of the sanctions described above may be imposed.

12. No Contact. Restriction from entering specific University areas and/or all forms of contact with certain person(s).

The sanctions imposed under these standards do not diminish or replace the penalties which may be invoked under generally applicable civil or criminal laws. Students are reminded that many violations of the standards, including harassment and other discriminatory behavior, may violate local, state and federal laws and students may be accountable to both the legal system and the University.

Failure to heed a warning, abide by terms of probation, complete special duties as required, or otherwise fail to comply with sanctions imposed through these procedures, may be grounds for other disciplinary action.

**Student Records**

In carrying out their responsibilities, several offices at the University of Michigan-Flint collect and maintain information about students. Although these records belong to the University, both University policy and federal law accord the student a number of rights concerning records. Each office having student files must, by law, make these records available to the student upon request, limited only by regulations stated in the pertinent federal law (the Family Rights and Privacy Act of 1974). A copy of this law is available for inspection in the Office of the Registrar, 266 University Pavilion.

Only two offices have records on all students. The Registrar's Office maintains information pertaining to enrollment (registration) and official academic records (transcripts). The Student Accounts Office (264 University Pavilion) maintains information about charges assessed and payments made. Students have the following rights concerning their records:

1. The right to inspect and review all material in their file(s) except:
   a. Professional mental health treatment records to the extent necessary, in the judgment of the attending physician or professional counselor, to avoid detrimental effects on the mental health of the student or of others. These records may, however, be reviewed by another physician or professional counselor upon the student's request.
   b. Financial information furnished by parents in support of an application for financial aid.
   c. Confidential letters of recommendation that were placed in a student's record prior to January 1, 1975.
   d. Confidential letters of recommendation concerning admission, employment, or honorary recognition, for which the student has signed a waiver of access.
   e. Personal notes made by a faculty member or counselor that are used only by that person and not shared with others.
The right in most instances to control access to information in their records by persons or agencies outside the University. Within the University, information from records will be made available to those staff members who demonstrate a need for the information consistent with their responsibilities and official functions for the University, and consistent with normal professional and legal practices. Except for public information (see below), persons outside the University, including parents and/or spouse, will be given information from records only:

a. When the student authorizes it in writing; or
b. In conjunction with the student's application for or receipt of financial aid; or
c. In connection with studies conducted for the purpose of accreditation, development and validation of predictive tests, administration of student aid programs, or improvement of instruction; or
d. When disclosure is required in a health or safety emergency or by federal or state law or by subpoena. If information from the student's record is subpoenaed, that individual will be notified as quickly as possible.

The University of Michigan-Flint has designated the following as public information in accordance with the law:

- Name;
- Address, home address, and telephone;
- Department, class level, and major field;
- Dates of attendance at the University;
- Degrees received with date, honors, and awards;
- Previous schools attended.

Although this information is designated as public, the University of Michigan-Flint restricts its dissemination. For example, it has been University policy for some years not to furnish address lists to insurance companies, magazine subscription agencies, and other organizations that request them.

Generally, requests come from prospective employers who want to verify dates of attendance and degrees received, or from friends and relatives who are trying to locate a particular student. While students have the right to direct that public information about themselves not be released, they should carefully consider all of the consequences of that action before making the decision to do so.

If students do not want the University to release public information, they should complete a "Request to Prevent Disclosure of Directory Information" form at the Registrar's Office.

Questions about policies and procedures regarding student records within the University of Michigan-Flint should be directed to:

Office of the Registrar
Room 266 University Pavilion
The University of Michigan-Flint
Flint, Michigan 48502-2186

Offices at the University of Michigan-Flint where student records are kept include:

Academic Advising Center, 285 University Pavilion
Admissions and Recruitment Office, 245 University Pavilion
College of Arts and Sciences Department Offices
Extension and Continuing Education Office, 240 David M. French Hall
Financial Aid Office, 277 University Pavilion
Graduate Programs Office,
IF IT HAPPENS TO YOU, TELL SOMEONE

The University of Michigan-Flint provides several offices where you can go for help, information or advice about discrimination, harassment or misconduct.

**Affirmative Action**  
290 Harding Mott University Center, (810) 762-3169

**Department of Public Safety**  
Hubbard Building, (810) 762-3335

**College of Arts and Sciences**  
410 David M. French Hall, (810) 762-3234

**Educational Opportunity Initiatives**  
280 Harding Mott University Center, (810) 762-3365

**Human Resources**  
219 Harding Mott University Center, (810) 762-3150

**Personal Counseling**  
264 Harding Mott University Center, (810) 762-3456

**School of Health Professions and Studies**  
402 William R. Murchie Science Building, (810) 762-3172

**School of Management**  
346 David M. French Hall, (810) 762-3160

**Student Development Center**  
264 Harding Mott University Center, (810) 762-3456

**Student Life**  
375 Harding Mott University Center, (810) 762-3431

**Vice Chancellor for Student Services and Enrollment Management**  
237 University Pavilion, (810) 762-3434
RESOURCES FOR THE UNIVERSITY COMMUNITY

Academic Resources

Library

Frances Willson Thompson Library
(810) 762-3400
Interim Director: Grant Burns (762-3405)
Head of Technical Services: David Hart (762-3158)
Head of Circulation: Vera Anderson (762-3401)

The Thompson Library, opened in the fall of 1994, owes its existence to the generosity of area citizens, most notably Frances Willson Thompson. The library is a spacious and comfortable facility for study and research. Its collection includes approximately 200,000 books and 30,000 bound magazines and journals. It houses a collection of U.S. government publications and over a half-million microforms. The library subscribes to some 1,100 hardcopy periodicals, and provides electronic access to approximately 10,000 more.

MIRLYN, the Thompson Library’s online catalog, lists library holdings and also allows users to search the catalogs of the Ann Arbor campus library system, as well as those of Michigan State University and other Big Ten libraries.

A wide range of research aids, including indexes, abstracts, and directories, is at the student’s disposal, as are photocopying, microform reader-printers, and Internet workstations. Online indexes available through the library enable students to do effective searching of journal literature in almost all disciplines.

The Thompson Library has a regular program of bibliographic instruction to aid students in using its resources. Instruction is available to classes at all levels.

UM-Flint students, faculty, and staff may borrow from the Ann Arbor and UM-Dearborn campus libraries. The library’s participation in a national bibliographic system allows it to borrow materials from around the country for its patrons.

Most books may be borrowed by students for three weeks (eight weeks for graduate students, one semester for faculty and staff), and may be renewed. Reference librarians are available to help both experienced scholars and newcomers with academic research, including use of the library’s Web site, which furnishes links to a wide range of electronic research tools.

The library is the site of the Henry H. Crapo Room, a recreation of an office similar to one used by the former Michigan governor (1865-1869). Governor Crapo was the great-grandfather of Frances Willson Thompson.

Notable Library Collections

The Foundation Center Collection is a regional repository of information on philanthropic foundations and grantseeking. The library is a selective depository for federal publications, and contains reports, studies, and hearings from many U.S. government sources.

The Genesee Historical Collections Center offers historical manuscripts and books on the history of Flint and the Genesee County area, and serves as the archives of the University of Michigan-Flint.

The Educational Resources Information Center (ERIC) provides the library a continuously growing collection of research papers on education-related topics. Students and others may search ERIC’s online index through the library Web site.

The American Periodicals Series and the American Culture Series are large microfilm collections of American books, pamphlets, and magazines published from Colonial times to about 1900.

For further information on library collections, services, or policies, please inquire at the Reference Desk, or call 762-3408.

Learning Resources Center

251 Thompson Library
(810) 762-3419
Interim Director: Elizabeth Sholl Lyst

The Ross Learning Resources Center (LRC), one of the University’s academic support units and a division of the library, maintains a substantial collection of music CDs, audio tapes, and other media, including CD-ROMs, DVDs, and videotapes. The LRC offers a collection of multi-media equipment. Currently registered students, faculty, and staff may access materials in the LRC.

The LRC also houses six mediated study carrels and six mediated study rooms, as well as an up-to-date presentation room that seats a dozen. The LRC provides equipment for students studying foreign languages.

LRC services include supporting student, faculty and staff media presentations and consultation. The LRC manages duplication of course-related audiotapes, and provides a number of other media services, including delivery of multimedia equipment to classrooms and maintenance of a number of mediated classrooms.
Academic Advising Center
285 University Pavilion
(810) 762-3085
FAX (810) 762-3346
E-mail address: advisors@list.flint.umich.edu
Director: Dr. Johnny W. Young
Academic Advisors: Margaret Golembiewski, Aimi Moss, Jo Ann Shabazz
Administrative Assistants: Barbara J. Peckham, Janet M. Reedy

The Academic Advising Center was established to support students in a nurturing and collaborative environment that places an emphasis on the total development of students as a means of assisting them in accomplishing academic, personal, and professional goals. The Center is comprised of a diverse staff committed to student persistence, success, and participation in the university experience academically and socially. Academic advising is a continuous process with an accumulation of personal contacts between advisor and student that have purpose and direction.

Promoting student persistence is central to the mission of the Academic Advising Center. Programs designed to promote and sustain the persistence of students include the Academic Advantage Plan, Early Assessment Plan and College Student Inventory.

Students are encouraged to seek assistance from the Academic Advising Center concerning general education requirements, program requirements, petitioning procedures, dropping and adding classes, changing majors, changing advisors, questions regarding university processes, and any general information requests.

The Academic Advising Center is responsible for coordinating academic advising for all newly admitted students. The following groups of students are specifically assigned to the Academic Advising Center for academic advising:

- New freshmen (except Honors Scholar students)
- Certain majors awaiting admission into their programs i.e. Education, Nursing, Engineering and Computer Science
- Bachelor of Applied Science majors
- Challenge Program students
- Undeclared majors
- Non-Candidate for Degree students (NCFD)
- Dual enrollees (students concurrently enrolled in high school and the University of Michigan-Flint)
- Guest students

The Academic Advising Center assists students in selecting courses to meet their general education requirements and certain program requirements and makes referrals to appropriate support services. The Center also maintains students’ advising files until they are ready to be transferred to the academic department of their major field of study. Faculty members in the newly assigned departments assist students through the remainder of their degree programs. Certain exceptions to this general policy exist.

The academic advising process is a collaborative effort between the student and the academic advisors. All students are expected to read their Catalog, course schedule, and all other pertinent college materials and be prepared to participate in the advising process.

Walk-ins are welcome. However, to assure the best service, students should call and arrange for an appointment with an academic advisor. Daytime and evening appointments are available.

Placement testing for English, mathematics and chemistry are administered in the Academic Advising Center. Contact the Advising Center for specific testing days and times.

Women’s Education Center
Women’s Education Center, addresses the needs, interests, and concerns of women on campus. The Center provides services, sponsors activities, encourages research, and serves as an advocate for women in the faculty, the staff and the student body.

Marian E. Wright Writing Center
559 David M. French Hall
(810) 766-6602
FAX (810) 762-3687
Website: http://www.flint.umich.edu/Departments/writingcenter
Director: Dr. Robert W. Barnett
Manager: Scott Russell

Materials and individualized instruction in writing are provided for all students. All tutoring is by appointment only. In the Writing Center students can get help with writing assignments for any course throughout the university or work on specific writing problems.

Instruction for one, two or three academic credits is offered in ENG 109, College Writing Workshop. Credit is earned by attending class, working with tutors in the Center, or both. Computers with software are available for use by students.

The Center is fully staffed with trained tutors and is open Monday through Thursday, 8:00 a.m. to 7:00 p.m., Friday, 8:00 a.m. to 4:00 p.m., Saturday, 12:00 p.m. to 4:00 p.m., and Sunday, 2:00 p.m. to 6:00 p.m.

Educational Opportunity Initiatives (EOI)
280, 290 & 292 Harding Mott University Center
(810) 762-3365
FAX (810) 762-3190
Website: www.flint.umich.edu/departments/eoi
Executive Director: Tendaji W. Ganges
Office Manager: Patricia Overton
Secretary: Mary L. Poletti
The mission of the Office of Educational Opportunity Initiatives is to foster changes in institutional services and climate and enhance the ability of the University of Michigan-Flint to identify, recruit, serve and graduate students of color and other students from underrepresented groups. Ultimately, such efforts should contribute to the overall adaptability and success of UM-Flint in serving its constituent community.

The three primary thrusts in Educational Opportunity Initiatives are:

- To increase access to UM-Flint for minorities and other students from underrepresented groups.
- To provide direct student supportive services and collaborate with UM-Flint offices and departments in providing services that will enhance the persistence and graduation rate of minorities and students from other underrepresented groups.
- To enhance the climate of the UM-Flint community such that it is markedly more responsive, adaptive, and effective in meeting the needs of all of its students.

### College Level Programs and Services

#### Transition and Support Services (TSS)

**Coordinator:** Clara W. Blakely

TSS provides a web of services, programs and information designed to contribute to a positive academic, personal and social transition to the University of Michigan-Flint. TSS services are provided to students upon request with the primary focus being freshmen, transfer and continuing minority students. TSS develops, implements and conducts programming that contributes to student success and goal attainment. Programs and activities offered by TSS include, but are not limited to, Peer Assisted Learning (PAL), Peer Growth Teams (PGT) such as the Community of Scholars, Future Minority Teachers and Single Parent Support Group. TSS provides counseling, monitoring and follow-up with students to insure their academic success. The Bridges to Success and Challenge Programs are also part of TSS. There is a comprehensive referral network system both within EOI and throughout the campus.

#### Bridges to Success Program (BTS)

**Coordinator:** Tonya C. Bailey

The Bridges to Success Program assists students in their academic, personal, and social transition to the University of Michigan-Flint. The program is designed to introduce and actively engage students (primarily first and second year) in strategies and techniques essential to student success in college. BTS provides a series of comprehensive interventions and support services to first year students, transfer students, and those who are experiencing academic difficulties.

Bridges to Success is funded through the Office of King/Chavez/Parks Initiatives in the Michigan Department of Career Development. The Bridges to Success Program also includes a four-week summer bridge component funded by the University of Michigan-Flint’s Office of Educational Opportunity Initiatives.

The Bridges to Success program is based on a unique concept entitled “Posse.” Conceived in New York City more than ten years ago, the Posse concept has been utilized in many other prestigious universities nationwide. Previously implemented solely in residential schools, the Posse concept has been adapted in the Bridges to Success program to accommodate the UM-Flint commuter student body. Students from diverse backgrounds (particularly African American, Hispanic/Latino, and Native Americans) are identified, recruited and selected to form teams called “Posses.” The students are grouped into teams according to academic majors as one means to promote strong networking opportunities for Posse members as they pursue their educational goals. The Posse focuses on academics and leadership; it builds unity among students; and it further empowers students to succeed individually and within a group.

#### The Challenge Program

**Coordinator:** Tonya C. Bailey

Through the Challenge Program, students who have demonstrated academic achievement yet do not meet one or more of the traditional freshman admissions criteria are offered contractual admission to the University of Michigan-Flint. Introduced to a variety of support services through the program, students have the opportunity to enhance their academic skills as well as develop useful tools that will ensure academic skills as well as develop collegiate experience. The aim of the program is to offer students the best support and intervention services that will enhance them academically, socially, and personally. Students are encouraged to participate in services such as Peer Assisted Learning (PAL), Peer Growth Teams (PGT), developing a Personalized Education Plan (PEP), and general academic guidance and monitoring.

#### Pre-College Programs And Services

**Wade H. McCree, Jr. Incentive Scholarship Program (ISP)**

**Coordinator:** Tawana L. Day

ISP serves high achieving minority students selected as 8th graders and inducted as 9th graders from the Flint and Beecher school districts. The objective is to enhance their preparation for college (through programs, ACT/SAT test preparation, workshops, seminars, etc.) and to encourage their enrollment at UM-Flint. Full scholarships to UM-Flint are awarded to ISP students who are regularly admitted to the University and successfully complete all program requirements.
Communications programs.

and social issues pertaining to fairness and equity. Previous programs are frequently offered to address campus-wide concerns.

Hispanic Heritage Month, Native American Heritage Month, and

in collaboration with other offices and departments, include community. Typical events sponsored and supported by EOI often

multi-cultural environment of the campus and the Flint area and activities designed to enhance, educate about, and celebrate the

Throughout the year, EOI sponsors a variety of programs, services and/or the sciences. Spectrum runs for 5 weeks during both the Fall

minority students) interested in pursuing careers in mathematics and/or the sciences. Spectrum is divided into two components: grades 6-8 and grades 9-12. CTS provides a summer program and a series of academic year workshops and enrichment activities. An “incentive scholarship” component is being initiated for the 2000-2001 school year wherein selected CTS participants will be eligible for a full scholarship to UM-Flint upon successful completion of the program and admission to UM-Flint.

Spectrum Program

Co-Coordinators: Henry E. Bazemore and Tawana L. Day

The Spectrum Program was created in an effort to identify talented students (particularly, but not exclusively, underrepresented minority students) interested in pursuing careers in mathematics and/or the sciences. Spectrum runs for 5 weeks during both the Fall and Winter semesters, meeting after school one night each week for three hours. Initiated by Kettering University (formerly GMI Engineering and Management Institute), Spectrum is now a collaborative effort between Kettering and UM-Flint Universities. Kettering University currently conducts Spectrum during the Fall semester while the University of Michigan-Flint operates it during the Winter semester.

Special Projects, Cultural and Diversity Services and Activities

Coordinator: Crystal A. Flynn

Throughout the year, EOI sponsors a variety of programs, services and activities designed to enhance, educate about, and celebrate the multi-cultural environment of the campus and the Flint area community. Typical events sponsored and supported by EOI often in collaboration with other offices and departments, include Hispanic Heritage Month, Native American Heritage Month, and African American Heritage Month. In addition, special projects and programs are frequently offered to address campus-wide concerns and social issues pertaining to fairness and equity. Previous programs offered have included anti-racism and inter-racial communications programs.

Information Technology Services
Academic Computing Laboratories

207 William R. Murchie Science Building  
(810) 762-3123

Executive Director of ITS: Dr. Vahid Lotfi
Administrative Assistant: Theresa Stevens

The Information Technology Services department (ITS), at the University of Michigan - Flint, is the primary provider of information technology services for the entire campus community. The department develops and maintains all centralized campus computing systems, including data, software, hardware, and infrastructure. ITS strives to be a user-oriented provider of high-quality computing services. In doing this, ITS provides state-of-the-art technology and technical support that will ensure all users easy access to programs and data.

ITS encourages the use of computers to support instruction and research for students, faculty, and staff. ITS staffs, supports, and maintains one open microcomputer labs available for student, faculty, and staff use located in the William R. Murchie Science Building and one in the David M. French Hall Building. In addition, ITS maintains 4 microcomputer classrooms, located in the William R. Murchie Science Building and one in the David M. French Hall Building that are used for hands-on instruction. These instructional labs are equipped with modern data projection equipment and other instructional aids.

All labs (both open and instructional) are equipped with a variety of computers including the Windows and/or Macintosh platforms. All computers connect to networked servers that interact with each other through a LAN (Local Area Network). ITS strives to provide a modern network infrastructure that ensures high reliability, greater efficiency, and faster transmission of data across the campus. A variety of application software, including electronic mail, internet browsers, word processors, database and spreadsheet programs, statistical packages, and many others are also provided to all students, faculty, and staff via the LAN. Upgrades to hardware and software in the student computing facilities are supplemented by student funds collected through a technology fee, paid each semester with tuition.

In addition to the campus resources that ITS provides via the LAN, all registered students, faculty and staff residing in South-East Michigan can also connect to off-campus distributed resources from home via the MichNet Computer Network. This electronic communications system exists to interconnect computers from

The KCP College Day Program was created by the Michigan State legislature in 1986 as part of the larger King/Chavez/Parks Initiative to increase the enrollment of students traditionally underrepresented in post-secondary education. This goal is achieved through campus visits, programs and workshops designed to inform and prepare students for the challenges of higher education. EOI also administers an enrichment component that serves sixth through eighth grade children of area migrant workers.

Choosing to Succeed Program (CTS)

Coordinator: Henry E. Bazemore

The Choosing To Succeed Program is designed to increase the number and preparation of minority students in the Flint, Beecher and surrounding school districts who will graduate from high school, and to encourage and challenge them to pursue post-secondary education. CTS is divided into two components: grades 6-8 and grades 9-12. CTS provides a summer program and a series of academic year workshops and enrichment activities. An “incentive scholarship” component is being initiated for the 2000-2001 school year wherein selected CTS participants will be eligible for a full scholarship to UM-Flint upon successful completion of the program and admission to UM-Flint.

Co-Coordinators: Henry E. Bazemore and Tawana L. Day

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Administrative Assistant: Theresa Stevens

The Information Technology Services department (ITS), at the University of Michigan - Flint, is the primary provider of information technology services for the entire campus community. The department develops and maintains all centralized campus computing systems, including data, software, hardware, and infrastructure. ITS strives to be a user-oriented provider of high-quality computing services. In doing this, ITS provides state-of-the-art technology and technical support that will ensure all users easy access to programs and data.

ITS encourages the use of computers to support instruction and research for students, faculty, and staff. ITS staffs, supports, and maintains one open microcomputer labs available for student, faculty, and staff use located in the William R. Murchie Science Building and one in the David M. French Hall Building. In addition, ITS maintains 4 microcomputer classrooms, located in the William R. Murchie Science Building and one in the David M. French Hall Building that are used for hands-on instruction. These instructional labs are equipped with modern data projection equipment and other instructional aids.

All labs (both open and instructional) are equipped with a variety of computers including the Windows and/or Macintosh platforms. All computers connect to networked servers that interact with each other through a LAN (Local Area Network). ITS strives to provide a modern network infrastructure that ensures high reliability, greater efficiency, and faster transmission of data across the campus. A variety of application software, including electronic mail, internet browsers, word processors, database and spreadsheet programs, statistical packages, and many others are also provided to all students, faculty, and staff via the LAN. Upgrades to hardware and software in the student computing facilities are supplemented by student funds collected through a technology fee, paid each semester with tuition.

In addition to the campus resources that ITS provides via the LAN, all registered students, faculty and staff residing in South-East Michigan can also connect to off-campus distributed resources from home via the MichNet Computer Network. This electronic communications system exists to interconnect computers from
many educational and governmental facilities (hosts) throughout the world. The MichNet connection provides access through the Internet to other computing systems, which offer services not available on the local host system.

ITS provides user support and consultation for a wide variety of technical questions and problems through the ITS Helpdesk, ITS staff, and technical documentation that is available on the web and in the open computer labs. If additional assistance is needed from the staff of ITS, please contact the department for more information.

Experiential Education
The University of Michigan-Flint offers a number of opportunities for students to be placed in work settings outside the university and to relate these experiences to their courses of study. Such opportunities are available through the Public Agency Internship Program and the Cooperative Education Program, described below. Units within the University, such as WFUM-TV/Channel 28, also offer such opportunities.

In addition to these, specific concentrations may offer or require off-campus experiential education. In particular, these include Clinical/Community Psychology, Social Work, and Teacher Certificate programs. See individual concentration programs for further information.

Research internships, offered through the Project for Urban and Regional Affairs (see that section of the Catalog), and research assistantships in various academic departments are other aspects of experiential education and are open to selected upper division and graduate students.

Public Agency and Community Organization Internship Program
310 David M. French Hall
(810) 762-3470
Coordinator: Janice O’Neal

The Public Agency and Community Organization Internship Program is sponsored by the Department of Political Science and the Public Administration program. The internship is designed to serve the interests of students in political science, public administration, economics, education, history, sociology, and resource and community science. Participation is open to upper-division and graduate students. Political science and public administration majors are generally required to do three credit hours of the internship.

Field assignments provide valuable experiences in public agencies and community organizations. Such experience is helpful in preparing for work in government, community agencies, legal settings, educational institutions, women’s and labor organizations, and the media. Internships provide opportunity to investigate the relationship between a variety of academic concepts (for example, organization theory, understanding of social movements) and actual practice.

Placements are available in local communities throughout the region, including Detroit and Lansing. They are also available (in cooperation with other institutions) in Washington, D.C., Canada, Africa, and Europe. Interested students should schedule interviews with the coordinator at least two months before the beginning of a semester for which the internship is desired. Internships are offered every semester under the course labels POL 390 and ECN 395, and for graduate students, PUB 590. Enrollment may be for three to six credit hours, and grading is on a pass/fail basis.

Cooperative Education Program
The Career Development Center (237 French Hall) offers comprehensive career services including a cooperative education program for students which integrates classroom study and career goals. Through cooperative education students are employed on either a part-time or full-time alternating semester basis in supervised paid work experiences in business, industry, or social and governmental agencies. The program offers pertinent job experience to blend with classroom theory, an awareness of career objectives and employment opportunities, contacts with professionals in the field, maturity and confidence gained from handling added job responsibilities, and an opportunity to earn a salary while attending the University.

Interviews are scheduled between students (pre-screened based upon the employer’s needs and requested qualifications) and prospective employers. Employers usually interview several students before making a selection. Students receive a salary from the employer, guidance from staff, and academic credit upon successful completion of the program as outlined in the student agreement form. The student is obligated to complete the assignment and to abide by the rules and standards of the employer.

Upon placement in a co-op assignment, students are required to enroll in the appropriate department co-op course for one semester (3 credits). If a student’s department does not offer co-op credit, then the student must enroll in BUS 392, Management Cooperative Work Experience. Each student is evaluated by both the employer and staff at the end of each work semester. A letter grade is awarded based on this evaluation, participation in scheduled seminars, a written report, and accomplishment of learning objectives. The right to continue in the co-op program depends on successful completion of this class and the student agreement program requirements.

Students who have participated in cooperative education experiences find them to be rewarding in terms of experience and
skills gained. Students are exposed to the realities of the workplace, complete job assignments, and learn to manage time and work demands for both classroom studies and employment. Cooperative education fulfills one of the key attributes employers seek in students—career related experience prior to graduation. Students in all fields are encouraged to apply. This program is only for undergraduate students enrolled for a minimum of nine credits per semester. Transfer students must have completed one semester of at least nine credits. Although 55 hours of academic credit are required prior to job placement, students may begin to explore co-op opportunities as early as the sophomore year. It is extremely important to start the application process prior to acquiring 55 credit hours.

In order to enroll and participate in cooperative education, students must schedule an appointment with staff, register with the office through Career Connections, and meet the following prerequisites:

A. A grade point average of at least 2.5.
B. Completion of at least 55 hours of academic credit prior to job placement.
C. Completion of or current enrollment in BUS 290, Introduction to Career Planning & Cooperative Education (1 credit).

For more information about the possibility of developing a co-op position with a student’s current employer, students should consult with the staff.

Student Life and Services

The faculty and staff of the University of Michigan-Flint seek to help students meet their educational goals and to provide opportunities for social and intellectual growth. Many services are offered and a wide variety of cultural events, guest speakers, art and other exhibits, entertainment and activities are sponsored on campus each year to enhance the quality of campus life.

Students are encouraged to take advantage of free membership at the Recreation Center and to utilize facilities of the Harding Mott University Center. The Recreation Center has exercise equipment, a pool, an indoor track, and offers many fitness classes as well as intramural sports. The Harding Mott University Center is also available to students for leisure use. Student clubs further enhance student life by uniting students with common interests to share club goals and social events. (See "Recreation Center," "Harding Mott University Center," and "Student Life" in this Catalog section.)

As outlined in the Mission Statement, "Student Services and Enrollment Management will promote the University of Michigan-Flint, support students, staff, and members of the community, and strive to provide exceptional service by:

♦ Exhibiting accuracy, efficiency, and patience in our work.
♦ Maintaining integrity, professionalism, and respect.
♦ Valuing differences, diversity, open communication, and creativity."

Services and programs range from advising, counseling, and career planning to audio-visual and computing laboratories, peer tutoring, and child care. Many of these services are described here; others are found earlier in this Catalog under the heading "Academic Resources."

Student Services and Enrollment Management

237 University Pavilion
(810) 762-3434
Vice Chancellor for Student Services and Enrollment Management: Dr. Virginia R. Allen
Assistant Vice Chancellor: Dr. Mary Jo Sekelsky
Systems Analyst: Jayshri Gandhi
Assistant to the Vice Chancellor: Rob Montry
Executive Secretary to the Vice Chancellor: Katie Tesmer

The Office of the Vice Chancellor for Student Services and Enrollment Management provides leadership and coordinates activities within division areas to assist students in their academic and nonacademic lives at the University. These areas and activities support the academic mission of the University. Student Services and Enrollment Management includes the Academic Advising Center, Career Development Center, Office of Admissions and Recruitment, Office of Financial Aid, Office of the Registrar, Student Development Center, Office of Student Life, and Lesbian, Gay, Bisexual and Transgender Center.

Student Development Center

264 Harding Mott University Center
(810) 762-3456
FAX: (810) 762-3498
TDD: (810) 766-6727
Website: http://www.flint.umich.edu/departments/sdc
Assistant Vice Chancellor for Student Services and Enrollment Management: Dr. Mary Jo Sekelsky
Office Manager: Virginia July

An array of services are provided through the Student Development Center. These include coordinating personal counseling services, services for students with disabilities, health services, and tutorial services.
**Academic Enrichment Center/ Tutorial Services**  
*Coordinator: Michael Kassel*

The Academic Enrichment Center (AEC) provides free tutorial services covering a wide variety of academic disciplines for all UM-Flint students. Tutors are available on a walk-in and individual basis. Walk-in tutors hold regular hours during which students are free to obtain tutorial assistance. Individual tutors for students requiring intensive one-on-one support are also available provided that a qualified tutor can be identified.

The AEC also provides Supplemental Instruction (SI) for specific courses during Fall and Winter semesters. Supplemental Instruction is an academic support program in which trained SI Leaders attend specific courses and hold weekly study sessions to help students master both course content and study skills. SI courses are identified in the Fall and Winter course schedules.

To help students maximize their academic potential, the AEC also offers a variety of special academic enrichment forums and workshops throughout the year. The Coordinator is also available to work individually with students who wish to improve their note-taking and study skills techniques.

For more information, contact the AEC Coordinator.

**Counseling**  
*Counselor: Vacant*

Free, confidential, but limited counseling services are available to all currently enrolled students. This is done in an open, supportive setting for personal, social, academic, vocational and other problems. Confidentiality is strictly maintained. Referrals to outside agencies and programs are made when advisable.

**Accessibility Services**  
*Coordinator: Trudie N. Hines*

Accessibility Services provides students with disabilities the necessary tools for empowerment, self-advocacy and independence in the university environment by:

- Offering individualized accommodations
- Assisting in negotiating disability-related barriers
- Striving to improve access to university programs, activities and facilities
- Promoting increased awareness of disability issues on campus

To insure that the necessary supports are provided to new students, a pre-registration meeting is recommended. This on-campus visit gives the Accessibility Coordinator and the incoming student time to develop an individualized service plan to meet the student’s needs. This visit is normally scheduled for the semester prior to enrollment.

**Health Services**  
*Adult Nurse Practitioner: Connie Creech, M.S.N., R.N., C.S.*

The Health Services mission is to facilitate learning by promoting student health, to assist students, faculty and staff to manage or eliminate health problems; and to improve the well-being and productivity of the university community by providing educational programming.

Health Services is staffed by a certified Adult Nurse Practitioner.

Services available include:

- Referral to other health care providers
- Referral to community resources
- Tuberculosis testing
- Vision testing
- Hearing testing
- Health insurance questions
- Monitoring of health requirements for Nursing and Physical Therapy students
- Wellness and health promotion programs
- Self-care station
- HIV testing/counseling

Health emergencies are handled by the Department of Safety, (810) 762-3335.

**Veterans’ Services**

For information about services available to veterans and their dependents, inquire at the Office of the Registrar, 266 University Pavilion.

**Child Care**

*Campus Child Care Program*  
310 E. Third Street  
(810) 238-7621

*Liaison: Dr. Mary Jo Sekelsky*  
375 Harding Mott University Center  
(810) 762-3434  
Website:  
http://www.flint.umich.edu/departments/stlife/ywca.html

Conveniently located near the campus at the YWCA, the Campus Child Care Program provides a warm environment and stimulating activities at reasonable rates for children from two weeks to five years old.

The child care program is designed to encourage a positive self concept and developmental growth: physical, social, emotional, cognitive, and creative. Priority is given first to the children of students, then to the children of staff and faculty. Space is limited, however, and must be reserved in advance.
Open from 7:00 a.m. to 6:00 p.m. Monday through Friday, the Campus Child Care Program is fully licensed by the State of Michigan and is staffed with qualified and experienced teachers. Each child must have a physical examination. Lunch and snacks are provided at appropriate times. A non-refundable registration fee of $10 is required to reserve a space.

Student Life
Office of Student Life
375 Harding Mott University Center
(810) 762-3431
FAX (810) 762-3023
Website: http://www.flint.umich.edu/departments/stlife

Assistant Vice Chancellor for Student Services and Enrollment Management: Dr. Mary Jo Sekelsky
Secretary: Berta Pyland

Lesbian, Gay, Bisexual, and Transgender Center
365 Harding Mott University Center
(810) 766-6606

The Lesbian, Gay, Bisexual and Transgender Center provides services and programming to assist all members of the UM-Flint community in developing awareness of lesbian/gay/bisexual and transgender concerns. The Center offers a variety of resources including current periodicals, books, and general information. It also provides specialized services, such as trained facilitators for classes and groups, upon request.

Student Housing
Students desiring assistance in finding suitable housing should inquire at the Office of Student Life. Packets containing information on area housing are available upon request. The Office of Student Life also maintains a computer database with housing opportunities at our office or via our website www.flint.umich.edu/Departments/STLIFE/housing/apt_list.html.

Clubs and Organizations
A variety of student organizations exist on campus, including the Student Government Council, special interest clubs, student publications, performance groups, intramural/club sports, and honor societies. The Office of Student Life assists students in identifying organizations that suit their interests. Organizations have mailboxes in the student loft. More information is available at the club website http://www.flint.umich.edu/departments/stlife/clubs. The following is a sample listing of the clubs and organizations active on campus:

Association for Computing Machinery (ACM). Seeks to promote a better understanding of applications of modern computing machinery through seminars and social events. ACM participates in the fielding of the University's Programming Team, which competes on regional and national levels. The club also organizes the annual "Future in Computing" seminar. Weekly meetings.

Beta Alpha Psi. This national accounting fraternity strives to coordinate extra-curricular activities and academic opportunities through lectures, social activities, field trips, and interaction with faculty.

BSN2 (Black Student Nurses Achieving a Bachelors of Science in Nursing). Provides peer support for minority students seeking to obtain a Bachelor of Science degree in Nursing.

Campus Crusade for Christ. Exists to be a resource to the student body by offering opportunities to discuss spiritual matters and provide materials in the form of speakers, videos and articles for their benefit and consideration.

Campus Programming Board. Provides students with opportunities to learn valuable skills through creating entertainment and educational programming on campus.

Chamber Singers Council. Promotes concerts, trips, and fund raisers in conjunction with the Chamber Singers Choir and the Music Department.

Chemistry Club. Organizes field trips to labs, sponsors lectures and seminars on topics in the field of chemistry provides for faculty/student interaction and organizes social events so that students with similar interests can interact.

Clinical Laboratory Technology Club. Explores the world of the clinical laboratory via laboratory tours and guest speakers.

College Republicans. Seeks to present a positive image of the Republican party and to provide information to the university community about the philosophy and actions of the party, both locally and nationally.

Communications Club. Organizes activities, trips, lectures, and social activities for students interested in the field of communications. Provides its members with opportunities to investigate how people, businesses and organizations share information, beliefs, and values both in person and through the media.

Economics Club. Sparks interest and involvement in past, present and future economic issues. Speakers and symposia are sponsored during the year for both social and educational purposes.

Education Student Organization. Provides opportunities for perspective teachers to socialize and explore professional possibilities.
Environmental Sciences Club. Strives to heighten student consciousness on issues of environmental significance, remote resource conservation, and protection efforts and to facilitate student activism and outreach concerning pressing issues affecting our ecosystem.

Fanimania (Japanese Animation). Provides a forum to all who are interested in the presentation of Japanese animation for purposes of recreation and learning.

Gaming Society. Promotes student interaction through role-playing and board games.

International Track Club. An extension of the Flint International Track Club, the group aims to give students the opportunity to participate in an organization affiliated with the United States Olympic Committee by participating in state and international meets.

Inter-Varsity Christian Fellowship. Provides students the opportunity to share and witness the Holy Bible so that those interested can accept and experience a deeper, more personal relationship with Jesus Christ.

Latino Student Organization. Enhances identity and preserves the heritage and culture of people of Latin American descent. Promotes self-esteem, self-respect and a positive image.

Music Society (Psi Sigma Phi). Promotes concerts, trips, and fund raisers and acts as a liaison between the students and faculty of the Music Department.

Muslim Students' Association. Promotes Islamic awareness amongst Muslims and non-Muslims. The organization welcomes members of all faiths and participates in Community and University events.

Nation of Islam Student Association. Provides education and training in the principles of Islam taught and exemplified by the Honorable Elijah Muhammad.

Odyssey of the Mind. Creative problem solving organization that encourages leadership and teamwork. Participates in regional, and international competitions.

Philosophy Club. Seeks to give philosophy students a forum for philosophical and metaphysical discussion through meetings and speakers.

Pre-Law Club. Provides information and support to students pursuing careers in law. Provides resources on related topics through lectures, faculty interaction and forums for discussion.

Pre-Law Society. Provides information and support to students pursuing careers in law. Provides resources on related topics through lectures, faculty interaction and forums for discussion.

Pre-Med Club. Aids students pursuing careers in medicine by providing members with information concerning the best possible ways of getting into medical school, and the most advantageous curriculum to follow, and presenting opportunities for exposure to medical settings.

Pre-Physical Therapy Club. Provides students considering the physical therapy program support and information.

Psychology Club. Advances the science of psychology and brings together students interested in the field of psychology.

Social Work Club. Organized to bring together students, faculty, and members of the community whose common interests are social work and social welfare.

Society of Physics Students. Promotes the advancement and diffusion of knowledge of the science of physics and the encouragement of student interest in physics throughout the academic and local communities.

Students for Black Achievement (SBA). Works toward improving the educational, social, economic, political, and cultural conditions of Black students enrolled at the University of Michigan-Flint and the black community. These goals are reached through newsletters, meetings, speakers, exhibits, and community service.

S.U.M. (Mathematics Club). Provides students who have mathematical interests an opportunity to socialize and explore professional possibilities.

UM-Flint Hurley Student Nurses Association. Seeks to bring together students in the nursing program and promotes the UM-Flint nursing program throughout the community.

Zamboni Art Club. Provides support and resources for students interested in the fine arts.

Honor Societies
Honor society memberships are based on scholastic achievement. For further information on honor societies, contact the appropriate department office.

Beta Gamma Sigma, School of Management.

Kappa Delta Pi, Education Department.

Omicron Delta Epsilon, Economics Department.

Phi Alpha Theta, History Department.

Phi Sigma Iota, Foreign Language Department.

Psi Chi, Psychology Department.
Performance Groups
A full schedule of choral and instrumental concerts and plays is presented each year. Students interested in musical performance opportunities should contact the Music Department for audition requirements and schedules; students interested in theatrical performance should consult the Theatre Department. In addition, the Office of Student Life schedules numerous professional and amateur acts in the University Center and the University Pavilion throughout the year.

Sports Clubs
For information about sports clubs and intramural activities, see the next Catalog section, which describes the Recreation Building.
Bowling, flag football, golf and softball are activities currently offered by the Department of Recreational Services under the club sport philosophy. Persons or groups who are interested in developing a particular activity within the club sport structure are encouraged to present a proposal to the Recreational Services Office.

Student Publications
Michigan Times. The student newspaper, the Michigan Times, is produced by students for students. It publishes campus news and announcements and serves as a forum for students to voice opinions. Location: 381 Harding Mott University Center; 762-3475.

Literary Magazine. Periodic publication of the campus literary magazine allows students to exhibit their skills in creative writing, graphics, and photography. Location: 388 Harding Mott University Center.

Greek Life
The Greek system provides many opportunities for friendship, personal growth, and involvement. These opportunities include leadership experience, social functions, and community service projects.
Greek organizations active on campus include Alpha Kappa Alpha Sorority, Alpha Phi Alpha Fraternity, Alpha Theta Chi Sorority, Delta Phi Epsilon Sorority, Delta Sigma Theta Sorority, Kappa Alpha Psi Fraternity, Kappa Delta Xi Fraternity, Phi Sigma Sigma Sorority, Theta Chi Fraternity, Iota Phi Theta Sorority, and Zeta Phi Beta Sorority.

Student Government Council
364 Harding Mott University Center
(810) 762-3078
Website: http://www.flint.umich.edu/clubs/umfsgc
Advisor: Dr. Mary Jo Sekelsky

The council serves as the official representative of the student community in expressing opinions and interests to the appropriate faculty, administrative, and student agencies. The purpose of the Student Government Council is to listen to and act upon the needs and concerns of the students. The Student Government Council is responsible for appointing students to all University decision making committees. Anyone with a complaint or suggestion may visit the Student Government Council Office or voice his or her concern during the public opinion period at a Council meeting.

The Student Government Council assists student clubs and organizations through the recognition of club constitutions and the allocation of money to the clubs assisting them in operating and holding special events. The Student Government Council sponsors activities such as Cram-A-Rama and the annual Spring Finale dinner/dance.
Student Government Council officers are elected by the students for a one year term in a school-wide election. All vacancies and representative positions are filled by appointment.

Alumni Relations Office
206 University Pavilion
(810) 762-3351
FAX (810) 762-3334
e-mail: umf_alumni@list.flint.umich.edu
URL: http://www.flint.umich.edu/Departments/NIS/ALUMNI/

The University of Michigan-Flint’s alumni are part of the largest alumni body of any public university in the country. As graduates of U-M, UM-Flint alumni may belong to the University of Michigan Alumni Association, a dues-paying organization that represents all U-M alumni. All UM-Flint alumni are automatically members of the University of Michigan-Flint Alumni Society. Organized under the Alumni Association, the society represents all UM-Flint graduates. The UM-Flint Alumni Society conducts alumni and outreach activities, reunions, events, and other programming of interest to the general alumni body at the university. Besides the UM-Flint Alumni Society and University of Michigan Alumni Association, UM-Flint alumni residing in the greater Flint area can join the University of Michigan Club of Greater Flint and the Flint Association of University of Michigan Alumnae.

Recreational Services
Recreation Center
(810) 762-3441
Director: Theresa Landis
Associate Director: Gary Parr
Assistant Director: Chris Clolinger
Special Events Coordinator: Clifford Burks
Fitness Coordinator: Sherri Leet
Budget Manager: Becky Pettengill
Secretary: Amy Lawcock
The Recreation Center is open to all currently enrolled students with validated identification cards. A limited number of yearly, semester and daily memberships can be purchased by others.

The 80,000 square foot facility includes a multi-purpose gym, weight training areas, men's and women's locker rooms (rental locker/towel service available), combative practice area, aerobic training equipment, indoor track, a multipurpose activity area, administrative offices, and a central check-in area. A swimming pool, a whirlpool and saunas, physically located on the first and lower levels of the University Center, are also part of the Recreation Center operation.

The main focus of the Recreation Center is to provide open recreational periods for drop-in use of the facilities. In addition, the Recreational Services Department offers the following activities and programs:

**Intramurals.** The intramural program consists of football, basketball, racquetball, volleyball, soccer, and a variety of other ongoing and special activities. This program provides an opportunity to develop qualities of leadership, cooperation, teamwork, and a sense of fair play.

**Fitness Programs.** A variety of fitness opportunities are available including fitness testing and exercise program consultation, exercise equipment orientation, yoga classes, water exercise classes, step aerobics, high/low aerobics, kickboxing, etc. Special wellness emphasis programs are also available such as back care and stress management workshops.

**Swim Lessons.** American Red Cross certified swim lessons are taught during scheduled sessions. Individual swim instruction is also available.

**Building Management and Events**

(810) 762-3436

*Director, Auxiliary Services:* Dick Horning
*Facilities Coordinator:* Tammy Rees
*Facilities Assistant:* Valerie Felton-Lee
*Events Coordinator:* Peggy Graham
*Reservations Coordinator:* Angela Forte

The Office of Building Management and Events offers a wide range of programs, facilities and services for students, faculty, staff, alumni, and community members. Individuals and groups come together to exchange ideas and information and to interact informally, adding another dimension to the educational experience.

The 112,000 square foot University Center includes food service, a games room, lounges, meeting rooms, student organization areas, and a theatre. The University Center also houses a variety of administrative and student support offices. The 76,000 square foot University Pavilion includes the bookstore, food vendors, stage, administrative and executive offices. The Northbank Center Building is composed of both commercial and University space which includes a 500 seat banquet hall.

**Department of Public Safety**

(810) 762-3335

*Director:* Lonnie Landeros  
*Administrative Assistant:* Gayle Bachman

The Department of Public Safety is responsible for maintaining a safe environment on the properties of the University of Michigan-Flint. The Department's primary goals are to prevent crime on campus and to protect and assist students, faculty, staff and visitors to the campus with security related problems.

The Department is open 24 hours a day, seven days a week. The Department can be contacted at 762-3335 or by dialing 911 on any campus phone. Emergency telephones are located throughout campus and are easily identified by a blue light on top of a pedestal or located inside a red emergency call box.

The Student Right-to-Know and Campus Security Act of 1990 requires colleges and universities to distribute a written description of security related procedures and policies, as well as specified criminal statistics, to all current and prospective students and employees. The Student Right-to-Know and Campus Security Awareness Handbook is distributed to students and employees in September of each year. Additional copies may be obtained from the Department of Public Safety. The Department issues parking permits and identification cards to faculty, staff and students of the University. For additional details on security-related issues, see the Student Right-to-Know Handbook or contact the Department at (810) 762-3335. You may also visit our website at http://www.flint.umich.edu/departments/safety/ to find additional safety information.

**Additional Resources of the University**

**Office of Research**

530 David M. French Hall  
(810) 762-3180  
FAX (810) 766-6791  
Website: http://www.flint.umich.edu/Departments/Research/  
*Director:* Dr. David L. Wigston  
*Administrative Assistant:* Patricia Murray  
*Secretary:* Jessica Monschau
The mission of the Office of Research is to encourage and promote research and creative activity within the University community. Research and creative activities are broadly defined. They include basic research which expands our knowledge to new frontiers; applied research which responds to regional or community concerns or develops new or different uses for our present knowledge; and artistic expression which involves the creation of new work in the visual, literary and musical arts.

Projects for Urban and Regional Affairs (PURA)
536 David M. French Hall
(810) 762-3383
FAX (810) 766-6838
Website: http://www.flint.umich.edu/Departments/PURA
Director: Dr. Sally Harris
Business Manager: Vacant
Study Manager: Sally Conley
Statistical & Technical Assistance Consultant: David Keswick
Research Assistant: Mike Snider
Sr. Survey Research Technician: Teresa Crain
Research Technician: Jon Griffus
Research Secretary: Kathy Steenson

The Projects for Urban and Regional Affairs (PURA), the applied research unit of the Office of Research, matches University resources with community needs. Through consultation and technical assistance, PURA helps clients define problems and collect and analyze appropriate information. PURA staff assemble research teams, which are often interdisciplinary, to address issues of public concern to the city and region. Research teams of faculty members, staff or students work closely with client agency representatives from government, nonprofit groups, industry or business.

The Survey Research Facility (SURF) at PURA uses a computer-assisted telephone interviewing (CATI) system, which provides the latest technology to collect and analyze data. Students obtain training in survey research methodology working as temporary employees or as part of a research project. Faculty members direct applied studies in topics such as health care, marketing, communications, and public policy analysis. At the same time, area community and government agencies and organizations benefit from the local focus of such studies.

The Research Excellence Fund sponsors technical assistance to students, faculty and staff to assist with questionnaire design, sampling, data entry and statistical output. Profiles of census data can be mapped or presented in tables and graphs.

Through its link with other urban university centers, PURA continues to explore the innovative use of information systems technology in the public sector. When appropriate, PURA also networks with other campuses to provide services.

University Outreach
515 Mott Foundation Building
(810) 767-7030
Executive Director: Dr. Kristen D. Skivington
Administrative Associate: Beverly Jacks

University Outreach is comprised of three centers that provide outreach activities: Center for University Partnerships, Center for Educational Telecommunications and the Center for Applied Environmental Research. University Outreach reports to the Office of the Chancellor.

Center for University Partnerships
Assistant Director: Harry Blecker
Assistant Director: Tracy B. Atkinson

The Center for University Partnerships is committed to serving the University of Michigan-Flint service region and the UM-Flint family (faculty, staff, students and alumni) through the delivery of a variety of programs and partnerships utilizing university and community resources. The center works through mutually beneficial partnerships based on integrity, equity and respect to develop programs that build the capacity of each partner and create useful results in communities and organizations while adding to our knowledge base in a scholarly manner. The Center for University Partnerships consists of two departments: the Office of Community and Business Partnerships and the Office of Service Learning and School Partnerships.

Office of Community and Business Partnerships
Program Manager: Harry Blecker

The Office of Community and Business Partnerships (CBP) seeks to meet the needs of the community by serving as the Business Development Center, Community Technology Center, and Business Information Center for the Flint Area Enterprise Community and the Mid-Michigan region. The office arranges technical assistance to small businesses, entrepreneurs, and non-profit organizations; assists with community development projects; organizes topical conferences, workshops, seminars, and classroom instructions; and creates a variety of publications associated with these efforts. The CBP has two office locations: 2717 N. Saginaw Street, Suite 202, Flint and 432 N. Saginaw Street, Suite 206, Flint.
Office of Service Learning and School Partnerships  
*Program Manager*: Tracy B. Atkinson

The mission of the Office of Service Learning and School Partnerships is to enhance academic development and encourage active citizenship. It provides support to K-12 programs in predominantly the Flint area as well as academic service learning and student community service programs for UM-Flint students. School Partnership programs encourage the interaction of Flint Community Schools’ and University of Michigan-Flints’ faculty, staff and students on mutually beneficial projects. Service Learning programs encourage university students toward academically related service experiences in the community. Programs may be coordinated with elementary, secondary or higher educational institutions or community service organizations and are integrated into the students’ academic curriculum.

Center for Applied Environmental Research  
*Assistant Director*: Rita Jack

The Center for Applied Environmental Research (CAER) incorporates the work of the Regional Groundwater Center and expands activities in a series of new, but related, environmental projects. The Center works with governmental agencies and community groups in GIS applications and development provides support to the Flint River Watershed Coalition and provides information and education around a variety of land use issues that are present in our region.

Center for Educational Telecommunications  
*Director*: Leon Collins

University of Michigan Public Television has a long-standing commitment to provide quality public broadcasting to the Mid-Michigan area. For over ten years, UMPTV has continued a long tradition of dedication to children and to education. The Ready-to-Learn Service assists parents and educators in preparing young children for the world of learning.

The station, WFUM-TV28, offers over ten hours of educational programming per day for children. A major component of UMPTV’s programming mission is to encourage children to take the first step in learning while developing their social, verbal and thinking skills.

Primarily, UMPTV is an education resource that makes lifelong learning accessible to homes, schools, community centers and workplaces. Through its Center for Educational Telecommunications, UMPTV provides interrelated activities from pre-school through post-graduate levels. UMPTV is working on installing its first interactive distance-learning classroom and will soon be located in the Professional Studies Classroom Building on the University of Michigan-Flint campus.

Viewers comprise all segments of society: racial and ethnic minorities, pre-schoolers, the disabled, music lovers, and people with interests specific to science or history.

Consistent with the University’s mission of excellence in teaching, research and service, the Office seeks to meet the needs of the community by serving as the Business Development Center for the Flint Area Enterprise Community. Additionally, the office coordinates technical assistance to small businesses and entrepreneurs; assistance with community development projects; and the creation of an on-line directory of businesses and services in the Enterprise Community.

UMPTV WFUM-TV 28 and WFUM-FM, 91.1

1102 Mott Memorial Building  
(810) 762-3028  
E-mail: wfum@list.flint.umich.edu  
Website: http://www.wfum.org  
Director of Telecommunications: Leon Collins  
Executive Secretary: Emily McCool

University of Michigan Public Television, WFUM TV28, is licensed to the Board of Regents of the University of Michigan at the University of Michigan-Flint. Offices and studio are located on the campus of Mott Community College in the Mott Memorial building on Court Street. UMPTV serves 3.5 million households in three counties. In addition to its over-the-air signal, the station is carried on more than 50 mid-southeastern Michigan cable systems extending its presence into the number 10 ranked suburban Detroit market and into Ann Arbor.

Recent production initiatives include: establishing a local magazine series *HomePage*; a music variety program *AfterHours* airing statewide; *Teen Voice*, a topical issues program produced by and for high school students; *UMPTV Town Hall* a community discussion forum, and *M-SPAN*, a series of University of Michigan programs focusing on University faculty, alumni and keynote speakers.

For the past three years, UMPTV has been successful in partnering with ESPN to present Michigan-Michigan State Big Ten Basketball coverage and Women’s Basketball finals. The station has also implemented a partnership with University of Michigan Office of Service Learning and School Partnerships to offer an
After-School Reading Program at King Elementary in Flint, MI. In conjunction with an independent producer, UMPTV developed “Prosperity” a pilot economic development program for statewide distribution. In addition, professional development funding was secured for staff to improve their knowledge base in production, development, and digital convergence issues. Recently, UMPTV obtained a $2.4 million awarded from the CS Mott Foundation towards digital conversion.

The station is currently involved in the industry-wide conversion to digital broadcasting which, when completed, will allow a wide range of services including multi-casting (broadcasting up to four channels of different programming simultaneously), high definition television (greatly improved picture and sound quality), Broadcast Internet services (programming tied to new internet surfing tools) and datacasting (transmission of ancillary information in conjunction with the program being broadcast). Digital technology will expand the capability to offer local services to the southeastern Michigan viewing community with an emphasis on new interactive, educational programming.

As Part of the Center for University Partnerships, UMPTV is involved with the Center for Educational Telecommunications and is in support of several community projects with University Outreach. The station also contributes to the communication and the art departments. Routinely, facilities and staff of the station are used in course offerings related to productions. In conjunction with PBS, it offers a number of adult telecourses for credit through Mott Community College and other area colleges. UMPTV is also in the construction phase for a new multi-million dollar complex located on the University of Michigan-Flint.

UMPTV PBS 28 is operated and staffed by a team of skilled professionals along with students and volunteers. Students develop skills and acquire experience in a variety of broadcast positions, including local program production, engineering, graphic arts, operations, administration, promotion and development.

Public radio station WFUM-FM (91.1) is part of the University of Michigan public radio network that includes WUOM/Ann Arbor and WVGR/Grand Rapids. Michigan Radio offers the best in news, talk, music, and National Public Radio programming.
UNDERGRADUATE PROGRAMS OF STUDY
<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>CONCENTRATION MAJOR</th>
<th>CONCENTRATION MINOR</th>
<th>TEACHER CERTIFICATION</th>
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## GUIDE TO PROGRAMS AND DEGREES
### UNDERGRADUATE DEGREES

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<td>Writing</td>
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### BACHELOR’S DEGREES

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<tr>
<td>BBA</td>
<td>Bachelor of Business Administration</td>
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### PRE-PROGRAMS

1 YEAR PRE-PROGRAM
- Pre -Nursing

2 YEAR PRE-PROGRAMS
- Pre -Pharmaceutical Sciences
- Pre -Physical Therapy (Honors Program Available)
- Pre -Medicinal Chemistry
- Pre -Pharmacy

4 YEAR PRE-PROGRAMS
- Pre -Actuarial Program in Mathematics (BS)
- Pre -Dental
- Pre -Law
- Pre-Veterinary Medicine

### GRADUATE DEGREES

- Master of Arts in Education
  - Specialization in Early Childhood Education
  - Specialization in Literacy (K-8)
  - Specialization in Urban Education
- Master of Business Administration
- Master of Liberal Studies in American Culture
- Master of Physical Therapy
- Master of Public Administration
  - General Program in Public Administration
- Master of Public Administration
- Master of Science in Anesthesia
- Master of Science in Biology
- Master of Science in Health Education
- Master of Science in Nursing
- Master of Social Work
- Master of Public Administration
  - Concentration in Administration of Nonprofit Agencies
  - Concentration in Criminal Justice Administration
  - Concentration in Educational Administration
  - Concentration in Health Care Administration
- Master of Science in Anesthesia
- Master of Science in Biology
- Master of Science in Health Education
- Master of Science in Nursing
- Family Nurse Practitioner Track
- Psychiatric Mental Health Nurse Practitioner Track
PROGRAMS OF STUDY

Undergraduate Study

Degrees Offered

Undergraduate programs of study lead to the degrees Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Science (BS), Bachelor of Applied Science (BAS), Bachelor in General Studies (BGS), and Bachelor of Music Education (BME) from the College of Arts and Sciences; Bachelor of Arts (BA) and Bachelor of Science (BS) from the School of Education and Human Services; Bachelor of Science (BS) and Bachelor of Science in Nursing (BSN) from the School of Health Professions and Studies; and Bachelor of Business Administration (BBA) from the School of Management. A comprehensive guide to programs and degrees is provided in the chart at the beginning of this Catalog section. See the following section for General Education Program information. Students must consult Catalog sections for the College of Arts and Sciences, the School of Education and Human Services, the School of Health Professions and Studies, or the School of Management for additional regulations and requirements.

Graduation Requirements

Requirements for graduation include:

A. Completion of 120 or more credits. The number of credits needed varies with the degree sought and the concentration program pursued.

B. Completion of the General Education Requirements. (See the "General Education Program" section of this Catalog.)

C. Completion of the additional requirements for a degree and a concentration program.

D. Completion of a minimum number of credits in upper division courses (courses numbered 300 or above). Since this minimum number varies among academic units and programs, the student should consult the requirements of the College of Arts and Sciences, the School of Education and Human Services, the School of Health Professions and Studies, or the School of Management, and also the requirements of the intended concentration program.

E. Maintenance of a minimum 2.0 overall grade point average. Higher grade point averages are required by many programs.

F. Completion of at least 45 credits while enrolled at the University of Michigan-Flint.

G. Completion of all coursework. Course grades of “I” (incomplete) or “W” (grade not yet submitted) must be replaced with a final grade to confirm completion.

H. Submission of the application for the diploma.

Graduate Study

See “Graduate Study” section in the back of this Catalog.

Extension & Continuing Education

240 David M. French Hall
(810) 762-3200, (800) 942-5636 (ask for extension 2-3200)
Fax (810) 766-6803
Website: http://www.flint.umich.edu/departments/oce
Interim Director: Linda Germain
Secretarial Staff: Vicki Biocchi

As part of the University's outreach mission, the Office of Extension & Continuing Education provides a wide variety of credit and noncredit learning opportunities for the general community. For student convenience and efficiency, off-campus sections of credit courses have been scheduled to accommodate the student with multiple demands. UM-Flint off-campus offices are in operation in Lapeer at Mott's University Center, 550 Lake Road, (810) 667-7480, in Fenton at Mott's Southern Lakes Campus, 2100 W. Thompson Road, (810) 750-3727, and in Port Huron at St. Clair County Community College Campus, 707 Stone Street, (810) 984-2520. Additional classes are also available in Genesee, Oakland, and Shiawassee counties.

Extension of Credit Courses

Contact: Linda Germain

In cooperation with various academic departments, some University of Michigan-Flint undergraduate credit courses are offered at off-campus locations. Such courses are aimed at meeting the needs of business, industry, labor, and other interested groups. Computer science, golf, management, nursing, bilingual education and liberal arts courses are currently offered off-campus.
Students wishing to participate in undergraduate credit extension courses must be admitted to the University of Michigan-Flint, as candidates for a degree, non-candidates for a degree, or guest students. Although final decisions on admissions are made by the Office of Admissions, the Office of Extension & Continuing Education receives and processes all admissions materials for undergraduate extension students.

Participants in Extension & Continuing Education programs have all the rights and responsibilities of part-time University students. Rights include use of University facilities and protection of privacy of educational records.

In credit courses the regular University undergraduate grading system is used. Grades are assigned by letters A through E, some with + and - suffixes. Many classes are held in education and training facilities of cooperating employers.

**Africana Studies Certificate Program**

The Certificate Program in Africana Studies calls for the completion of 15 credit hours, or five courses, as listed below. Students must earn a grade of “C” or higher in each course for the successful completion of the certificate.

The Certificate Program in Africana Studies benefits participants in many ways. First, it contributes to their understanding of the heritage of peoples of African descent, their contribution to world civilizations and their understanding of racial relations in America today. Additionally, we believe that a critique of race and an analysis of institutions are seminal tools for success in urban education. Second, the Certificate program adds to participants’ repertoire of multi-cultural subjects. Third, information generated from this program would well serve students in the public school system who have need of engaging critiques of American society.

Courses are offered at night on Saturdays to afford maximum availability to community participants. Other courses will be made available during the regular work week for participants whose schedule does not favor Saturday and evening instruction.

**Requirements.** One course from each of the following groups:

**A. Education (select one course)**
- AFA 201 Introduction of Africana Studies
- AFA/EDU 331 Urban Education
- AFA 375 Community Building Through Educational Involvement
- AFA 399 / AFA 590 Africana Studies for Teachers
- AFA 320 Contemporary East African History
- AFA 321 Twentieth Century African American Literature
- AFA 322 West Africa and the Atlantic World
- AFA/HIS 334 History of Ethnic and Racial Minorities in the United States
- AFA/HIS 335 The History of the African-American
- AFA 338 Topics in African-American History
- AFA 339 Topics in African History
- AFA 435 Black American Since the Civil War

**B. History and Literature.(select one course)**
- AFA 216 Caribbean Women Writers
- AFA 218 Black Women Writers of the World
- AFA/HIS 230 Africa to the 1870s
- AFA/HIS 231 Africa in Modern Times
- AFA/HIS 286 Muslims in North America
- AFA 300/CPL 301 Introduction to Francophone Literature
- AFA 301 Early African American Literature
- AFA 310 Performance Traditions & Aesthetics of the African World
- AFA 311 African World Performance Studio
- AFA/MUS 313 African American Music
- AFA 363 Black Cultural Criticism

**E. Psychology, Health, Management and Social Sciences.**
- AFA/PSY 219 Psychology of the Black Experiences
- AFA/SOC 270 Race and Ethnic Relations
- AFA/SOC/WGS 359 The Black Family
- AFA 361 Health Issues and Black Americans
- AFA 362 Politics and the Black Family in Modern America
- AFA/SOC 373 Institutional Racism
- SOC/EDU 452 Sociology of Education

**Computer Science Certificate Program**

In cooperation with the Computer Science Department, a 13-credit certificate program in computer languages programming is offered. This program serves adult students who want to become familiar with several computer languages and those who want to pursue alternative careers.
Requirements. Thirteen credits are required, as follows:

CSC 121 Using a Computer System I (1)
CSC 122 Using a Computer System II (BASIC) (2)
CSC 175 Problem Solving and Programming Concepts (4)
CSC 270 COBOL Programming (3)
CSC 273 Visual Basic for Windows (3)

Upon successful completion of the 13 credits with a grade of C (2.0) or better in each course, students are awarded a computer languages programming certificate. All 12 credits must be taken at the University of Michigan-Flint for the certificate to be awarded.

Health Care Administration Operations Management Skills Certificate Program
The University of Michigan-Flint, in cooperation with area hospitals, offers a 24-credit program for supervisors to develop management knowledge and administrative skills in health care. The program also prepares employees for supervisory positions.

Requirements. Twenty-four credits, as follows:

BUS 200 Accounting For Non-Accountants (3)
BUS 240 Organization and Management (3)
BUS 270 Management of Operations (3)
BUS 280 Management of Human Resources (3)
BUS 300 Business Communications (3)
HCR 305 Public Policy and Health Care (3)
HCR 376 Health Care Administration (3)
HCR 477 Financial Management in Health Care (3)

Upon successful completion of the 24 credits with a grade of C (2.0) or better in each course, students are awarded the Health Care Administration Operations Management Skills Certificate.

Operations Management Skills Certificate Program
In cooperation with the School of Management, a 24-credit certificate program is offered to develop the management knowledge and skills of supervisors and those wishing to become supervisors. Program content is designed to recognize and take advantage of the extensive work experience of participants.

The Operations Management Skills Program focuses on development of an understanding of underlying theory and the ability to apply tools and skills in areas important to the management of operations: individual and organizational behavior, accounting, economics, finance, operations management, and communications. It advances the formal education of the participants so they will qualify for promotion to increased levels of responsibility in their work organizations. Through the use of courses for credit, the program encourages participants to complete remaining requirements for an undergraduate degree. Courses included in the program are not applicable to specific course requirements for a Bachelor of Business Administration (BBA) degree at the University; however, they may apply as electives toward University of Michigan-Flint bachelor’s degrees.

Requirements. Twenty-four credits, as follows:

BUS 200 Accounting For Non-Accountants (3)
BUS 240 Organization and Management (3)
BUS 255 Business, Government, and Society (3)
BUS 260 Corporation Finance (3)
BUS 270 Management of Operations (3)
BUS 280 Management of Human Resources (3)
BUS 300 Business Communications (3)
BUS 370 Project Management (3)

Upon successful completion of the 24 credits with a grade of C (2.0) or better in each course, the School of Management awards a certificate of completion of the Operations Management Skills Certificate Program.

Personal and Corporate Productivity Certificate Program
A 27-credit certificate program is offered in cooperation with the Communication Program and the Computer Science and English Departments. The program serves those who wish to enhance their own productivity by integrating current technologies and knowledge from three significant fields of study. The program is designed to benefit the individual and also offer distinct productivity advantages to employers of those individuals who complete the program.

Prerequisite. Demonstrated proficiency in reading and writing as determined by (1) a qualifying score on English departmental placement tests or (2) successful completion of ENG 100 and/or 109 as determined by the English Department.

Requirements. Twenty-seven credits, as follows:

A. English (9-12 credits).
   ENG 111*, College Rhetoric
   ENG 112*, Critical Writing and Reading
   COM/ENG 338, Communications in Business

*Students who place out of ENG 111 are required to complete three (3) credits of independent study in English; those who place out of both ENG 111 and 112 are required in addition to complete an approved course in communication. These courses are to be chosen in cooperation with the Chair of the English Department or the Communication Program Director, as appropriate.
B. Communication (9-12 credits).
   COM 281, Principles of Interpersonal Communication
   COM/ART 340, Graphic Design in Communication
   COM/THE 210, Introduction to Public Speaking

C. Computer Science (8-9 credits).
   CSC 121, Using a Computer System I
   CSC 123, Word Processing
   CSC 151, Spreadsheets Software
   CSC 152, Database Management Software
   CSC 153, Office Automation Software
   CSC 263, Introduction to Design/Publishing Web Pages

Upon successful completion of the 27 credits with a grade of C (2.0) or better in each course, students are awarded a Personal and Corporate Productivity Certificate. Some courses are applicable to the requirements of bachelor degrees and all other courses apply as elective credit hours toward University of Michigan-Flint bachelor degrees. All 27 credits must be taken through the University of Michigan-Flint for the certificate to be awarded.

Salesmanship Certificate Program
In cooperation with the School of Management, a 15-credit certificate in Salesmanship is offered. This program is designed to serve the needs of those who have not taken college or university courses but are interested in knowledge and skills that enhance their ability to market goods and services.

Requirements. Fifteen credits as follows:

   BUS 105 Introduction to Business (3)
   BUS 230 Marketing for the Firm (3)
   BUS 235 Principles of Salesmanship (3)
   BUS 300 Business Communications (3)
   COM 281 Principles of Interpersonal Communications (3)

Upon completion of the 15 credits with a grade of C (2.0) or better in each course, students receive the Salesmanship Certificate. Credits earned count as general elective credits in most UM-Flint bachelor's degree programs, but do not meet business course requirements in the BBA programs.

Small Business Management Certificate Program
A 14-credit program in Small Business Management is offered in cooperation with the School of Management and the Computer Science Department. This program is designed to serve the needs of those who have not taken college or university courses, as well as those who attended college but majored in fields other than business.

Requirements. Fourteen credits distributed as follows:

   A. Core courses (6 credits):
      BUS 200, Accounting For Non-Accountants (3)
      BUS 289, Small Business Management (3)

   B. Elective courses. Eight or more credits selected from:
      BUS 230, Marketing for the Firm (3)
      BUS 255, Business, Government, and Society (3)
      BUS 260, Corporation Finance (3)
      BUS 280, Management of Human Resources (3)
      CSC 263, Introduction to Design/Publishing Web Pages (2)

Students are awarded a Small Business Management Certificate on completion of the 14 or more credits with a grade of C (2.0) or better in each course. Credits earned count as general elective credits in most UM-Flint bachelor's degree programs, but do not meet business course requirements in the BBA programs.

International Study Abroad Tours
In concert with the International Studies Program at University of Michigan-Flint, learning opportunities are provided in various other countries. Study destinations include Costa Rica, London, Spain and West Africa.

Noncredit Programs

Contact: Linda Germain

Conferences, Workshops, and Seminars
The Office of Extension & Continuing Education sponsors conferences, workshops and seminars on topics which are relevant to the special needs of groups or the needs of the general community. Examples include a conference on personal crisis intervention and a continuing series of one day workshops on management training and the training of support staff.

Customized Training Programs
Training for business, industry, labor, public and non-profit agencies and professional organizations is another service. Programs in computer software, statistical process control, training of trainers for business and industry, stress management, and how to start one's own business are examples. Presenters from various academic disciplines are selected to meet specific needs of various groups. Training programs can take place on or off campus.

Short Courses
Periodically noncredit adult education courses are sponsored by the Office of Extension & Continuing Education. These classes, which
usually meet one evening a week for approximately eight weeks, are open to the public. Daytime and Saturday courses are occasionally offered. Admission to the University is not required. Classes are offered on such topics as Internet, word processing, spreadsheet programming, principles of investing, accounting for the non-accountant, starting a small business, photography, conversational foreign languages, book discussion courses, beginning piano, and calligraphy.

Conference Planning Service
A conference/workshop planning, administration, and coordinating service is available to professional societies, non-university groups and organizations, and units within the University. Such activities may be held on or off-campus. The following services are offered:

A. Assistance to the planning committee in identifying conference objectives that reflect the purpose of the sponsoring organization, and assistance in developing program formats and content to meet these objectives.

B. Arrangements for speakers, presenters and consultants.

C. Arrangements for meeting rooms, meals, housing, transportation, audio-visual equipment, and other resources and materials.

D. Administration of the total registration process.

E. Planning a budget within which the conference can operate, including establishment of conference fees based on conference expenses.

F. Maintenance of accurate conference records. Preparation of financial statements, records of attendance, and narrative data.

G. Arrangements for all at-conference materials.

H. Preparation of pre-conference materials and mailings, assistance with advance publicity and public relations, and development of at-conference publicity and media relations.

I. Development of evaluation processes that allow for review before and after programs.

J. Assessment of the need for future conference programs.
# General Education Worksheet

## Requirements

1. **English Composition** (ENG 112 or equivalent)
2. **Fine Arts** (3 credits)
3. **Humanities** (9 credits in at least 2 fields)
4. **Natural Sciences** (8 credits in laboratory science courses)
5. **Social Sciences** (9 credits in at least 2 fields)
6. **Area Options** (see below)
7. **Additional Courses** (to bring total number of general education credits to 50)

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<thead>
<tr>
<th>English Composition</th>
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<th>Humanities</th>
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### Area Options
- **Select two; 9 credits each except for Foreign Language**
  - **A. Analytic Reasoning** (two categories)
  - **B. Cultural Studies** (two categories)
  - **C. Foreign Language** (ARB/FRN/GER/ITL/JPN/RUS/SPN 112, LAT 105, or by examination)
  - **D. Values Inquiry** (both categories)
  - **E. The Foundations of Western Civilization** (both categories)

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<th>Option 1</th>
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### Additional Courses
- (from fine arts, humanities, natural sciences, social sciences, foreign languages, linguistics, mathematics, and computer science, but excluding discipline of concentration)

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GENERAL
EDUCATION
PROGRAM

General Education requirements apply to all students pursuing bachelor’s degrees offered by the University of Michigan-Flint. Students should plan to satisfy these requirements as early as possible to allow flexibility in completing program and upper division requirements.

The General Education Program is designed to provide training in reasoning and critical thinking, and to introduce the fundamental disciplines through which people seek to understand themselves, their surroundings, and cultures different from their own.

The College of Arts and Sciences, the School of Education and Human Services, the School of Health Professions and Studies, and the School of Management determine the General Education program requirements for their own students. The majority of the requirements below apply across units; however, students should consult their unit’s section for possible modifications. Petitions by students for waiver of General Education requirements are made to the academic standards committee of the college or school in which the student is enrolled.

Requirements.

The General Education Program consists of requirements in seven groups: English Composition, Fine Arts, Humanities, Natural Sciences, Social Sciences, Additional Courses, and Area Options, as described below. A worksheet is provided at the beginning of this Catalog section.

I. English Composition.
Completion of ENG 112 or the equivalent. This requirement is ordinarily satisfied by ENG 111 and 112; some students may be exempted from ENG 111 on the basis of their performance on a written examination administered by the Department of English. Students transferring from schools on the quarter system must in most cases have completed three quarters of freshman composition in order to fulfill the freshman composition requirement. Students selected for the Honors Program fulfill this requirement by completing HON 156. The University strongly recommends that students complete this requirement as early as possible in their first 45 credit hours of coursework.

II. Fine Arts (f).
Three credits in courses designated as applicable to the fine arts requirement (art, dance, music, theatre, or other departments). The letter f immediately following the credit parentheses of a course indicates that the credit applies to the fine arts General Education Requirement.

III. Humanities (h).
Nine credits in courses designated as applicable to the humanities requirement and elected in at least two of the following fields: English and American literature, comparative literature, foreign literature, geography, humanities, philosophy, and other departments. The letter h immediately following the credit parentheses of a course indicates that the credit applies to the humanities General Education Requirement.

IV. Natural Sciences (n).
Eight credits in laboratory science courses designated as applicable to the natural sciences requirement (astronomy, biology, chemistry, environmental science, physical geography, physics, psychology, science, and other departments). The letter n immediately following the credit parentheses of a course indicates that the credit applies to the natural sciences General Education Requirement.

V. Social Sciences (s).
Nine credits in courses designated as applicable to the social sciences requirement and elected in at least two of the following fields: African-American studies, anthropology, criminal justice, economics, geography, history, international studies, linguistics, Mexican American and Latino studies, political science, psychology, resource ecology, social work, sociology, substance abuse treatment, women’s and gender studies, and other departments. The letter s immediately following the credit parentheses of a course indicates that the credit applies to the social sciences General Education Requirement.

VI. Area Options.
The area options include course work basic to a general education but beyond the bounds of any single discipline or academic division. Students must complete two of the following five options.

A. Analytic Reasoning (ar)
B. Cultural Studies (cs)
C. Foreign Language (fl)
D. Values Inquiry (vi)
E. The Foundations of Western Civilization (wc)

Area Option Requirements.
Two area options must be completed. Each option requires nine credits, with the exception of the foreign language option (see option C below). Foreign language is required as one of the two options for the Bachelor of Arts degree; for the Bachelor of Business Administration degree, one of the options completed must be analytical reasoning. Many programs also require or recommend certain area options.
In all cases, either one of the area options or nine credits from a combination of both options must be in courses outside the primary discipline of the student's concentration program.

Area option courses may "double count" (apply simultaneously to one area option and one other general education requirement). An f, h, n, or s follows courses listed below that can count toward an area option and also toward another general education requirement.

The choice of area options should be made with care. The range of offerings is wide and includes courses that vary considerably in content and level. Before completing 45 credits at the University of Michigan-Flint, the student should declare the choice of area options to the advisor. A declared choice may be changed upon consultation with the advisor.

A. Analytic Reasoning (ar). This area option provides experience in the use of logical reasoning. The letters ar immediately following the credit parentheses of a course indicate that the course satisfies the analytic reasoning area option.

Requirements. Nine credits from among the courses listed below, including courses from at least two of the following categories.

ar1. Courses which examine the nature, methods, and types of reasoning used in the analysis and solution of problems.
   AFA 220, Introduction to Research and Africana Theories of Knowledge
   PHL 103, Principles of Analytic Reasoning, h
   PHL 202, Introduction to Logic, h
   PHL 209, Introduction to Philosophical Analysis, h
   PHL 321, Metaphysics, h
   PHL 322, Theories of Knowledge, h
   PHL 323, Philosophy of Mind, h
   PHL/PSY 235, Introduction to Cognitive Science, s

ar2. Courses in which analytic reasoning is applied to specific or concrete questions.
   BIO 446/PSY 310, Animal Behavior, n
   BUS 211, Business Statistics
   CHM 160, Principles of Chemistry I, n
   CHM 162, Principles of Chemistry II, n
   CSC 175, Problem Solving and Programming Concepts
   CSC 270, COBOL Programming
   CSC 271, FORTRAN Programming
   ECN 201, Principles of Economics (Macroeconomics), s
   ECN 202, Principles of Economics (Microeconomics), s
   FRN/GER/LIN/SPN 360, Comparative Phonetics/The World's Major Languages
   GEO 203, Introduction to Spatial Analysis
   GEO 216, Modern Geography
   MUS 141, Music Theory I, f
   MUS 142, Music Theory II, f
   PHY 110, Conceptual Physics, n
   PHY 143, College Physics I, n
   PHY 145, College Physics II, n
   PHY 243, Principles of Physics I, n
   PHY 245, Principles of Physics II, n
   PSY 201, Principles of Research Design
   PSY 301, Basic Statistics and Probability
   SOC 210, Introduction to Social Research, s
   SOC 215, General Statistics
   SWK 250, Methods of Research and Evaluation, s

ar3. Courses in mathematics which present mathematical reasoning and analysis either through the study of fundamental concepts or nonroutine problem solving.
   MTH 112, Liberal Arts Mathematics
   MTH 115, Mathematical Inquiry I
   MTH 116, Mathematical Inquiry II
   MTH 117, Mathematics for Management and Social Sciences
   MTH 118, Calculus for Management and Social Sciences
   MTH 120, Pre-Calculus Mathematics
   MTH 121, Calculus I
   MTH 122, Calculus II

B. Cultural Studies (cs). This area option examines the nature and types of human culture, and the life and thought of foreign and American cultures. The letters cs immediately following the credit parentheses of a course indicate that the course satisfies the cultural studies area option.

Requirements. Nine credits from among the courses listed below, including courses from at least two of the following categories.

   AFA 201, Introduction to Africana Studies, s
   AFA 310, Performance Traditions and Aesthetics of the African World, f
   AFA 311, African World Performance Studio, f
   ANT/INT 100, Introduction to Anthropology, s
   ANT 110, Introduction to Archaeology, s
   ANT/SOC 325/PSY 361, Culture and Personality, s
   ANT/HCR 330, Medical Anthropology, s
   ANT/LIN 335, Language Variation in Society, s
   ANT 340, Urban Anthropology, s
   ANT/POL 351, Political and Legal Anthropology, s
   ANT 352, Culture and Economy in Cross-Cultural Perspective, s
   ANT 355, World Religions, s
   GEO 116, Human Geography, s
   GEO/RPL 215, Cultural Landscapes, h
   PHL 350, Mythological Thought, h
   SOC 340, Urban Sociology, s
Foreign cultures.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AFA 320</td>
<td>Contemporary East African History</td>
</tr>
<tr>
<td>AFA 322</td>
<td>History of West Africa and the Atlantic World, s</td>
</tr>
<tr>
<td>AFA/ANT 250</td>
<td>African Cultures, s</td>
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<tr>
<td>AFA/ANT 305</td>
<td>Topics in African Languages and Cultures</td>
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<tr>
<td>AFA/ART 308</td>
<td>African and African-American Art, h</td>
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<tr>
<td>AFA/CPL 257</td>
<td>Protest in African Literature, h</td>
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<tr>
<td>AFA 300/CPL 301</td>
<td>Introduction to Francophone African Literature, h</td>
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<td>AFA 319/CPL 306</td>
<td>Survey of African Literature, h</td>
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<tr>
<td>AFA/MUS 202</td>
<td>African Music and Cultures</td>
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<tr>
<td>AFA/ANT 250</td>
<td>African Cultures, s</td>
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<tr>
<td>AFA/ENG 215</td>
<td>Survey of African-American Literature, h</td>
</tr>
<tr>
<td>AFA/THE 239</td>
<td>Introduction to African-American Theatre: Ante-Bellum to 1950s</td>
</tr>
<tr>
<td>AFA/ANT 260</td>
<td>African Diaspora in the Americas, s</td>
</tr>
<tr>
<td>AFA/EDU 399</td>
<td>Africana Studies for Teachers</td>
</tr>
<tr>
<td>AFA/HIS 286</td>
<td>Muslims in North America, s</td>
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<tr>
<td>AFA/ANT 346</td>
<td>Comparative Revolutions in Modern Latin America, s</td>
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<td>AFA/ANT 385</td>
<td>Japanese Society and Culture I, s</td>
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<td>AFA/MAS 315</td>
<td>Mexico: Cultures in Transformation, s</td>
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<td>AFA/WGS 378</td>
<td>Sex and Gender in Cross-Cultural Perspective, s</td>
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<td>ART 315</td>
<td>Impressionism and French Culture, h</td>
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<td>CPL 258</td>
<td>Russia and the Soviet Union Through its Literature: Russia of the Tsars, h</td>
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<td>CPL 259</td>
<td>Russia and the Soviet Union Through its Literature: Russia of the Soviets, h</td>
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<td>ENG 218</td>
<td>British Classics and British Landscapes, h</td>
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<td>FRN 310</td>
<td>Understanding the French-Speaking World, h</td>
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<td>FRN 346</td>
<td>French as a Multi-Cultural Language, h</td>
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<td>HIS 215</td>
<td>Islamic Civilization since 1500, s</td>
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<td>Islamic Civilization since 1500, s</td>
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<td>HIS 283</td>
<td>Introduction to Islam and the Modern &quot;Middle East,&quot; s</td>
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<td>HIS 290</td>
<td>East Asia to 1600, s</td>
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<td>HIS 291</td>
<td>East Asia since 1600, s</td>
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<td>HIS 352</td>
<td>History and Civilization of Russia, s</td>
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<td>HIS 353</td>
<td>History of East Central Europe, s</td>
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<td>HIS 355</td>
<td>Topics in Contemporary Europe, s</td>
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<td>HIS 357</td>
<td>Polish Culture through History and Literature, s</td>
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<td>HIS 367</td>
<td>History of Germany, s</td>
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<td>HIS 376</td>
<td>History of Modern China, s</td>
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<td>HIS 377</td>
<td>Pre-Modern Japan to 1600, s</td>
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<td>HIS 378</td>
<td>History of Modern Japan, s</td>
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<td>HIS 385</td>
<td>History of the Modern &quot;Middle East&quot; since the XIXth Century, s</td>
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<td>HIS 386</td>
<td>International Relations of the &quot;Middle East,&quot; s</td>
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<td>HIS/INT 346</td>
<td>Twentieth Century World History, s</td>
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<tr>
<td>HIS/MAS 302</td>
<td>Latin America from Colonization to Independence, s</td>
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<td>HIS/MAS 303</td>
<td>Latin America: Independence to the Present Day, s</td>
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<td>HIS/MAS 305</td>
<td>Central America from Conquest to the Present, s</td>
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<td>Understanding the Spanish World: Latin America, s</td>
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<tr>
<td>MUS 226</td>
<td>Music in World Cultures, h</td>
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<td>European Folk Music, h</td>
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American cultures.

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<td>AFA 357</td>
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<td>AFA 301</td>
<td>Early Africana Studies</td>
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<td>AFA 321</td>
<td>Twentieth Century African-American Literature</td>
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<td>The History of Blues, Jazz and Rap</td>
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<td>AFA/MUS 313</td>
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<td>The Black Family, s</td>
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<td>AFA/WGS 216</td>
<td>Caribbean Women Writers</td>
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<td>ANT 271</td>
<td>Native Americans, s</td>
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<td>Historical Archaeology</td>
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<td>ART 409</td>
<td>History of American Art, h</td>
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DIV 201, Made in America: Diversity and Inequality in the U.S., s
ENG 213, American Ethnic Literature, h
ENG 374, Major Themes in American Ethnic Literature, h
ENG/MAS 382, Cultural Themes in Contemporary American Novels, h
HIS 438, Jazz, Rock & Cinema: A Social History of the 20th Century United States, s
HIS/INT/MAS 241, Introduction to Latina/Latino Studies, s
HIS/WGS 250, The History of American Women, s
HIS 323/THE 303, United States Theatre History, h
MAS 351, Topics in Mexican American and Latino Studies I
MAS 352, Topics in Mexican American and Latino Studies II
MUS 313, African-American Music, h
POL 245, Mass Political Movements, s
WGS 200, Introduction to Women’s Studies

C. Foreign Language (fl). A sequence of study of a foreign language and culture. The letters fl immediately following the credit parentheses of a course indicate that the course satisfies the foreign language area option.

Requirements. Completion of Arabic 112, French 112, German 112, Italian 112, Spanish 112, Latin 105, Russian 112, or Japanese 112, or equivalent proficiency by examination (0-8 credits).*

*Note: Students who wish to meet the area option requirement in a foreign language with courses taken in high school or at other colleges and universities, or those who have attained fluency in a foreign language without formal course work, must demonstrate such equivalent proficiency by examination.

D. Values Inquiry (vi). This area option covers a broad and diverse range of values, such as those appearing in moral, artistic, political, and religious contexts. It emphasizes the use of careful and critical thinking in seeking clearly articulated and well reasoned points of view. The letters vi immediately following the credit parentheses of a course indicate that the course satisfies the values inquiry area option.

Requirements. Nine credits from among the courses listed below, including courses from both of the following categories.

vi1. Courses that present and critically examine different theories and types of reasoning involving diverse values in such areas as ethics, politics, religion, art, and literature.
AFA/PHL 205, African Religions and Philosophy, h
AFA/ANT 369, African Religions
ENG 241, Elements of Literary Analysis, h
ENG/PHL 373, Philosophy in Literature, h
HIS 360, An Introduction to Holocaust History, s
HIS 387, Islam and Political Change, s
HON 251, Great Ideas I, h or s
HON 252, Great Ideas II, h or s
PHL 162, Introduction to Ethics, h
PHL 165, Philosophy of Religion, h
PHL/NSC 168, Introduction to Bioethics, h
PHL 261, Morality and its Foundations, h
PHL 272, Philosophy and the Environment, h
PHL 320, Computers and Society, h
PHL 361, The Study of Ethics, h
PHL 368, Social and Political Philosophy, h
PHL 376, Existentialism, h
POL 120, American National Government and Politics, s
POL 261, Contemporary Ideologies, s
POL 365, Marxist Political Thought, s
POL 380, The American System of Law, s
SOC 384, Criminology, s

vi2. Courses involving rigorous thinking about value-laden issues.
AFA 363, Black Cultural Criticism
AFA 358/HIS 359, The History of African-American Religion, s
AFA/SOC 270, Race and Ethnic Relations, s
BIO 314, The Evolution Controversy
COM/LIN 231, Language and Law
COM/PHL 163, Rhetoric of Hate and Fear, h
ENG 353, American Poetry in the Modernist Tradition, h
ENG 383, Modern Novel, h
ENG/WGS 228, Women and Literature, h
ENG/WGS 337, Topics in Women’s Literature, h
HCR/PHL 304, The Ethics of Health Care, h
PHL 160, Values in Contemporary Life, h
PHL 167/WGS 167, Race, Gender and Sexuality, h
PHL 266, Philosophy of Art, h
PHL 271, Ethics in Business, h
PHL 362, Philosophy of Law, h
PHL 364, Philosophy, Work, and Economic Freedom, h
PHL/WGS 264, Introduction to Feminist Theory, h
PHL 374, Philosophy and Children’s Literature, h
PHL/THE 372, Philosophy in Film and Literature, h
POL 329, Civil Liberties and the Constitution, s
POL 381, The Bill of Rights, s
POL 387, Sex, Drugs, and Politics, s
PSY 230, Psychology of Adjustment, s
SOC/WGS 354, Sociology of the Family, s
SWK 200, Introduction to Social Work, s
SWK 300, Mental Illness and Social Work Practice, s
E. The Foundations of Western Civilization (wc). This area option emphasizes the philosophical, religious, and artistic roots of western civilization as found in their origins, in classical thought and literature, the Judeo-Christian tradition, the culture of Europe in the Middle Ages and the Renaissance, the intellectual and artistic flowering of the Enlightenment, and the nineteenth century. The letters wc immediately following the credit parentheses of a course indicate that the course satisfies the western civilization area option.

Requirements. Nine credits from among the courses listed below, including courses from both of the following categories.

wc1. Courses concerned with the history of western civilization, its philosophic traditions, its culture, and its political thought.
- AFA/ANT/PHL 203, Origins of Modern Racism, h
- ANT/SOC 302, History of Social Thought, s
- HIS 110, Western Civilization to 1600, s
- HIS 111, Western Civilization since 1600, s
- HIS 112, World Civilizations to 1600, s
- HIS 260, The European Cultural Experience: Classicism to Surrealism, h
- HIS 325, Medieval Britain, s
- HIS 326, Modern Britain, s
- HIS 349, Medieval European Social History, s
- HIS 350, Medieval European Intellectual History, h
- HIS 358, Modern European Thought, h
- HIS 372, France: From Absolutism to Democracy, 1660-1914, s
- HIS 373, Revolution in Early Modern Europe, s
- HIS/INT 113, World Civilizations since 1600, s
- MUS 220, Music Survey, h
- MUS 261, Music History I, h
- PHL 312, History and Philosophy of Science, h
- PHL 340, Ancient Greek Philosophy, h
- PHL 341, Medieval Philosophy, h
- PHL 342, Early Modern Philosophy, h
- POL 360, Ancient and Medieval Political Thought, s
- POL 361, Modern Democratic Political Thought, s
- THE 300, History of Western Theatre I, h
- THE 301, History of Western Theatre II, h

wc2. Courses concerned with the western literary tradition through the nineteenth century.
- CPL 303, Masterpieces of World Literature in Translation: III, h
- CPL 304, Masterpieces of World Literature in Translation: IV, h
- ENG 204, Literature of Greece and Rome, h
- ENG 205, The Bible in English: Old Testament and Apocrypha, h
- ENG 206, The Bible in English: Old Testament Prophets, Apocalyptic and New Testament, h
- ENG 207, Survey of Greek and Roman Classical Literature, h
- ENG 303, Medieval Literature, h
- ENG 312, The Renaissance, h
- ENG 317, The Seventeenth Century, h
- ENG 326, The Age of Enlightenment, h
- ENG 327, Age of Sensibility, h
- ENG 329, The Eighteenth Century British Novel, h
- ENG 350, The Tradition of English Literature, 1500-1750, h
- HON 155, Great Books I, h
- HON 156, Great Books II, h
- HON 355, Great Books, h

No more than one of the following:
- ENG 315, Shakespeare's Principal Plays, h
- ENG 316, Shakespeare's Principal Plays, h

VII. Additional Courses.
Students elect courses from fine arts, humanities, natural sciences, social sciences, foreign languages, linguistics, mathematics, and computer science, but excluding the discipline of the student's concentration, to bring the total number of general education credits to 50.
COLLEGE OF ARTS AND SCIENCES

Office of the Dean of the College of Arts and Sciences
410 David M. French Hall
(810) 762-3234
Web Address: www.flint.umich.edu/Departments/cas
Dean: Dr. D.J. Trela
Associate Dean: Christine Waters
Senior Executive Secretary to the Dean: Lillian Henry
Administrative Assistant II: Roxanne Brunger
Academic Services Secretary III: Anna Gross
Academic Services Secretary III: Rhonda Broadworth

At the heart of the educational program at the University of Michigan-Flint is the College of Arts and Sciences (CAS), offering over 40 concentration programs in the liberal arts and sciences, as well as programs for State of Michigan certification in secondary teaching. These programs lead to the degrees of Bachelor of Arts, Bachelor of Science, Bachelor in General Studies, Bachelor of Applied Science, Bachelor of Fine Arts, and Bachelor of Music Education.

Graduate programs in American Culture, Biology and in Public Administration are offered through the faculty of the College of Arts and Sciences. These programs lead to the degrees Master of Liberal Studies in American Culture, Master of Science in Biology and Master of Public Administration.

The liberal arts and sciences faculty offers to all students an educational program which combines the traditional disciplines of the humanities, fine and applied arts, and natural and social sciences with several career and professional areas. Study in the liberal arts and sciences develops the student's ability to think, to respond to ideas, and to test hypotheses, and provides the skills, knowledge and competencies which prepare graduates to be effective professionals and informed citizens.

Mission of the College

An educated citizenry is the foundation of a democratic society. The College of Arts and Sciences stands at the heart of a University of Michigan-Flint education, offering general education and degree programs in the liberal and fine arts, the natural and social sciences, and selected applied fields. Graduate degree programs are designed to meet the needs of the population in our urban and regional service area. The work of the college requires an empowered faculty dedicated to the education of students and the advancement of knowledge, students who actively seek to learn, and a supportive community.

The mission for the College of Arts and Sciences is to create and sustain a community of lifelong learners in an environment that emphasizes literacy, critical thinking, and humanistic and scientific inquiry.

The College will:

- foster excellence in teaching and learning
- engage students in learning partnerships with faculty
- develop mastery of disciplines and confidence in their application for a future of meaningful and productive work
- support students and faculty in traditional and applied research and creative endeavors
- engage faculty and students in professionally related service to the university and society
- promote and defend academic freedom, diversity, equality and justice

Academic Regulations and Procedures

All regulations of the University of Michigan-Flint apply to students in the College of Arts and Sciences. The student should note these regulations printed in earlier sections of this Catalog. Specific rules and regulations adopted by the faculty of the College of Arts and Sciences are presented in the following sections.

Credits and Course Level

All bachelor's degree programs of the College of Arts and Sciences require completion of 120 or more credits, depending on the degree and program. At least 33 credits must be in upper division courses; that is, courses numbered 300 or above.

Course Load

A normal undergraduate program consists of approximately 15 credits each semester. With the consent of the faculty advisor, a student may carry up to 18 credits in a semester plus nine in spring and summer terms. In exceptional cases the Committee on Academic Standards may permit students of superior scholarship to elect more than the maximum number of credits.

A student who is employed should so inform the faculty advisor and should limit the course load accordingly. A normal program for a student employed full-time is six credits each semester. With the approval of the advisor, this load may be extended to a maximum of ten credits. A student with part-time employment of more than 15 hours a week should limit the academic program to nine credits. With the approval of the advisor, this load may be extended to a maximum of 12 credits.
Course Election and Changes
A student is considered to be enrolled in a program of courses only when the registration form has been signed by an advisor and filed with the Registrar. Thereafter, changes in election may be made only through the procedures described in the sections “Changes in Individual Course Elections” and “Drop/Add.”

Grading System
The following grading system is used in the College of Arts and Sciences: A, excellent; B, good; C, fair; D, poor; E, failure; P, pass; F, fail; I, incomplete; N, no credit; W, officially withdrawn (without penalty). The following scale is used in calculating grade point averages:

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<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
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<tr>
<td>A+</td>
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<td>A</td>
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<td>A-</td>
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<td>C+</td>
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<td>D-</td>
<td>0.7</td>
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<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grade point averages are computed by dividing total honor points (course credits multiplied by course grade points) by total credits. The computation is limited to points and credits earned at the University of Michigan-Flint.

The report of I (incomplete) may be made by the instructor if the student is passing but unable to complete the coursework within the specified time. An I may be made up while a student is not enrolled and must be made up by the end of the fifth week of the next semester in which a student is enrolled or one calendar year from when the I was given, whichever is first. If for sufficient reason the student cannot remove the incomplete by one of the above deadlines, the Dean of CAS may grant an extension of the time upon request from the student and the instructor. It is the student's responsibility to ask the instructor for an extension of time and file the required form with the Registrar prior to the deadline. Failure to make up the grade within the time allotted results in the I being automatically changed to a grade of E, F or N as applicable. The policies of the School of Management concerning incomplete grades differ from those of the College of Arts and Sciences. See the School of Management section of this Catalog.

The grade N, which signifies neither credit nor grade point value, is used in numerous courses. For these courses the lowest grade for which credit is earned is one of the following: C, C-, D, D-.

. The use of this grading system in a course is indicated in course listings and in the course schedule and is announced at the beginning of these courses. Students should be aware that although N grades do not affect the grade point average, the accumulation of an excessive number of Ns is considered insufficient progress toward a degree. Therefore, after the first nine (9) credits for which a grade of N is received, any subsequent grade of N will be recorded as an E, regardless of whether a course in the original nine credits is retaken.

A grade once reported (with the exception of I) may be changed only to correct a demonstrable clerical error and then only with the approval of the Dean. After the end of the semester a copy of the official grade report is mailed to each student at the address of record.

Recognition of Superior Scholarship
Graduating seniors with cumulative grade point averages of at least 3.5 but less than 3.75 are recommended for the degree "with honors" and those with cumulative grade point averages of at least 3.75 are recommended for the degree "with highest honors." In computing averages, only courses taken at the University of Michigan-Flint are included, and only complete terms or semesters are counted.

See "Undergraduate Honors" in the "Academic Policies of the University" section of this Catalog for information regarding campus- and system-wide honors recognition.

Distinguished scholarship is also recognized by awards offered by the faculty of the University of Michigan-Flint and by other organizations.

Credit Without Grade (Pass/Fail)
The provision for credit without grade (pass/fail) is intended to encourage students to attempt courses outside their major fields of interest. Subject to the following regulations, a student may elect a limited number of courses without concern for the cumulative grade point average.

The following conditions must be met unless a course is offered only on a Pass/Fail basis:

A. The student has accumulated 55 or more credits.
B. The student is in good academic standing (GPA 2.0 or better).
C. Only one course may be elected pass/fail per semester.
D. The election does not put the student over the four class pass/fail election limit.
E. The course is outside the student's concentration and outside any elected minor.
F. The course may not be used to fulfill general education requirements (except for a foreign language).

If a student intends to elect a course for credit without grade, this must be indicated on the course election request form. This option may not be elected after the end of the first two weeks of the semester, nor changed to credit with grade after the announced deadline for dropping classes.
Academic Standing
A student in the College of Arts and Sciences who maintains a grade point average of at least 2.0 for courses elected while enrolled in the University is in good academic standing.

Credit by Examination
The provision for credit by examination is intended to encourage students to engage in independent study.

A maximum of three courses may be passed by examination, and only courses offered by the University of Michigan-Flint can be used. Certain courses are excluded, as determined by the departments.

Students who feel that they have the necessary background to pass a course by examination should request an interview with the chair of the appropriate department to assess competence. The department then sets up an examination committee. Having received written approval from the department chair and the committee, the student registers at the Office of the Registrar and thereafter takes the examination. The appropriate letter grade is entered on the student's record as if the course had been taken conventionally.

Credit without grade cannot be earned by this means, and ordinarily a student may attempt credit by examination in a given course only once. Entering freshmen should see also the section on the Advanced Placement Program.

Experimental Courses
A faculty member and 12 or more students may develop and offer a one-semester course for no more than three credits on an experimental basis, subject to the approval of the appropriate department. The course should not be a minor variation of an existing course.

Written notice of intent to offer such a course should be given to the Dean of the College of Arts and Sciences at least six weeks before the registration period for the semester in which the course is to be offered. Normally, the course carries a departmental course number, but if it is essentially interdisciplinary the Dean designates it "Interdisciplinary Study."

Concentration credit for such courses is permitted only by approval of the appropriate department; general education credit only by approval of the Curriculum Committee.

Changes in Academic Rules and Degree Requirements
A. Changes made in general degree requirements, including general education requirements, and in specific concentration and minor requirements go into effect the fall semester following approval and apply to all students admitted to the University that term or thereafter. In non-Catalog-publication years, these changes will be published in a special addendum to the Catalog, to be made available to all advisors and students through the Academic Advising Center, and through the on-line version of the Catalog.

B. All other academic rules and regulations go into effect the term after which they are approved. (Publication may be in the Catalog, the Schedule of Courses, or through the Academic Advising Center.)

C. Continuously enrolled students (those who are enrolled for classes at least one semester or term of each 12-month period) are entitled to fulfill the requirements in effect the first semester in which they were admitted to the University. Students who reenroll are required to fulfill the requirements of the Catalog in effect on the date of reenrollment. Students may elect to fulfill requirements of any subsequent Catalog.

D. Exceptions to these guidelines may be granted in some circumstances, when approved by the governing faculty of the unit affected. If such an exception is approved, it is the responsibility of the department or program requesting the exception to publicize the approved changes by circulating the information to academic advisors and to students affected by the changes.
Student Grievance Procedures

A. The general procedure for resolving student grievances in matters of dispute between student(s) and instructor(s) regarding classroom instruction, arbitrary and/or inconsistent application of classroom policies and procedures including assignment of grade(s), or allegations of discrimination shall be as follows. For a discussion of discrimination, see the section on discrimination under Student Rights Policy in this Catalog.

1. The instructor(s) shall be consulted directly in an effort to resolve the dispute.

2. Should the dispute not be resolved, the student may refer the problem to the instructor's department or program chair within 30 days of the start of the next regular academic semester (excluding spring or summer term).

3. If a resolution is not reached through discussion with the department or program chair, a written complaint shall be submitted within five school days to the chair, who shall, within five school days, return to the student(s) a written confirmation of receipt of the grievance.

4. Within 30 days of receiving the grievance, the department or program chair shall return to the student(s) a written decision. This decision shall represent the conclusion of at least a majority of the full-time, regular teaching faculty of that department or program. The student may appeal decisions of the department or program faculty to the Committee on Academic Standards of the College. The Committee shall then consider all evidence and testimony and shall render its decision not later than one month after submission of the appeal. Its decision shall be binding on both the student and the instructor and shall be final.

B. Decisions on matters which involve department or University policies, where the Academic Standards Committee's decision is the original decision, may be appealed to the Dean and the Executive Committee, whose majority decision is final.

Bachelor of Arts

General Degree Requirements
To be recommended for the degree Bachelor of Arts, a student must satisfy the general education requirements, including the foreign language area option, and the concentration requirements, and must complete at least 120 credits. At least 33 credits must be in upper division courses from any discipline; that is, courses numbered 300 or above. In addition, a cumulative grade point average of C (2.0) or better in the concentration program and in the total work at the University of Michigan-Flint must be earned. The grades for any courses transferred from other schools and colleges of the University of Michigan are also included in the computation.

Concentration Requirements
To achieve a fuller understanding of one branch of learning, every student must complete the requirements of a concentration program (major).

Freshmen and sophomores should give early consideration to the work of the junior and senior years and to the general area in which their concentration will probably lie. Deciding on a concentration program should not be postponed too long, since concentration programs have prerequisites which need to be completed before the junior year to avoid unnecessary delay.

All students, upon becoming juniors, must select a concentration program. A student may change the concentration after becoming a junior but may find that the time required to complete the program will be lengthened.

A student may choose to fulfill the requirements of two concentration programs concurrently; in doing so the student continues to be subject to the following rule, which applies to all Bachelor of Arts programs: Not more than 40 credits in any subject may be counted in the total credits required for graduation. Not more than 65 credits in any two subjects may be counted.

Concentration Programs
Concentration programs offered for the Bachelor of Arts degree include general programs and Teacher's Certificate programs. For a complete listing of CAS concentration programs, see the Guide to Programs and Degrees in the section Programs of Study.

Bachelor of Science

General Degree Requirements
The Bachelor of Science degree is awarded in recognition of study in certain concentration programs and cognate areas greater than that usually undertaken in a Bachelor of Arts degree program.

To be recommended for the Bachelor of Science degree, a student must earn at least 124 credits with a cumulative grade point average of 2.0 or better. At least 33 credits must be in upper division courses from any discipline; that is, courses numbered 300 or above. In addition, the grade point average in the area of concentration must be 2.0 or better.

Other general requirements for the Bachelor of Science degree are:

A. Completion of the general education requirements in English composition, fine arts, humanities, natural sciences, social sciences, and the area options.

B. Completion of the courses specified in a concentration approved for the Bachelor of Science degree.

C. Completion of such additional requirements as may be specified in a Bachelor of Science degree program.
Concentration Programs
Concentration programs offered for the Bachelor of Science degree include general programs and Teacher's Certificate programs. For a complete listing of CAS concentration programs, see the Guide to Programs and Degrees in the section on Programs of Study.

Bachelor of General Studies
The purpose of the bachelor's degree in general studies is to enable a student to follow a program of study not provided by existing concentrations. It may not be a minor variation of an existing program.

General Degree Requirements
A. Completion of at least 120 credits, not less than 58 of which must be earned at a campus of the University of Michigan. At least 33 credits must be in upper division courses from any discipline; that is, courses numbered 300 or above.

B. Completion of at least 45 credits in a program previously endorsed by a board of study and approved by the Curriculum Committee.

C. A cumulative grade point average of 2.0 or better in the student's total work at the University of Michigan-Flint. The grades for any courses transferred from other schools and colleges of the University are included in the computation.

D. Completion of the general education requirements in English composition, fine arts, humanities, social sciences, natural sciences, and the area options. By the end of the first semester of the junior year, students must present a proposed program of study already endorsed by a board of study, to the Curriculum Committee. Please include a rationale for your composed major complete with specific education objectives and a describe how it will be determined that these objectives will have been met (portfolio, internship, research, major paper). The board of study from which the greatest number of credits will be elected, and at least one from a second area. The subject area from which the most credits will be elected must be in the College of Arts and Sciences. Both the program and the names proposed for the board of study must be approved by the Curriculum Committee. Subsequent requests for changes in the program follow the normal procedure for the waiving of degree requirements.

Bachelor of Applied Science
See Applied Science.

Bachelor of Fine Arts
See Art and Theatre.

Bachelor of Music Education
See Music.

Africana Studies (AFA)
446 David M. French Hall
(810) 762-3353
FAX (810) 766-6719
Website: http://www.flint.umich.edu/departments/africana

Chair: Adele S. Newson-Horst
Principal Secretary: Marjorie Bowers
Professor Adele S. Newson-Horst; Assistant Professor Carolyn Campbell; Adjunct Lecturers Wallace Bridges, Guluma Gemeda, Cathy Johnson, Gerald Matthews, George Moss, Carolyn Nur Wrirstand, Sylvio Tete, Ronald Warren, Kim Yarber.

The Africana Studies Department at the University of Michigan-Flint is designed to prepare students for the ever-demanding need to engage and to function in a diverse society. In addition to providing an understanding of the histories and experiences of the peoples of Africa and the African Diaspora as well as the ways in which they have helped to shape the world, the department supports a well-rounded education in the tradition of the liberal arts and sciences. The spirit of inquiry and careful scholarship are the hallmarks of the department’s approach to the various disciplines of Africana Studies.

Programs in Africana Studies
Two concentration programs are offered, both leading to a Bachelor of Arts degree: the General Program in Africana Studies and the Honors Program in Africana Studies. A Minor in Africana Studies and a non-degree Certificate Program in Africana Studies are also available.

General Program in Africana Studies.
All majors are encouraged to meet with their Africana Studies advisors at least twice during each semester or term that they are enrolled. Students may choose from a wide range of special topic courses, such as AFA 391, 395, or 396, to round out their course of study.

Area Options. One of the two required area options must be in a foreign language recognized as being related to the African experience. These include: Arabic, Ewe, French, German, Portuguese, Spanish, Swahili, Twi, Yoruba, or other appropriate languages when offered. (Some of the applicable foreign languages are not offered at UM-Flint. This requirement can be met through transfer credits and/or test results from other schools. See the section entitled “General Education.”)
Requirements. Completion of 33 credits distributed as follows:
A. Introductory Courses (6 credits).
AFA 201, 220.
B. History and Literature (9 credits).
1. AFA/HIS 230.
2. Two from the following, including at least one 300-level literature course.
   Literature. AFA 216, 218, 301, 319, 321; AFA/CPL 257, AFA 300/CPL 301.
C. Politics, Economics, Religion and Philosophy (3 credits).
   One from: AFA 357, 391, 395, 396; AFA/ANT 369; AFA/ANT/PHL 203; AFA/ECN 244; AFA 358/HIS 359; AFA/POL 205; AFA/POL 304, 340, 360.
D. Arts, Cultures and Languages (6 credits).
   Two from: AFA 302, 310, 311, 363, 391, 395, 396; AFA/ANT 250, 260; AFA/ART 308; AFA/DAN/INT 204; AFA/MUS 200, 202, 313, 413; AFA/THE 239, 242.
E. Education, Psychology, Health and Social Sciences (3 credits).
   One from: AFA 361, 362, 391, 395, 396; AFA/EDU 331, 399, 457, 590; AFA/PSY 219; AFA/SOC 270; AFA/SOC/WGS 359, 373.
F. Senior Seminar/Senior Experience (3 credits).
   AFA 490. AFA 391, 395, 475; AFA/EDU/SWK 375 also recommended.

Honors Program in Africana Studies
All majors are encouraged to meet with their Africana Studies advisors at least twice during each semester or term that they are enrolled.

Area Options. Same as for the General Program.

Requirements. Fifty credits, distributed as follows:
A. All requirements of the General Program in Africana Studies (33 credits).
B. AFA 395, 396 (6 credits).
C. All requirements of the University Honors Scholar Program, including AFA/HON 495, 496; HON 390 (11 credits).

Prospective Honors concentration students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Africana Studies Honors Program. See the departmental honors advisor or the Honors Program Director for this information.

Minor in Africana Studies
The Africana Studies minor complements many major concentrations. All students completing a minor are encouraged to meet with their Africana Studies advisors at least twice during each semester or term that they are enrolled.

Requirements. Twenty-one credits, distributed as follows:
A. Introductory Courses (6 credits). AFA 201, 220.
C. Politics, Economics, Religion and Philosophy (3 credits). One from: AFA 357; AFA/ANT 368; AFA/ANT/PHL 203; AFA/ECN 244; AFA 358/HIS 359; AFA/POL 205; AFA/POL 304, 340, 360.
D. Arts, Cultures and Languages (3 credits). One from: AFA 302, 363; AFA/ANT 250, 260; AFA/ART 308; AFA/DAN 310, 311; AFA/DAN/INT 204; AFA/MUS 313, 413; AFA/THE 239, 242.
E. Education, Psychology, Health and Social Sciences (3 credits). One from: AFA 361, 362, 399; AFA/EDU 331; AFA/PSY 219; AFA/SOC 270; AFA/SOC/WGS 359, 373.

Courses in Africana Studies

200. The History of Blues, Jazz and Rap. (3)cs3.
   Examination of the foundations for Jazz, Rock’n’Roll, Gospel Music, Soul, Rhythm and Blues as well as other popular forms of American music. Microcosm of American life in its portrait of Africana peoples’ experiences in America. Also listed as MUS 200.

201. Introduction to Africana Studies. (3)cs1.
   Interdisciplinary examination of the Africana experience. The African American diaspora - the dispersion of persons of African American descent throughout the world - and trends, issues and forces that have shaped that experience; the contemporary status and condition of African Americans.

   Overview of the three types of music in Africa today: traditional, popular and written art music. Investigation of the diversity and shared characteristics of African cultures with reference to historical, social and cultural backgrounds of the music. Also listed as MUS 202.

   Survey of the development of modern Western ideas of racism in the period 1492-1800, with particular attention to moral and political philosophies that developed in
conjunction with the colonization and enslavement of African and Native American peoples in the New World. Figures studied may include Columbus, Las Casas, Montaigne, Locke, Rousseau and Jefferson. Also listed as ANT 203 and PHL 203.

204. World Dance Forms. Sophomore standing; DAN 116, 117, 118, or 120, 121, or 130, 131; or consent of instructor. (2)f. Movement and lecture course with emphasis on global cultures and their folk traditions through dance. Specific area of exploration determined a semester prior to course offering. Also listed as DAN 204 and INT 204.

205. African Religions and Philosophy. A course in philosophy numbered 100 or higher. (3)h/vi1. Examination of some African religions and African philosophy, to gain greater insight and understanding of traditional African religions and African philosophy such as Yoruba and Akan. The role of these traditional African religions and philosophies in the lives of continental and diaspora Africans, as well as non-Africans. Also listed as PHL 205.

213. Gospel Choir. Consent of instructor and freshman or sophomore standing only. (1)f. Rehearsal and performance of works in the Gospel Music tradition. May be repeated for multiple credit. Also listed as MUS 213.


216. (402). Caribbean Women Writers. Prior or concurrent election of ENG 112. (3)cs3. Overview of the major genres, publishing activities, goals and concerns of female writers from the Anglophone, Francophone and Dutch Caribbean. The Caribbean Women Writers’ Project and the ways in which anticolonial discourse, issues of exile and sanctuary, and revisions of the literary tradition of the Caribbean are manifested in their literature. Also listed as WGS 216.

218. (401). Women Writers of the African World. AFA 201 or 260 or consent of instructor. (3)cs2. Survey of literature by women from Africa, the Caribbean, North America, and Europe. Focus on the works and experiences of writers and the genres that shaped their experiences. Selected works from genres such as the Bildungsroman, the mature novel, drama, and/or non-fictional prose. Also listed as WGS 218.

219. Psychology of the Black Experience. PSY 100 or consent of instructor. (3)s. Experience of Blacks examined from a psychological point of view. Focus on the psychological consequences of being Black in the United States; however, world-wide perspective included. Empirical and theoretical views. Also listed as PSY 219.

220. Africana Theories of Knowledge. (3)h/ar1. Basic issues arising in Africana epistemology and cosmologies. Introduction to critical thinking about various “knowledges” in an analytical and comparative manner. Use of qualitative research tools as means of generating African centered ways on knowing the world; African religions and philosophies.

230. Africa to the 1870s. (3)s. African origins of mankind, the ancient civilizations of Egypt, Nubia and Kush; the ancient states and empires of parts of the African continent; impact of the transatlantic slave trade on Africa; and other topics. Sequence of topics ends just before the European “Scramble for Africa.” Also listed as HIS 230.

231. Africa in Modern Times. (3)s. Coming of European colonialism to Africa in the late nineteenth century and the efforts of Africans to recapture their independence. Survey through the present period. Also listed as HIS 231.

239. Introduction to African-American Theatre: Ante-Bellum to 1950s. (3)cs3. Examination of the development of African American theatre from Ante-Bellum to the 1950’s. Important classical plays and playwrights; exploration of African aesthetics; the function of theatre and art in the African world and in African American culture. Students participate in serious analysis of theatre produced and performed by African people primarily in the U.S. Attendance at performances may be required. Also listed as THE 239.

242. Contemporary Black Theatre in America. (3)h/cs3. Contemporary Black dramas and dramatists in America since 1950, and the production of Black theatre in America today. First segment includes literature, sociology, mythology, and music behind the plays studied. Theatre segment considers the operation and recent flourishing of Black theatre in America. Attendance at performances and participation in performance activities may be required. Also listed as THE 242.

244. The Economics of the Black Community. (3)s. Economic problems of the Black American in the historical development of the United States. Analysis of
discrimination in consumer, labor, housing, and capital markets. Importance of human resources in economic development. Discussion of ways to bring about economic change. Also listed as ECN 244.

250. African Cultures. ANT/INT 100 or consent of instructor. (3)s/cs2. Introduction to the African continent as a geographic, political and symbolic entity juxtaposing territories, histories and cultures. Anthropological emphasis on West Africa, including matriliney and other lineage systems, polyrhythmic music, gender, religion (e.g., Vodu), economic and political organization, and colonial impact, from the viewpoints of Africans themselves, as subjects and agents. Also listed as ANT 250.

257. Protest in African Literature. At least sophomore standing. (3)h/cs2. Reading and discussion of poets, novelists, and essayists from West, East, and South Africa who have written in protest of French, English, Portuguese, and neocolonial oppression. Gender struggles and inequalities in indigenous systems. Analysis of cultural differences between African peoples and colonizing powers, as they are represented in literature and as they intersect with political and social realities; efforts to change them. Also listed as CPL 257.

260. African Diaspora in the Americas. ANT/INT 100 or consent of instructor. (3)s/cs3. African cultural continuities in the New World, with a focus on the Caribbean and Brazil. Survey of literature on the precise ethnic identities of victims of the Atlantic slave trade, where they were taken, what remains today of their values and practices, and how African cultures continue to be central to the formation of American identities. Also listed as ANT 260.

270. Race and Ethnic Relations. SOC 100 or ANT/INT 100. (3)s/v2. Analysis of the implications of racial differences, the factors affecting prejudice and discrimination, structural aspects of group conflicts, and the possibilities of change in American and other societies. Also listed as SOC 270.

286. Muslims in North America. (3)s/cs3. Origins, conditions, cultural practices, and conflicts of Muslims in North America. Examination of the critical issues of adaptation, authenticity, and diversity confronting Muslims in the United States and Canada, focusing on the different African-American Muslim communities, especially the “Nation of Islam.” Investigation of existing stereotypes of Muslims in contemporary popular culture, including novels, films and comics. Also listed as HIS 286.


304. Black Social and Political Movements. AFA 201 or a course in political science or consent of instructor. (3)s. Analysis of the strengths and weaknesses of past and current movements seeking social and political change on behalf of African-Americans, from an interdisciplinary perspective. The Civil Rights Movement, Back to Africa Movement, spiritual movements, resistance movements, and independent political movements. Also listed as POL 304.

305. (302), Topics in African Languages and Cultures. AFA 201 or consent of instructor. (3)cs2. Cultural and language investigation of specific African, Caribbean, and Diaspora areas of the world. Language and cultural skills to enable travel to various African and/or Diaspora countries. Also listed as ANT 305.

308. African Art. At least junior standing or consent of instructor. Previous course in art history recommended. (3)h/cs2. Survey of Africa’s art history, from Stone Age to early 20th century; introduction to select group of African-American artists. Lectures, museum visits, hands-on projects, short research paper. Also listed as ART 308.


311. African World Performance Studio. Consent of instructor. AFA 310 recommended. (3)f/cs1. Practical aspects of artistic expression through drama, poetry, storytelling, music, dance, and some visual arts. A performance collective will be formed to showcase work of enrolled students. Graded Pass/Fail.

313. African-American Music. A course in Africana Studies or consent of instructor. (3)h/cs3. Examination of the music developed and influenced by African-Americans in the United States. African-American music styles, forms and performance practices that were influenced by European music; African music retentions. Also listed as MUS 313.
314. The Social Psychology of Inter-Group Relations. PSY 100 or consent of instructor. (3)s.
Group relationships from a social-psychological perspective. Research contributions by social psychologists of Europe compared and contrasted with those of America. Review of stereotypes and assimilation vs. various cultural psychological theories and research. Pluralism; cross-cultural research methodology; conflict. Also listed as PSY 314.

319. Survey of African Literature. AFA/CPL 257 or consent of instructor. (3)h/cs2.
Introduction to works of representative writers from all parts of the African continent. Also listed as CPL 319.

320. Contemporary East African History. AFA/HIS 230 or consent of instructor. (3)s/cs2.
Contemporary political, economic, and social history of East Africa; historical background for major conflicts in the region.

Overview of the major genres, publishing activities, and concerns of twentieth century African-American writers and examination of at least two traditions in the development of the literature. Eras considered include pre-World War I, the Harlem Renaissance, the Urban Era, and contemporary literature.

322. History of West Africa and the Atlantic World. AFA/HIS 230 or 335 or consent of instructor. (3)s/cs2.
Political, social, and economic history of West Africa’s contact in the Atlantic world, from the 16th to the 19th centuries.

330. State and Society. A course in political science or consent of instructor. (3)s.
Examination of the conflict between rich and poor nations. Political consequences for Latin America, Asia, and Africa of various strategies of development. Also listed as POL 330.

331. Urban Education: Conflicts and Strategies for Change. At least junior standing. (3).
Current social, economic, and educational conflicts affecting urban education in America. Intended to aid students in developing systematic individual strategies for change in urban education. Also listed as EDU 331.

334. History of Ethnic and Racial Minorities in the United States. At least junior standing and a course in United States history, or consent of instructor. (3)s/cs3.
Historical examination of the role of minority groups in the United States with emphasis on the changing patterns of immigration, the process of assimilation, the evolution of ethnicity, and the differences and similarities in the experiences of minority groups. Also listed as HIS 334.

Condition and struggles of African-Americans from pre-Columbian times to the present. Also listed as HIS 335.

A different topic taught each year. May be reelected once. Also listed as HIS 338.

340. African Politics. A course in political science or consent of instructor. (3)s/cs2.
Analysis of traditional African political structures, the changes occasioned by colonial rule, and the political processes of independent African states. Also listed as POL 340.

357. The Black Church and the Civil Rights Movement. AFA 201 or 220 or consent of instructor. (3)s/cs3.
Sociopolitical, economic, philosophical and theological factors underlying the Modern Civil Rights Movement. Black religious institutions from the Great Depression; renewal and call to arms during the tumultuous era of the late 1950s and 1960s; development of today’s “Black Church.”

358. The History of African-American Religion. At least sophomore standing. (3)s/vi2.
Exploration of the core values associated with the struggle to create and maintain the African-American religious experience in America, which has borrowed values from a number of cultures and has served to influence the on-going process of defining American culture. Also listed as HIS 359.

359. The Black Family. SOC 100. (3)s/cs3.
Sociological and social-psychological analysis of the Black family in America. Impact of changes in race relations and of urbanization on the Black family. Assessment of various stereotypes existing in mass media and in sociological and psychological literatures. Also listed as SOC 359 and WGS 359.

360. Conflict and Development in Southern Africa. Two courses in social sciences or consent of instructor. (3)s.
Contemporary development and social change in Southern Africa, discussion of U.S. foreign policy toward the area with an analysis of western investment strategies and human rights violations. Also listed as POL 343.
361. Health Issues and Black Americans. AFA 201 or 220; or consent of instructor. (3).
Exploration of the status of the health care institution in the United States and the nature of response to demonstrated health needs of Black Americans.

362. Politics and the Black Family in Modern America. AFA 201 or 220 or consent of instructor. (3).
Examination of racial politics, pluralism, and policymaking in contemporary America, as they affect the Black Family.

363. Black Cultural Criticism. AFA 201 or 220 or consent of instructor. (3).
Exploration of the role social institutions play in shaping views and defining values of society as it relates to issues of race, class, gender, sexual orientation that permeate identities of Black and other marginalized people of the world.

369. African Religions. AFA 201 or ANT 100 or consent of instructor. (3).
Examination of African religions through anthropological and literary texts, including consideration of West African religions and central African indigenous practices. Also listed as ANT 369.

375. Community Building Through Educational Involvement. ANT/INT 100 or SOC 100 or AFA 201 or SWK 200; at least junior standing or consent of instructor. (3).
Participation and observation in schools and community-based organizations, integrated with an interdisciplinary seminar on urban social issues and cultural variation. Skills required for various forms of community action; techniques include qualitative research methods, assessment, planning, intervention, and evaluation. Also listed as SOC 373.

395. Topics in African Diaspora Studies. Consent of instructor. (3).
Issues and problems in Africana Studies. Topic in the social sciences announced for each offering of the course. May be re-elected once.

399. Africana Studies for Teachers. AFA 201 or 220 or consent of instructor. (3).
Overview of Africana Studies content useful to teachers in public schools. Also listed as EDU 399.

413. Gospel Choir. Consent of instructor; junior or senior standing. (1).
Rehearsal and performance of works in the Gospel Music tradition. May be repeated for multiple credit. Also listed as MUS 413.

435. Black America Since the Civil War. At least junior standing. (3).
Examination of movements, organizations, personalities, and leadership trends among Black Americans since the Civil War. Also listed as HIS 435.

457. Social Dialects and the Education Process. (3).
Social dialects in America, especially urban English; dialects and social attitudes; linguistic implications in teaching reading and writing to speakers of minority dialects, such as the dialects of Blacks and Spanish-speaking Americans. Also listed as EDU 457.

475. Study Tour of Africa/African Diaspora. AFA 302 or consent of instructor. (6).
Exploration of cultures of Africa and/or African Diaspora through study tour of select areas. For students with concentrations or minors in Africana Studies and others interested in first-hand cultural and intellectual experiences in Africa and/or the African Diaspora.

490. (393). Seminar in Black Studies. At least junior standing. (3).
Research papers and assigned readings designed to integrate techniques and materials of previous Black study. Topic announced prior to registration.

495. Honors Thesis I. Consent of the Honors Council or its designate; consent of Department Chair. Open only to Honors Program students in African American studies. (4). Credit and grade are not given until successful completion of HON 496. Also listed as HON 495.

496. Honors Thesis II. Consent of the Honors Council or its designate; consent of Department Chair; prior or concurrent election of AFA 495. Open only to Honors Program students in African American studies. (4). Also listed as HON 496.

Graduate Course in Africana Studies

590. Africana Studies for Teachers. Graduate standing; AFA/EDU 331. (3)
See AFA 399 for description. Not open to students with credit for AFA/EDU 399. Also listed as EDU 590.
American Culture (AMC)
See Graduate Study.

Anthropology (ANT)
422 David M. French Hall
(810) 762-3340
Chair: Charles B. Thomas, Jr.
Principal Secretary: Lynne McTiernan
Faculty Advisors: Associate Professor Judy Rosenthal; Assistant Professors Ananth Aiyer, Beverley Smith.
Professor Emeritus: Hani I Fakhouri

Anthropology is the study of human culture in past and contemporary societies. Anthropology includes the sub-fields of archaeology, physical/biological anthropology, linguistic anthropology, and socio-cultural anthropology. The discipline of anthropology is a holistic study of humanity, our ancestors, and non-human primates. Archaeology examines the role of material culture to reconstruct culture history, including technological, stylistic, and organizational changes in past cultures. Physical anthropology is concerned with the relationships between biology and culture, including human variation and adaptation, and incorporates concerns of disease, nutrition, and forensics. Linguistic anthropology deals with the relationships between language and culture, especially in ways in which language both reflects and influences perception and world view. The study of socio-cultural anthropology requires attention to institutions: kinship, gender, political organization, economic systems, religion, global political economy, and the construction of inequality.

Programs in Anthropology
Two concentration programs are offered, both leading to the Bachelor of Arts degree: the General Program in Anthropology and the Honors Program in Anthropology. A Minor in Anthropology is also available.

General Program in Anthropology

Prerequisite. ANT/INT 100 (3 credits).
Area Options. One of the two required area options must be the study of a language other than English.
Requirements. Thirty credits distributed as follows:
A. Methods (3 credits).
   SOC 210.
B. Theory (3 credits).
   One from ANT/SOC 302, 303.
C. Institutions and Cultural Studies (6 credits).
   Two from: ANT/SOC/325/PSY 361; ANT/POL 351; ANT 352, 355; ANT/WGS 378.
D. Archaeology/Biological Anthropology (3 credits)
   One from: ANT 105, 110.
E. Capstone (3 credits)
   One from: ANT 400, 405.
F. Cultural Area Courses. Three of the following (9 credits) for students in Socio-Cultural sub-discipline; two (6 credits) for students in Archaeology/Biological Anthropology sub-discipline:
G. Specialized Topics in Anthropology. One of the following (3 credits) for students in Socio-Cultural sub-discipline; two (6 credits) for students in Archaeology/Biological Anthropology sub-discipline:
   AFA/ANT/PHL 203; ANT 310, 370, 380, 399, 410; ANT/AFA 305, 369; ANT/HCR 330; ANT 312; ANT/INT 299, 385, 386; ANT/LIN 290, 335; ANT/MAS 318; ANT/SOC 340, 375.
H. Cognate Fields: Three courses (9-12 credits) numbered 300 or higher from the fields of biology, economics, earth and resource science, history, linguistics, psychology, political science, and/or sociology, to be chosen in consultation with advisor.

Honors Program in Anthropology
Faculty Advisor: Dr. Rosenthal

Prerequisites. ANT/INT 100, SOC 210.
Area Options. One of the two required area options must be the study of a language other than English.
Requirements. Thirty credits distributed as follows:
A. All requirements of the General Program in Anthropology.
B. ANT 495, 496, Honors Thesis I, II (4 each).
C. Completion of all requirements for the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Anthropology Honors Program. See the Anthropology Honors Advisor or the Honors Program Director for this information.

Minor in Anthropology

Requirements. 18 credit hours distributed as follows:
A. ANT/INT 100 (3).
B. Geographical Culture Area Studies (3). One course selected from: AFA/ANT 250, ANT 215, 240, 255, 284, 315.
C. One course from four of the following categories (12):
Courses in Anthropology

100. Introduction to Cultural Anthropology. (3)s/cs1.
Examination of the enormous cultural diversity within and between
the world’s peoples, and the political importance of this diversity
today. Subsistence methods, kinship patterns, power relations,
linguistic variations, cultural conflicts, and forms of inequality
around the world are explored. Focus of the course is to enable
students to grasp “Culture” as a historically dynamic process that is
both creative and constantly undergoing transformation. Graded
ABCDD->N. Also listed as INT 100.

105. Human Origins and Prehistory. (4)n*.
Introduction to physical anthropology and human prehistory.
Foundations in molecular and population genetics, and human
variation. Primate anatomy and behavior as a model for early
hominids. Evidence and processes of human evolution and
sociocultural change. Archaeological methods and approaches to
interpreting human prehistory. Lecture and Laboratory.
*Applicable to the general education requirement in the natural
sciences, except by students whose concentration is in anthropology.

110. Introduction to Archaeology. (3)s/cs1.
Contribution of archaeology to understanding past cultures and the
process of cultural change; the relationship of archaeology to
anthropology; survey of concepts and methods of investigating the
human past.

Survey of the development of modern Western ideas of racism in
the period 1492-1800, with particular attention to moral and political
philosophies that developed in conjunction with the colonization and
enslavement of African and Native American peoples in the New
World. Figures studied may include Columbus, Las Casas,
Montaigne, Locke, Rousseau and Jefferson. Also listed as AFA 203
and PHL 203.

215. Islamic Civilization. (3)s/cs2.
Broad survey of Islamic culture from the seventh century to modern
times. Islamic contributions to civilization. Recent
impact of westernization on Islamic societies of the Middle Eastern
region and Islamic reassertion in the nineteenth and twentieth
centuries. Graded ABCDD->N.

240. (310). Cultures of the Middle East. ANT/INT 100 or
consent of instructor. (3)s/cs2.
Ethnographic survey of urban, peasant, and nomadic regional
cultures and their interrelationships. Ecology, culture, institutions,
history, social change, and contemporary issues.

250. African Cultures. ANT/INT 100 or consent of instructor. (3)s/cs2.
Introduction to the African continent as a geographic, political and
symbolic entity juxtaposing territories, histories and cultures.
Anthropological emphasis on West Africa, including matriline and
other lineage systems, polyrhythmic music, gender, religion (e.g.,
Vodu), economic and political organization, and colonial impact,
from the viewpoints of Africans themselves, as subjects and agents.
Also listed as AFA 250.

255. (316). Cultures of East Asia. ANT/INT 100 or consent of
instructor. (3)s/cs2.
Historical background; cultural practices and diversity; belief
systems; social organizations; contemporary development and
changes.

260. African Diaspora in the Americas. ANT/INT 100 or consent of
instructor. (3)s/cs3.
African cultural continuities in the New World, with a focus on the
Caribbean and Brazil. Survey of literature on the precise ethnic
identities of victims of the Atlantic slave trade, where they were
taken, what remains today of their values and practices, and how
African cultures continue to be central to the formation of American
group identities. Also listed as AFA 260.

271. Native Americans. (3)s/cs3.
Survey of the First Nations of North American from an
anthropological perspective. Diversity and complexity of traditional
culture; specific Nations representing wide range of geographic
regions and socio-political organization. Understanding traditional
culture in order to understand relationships among First Nations and
colonialists from the 16th to 20th centuries.

284. (314). Cultures and Peoples of Latin America.
ANT/INT 100. (3)s/cs2.
Survey of the cultures and political economy of Latin America and
Latin American peoples. Emphasis on regional diversity and
national specificities. Processes and events that have had a decisive
influence on the region will be discussed. These include
colonialism, mestizaje, authoritarianism and state violence, land
reform, machismo, religious transformations, U.S. foreign policy
and migration. Focus on the relationship between tradition and
conflict as manifested across the region and its impact on
contemporary cultures in Latin America and among Latin
Americans in the U.S.
290. **Language and Culture.** ANT/INT 100. (3)s.
Analysis of the relationship between linguistic categories and patterns of culture. Also listed as LIN 290.

295. **Cultures of South Asia.** ANT/INT 100. (3)s/cs2.
Survey of traditions, peoples, and cultural diversity in the Indian sub-continent. Nation-formation, the caste system, religious conflict, social inequalities, population, popular culture, and diasporas. Impact of British colonialism; struggles for independence; cultural politics of post-colonial social formations in the area. Focus on agrarian and rural issues.

299. **Third World Cultures Through Film.** (3)s/cs2.
Focus on ways in which social and cultural themes surrounding the “Third World” are represented in fictional and non-fictional films, important cultural documents and social commentaries which help establish a cross-cultural framework for exploring the politics of cultural conflict and transformation. Through films, associated readings, and class discussions, students learn to critically interrogate and analyze shifting meanings of the concept of “Third World.”

302. **History of Social Thought.** ANT/INT 100 or SOC 100. (3)s/wc1.
Development of sociological-anthropological theory from its origins to the present. Selected major theorists; readings chosen from original works. Also listed as SOC 302.

303. **Contemporary Social Theory.** ANT/INT 100 or SOC 100. (3)s.
Critical review of classical and contemporary social theory; problems concerning nature of sociological and anthropological explanations of society and inequality; significance of theoretical concepts in relationship to practice. Survey and comparison of recently articulated theoretical orientations. Also listed as SOC 303.

305. **Topics in African Languages and Cultures.** AFA 201 or consent of instructor. (3)s/cs2.
Cultural and language investigation of specific African, Caribbean, and Diaspora areas of the world. Language and cultural skills to enable travel to various African and/or Diaspora countries. Also listed as AFA 305.

311. **Historical Archaeology.** ANT 110. (3)cs3.
Consideration of the relationship between the documentary record of the historical period and empirical evidence of social and political behavior and events in North America. Exploration of potential for gaining information about aspects of American history not well documented in written records for which archaeology can contribute a different source of data and perspective.

318. **Mesoamerican Archeology.** ANT 110. (3)s/cs2.
Pre-contact cultures of Mexico, Central America, and western South America outlined from earliest presence of people in the region through the civilization of the Aztec, Maya, Inca, and others. Consideration of development of food production; the origin and collapse of complex socio-political organizations; impact of early European contact.

322. **Eastern North American Archaeology.** ANT 110. (3)s.
Precontact history of cultures of Eastern North America addressed through consideration of artifacts and other empirical evidence, tracing changes in technology, style, and by implication, social, political, and religious realms of past cultures from the Great Lakes to the Southeast. Changes in the relationship between people and their environment, changes in food, production strategies, and intercultural relationships.

325. **Culture and Personality.** ANT/INT 100 or PSY 100 or SOC 100. (3)s/cs1.
Cross-cultural examination of the construction of personhood and relationships between individuals and culture. Critique of psychological interpretations in anthropological texts and of universalizing tendencies in the field of psychology; the basic Freudian model in contrast with models of self in African, Asian, and Native American cultures. Also listed as PSY 361 and SOC 325.

330. **Medical Anthropology.** A course in anthropology or HCR 300. (3)s/cs1.
Anthropological perspective on the relationship and interaction of biological, environmental, and socio-cultural factors in health, disease, and illness. Man’s health behavior in both traditional and contemporary cultures as encountered in health care delivery by the medical systems and medical institutions. Also listed as HCR 330.

335. **Language Variation in Society.** ANT/INT 100 or ENG/LIN 200. (3)s/cs1.
Study of language variation within the same language community, the circumstances under which it occurs, and its relationship to group interaction. Regional dialects, ethnic dialects, sex-related language differences, pidgins and creoles, and languages in mutual contact. Also listed as LIN 335.

340. **Urban Anthropology.** ANT/INT 100. (3)s/cs1.
Anthropological interpretation of the rise and development of urbanism: analysis of urban life with emphasis on its diversity, social complexity, poverty, and inequality.

351. **Political and Legal Anthropology.** ANT/INT 100 or consent of instructor. (3)s/cs1.
Study of comparative political systems, forms of authority, legitimacy and power in societies at different levels of social complexity and in different ecological contexts. Political
organization and process analyzed in terms of their relationships to economics, religion, kinship, and other aspects of culture and society. Also listed as POL 351.

352. Culture and Economy in Cross-Cultural Perspective. ANT/INT 100. (3)s/cs1.
Exploration of different economic systems that have emerged around the world and the relationship between cultural dynamics and economic transformations. Critical analysis of concepts used to describe the “economy,” emphasizing elements of production, distribution, consumption, and social reproduction. Primary focus on the “non-Western” world, how anthropologists analyze economic issues, and relevance to understanding capitalism and world systems.

355. World Religions. ANT/INT 100 or SOC 100. (3)s/cs1.
Examination of Judaism, Hinduism, Buddhism, Christianity, Islam, Vodu, and other religious forms as time permits. Central values, cultural contexts, and interpretive frameworks of world religions, including ethnographic considerations of non-orthodox forms; religion as reinforcement of political/cultural hegemonies and as resistance to such domination.

369. African Religions. AFA 201 or ANT 100 or consent of instructor. (3)v1.
Examination of African religions through anthropological and literary texts, including consideration of West African religions and central African indigenous practices. Also listed as AFA 369.

370. Museum Techniques. ANT/INT 100; ANT 110 or 271; or consent of instructor. (3)s.
Designed to give qualified students supervised experience in a broad range of museum work from administration to collections, education exhibits, and cultural data processing. Arranged hours of participation with instructor and Sloan Museum staff.

375. Social and Cultural Change. ANT/INT 100 or SOC 100. (3)s.
Institutions and social change. Emphasis on theories, ideologies, social movements and revolutions. Study of colonialism, economic crisis, peasant struggles, nationalism, indigenous rights, independence movements, and struggles over development and underdevelopment. Also listed as SOC 375.

378. Sex and Gender in Cross-Cultural Perspective. ANT/INT 100. (3)s/cs2.
Comparison of gender divisions in various societies; social roles of men, women and other categories. African, Asian, and Native American conceptualizations of gender, in comparison with data from Western cultures. Cultural construction of femaleness, maleness, and sexual behaviors and their relationships (or lack of relationship) to gender stereotypes. Also listed as WGS 378.

380. Field Work in Archaeology. ANT 110 or consent of instructor. (3-6)s.
Introduction to reconnaissance and excavation of sites; preparation and cataloguing of museum specimens.

Exploration of Japanese culture from a variety of viewpoints and including such topics as the family, women’s roles, education, religions, politics, architecture and economics. Also listed as INT 385.

386. Japanese Society and Culture II. Enrollment in Japan Center Program. (4)s/cs2.
Continuation of ANT/INT 385. Also listed as INT 386.

Directed reading or research study by qualified students under instructor’s supervision. By special arrangement only. Also listed as SOC 391.

399. Senior Seminar. Consent of instructor. (3).
Critical review of the sociological and anthropological literature with attention to the interaction of theory and research. Also listed as SOC 399.

400. Ethnographic Methods. ANT 100 or SOC 100. (3)s.
Seminar focused on weekly readings of early and recent ethnographies and relationships between practices of fieldwork, writing, and theory. Relationships between ethnographers and the people they write about; ethical grounding of anthropology and its impact on the world in terms of local politics and dangers and broader human rights issues; critiques of methods of research and writing.

405. Anthropological Theory. SOC/ANT 302 or 303. (3)s.
Seminar on the twentieth century history of anthropological theory, including critical examination of orientations: functionalism, diffusion, cultural evolution, structural-functionalism, structuralism, political economy, cultural materialism, symbolic anthropology (interpretivism), discourse analysis, deconstruction, feminist approaches and postmodernism.

415. Seminar on Contemporary Global Issues. SOC/ANT 302 or 303. (3)s.
Issue-based course linking recent social theory, empirical research, and predicaments of public policy within a comprehensive global framework. Focus on globalization and issues of social and political importance central to recent debates within and outside the academy. Multi-disciplinary approach; materials drawn from the
U.S., Europe, and developing world that highlight recent global socio-economic transformations. Designed to serve students majoring in a number of different fields, especially those engaged in specific research projects and/or preparing for graduate school. Also listed as INT 415.

[455. Anthropological Interpretation of American Socio-Cultural Systems. Senior standing or consent of instructor. (3) s]

[470. American Ethnic and Cultural Diversity. ANT/INT 100 and senior standing, or consent of instructor. (3)s.]

495. Honors Thesis I. Consent of Department Chair. Open only to Honors Program students in anthropology. (4). Credit and grade for ANT 495 is not given until successful completion of ANT 496. Also listed as HON 495.

496. Honors Thesis II. Prior or concurrent election of ANT 495 and consent of Department Chair. Open only to Honors Program students in anthropology. (4). Also listed as HON 496.

Graduate Courses in Anthropology

515. Seminar on Contemporary Global Issues. Graduate standing; SOC/ANT 302 or 303. (3). See ANT 415 for description. Not open to students with credit for ANT 415. Also listed as INT 515.

555. Anthropological Interpretation of American Socio-Cultural Systems. Graduate standing or consent of instructor. (3). See ANT 455 for description. Not open to students with credit for ANT 455.

570. American Ethnic and Cultural Diversity. ANT/INT 100, graduate standing; or consent of instructor. (3). See ANT 470 for description. Not open to students with credit for ANT 470.

Bachelor of Applied Science

The Bachelor of Applied Science (BAS) program leads to a baccalaureate degree for graduates of two-year programs in specified technical areas. The degree permits a student who has had education and experience in a technical field to transfer these credits to the University of Michigan-Flint and complete a baccalaureate degree in a program appropriate to the student's interests and needs.

For this degree, the student's major concentration is Applied Science, consisting entirely of technical credits taken during the associate degree program. Courses to be taken at the University of Michigan-Flint are chosen to meet the general education requirements and to allow the student to pursue areas of interest in some depth.

At most thirty (30) semester hours of credit in business subjects can apply toward the 124 hours required for the BAS degree. This includes both transfer credits and credits earned at the University of Michigan-Flint. However, students with an Associate in Applied Science (AAS) degree in business programs may retain all business credits that are part of an accepted transfer program and include such credits in the 124 credits required for graduation. They may not then take any additional business credits after transfer to the University of Michigan-Flint. Students who wish to take more business courses should plan to apply to the School of Management and work toward a Bachelor of Business Administration degree.

Credit for technical courses transferred in under this program applies only to the BAS degree. Such technical courses cannot be used toward any other degree offered by the University of Michigan-Flint. Most AAS degree concentrations are accepted toward the BAS degree, including such areas as business, construction, foods, health, industrial management, and mechanical and electronic technology. The approval of specific programs and of the transferability of credits toward the BAS degree rests with the BAS Committee, which is chaired by the program liaison.

BAS Admission Requirements

A. See “Transfer Students” in the “Admissions and Recruitment” section of this Catalog for general admission requirements.

B. Completion of an Associate in Applied Science degree is required for admission to the BAS program. The applicant should have at least sixteen (16) transferable semester hour credits which apply toward the general education requirements of the University of Michigan-Flint.

After being admitted to the BAS program, the student should meet with an advisor, who will help to develop a plan for completing degree requirements.

Students enrolled in other degree programs at the University of Michigan-Flint who wish to enter the BAS program must already hold an approved AAS degree. After admission to the BAS program, the student must complete at least thirty (30) credits at the University of Michigan-Flint in a program of study approved by their advisor.

Applied Science

285 University Pavilion
(810) 762-3085
FAX (810) 762-3346
Faculty Liaison: Paul K. Peterson
Program Advisors: Jo Ann Shabazz, Johnny W. Young
Administrative Assistants: Barbara J. Peckham, Janet M. Reedy
Transfer of Credit

The transfer of credit is subject to the following limitations:

A. May not exceed sixty-two (62) credits earned in an Associate in Applied Science degree program approved by the University of Michigan-Flint.

B. Is permitted only for courses in which the final grade earned was at least a “C” (2.0).

Degree Requirements

A. Completion of an approved Associate in Applied Science degree.

B. Completion of the general education requirements of the University of Michigan-Flint, including completion of any two of the area options.

C. Completion of one of the following options, chosen in consultation with an advisor.

Option 1. Any one of the concentration minors offered by the University of Michigan-Flint. (These are listed in the Catalog “Guide to Programs and Degrees,” and are described in the introductory section of each department.)

Option 2. Fifteen (15) semester hours in each of two disciplines of the student’s choice: At least six (6) semester hours in one discipline must be in courses numbered 300 or above; three (3) semester hours in the other discipline must be in courses numbered 300 or above.

D. Completion of at least thirty-three (33) credits in courses numbered 300 or above.

E. Completion of at least 124 semester hours credit, with no more than thirty (30) semester hours in business courses.

F. Minimum 2.0 overall grade point average.

Art (ART)

126 David M. French Hall  
(810) 762-3377  
Chair: Lois Alexander  
Principal Secretary: vacant  
Secretary: Celeste Greenwood

Associate Professors Douglas Miller, Christine Waters, Marcia Watkins; Assistant Professor Darryl Baird, Lecturer Carol Taylor; Adjunct Lecturers Allen Barnes, Carol Chaney, James Gilbert, Gary Jenkins, Molly Lindner, Amanda Lozier, Michael Sevick, Christopher Young.

The Art Program at the University of Michigan-Flint (UM-F) results from a unique partnership between the University and Flint's Mott Community College (MCC). Art students take a core of foundation classes in Art and Art History at MCC and then complete requirements for graduation at UM-Flint. The purpose of this partnership is to offer the student the best possible education in art by taking advantage of the large, quality foundation program at Mott Community College. Degrees in Art granted by UM-Flint require that students attend both schools. It is also possible to complete the foundation work required at a school other than MCC and present a portfolio to gain admission into the University of Michigan-Flint Art Program.
those with declared Art Minors or Teacher’s Certificate Minors in Art may receive up to 12 credits toward their minor, even if they have completed 62 or more credits.

B. Students with declared Studio Art and Art Education Concentrations may transfer up to 15 art credits in courses for the concentration, and those with declared Art Minors or Teacher’s Certificate Minors may transfer up to 12 art credits for the minor, in addition to the normal 62 credits from a two-year institution, 75 credits from a four-year institution, and 90 credits from a branch campus of the University of Michigan. Additional credits beyond the 62, 75, or 90 count toward graduation only if the student completes the Art Concentration or Minor.

C. Students with declared Studio Art and Art Education Concentrations may take up to 15 art credits in courses for the concentration, and those with declared Art Minors or Teacher’s Certificate Minors in Art may take up to 12 art credits for the minor, as long as they are enrolled in the College of Arts and Sciences. In particular, such credits may be taken at Mott Community College and counted among the last 30 credits taken before graduation.

The guest student must arrange for Mott Community College to send transcripts showing all courses that are to transfer to the Art Concentration or Minor. Mott courses taken as a consortium student will transfer to the University of Michigan-Flint automatically.

Decisions concerning curriculum, admissions, standards, and procedures for this program are the responsibility of the Cooperative College Art Committee. Members of this committee represent the art areas of both Mott Community College and the University of Michigan-Flint and are appointed by the appropriate Dean of each School.

General Program in Studio Art (Bachelor of Fine Arts)

See “Guest Status Requirements” at the beginning of this section for information necessary for Studio Art Concentrations.

The Bachelor of Fine Arts in Studio Art endeavors to prepare students for innovative roles in the contemporary world of art. The program begins with a series of foundation courses that stress the traditional development of technical and intellectual skills. The growth and development of each student are accelerated through exposure to several media and conclude with the choice of an area specialization.

Requirements. Completion of 124 credit hours distributed as follows:

A. Completion of the general education requirements in English composition, natural sciences, social studies, humanities, fine arts, and two area options.

B. Art History (12-16 credits).
   1. Survey courses (6-8 credits). ART 111 and 112 (MCC) or equivalent.
   2. Courses beyond survey (6-8 credits). Selected from ART 116, 214, 215 (MCC); ART 308, 310, 311, 315, 331, 409, 410 (UM-F).

C. Studio Art (66 credits), not to include ART 120 (UM-F),
   1. Two-dimensional design (3 credits). ART 141 (MCC).
   2. Three-dimensional design (3 credits). ART 142 (MCC).
   4. Life drawing (3 credits). ART 135 (MCC) or ART 361 (UM-F).
   5. 24 credits in areas of specialization selected from: ceramics, graphic design, design/photography, painting, printmaking/drawing. Specific courses in three areas should be chosen in consultation with the art advisor.

   Art History: ART 281, 282, 283, 284, 295 (MCC); ART 381, 396 (UM-F).
   ART 381, 396 (UM-F) may be repeated to total 12 credits each.

   Painting: ART 261, 262, 263, 264, 295 (MCC); ART 360, 365, 366, 395 (UM-F). ART 365, 395 (UM-F) may be repeated to total 12 credits each.

   Printmaking/Drawing: ART 231, 235, 236, 237, 238, 295 (MCC); ART 301, 361, 362, 395 (UM-F). ART 301, 395 (UM-F) may be repeated to total 12 credits each.

   Sculpture: ART 271, 272, 273, 274, 295 (MCC); ART 371, 396 (UM-F). ART 371, 396 (UM-F) may be repeated to total 12 credits each.

   6. Nine credits above the 100 level in two-dimensional art chosen from areas outside the area of specialization.
   7. A course in printmaking or computer graphics.
   8. Nine credits of three-dimensional art chosen from areas outside the area of specialization.
   9. Additional elective courses to bring total credits in art to 66. At least 15 credits of studio art must be taken at the University of Michigan-Flint.

D. Additional elective courses to bring total credits to 124, at least 50 of which are outside the studio art area.

E. A minimum grade point average of 2.75 in studio art classes.

F. ART 399 (UM-F), Senior Seminar (3 credits).

G. Presentation of a senior exhibition. Passage or failure of this exhibition will be included in the senior seminar grade.
Program in Art Education  
(Bachelor of Science)

See "Guest Status Requirements" at the beginning of this section for information necessary for Art Education Concentrations.

Prerequisites.

A. Admission into the Art Education Program, which requires a UM-Flint grade point average of 2.75 overall; a GPA of 2.75 in all Art courses (both MCC and UM-Flint, excluding ART 120); and a portfolio review.

B. Meeting all requirements for admission into the Education Program, including the Basic Skills Test portion of the Michigan Test for Teacher Certification. Students may apply when they have earned 45 credits. There are two admission periods each year. Deadlines for applying are January 30 and September 30.

Requirements. At least 126 credits, including completion of the University of Michigan-Flint general education requirements.

Completion of specific Art, Education, and other requirements as follows:

A. Art History (12-16 credits). ART 111 and 112 (MCC) or equivalent, and 6-8 credits selected from ART 116, 214, 215 (MCC); ART 308, 310, 311, 315, 331, 409, 410 (UM-F).

B. Studio Art (42 credits).
   1. Two-Dimensional Design: ART 141 (MCC) (3).
   2. Three-Dimensional Design: ART 142 (MCC) (3).
   4. Beginning Photography: PHOT 180 (MCC) or ART 115 (UM-F) (3).
   5. Life drawing: ART 135 (MCC) or ART 361 (UM-F) (3).
   6. Six additional credits, chosen to include two of the following two-dimensional disciplines: animation, drawing, painting, printmaking, photography, graphic design and costume design.
   7. Six additional credits, chosen to include two of the following three-dimensional disciplines: sculpture, ceramics, scene design, and metalsmithing.
   8. Nine credits beyond the 100 level in an area of concentration (i.e., painting and drawing, printmaking, sculpture, ceramics, or metalsmithing). Three of these credits may be used toward Two-Dimensional or Three-Dimensional course requirements.
   9. Electives to bring the total of studio art credits to 42 (3-6). At least 12 credits of studio art must be taken at the University of Michigan-Flint.

C. Art Education (7 credits).
   1. ART 101 (MCC) Elementary Education in Art (3).
   2. ART 102 (MCC) Middle School Art Education (2) and ART 103 (MCC) High School Art Education (2); or ART/EDU 300 (UMF) Methods and Materials (3).

D. Education (24 credits), all UM-Flint courses.
   1. EDU 301, 302, 303 (9).
   2. EDU 349 Student Teaching in the Elementary School (5).
   3. EDU 359 Student Teaching Seminar (2).
   5. EDU/ENG 410 (3).

E. Others.
   1. CSC 123 (1).
   2. PSY 100 and 237 (3 each).
   3. A course in the history or culture of an American ethnic minority (3-4).
   4. A course in United States history.

Prospective candidates should also study the sections in this Catalog entitled "General Requirements for Teacher Certification," "Secondary Education Teacher's Certificate Programs," and "Bachelor of Science General Degree Requirements."

Minor in Art

The minor in Art provides a basic introduction to both Studio Art and Art History. This minor can be earned by taking foundation level courses at Mott Community College (or elsewhere) and advanced level courses at the University of Michigan-Flint.

See "Guest Status Requirements" at the beginning of this section for information necessary for the Art Minor.

Requirements. At least 21 credits from the following, with a grade of C (2.0) or better in each course. 9 of these credits must be completed at the University of Michigan-Flint:

A. Core courses (9 credits).
   1. Drawing: ART 131 and 132 (MCC).
   2. Two-dimensional or three-dimensional design: ART 141 or 142 (MCC).

B. Art History courses: 6-8 credits from the following.
   2. ART 308, 310, 311, 315, 331, 409, 410 (UM-F).

C. Studio Art: Six credits beyond the 100 level.

To obtain this minor, a declaration of intent to pursue the Art Minor must be filed with the academic advisor and Director of the Art Program, who then forward the declaration to the University of Michigan-Flint Registrar.

Minor in Art History

The Minor in Art History provides a basic introduction to art history survey, contemporary art and a survey of non-Western art. Students will also explore a number of more specific periods and cultures. This minor can be earned by taking foundation level courses at Mott Community College (or elsewhere) and advanced level courses at the University of Michigan-Flint.
**Requirements.** At least 21 credits from the following, with a grade of C (2.0) or better in each course. Nine of these credits must be completed at the University of Michigan-Flint.

A. Core Courses (12-16 credits).
   1. A two semester art history survey sequence (MCC ART 111 & 112 or equivalent).
   2. A course in contemporary art history (20th or 21st century).
   3. A course in the art of a non-Western culture or cultures.

B. Additional coursework in Art History to total 21 credits in art history (this includes surveys of photography and graphic design). At least 9 of the 21 credits in art history must be taken at UM-Flint.

Students are encouraged to work with an art advisor in the Music/Art Department to determine courses for this minor.

**Teacher's Certificate Minor in Art**

The Teacher's Certificate Minor in Art provides a basic introduction to both Studio Art and Art History. This minor can be earned by taking foundation level courses at Mott Community College (or elsewhere) and advanced level courses at the University of Michigan-Flint.

See "Guest Status Requirements" at the beginning of this section for information necessary for the Teacher's Certificate Minor in Art.

**Requirements.** At least 24 credits from the following, with a grade point average of B (3.0) or better. At least 9 credits in Art or Art History must be completed at the University of Michigan-Flint.

A. Core Courses (12 credits).
   1. Drawing: ART 131 (MCC) and 132.
   2. Two- and three-dimensional design: ART 141 and 142 (MCC).

B. Art History Courses (3-4 credits chosen from the following).
   1. ART 111, 112, 116, 214, 215 (MCC) (4 each) or
   2. ART 308, 310, 311, 315, 331, 409, 410 (UM-F).

C. Studio Art: 9 credits beyond the 100 level, chosen in both two- and three-dimensional areas.

It is recommended, but not required, that a student take ART 101 and 103 (MCC) (Art Education).

To obtain this minor, a declaration of intent to pursue the Teacher's Certificate in Art Minor must be filed with the academic advisor and Director of the Art Program, who forward the declaration to the University of Michigan-Flint Registrar.

**Courses in Art (ART)**

100. **Introduction to the Studio.** (3f).
    Introductory course involving students in several areas of studio art including (but not limited to) drawing, two-dimensional design, three-dimensional design using a variety of drawing, painting, and sculpting materials. Designed for non-art majors who want a hands-on studio experience; does not replace the foundation courses required for those majoring in art.

115. **Photography Survey.** ENG 112. (3f).
    Discussion of the history, aesthetics, and uses of photography. Introduction to black and white photographic processes.

116. **Introduction to Black & White Photography.** (3f).
    Introduction to material and techniques of traditional B&W photography. Utilization of the 35mm camera format; introduction to mechanical and aesthetic aspects of the photographic process.

120. **Introduction to the Visual Arts.** (3f).
    Examination of the essential characteristics of the visual arts, intended to develop in the student a discriminating appreciation of these arts. Lectures, tapes, slides, reading, and gallery tours.

140. **History of Graphic Design.** (3f).
    Chronological survey of graphic design through slide lectures. The course will study how graphic design responded to international, social, political, and technological developments since 1450. Emphasis will be on printed work from 1880 to present and the relationship of that work to other visual arts and design disciplines. Also listed as COM 140.

214. **Color Photography.** ART 116. (3f).
    Introduction to the history, aesthetics, and technique of color photography; emphasis on critical method and practical exercises.

216. **Advanced Black and White Photography.** ART 116. (3f).
    Continuation of the materials and techniques of ART 116. Introduction to new film development and printing techniques, and advanced aesthetic aspects of the photographic medium. Color photography introduced as an additional aesthetic element.

218. **Alternative Photo Processes.** (3f).
    Introduction to non-silver and non-traditional imagermaking. Exploration of experimental techniques involving historical processes, Polaroid materials, computer-generated negatives, mixed media combinations.

241. **Modernism.** At least sophomore standing. (3h).
    Emergence of the modern movement in theatre and art from the end of the 19th century to the present and the aesthetic characteristics shared by each. Also listed as THE 241.
251. **Fundamentals of Stage Makeup.** (2)f.  
Theory and practice of both two- and three dimensional character makeup for the theatre. Lecture and laboratory. *Also listed as THE 251.*

252. **Introduction to Digital Graphic Design.** *ART 141* or consent of instructor. (3)f.  
Introduction to two-dimensional art fundamentals and the use of computer software in studio practice. Survey of the major computer graphics software programs including page layout, vector drawing, animation, and bit-map imaging. *Also listed as COM 252 and THE 252.*

271. **Introduction to Theatre Design.** (3)f.  
Introduction to basic elements of design and application of these elements to theatrical design. Emphasis on interpreting dramatic text and communicating ideas visually. *Also listed as THE 271.*

299. **Topics in Art History.** *Prior or concurrent election of ENG 112.* (3)h.  
Examination of the art done during specific historic periods or artistic movements or by individual artists or groups of artists. *May be elected three times for credit.*

300. **Methods and Materials.** *ART 101 (MCC).* (4).  
Application of skills and information learned in studio classes to teaching. Development of sequential art curriculum for elementary, middle and secondary teaching. Production of instructional resource files, assessment of artwork, current issues in art education. Clinical experiences in elementary, middle and secondary classrooms. *Also listed as EDU 300.*

301. **Drawing.** *ART 100, ART 131 (MCC), or consent of instructor.* (3)f.  
Explores the possibilities of using drawing as a medium in the making of art. Various materials and techniques are explored. Emphasis on individual development in aesthetic response and technique. *May be taken four times for credit.*

302. **Lighting Techniques.** *PHOT 180 (MCC) or consent of instructor.* (3)f.  
Demonstration and hands-on experience exploring basic and technical use of ambient, tungsten and electronic flash illumination with color and black and white film. Students work with a variety of lighting equipment and accessories to make images with predictable creative results.

304. **Large Format Photography.** *ART 116, 216.* (3)f.  
Exploration of large format view camera capabilities, including technical and aesthetic possibilities afforded by this original camera style. Special attention to large negative and larger print production.

308. **African and African-American Art.** *At least sophomore standing.* (3)h/cs2.  
Survey of Africa's art history, from Stone Age to early 20th century; introduction to select group of African-American artists. Lectures, museum visits, hands-on projects, short research paper. *Also listed as AFA 308.*

310. **Classical Greek and Roman Art.** *At least sophomore standing or consent of instructor.* (3)h.  
History of painting, sculpture, and architecture of ancient Greece from the Bronze Age through the Hellenistic period, and ancient Rome from the Republic through the 4th century. History of archaeological excavations of selected sites included.

311. **Renaissance Art.** *At least junior standing or consent of instructor. Previous coursework in art history recommended.* (3)h.  
Survey of the art and architecture of Europe from the 14th through the 16th centuries. Early Renaissance, high Renaissance and Mannerist styles considered in relation to their respective intellectual, social and economic milieus.

312. **Northern Renaissance Art.** *Sophomore standing. Previous study in art history or European history recommended.* (3).  
Art of northern Europe from the end of the middle ages through the High Renaissance of the 16th century; oil painting, manuscript illumination, prints, sculpture. Topics include the Humanistic study of classical antiquity; the Protestant doctrine against the Catholic Church; peasant revolts against the nobility, conflict between town and country; the artist as individual; the new role of art patrons.

315. **Impressionism and French Culture.** *At least sophomore standing.* (3)h/cs2.  
The Impressionist spirit in French painting and life, 1860-1910, and its influence on painting in other countries.

322. **Image and Text.** *ART 115, 252, PHOT 180 (MCC); or consent of instructor.* (3)f.  
Exploration of two major elements of graphic design—photography and typography. Students design and produce a variety of printed materials using these elements to communicate specific messages in a manner both effective and artistic.

324. **Introduction to Computer Illustration.** *ART 252.* (3)f.  
Techniques of interpreting and visualizing verbal information focusing on design, composition and color theory and exploring a wide variety of imagery. Focus on the development of a personal visual vocabulary through critical analysis.

325. **Introduction to Digital Imaging.** *Photographic experience, ART 252; or consent of instructor.* (3)f.  
Introduction to technical and creative use of computer aided pixel based imagery. Utilization to desktop computers and sophisticated professional imaging software ad a tool for individual expression.
326. **Advanced Digital Imaging.** ART 325. (3)f.  
Extension of ART 325. Emphasis on production of advanced imaging techniques and execution of a professional portfolio of digital images.

327. **Photographic Bookmaking.** PHOT 180 (MCC), ART 252; or consent of instructor. (3)f.  
Methods of preparing photographic images to be included in a bound book. Artist's books, photo-journals, photo-essays, electronic bookworks.

328. **Artist Bookmaking.** ART 252 or consent of instructor. (3)f.  
Methods of preparing images and text to be expressed as a bound book. Artists' books, journals, electronic bookworks.

330. **Typographic Communications.** ART 146 (MCC). (3)f.  
Examination of the impact of typography on the world of visual communication through symbolic, cultural, aesthetic and personal typographic expression.

331. **Artistic Traditions of China and Japan.** At least junior standing or consent of instructor. (3)h.  
Beginning with archaeological tomb excavations dating to the 11th century B.C., this course examines Chinese painting, sculptural and architectural traditions as well as the philosophical and religious beliefs that are inextricably bound up with Chinese culture. The second half of the semester focuses on Japanese painting, prints, architecture, garden design and decorative arts.

336. **Creative Learning.**  
EDU 301-303 or consent of instructor. (3).  
Creative activities for early childhood, elementary, and middle school children through the integration of art, music, play and drama. Techniques of planning, presenting, and evaluating creative learning experiences for the classroom. Also listed as EDU 336, MUS 336 and THE 336.

340. **Graphic Design in Communication.** At least junior standing and two 200-level courses in Communication; or consent of instructor. (3)f.  
Theory and application of concepts, materials and tools utilized in the creation of organizational printed materials. Introduction to the techniques of page design, layout, and illustration. Projects include brochures, newsletters, and in-house publications. Speakers and tours. Also listed as COM 340.

342. **Editorial Design.** ART 146 (MCC), ART 252. (3)f.  
Examination of historical traditions of graphic design expression in the book form and its modern descendents such as magazines, newspapers, and other print media. Concepts and designs as expressed through editorial concept, content, format, image and audience.

346. **Animation.** COM 342 or ART 100 or ART 131 (MCC) or consent of instructor. (3)f.  
Introduction to animation techniques and concepts through lecture, film and video examples and practical application of various forms and styles. May be elected four times for credit. Also listed as COM 346.

347. **Computer Animation.** ART/COM 346 or consent of instructor; CSC 121 or previous experience. (3)f.  
Traditional animation skills combined with computers and three-dimensional electronic imaging. Review of computer animation and its history. Emphasis on practical application in areas of object modeling, shading, cameras, lighting, font rotation, morphing and special effects. Lecture and lab.

350. **Mixed Media.** At least junior standing or consent of instructor. (3)f.  
Intermediate course exploring a variety of media using assorted techniques including collage and assemblage. Ready-made objects as well as newly formed objects used to make innovative art in a sculptural direction.

351. **Choreography: Life Forms and Animation I.** (3)f.  
Exploration of choreographic structure, dramatic and stylistic components involved in the study and creation of movement in the studio and on computer. Also listed as DAN 351.

352. **Choreography: Life Forms and Animation II.** (3)f.  
Continuation of ART/DAN 351. Also listed as DAN 352.

360. **Watercolor.** ART 100 or ART 131 (MCC); or consent of instructor. (3)f.  
Exploration of painting techniques are explored using the medium of watercolor. Stress on composition, concept, and other formal concerns. May be taken up to four times for credit.

361. **Drawing and Painting from Life.** ART 100, ART 131 (MCC); or consent of instructor. (3)f.  
Focus on the human figure as a source of imagery. Traditional drawing materials and water media.

362. **Drawing and Painting from Life II.** ART 361 or a course in life drawing. (3)f.  
Continuation of the methods and concerns developed and considered in ART 261. Focus on the human figure as a source of imagery. Traditional drawing materials and watercolor. Emphasis on development of individual methods, working in series, expanded knowledge and use of media, and increased understanding of anatomy.

365. **Painting.** ART 100, ART 131 (MCC); or consent of instructor. (3)f.  
Painting methods using oil and acrylic paint, with students choosing to work in one or both of the media. Emphasis on the development of individual methods and increasing one's
knowledge of the techniques and materials chosen. May be taken four times for credit.

396. Mural Painting. ART 100, ART 131 (MCC); or consent of instructor. (3f).
History and techniques of mural painting. Students paint 1-2 murals after a design is selected by clients from those presented by class members.

397. Directed Research: Art History. Consent of department chair and instructor. (1-3)h.
Independent research experience in art history under the direction of an art faculty member. Designed for students studying away from the Flint campus.

398. Senior Seminar. Completion of at least 85 credit hours and consent of instructor. (3f).
Necessary and practical information related to artists entering the art world. Technical items such as matting, framing, photographing and displaying art; writing contracts; and dealing with commissions. Senior BFA exhibition included as part of the course grade.

400. Advanced Computer Illustration. ART 324 or consent of instructor. (3f).
Extension of ART 324. Emphasis on production of advanced illustration techniques and execution of a professional portfolio of images.

401. Computer Illustration Portfolio. ART 400 or consent of instructor. (3f).
Rigorous directed study designed to produce a professional portfolio of personal work capable of producing commissioned assignments or professional employment.

Survey of American art from the colonial days of the early 17th century to the watershed Armory show of 1913. Chronological approach; developments of an American tradition of painting, sculpture, and architecture in the context of social, ideological, and political forces of each period. Primary themes include the nation's search for self-definition and formation of national identity.

410. Women as Artists. At least junior standing. (3)h.
History of the art produced by women artists, from 1550 to the present. Topics include the historical slighting of women artists, feminist imagery, politics and contemporary feminist criticism. Figures include Gentileschi, Vigee-Lebrun, Kauffman, O'Keefe, Cassatt, Chicago, and Nevelson. Also listed as WGS 410.

495. Independent Studio Projects, Two-Dimensional. Consent of instructor. Open only to upper-level students in art. (1-6)f.
Advanced independent studio course, intended for students who have repeated ART 395 to total 12 credits and post-graduate art students who wish to continue their studio work in a university studio setting. Students should have a project or series of works in mind and be able to work independently. Oil paint, acrylic, watercolor, or other 2-D media may be selected. May be repeated to total 12 credits.

496. Independent Studio Projects, Three-Dimensional. Consent of instructor. Open only to upper-level students in art. (1-6)f.
Advanced independent studio course, intended for students who have repeated ART 396 to total 12 credits and post-graduate art students who wish to continue their studio work in a university studio setting. Students should have a project or series of works in mind and be able to work independently. Oil paint, acrylic, watercolor, or other 2-D media may be selected. May be repeated to total 12 credits.
continue their studio work in a university studio setting. Students should have a project or series of works in mind and be able to work independently. Clay, metal, wood, mixed media, or other 3-D media may be selected. May be repeated to total 12 credits.

Graduate Course in Art

See ART 409 for description.

Astronomy (AST)

Recurring astronomical phenomena such as day and night, the lunar phases, summer and winter, eclipses, and the motions of planets, although not under man’s control, can be predicted with accuracy by the orderly use of simple natural laws. A knowledge of astronomy, the ultimate frontier in space and time, extends one’s awareness beyond ordinary terrestrial concerns. Study about and guided practice in using the actual methods and tools by which scholars have learned about the universe allow novices to sense the thrill of discovery and insight that motivates physical scientists. As the primary source of the earth’s energy, the sun affects us in numerous ways. Many other celestial bodies also influence us in ways that are better understood through the study of astronomy.

Courses in astronomy are designed for students who seek to fulfill the general education requirement in natural science, or to meet the requirements for the Teacher’s Certificate Program in General Science or for the General Program in Physical Science, or to develop their understanding of classical and modern astronomy.

Courses in Astronomy

131. Astronomy of the Solar System. High school algebra. (3)n*.
Introduction to the instruments, methods and results of investigations of the sun, its planets, and their natural and artificial satellites. The development of astronomy from ancient ideas to recent discoveries. Lectures and sky observations. *AST 131 and 133, together are applicable to the natural science general education requirement.

133. Introductory Astronomy Laboratory I. Prior or concurrent election of AST 131. (1)n*.
Observation and interpretation of astronomical phenomena within the Solar System. *AST 131 and 133, together are applicable to the natural science general education requirement.

135. Beyond the Solar System. A course in physics, chemistry, physical geography, or astronomy. (3)n*.
Stellar types: structure, formation, evolution, and fate; planetary systems; nebulae; galaxies and larger structures; black holes, pulsars, quasars; cosmology; extraterrestrial life. *AST 135 and 137, together are applicable to the natural science general education requirement.

137. Introductory Astronomy Laboratory II. Prior or concurrent enrollment in AST 135. (1)n*.
Observation and interpretation of astronomical phenomena outside the Solar System. *AST 135 and 137, together are applicable to the natural science general education requirement.

291. Supervised Study in Astronomy. Consent of instructor (1-3).
Laboratory work or study of the literature on designated problems chosen by the student in consultation with a faculty supervisor. For students who already have some knowledge of elementary astronomy. May be elected in more than one semester up to a total of four credits.

Biology (BIO)

264 William R. Murchie Science Building
(810) 762-3360
FAX (810) 762-3310
Website: http://www.flint.umich.edu/departments/Biology/
Chair: Steven F. Myers
Coordinating Secretary: Mary L. Packer
Part-time Secretary: Wendy Carpenter

Professors Eugene H. Studier, David L. Wigston; Associate Professors Paul A. Adams, Steven F. Myers, Gary L. Pace; Assistant Professors Bruce D. Parmitt, Robert H. Podolsky, Jerry D. Sanders, Joseph F. Sucic; Lecturers Mary Ann Cardani, Elizabeth A. Malinowski, Ernest J. Szuch, Dennis P. Viele, Jr., Tracy L. Wacker, Margaret Ware.

Professor Emeritus: Jane Taylor
Supervisor of Science Laboratories: Larry Atherton
Laboratory Demonstrator: Sheri Mayrberger

Biological Science is the study of the organization and operation of life at cellular, organismal, and population levels. An understanding of biology leads to an appreciation of the complexity of the world of life and the role that human beings have within it. The department provides courses in biology that serve the needs of the general student as well as those specializing in the field. Students who concentrate in biology can design their programs to be the focus of a broad and liberal education, to prepare for graduate studies in a subdiscipline, to become certified as a secondary biology teacher, or to obtain pre-professional training in medicine, dentistry, and other health-related fields.

Biology Writing Requirement

Biology concentration program requires completion [with a grade of C (2.0) or better] of two departmental
courses designated as writing courses or in the case of the B.A. Program, one departmental writing course and COM 225 (Principles of News and Feature Writing). Departmental writing courses have assigned requirements that are evaluated for correct English composition and evidence of research skills, and that count for at least 20% of the course grade. Such written assignments are completed outside of scheduled class meeting times, and some will be rewritten for re-evaluation. While subject to change, designated writing courses include: BIO 319, 376, 430, 431, 432, 435, 436, 437, 443, 453, 460, 468, 475, 481 and 488. Completion of this requirement will be assessed by the department chair.

Programs in Biology

A graduate program (Master of Science in Biology) is described in the Graduate Study section of this Catalog. Five undergraduate concentration programs are offered: the General Program in Biology (Bachelor of Arts), the General Program in Biology (Bachelor of Science), the Honors Program in Biology (Bachelor of Science), the Program in Molecular Biology and Biotechnology (Bachelor of Science), and the Teacher’s Certificate Program in Biology (Bachelor of Science). A Minor in Biology and a Teacher’s Certificate Minor are also available.

Students who are seriously considering a biology concentration should consult with a biology advisor prior to registration for classes their first semester. Half of the credits earned for the following courses or equivalents is accepted toward a biology concentration: BIO 103, 104, 135, 167, 168, 191.

Master of Science in Biology

See Graduate Study.

General Program in Biology (Bachelor of Arts)

Faculty Advisors: Dr. Bruce Parfitt, Ernest Szuch and Nanette Kelly

The Bachelor of Arts program in biology is designed for students with a naturalist’s interest in biology. Potential careers exist as naturalists with parks, nature centers or organizations such as the Nature Conservancy and the Sierra Club. Generally, this program is not intended for students planning graduate studies in the life sciences (in such cases, students are advised to select the bachelor of science program with electives suitable to their goals). In the Bachelor of Arts program there are three core biology courses: Organismal Biology (BIO 111); Principles of Biology (BIO 113) and Ecology (BIO 327). To provide students in this program with enhanced communication skills, the program also requires two communication courses: Introduction to Public Speaking (COM 210) and Principles of News and Feature Writing (COM 225). Advanced biology course requirements for this program are a minimum of five additional 400 level courses in field or organismal biology that list Ecology (BIO 327) as a prerequisite. The mission of this program is to provide students with a program of naturalist-oriented courses in biology, as the focus of a broad and liberal education.

Area Options. One of the two required area options must be in a foreign language.

Requirements.

A. Completion of an oral examination during senior year (>92 credit hours) as part of the department’s assessment of the B.A. program.

B. The general education requirements of the College of Arts and Sciences.

C. Thirty-two (minimum) to forty (maximum) credits in biology including BIO 111, 113, 327; five additional 400-level courses with BIO 327 prerequisite; and a writing course.

D. Communication courses COM 210, 225.

E. Courses in non-biological natural sciences and mathematics to include the following or their equivalent (or higher): CHM 131, 140; MTH 111; PHY 143.

F. Electives to complete a total of 120 credits.

G. At least 33 credits taken in upper division courses (courses numbered 300 or above).

H. A cumulative grade point average of 2.0 or better in biology and in the total work at the University of Michigan-Flint.

I. Grades of C- or better in all core courses to be used as prerequisites.

General Program in Biology (Bachelor of Science)

The Bachelor of Science Program is the program selected by most biology majors. This program is designed to prepare students for a number of potential careers (see Biology Web page) for entry-level employment or graduate and professional training in some sub-discipline of biology. The five core biology courses in the Bachelor of Science program provide a wide breadth of preparation for more advanced coursework chosen by students to meet their individual needs and interests.

Area Options. Unless equivalency for MTH 120 is granted, an area option in analytic reasoning is automatically satisfied by required courses. Students may choose the second area option according to their interests.

Requirements.

A. The general education requirements of the College of Arts and Sciences.

B. At least 40 credits in biology including BIO 111, 113, 326,327 and 328, and two writing courses.
C. At least 25 credits in non-biological sciences, mathematics and computer science, including CHM 160, 161, 162, either 163 or 165, at least 6 additional credits of chemistry (CHM 230 and 232 recommended); MTH 120 (unless equivalency is granted by the Biology Department), PHY 143, 145. Additional credits from any area of natural science or mathematics or CSC 121, 122, 175, or 271, excluding CHM 131, 140; ENV 100; MTH 090; PHY 105, 110.

D. Electives to complete a total of 124 credits.

E. At least 33 credits taken in upper division courses (courses numbered 300 or above).

F. A cumulative grade point average of 2.0 or better in biology and in the total work at the University of Michigan-Flint.

G. Grades of C- or better in all core courses to be used as prerequisites.

For the student planning to enter a graduate or professional school, one year of organic chemistry and one year of calculus are recommended.

Honors Program in Biology (Bachelor of Science)

Faculty Advisor: Dr. Gary Pace

The Honors Program in Biology seeks to provide exceptional students an opportunity for formal academic recognition in a program even more rigorous than the curriculum required of other biology students.

Students considering this Honors Program should consult with the department's honors advisor as soon as possible after being admitted to the Freshman/Sophomore Honors Program. This facilitates the planning of the student’s program. The importance of this early consultation should not be underestimated. There is very little room for error in planning a schedule of courses that permits breadth while requiring rigor.

Note that because of the specialized sequence of courses required in the pre-medicine program, such students should plan to fulfill some of their requirements with courses taken during spring or summer terms.

Applications to the University Honors Program in Biology should be made early in the second semester of the sophomore year. Procedures for application to this program can be obtained from the biology honors advisor.

Prerequisites.

A. HON 155, 156, 251, 252.

B. BIO 111, 113, 326, 327, 328. Eight credits should be elected as honors elections.

C. CHM 160, 161, 162, 165.

D. MTH 121.

Program in Molecular Biology and Biotechnology (Bachelor of Science)

Faculty Advisors: Dr. Joe Sucic and Dr. Jerry Sanders

The development of recombinant DNA technology, sometimes referred to us as genetic engineering, has radically altered the biomedical sciences. Recombinant DNA techniques have triggered the exponential growth of a new biological field-molecular genetics, or, more generally, molecular biology-which only two decades ago was in its infancy. Fundamental biological problems, untenable only a decade or two ago, are now being addressed using new molecular genetic methods. Recombinant DNA techniques are also revolutionizing disease diagnosis, as the genetic basis for diseases like cancer, muscular dystrophy, and Alzheimer’s are being discovered; indeed, almost nightly you can see a story on the news or in the paper that describes a new discover, facilitated by recombinant DNA methods, relating to these and other diseases. Applications of recombinant DNA methods, collectively called biotechnology, are yielding new approaches to disease treatment, drug development, forensics, and even the study of evolution.

The Program in Molecular Biology and Biotechnology provides students with a rigorous curriculum designed to prepare them for a career in this exciting and expanding area of biology. Students in this program will be exposed to state of the art molecular techniques, and students completing this program will be highly qualified to 1) seek employment at academic, industrial, or government laboratories engaged in molecular biology endeavors, or 2) pursue graduate studies in molecular biology and related fields such as microbiology, immunology, or cell biology.
Area Options. An area option in Analytical Reasoning is automatically satisfied by required courses. The second area option may be in any area.

Requirements

A. The general education requirements of the College of Arts and Sciences.
B. At least 40 credit hours in Biology including BIO 111, 113, 326, 327, 328, 425, 435, 467, and 468.
D. Electives to complete a minimum of 124 credits.
E. A cumulative grade point average of 2.0 or better in biology and in total work at the University of Michigan-Flint.
F. Grades of C- or better in all core courses used as prerequisites.

Teacher’s Certificate Program (Bachelor of Science)

Faculty Advisor: Dr. Gary Pace

The Teacher’s Certificate Program in Biology provides students with a strong preparation in biology and other sciences and mathematics, at the secondary school level. We recommend that the required minor for secondary school certification be in a natural science or mathematics. These minors are accomplished very naturally within the Bachelor of Science degree program. All available Teacher Certification Minors are listed in the Catalog under “Guide to Programs and Degrees,” and appropriate minors include general science, mathematics, chemistry, and physics. For additional information, see the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs” in the Catalog section for the Department of Education.

Area Options. An area option in Analytical Reasoning is automatically satisfied by required courses. The second area option may be in any area.

Requirements.

A. The general education requirements of the College of Arts and Sciences.
B. At least 40 credits in biology, including the core courses: BIO 111, 113, 326, 327, 328, two writing courses, and one course from each of the following six categories:
   1. Genetics Laboratory: BIO 454.
   2. Botany: BIO 316, 376, 422, 461*, 464, 488*.
   4. Field*: BIO 443, 480, 481.

Italicized course numbers represent recommended choices within each category. Courses in parentheses only allow half the credits to be accepted towards the 40 needed for the B.S. *Students completing a field-oriented course in both the botany (2) and zoology (3) categories may then complete their requirements for a field (4) course with any additional course from either category (2) or (3).

BIO 3 14, Evolution Controversy, is also recommended to prospective teachers and counts both toward the biology concentration and the values inquiry area option.
C. At least 25 credits in non-biological sciences, mathematics and computer science, including CHM 160, 161, 162, either 163 or 165, at least 6 additional credits of chemistry (CHM 230 and 232 recommended); MTH 120 (unless equivalency is granted by the Biology Department) and PHY 143, 145. Additional credits from any area of natural science or mathematics or CSC 121, 122, 175, or 271 excluding CHM 131, 140; ENV 100, MTH 090, PHY 105, 110.
D. A Teacher’s Certificate Minor; see the particular department or program for requirements. Minors other than general science would require more than 124 total credits.
E. Grades of C- or better in all core courses to be used as prerequisites.

Minor in Biology

Requirements. BIO 111, 113, 326, 327, 328, plus four additional credits in biology lab or field courses numbered above 200 (excluding BIO 490, 491).

Teacher’s Certificate Minor

Requirements. BIO 111, 113, 326, 327, 328, plus four additional credits in biology lab or field courses numbered above 200 (excluding BIO 490, 491).

Medical Technology

See School of Health Professions and Studies.

Pre-Dental

See Dental Studies Information.

Pre-Medicine

See Medical Studies Information.

Pre-Physical Therapy

See Physical Therapy.
Graduate Program in Biology

A Master of Science in Biology (MS) program is available. See Graduate Study.

Courses in Biology (BIO)

BIO 103 and 104 are specifically intended to fulfill the general education requirement in natural science. They may be elected in either order. Students who plan to concentrate in biology are expected to begin taking the core courses (BIO 111, 113, 326, 327, 328) in the freshman year.


Introductory presentation of scientific approaches to nutrition, genetics, and plant biology and their applications to human needs. Lecture and laboratory. Intended for nonscience majors. BIO 103 and 104 may be taken in either order. Half of the credits earned for this course is accepted toward a biology concentration.


Complementary to BIO 103. Study of physiology, reproduction, development, and evolution in relation to questions of human health and ecology. Lecture and laboratory. Intended for nonscience majors. BIO 103 and 104 may be taken in either order. Half of the credits earned for this course is accepted toward a biology concentration.

111. Organismal Biology. (4)n.

Introduction to basic principles of biology relating to biodiversity. Survey of microorganisms, fungi, plants and animals, including aspects of classification, development, structure (anatomy) and function (physiology). Lecture and laboratory emphasizing guided discovery and critical thinking.

113. Principles of Biology. CHM 140 or equivalent. (4)n.

Introduction to basic principles of biology relating to cell structure and function, cell reproduction and mechanisms underlying patterns of inheritance, ecology and evolution. Lecture and laboratory emphasizing guided discovery and critical thinking.

135. Microbiology Basics. Open only to pre-nursing students. (4)n.

Elementary treatment of basic microbiological principles. Lecture and laboratory. Half of the credits earned for this course is accepted toward a biology concentration.

167. Human Anatomy and Physiology I. Open to nonscience concentrators only with consent of instructor. (4)n.

Study of the structure and function of cells, tissues and four human body systems; emphasis on the integumentary, skeletal, muscular, and nervous systems. Lecture and laboratory. Designed for pre-nursing students. Half of the credits earned for this course is accepted toward a biology concentration.

168. Human Anatomy and Physiology II. BIO 167. Open to nonscience concentrators only with consent of instructor (4)n.

Study of the structure and function of the human endocrine, cardiovascular, digestive, excretory, reproductive, and respiratory systems. Lecture and laboratory. Designed for pre-nursing students. Half of the credits earned for this course is accepted toward a biology concentration.

191. Supervised Study. Two lab courses in the natural sciences and consent of instructor (1)n.

Work with a biology faculty member in a program of study designed to meet the needs of the student for an experience in the natural sciences. Intended for nonscience concentrators. Half of the credits earned for this course is accepted toward a biology concentration.

290. Scientific Communication. ENG 112; two core courses from BIO 111, 113, 326, 327, 328. (1).

Introduction to scientific literature, databases, and writing and oral presentation. Lecture/discussion.

299. Michigan Spring Flora. (4)

A field and laboratory course designed to acquaint students with the flowering plants of Michigan. Modern techniques of collecting, preserving, field and laboratory identifying, and determining local distribution. Lecture and laboratory. Not recommended for science majors.

300. Biological Illustration. Eight credits in biology or consent of instructor (3).

Photomicrography, macrophotography, and telephoto techniques, along with the production of drawings and graphs of publishable quality. Biological subjects and specific illustrative techniques are selected based on student interest. Lecture and laboratory.

302. Human Macroscopic Anatomy. BIO 111, 113; at least sophomore standing; or consent of instructor. (4).

Detailed study of the macroscopic structure of the human body, following a systems approach to the study of human anatomy. Lecture and laboratory.

[306. Biological Systematics. BIO 111, 113, 327; or consent of instructor (3).]

314. (250). The Evolution Controversy. A course in natural science, a course in philosophy or religion; or consent of instructor. (3)vi2.

Examination of the basis for the tensions in our society involving evolution and Christianity. His-
torical, philosophical, biblical, and scientific aspects of the controversy. Positive perspective taken toward both science and religion; ways of resolving the conflict explored. Lecture.

316. Anatomy and Morphology of Plants. BIO 111, 113; at least sophomore standing; or consent of instructor. (4).

Detailed survey of anatomical and morphological variation in the plant kingdom including ferns, fern allies, and seed plants. Stresses structure and function in the context of ecological adaptation. Lecture and laboratory.

319. Human Reproduction and Development. Eight credits in biology or consent of instructor (3).

Human reproductive anatomy and physiology; nervous and hormonal control of sex cell production, coitus, and menstruation. Fertilization, embryonic development, and birth. Contraception, abortion, and venereal disease. Lectures, discussions, and reference readings.

323. Statistical Packages. A course or approved background in probability or statistics; admission to the professional program in physical therapy or consent of instructor. (2).

Introduction to collection and interpretation of data utilizing computer technology. Value and utility of statistical tools and computer technology as a technical adjunct for critical inquiry and decision making in research and practice. Also listed as PTP 323 and SOC 323.

326. (211). Cell Biology. BIO 111, 113; CHM 140 or 160; or consent of instructor (4).

Biological systems from molecular to gross cell structure: such concepts as energy conversion, organization, growth, homeostasis, and cellular interactions. Examples from both animal and plant kingdoms. Lecture and laboratory.

327. (221). Ecology. BIO 111, 113; or consent of instructor. (4).

Study of the ecological interactions that determine the distribution and abundance of organisms. Includes evolutionary principles, abiotic and biotic limiting factors, population growth and regulation, community structure and change, and energy flow and nutrient cycling. Lecture and laboratory.

328. (261). Genetics. BIO 111, 113; CHM 140 or 160; or consent of instructor. (4).

Principles of inheritance from molecular through population levels. Gene action, cytoplasmic inheritance, parthenogenesis, mutation, and homeostasis. Lecture and discussion.

376. Economic Plants. BIO 103 or 111. (3).

Study of cultivated plants: economic, historical, and cultural perspectives. Plants used for ornamentals, dyes, perfumes, alcohol, and energy; emphasis on food and medicinal plants. Lecture and laboratory.

386. Plant Geography. GEO 150, 203, 304; BIO 111, 113, 327. (4).

Measurement and description of vegetation distributions, patterns, and processes; relationship to soils, drainage, climate and land use. Application of remote sensing, field verification and mapping techniques. Lecture and laboratory. Also listed as GEO 382.

403. (303). Introduction to Plant Pathology. BIO 111, 113, 326, 327, 328; or consent of instructor. (4).

Identification of diseases of plants caused by viruses, bacteria, fungi, nematodes. Processes of disease development, resistance, environmental influences and methods of control. Laboratory and field work emphasizing techniques for identification. Students required to investigate a specific pathogen. Lecture and laboratory.


Analysis of quantitative data from biological sources, using basic statistical procedures to elucidate biological phenomena. Mathematical derivations and probabilistic theory not stressed; emphasis on the selection and interpretation of statistical tests commonly used by biologists. Prior knowledge of statistics not necessary. Lecture and discussion. Also listed as HCR 402.


Evolutionary and developmental aspects of the gross structure of representative chordate animals. Lecture and laboratory.

409. (309,320). Lectures in Histology and Organology. BIO 111, 113, 326: admission to the professional program in physical therapy or concurrent enrollment in BIO 410. (3).

Microscopic structure and function of mammalian cells, tissues, and organs. Lecture. Also listed as PTP 413.

410. (310,320). Histology and Organology Laboratory. BIO 111, 113, 326; concurrent election of BIO 409; or consent of instructor. (2).

Identification of mammalian cells, tissues and organs. Laboratory.

412. (312). Developmental Biology. BIO 111, 113, 326, 328; or consent of instructor. (4).

Survey of the gross morphological, cellular, and molecular aspects of cellular differentiation and organismic development in multicellular eukaryotes. Emphasis on experimental approaches used to analyze eukaryotic development.
420. (321). Invertebrate Biology. BIO 111, 113, 327; or consent of instructor (4).

Functional morphology and biology of the major groups of invertebrate animals. Lecture and laboratory.

421. Mammalogy. BIO 111, 113, 327; or consent of instructor (4).

Study of the major groups of mammals; natural history, physiology, anatomy, and systematics of all living orders; North American mammals classified to family. Students are responsible for species identification from field and skull characters of most Michigan mammals. Labs in the field encompassing techniques commonly used in mammalogy; required trip to Detroit Zoo.

422. (322). Principles of Horticulture. BIO 111, 113, 326; or consent of instructor (4).

Biological study of horticultural plants including structure, metabolism, development, reproduction, and interaction with the horticultural environment. Includes identification, cultivation, propagation, and utilization of horticultural plants. Lecture and laboratory.

425. (325). Immunology. BIO 111, 113, 326, 328; or consent of instructor (3).

Physiology and chemistry of resistance to infection and responses to foreign biological substances of a potentially harmful nature. Includes natural immunity, antigen-antibody reactions, immunosuppression and tolerance, the complement system, hypersensitivity, immune deficiencies, autoimmunity, and tumor immunology. Applications include serology. Lecture. BIO 425 and BIO 485/PTP 414 cannot both be counted toward a Biology major.


Extensive study of the vertebrate endocrine system and its role in homeostasis with emphasis on mammals. Neuroendocrinology, receptors, and the structure and function of all the major endocrine organs. Lecture.

431. (331). Comparative Animal Physiology. BIO 111, 113, 326; or consent of instructor (3).

Detailed comparative study of invertebrate and vertebrate physiology with special emphasis on environmental and energy interrelationships. Lecture.

432. (332). Mammalian Physiology. BIO 111, 113, 326; or consent of instructor (4).

Detailed study of organ and organ-system function in mammals; emphasis on human function. Lecture and laboratory.

434. (334). Human Anatomy. BIO 111, 113, 326, 432; admission to the professional program in physical therapy; or consent of instructor (6).

Detailed study of the gross structure of the human body. Laboratory involves cadaver dissection. Lecture and laboratory. Also listed as PTP 410.


Biology of microorganisms with emphasis on prokaryotes and viruses. Lecture includes microbial anatomy, physiology, growth, genetics, control and medical aspects of host-parasite relationships. Lab work includes basic culture and identification techniques, medical and sanitary microbiology. Lecture and laboratory.

436. Applied and Environmental Microbiology. BIO 111, 113, 326, 328, 435. (3).

Metabolic abilities of microorganisms as vital components of all ecosystems and their extreme economic importance to man. Includes environmental microbiology and elemental cycling; water and waste-water treatment; microbiodegradation and biotransformation of compounds; industrial fermentation of foods, chemicals, and antibiotics; and genetic engineering. Lecture.


Introduction to the kingdom Fungi. Fungal physiology, growth, classification, and genetics. Role of fungi in the environment and their importance to man in causing some problems and solving others. Four credits with lab, three credits without.

438. Medical Bacteriology. BIO 111, 113, 326, 435; CHM 161, 162. (4).

Biology of medically significant prokaryotes. Morphology, growth characteristics, virulence factors, pathogenesis, and clinical presentation of bacterial diseases of major medical importance, as well as emerging pathogens. Host immune response, treatment, and prevention stressed. Laboratory exercises emphasize diagnostic techniques as well as virulence mechanisms. Lecture and laboratory.

443. (343). Limnology. BIO 111, 113, 327, and consent of instructor. (4).

Interactions of biotic communities with their physical and chemical environments examined in both natural and polluted lakes and streams. Lecture, lab, and field trips.

446. (346). Animal Behavior. PSY 201 or 200 with a grade of B (3.0) or better or BIO 111, 113, and 327. (4)n*/ar2.

Animal behavior studies through the use of comparative and ethological methods. Discussion of species-specific behaviors, ontogeny of behavior, motivation, perceptual processes, learning, social behavior, communication, and evolution. Lecture and laboratory. *Applied to the general education requirement in the Natural Sciences, except by some students whose concentration is in a psychology program. Also listed as PSY 310.
450. (350). Parasitology. BIO 111, 113, 328; or consent of instructor (4).

Study of the major groups of parasitic protists and animals, with particular emphasis on those infecting man and the higher vertebrates. Lecture and laboratory.

453. (353). Evolution and Adaptation. BIO 111, 113, 326, 327, 328. (3).

Fundamentals of plant and animal evolution. Includes genetics of populations, selection models, geographic variation, adaptation, population structure, mating systems, species concepts, and molecular evolution. Emphasis on evolutionary mechanisms in populations. Lecture.

454. (354). Laboratory Genetics. BIO 111, 113, 326, 328. (1).

Sampling of laboratory techniques for Mendelian genetics, population genetics, and molecular genetics in both plant and animal systems. Laboratory.


Examination of the principles underlying attempts to conserve biodiversity. Conservation values and ethics, global biodiversity, species conservation, community level conservation, and management and design of reserves.

461. (361). Plant Community Ecology. BIO 111, 113, 327; or consent of instructor (4).

Field course considering the community ecology and composition of the Michigan flora. Quantitative analysis and description of representative communities, succession and community dynamics, environmental factors affecting communities, and biogeographic affinities. Field trips include an overnight trip. Lecture and laboratory.


Growth, development, and maintenance of higher plants by the interaction of metabolic and physical processes. Emphasis on the physiology of plants at the organism level. Lecture for three credits; lecture and laboratory for four credits.

467. (367). Molecular Biology of Procaryotes. BIO 111, 113, 326, 328, 435; CHM 220 or 230; or consent of instructor (4).

Survey of the molecular biology of procaryotic organisms. DNA replication, DNA repair and recombination, and mechanisms regulating gene expression at the transcriptional and post-transcriptional levels; the interaction of these processes in complex phenomena such as ribosomal biosynthesis, cell division, and sporulation. Lecture and laboratory; laboratory focus on recombinant DNA methodologies.

468. (374). Molecular Biology of Eucaryotes. BIO 111, 113, 326, 328, 435; CHM 220 or 230; or consent of instructor BIO 467 recommended. (4).

Survey of the molecular biology of eucaryotic organisms. DNA replication, DNA repair and recombination, DNA rearrangements, and mechanisms regulating gene expression; the interaction of these processes in complex phenomena such as signal transduction, cell cycle control, cell differentiation, and cancer. Lecture and laboratory; laboratory includes mammalian cell culture and expression of cloned genes in mammalian cells.

470. (370). Clinical Embryology. BIO 111, BIO 434/PTP 410; admission to the professional program in physical therapy or consent of instructor (1).

Lecture and discussion of human embryology with an emphasis on the causes of congenital malformations. Also listed as PTP 361.


Genetic aspects of human health and disease. Genetic counseling, pedigrees, quantitative traits, cytotgenetics, immunogenetics, cancer genetics, and human evolution. Recent advances in the application of molecular methods to human genetic diseases. Lecture.

475. (375). Biology of Aging. BIO 111, 113, 326, 328, 432. (3).

Biological changes associated with aging at the molecular, cellular, tissue, organ and individual level. Lecture.

480. (380). Field Biology. BIO 111, 113, 327; consent of instructor (4).

Studies of individuals, populations and communities of the Great Lakes area with emphasis on field identification of vascular plants, amphibians, reptiles and birds. Organismal adaptations, habitat preferences, behavior, life history and biotic interactions; introduction to the biology/ecology of amphibians and reptiles. Classes consist of day-long field trips, one evening field experience and a term-ending week-long field excursion to Michigan’s upper peninsula.

481. (381). Field Studies in Biology. BIO 111, 113, 327; consent of instructor. (4).

Lectures on, and individual study of, the flora, fauna, and geology of a selected area of the country, culminating in a field trip to that region. Each student is given a special problem to investigate. Lecture and laboratory.

482. (382). Neuroscience. BIO 111, 113, 326, 432, BIO 434/PTP 410; admission to the professional program in physical therapy or consent of instructor (3).

Principles of neuroanatomy and neurophysiology as a foundation course for physical therapy students. Also suitable for other students wishing a solid framework for understanding the structure and function of the nervous system. Lecture and laboratory. Also listed as PTP 412.
In-depth examination of selected topics of special interest to biologists. Course content, format and prerequisites vary with the topic presented.

484. (384). Biology of Birds. BIO 111, 113, and 327 or equivalent, and consent of instructor (4).
Introduction to ornithology with emphasis on field identification of the birds of southern Michigan. Field trips to a variety of habitats in the region. Laboratory study of morphology; additional identification using 35 mm slides and recorded bird songs. Lectures and readings on aspects of the anatomy, physiology, evolution, ecology and behavior of birds.

485. (385). Pathology. BIO 111, 113, 326, 432; admission to the professional or post-professional program in physical therapy or consent of instructor (3).
Human structural and functional disorders primarily related to physical therapy. Lecture. Also listed as PTP 414. BIO 425 and BIO 485/PTP 414 cannot both be counted toward a Biology major.

488. (388). Systematic Botany. BIO 111, 113, 327; or consent of instructor (4).
Identification, classification, and phylogeny of vascular plants. Includes nomenclature, principles of systematics, contemporary methods, sources of systematic evidence, collection techniques, and historical review of plant classification systems. Field trips. Lecture and laboratory.

490. (390). Co-op Experience. Acceptance into the Biology Department's Co-op Program; completion of the core courses (BIO 111, 113, 326, 327, 328); consent of the faculty ad hoc Co-op Committee. (1-3).
Research-oriented workplace experience. Each student must work with a faculty advisor to supervise the co-op experience. Written report and oral presentation or poster session of research activities. May be reelected to a maximum of 6 credit hours for different experiences. Credit in BIO 490 and 491 may not exceed a combined total of 6. Not open to students in the Honors Program in Biology.

Individual work for qualified students involving search of original sources in the literature, preparation of abstracts, and examination of material. Problems may involve special techniques, field problems, and morphological or physiological studies. May be reelected to a maximum of 4 credits.

492. (394). Teaching Practicum in Biology. Completion of biology core curriculum (BIO 111, 113, 326, 327, 328) and consent of supervising instructor. (1-2).
Teaching experience in a supervised college laboratory or field setting. Students are assigned to a specific course, based on interest and experience. Involves supervision of one or two lab sections per week, lab preparation, and participation in weekly discussion sessions. May be repeated to a maximum of 2 credits.

493. (398). Honors Research Methods. Consent of Department Chair Open only to Honors Program students in biology. (1).
Specific field and/or laboratory methods selected for study with student’s University of Michigan-Flint faculty supervisor. Basis for selection determined by the student’s proposed program of off-campus research.

494. (399). Honors Independent Research. Prior or concurrent election of BIO 493; consent of Department Chair Open only to Honors Program students in biology. (1).
Specific research to pilot the experiments to be performed during student’s program of off-campus research.

495. Honors Thesis I. BIO 494; consent of Department Chair Open only to Honors Program students in biology. (4).
Credit and grade for BIO 495 are not given until successful completion of BIO 496. Also listed as HON 495.

496. Honors Thesis II. Prior or concurrent election of BIO 495 and consent of Department Chair Open only to Honors Program students in biology. (4).
Also listed as HON 496.

Chemistry (CHM)

556 William R. Murchie Science Building
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Chair: Dr. Robert W. Stach
Principal Secretary: Kristin Nordstrom
Supervisor of Equipment and Chemical Stores: Todd J. Toulouse

Professors Virgil W. Cope, Robert M. Kren, Robert W. Stach; Associate Professor Jadwiga (Dotie) Sipowska; Assistant Professor Richard W. Frazier; Lecturers Pamela J. Coffin, Michael D. Gebler, Marina Ionina-Prasov.

Professor Emeritus: Dr. Harry H. Blecker

Chemistry is unique among the natural sciences, because it has its own special viewpoint for examining matter and the changes that matter undergoes. The study of chemistry can prepare you for a career in chemistry or for further work in chemistry-related areas, such as materials science, one of the biomedical sciences, bioengineering,
chemical engineering, food science, pharmacology, toxicology, oceanography or marine science. You may also use an education in chemistry to pursue admission to medical, dental, osteopathic or veterinary school or professional studies in other health-related areas. If you have a specific career goal, you should carefully read our offerings and choose the one that is right for you.

The American Chemical Society through its Committee on Professional Training has certified three of our options: Chemistry (Option A), Biochemistry (Option B), and Environmental Chemistry (Option C). The address for the American Chemical Society is 1155 Sixteenth Street, N.W., Washington, DC 20036; phone (202) 872-4589.

The Department adheres to the use of letter grades and their descriptions as set forth in the College of Arts and Sciences section of the Catalog. It should, however, be understood that the Department attaches the following advisory meanings to grades: “A,” approved without reservation for further work in the subject; “B,” approved for further work; “C,” or “P,” capable of further work; “D,” unready for further work; “E” or “N,” not accepted for further work. Students should be advised that two grades of “C-” or worse in the progression of prerequisite courses leading to a particular course at the 300+ level will result in a Departmental review and possible refusal of admission to that course.

Programs in Chemistry

Four concentration programs are offered: the General Program in Chemistry with Option A, B, C or D (Bachelor of Science), the Honors Program in Chemistry (Bachelor of Science), the General Program in Chemistry (Bachelor of Arts), and the Teacher’s Certificate Program in Chemistry (Bachelor of Arts). A Minor and a Teacher’s Certificate Minor in Chemistry are also available.

The department also offers two-year programs in Pre-Pharmacy, Pre-Medicinal Chemistry, and Pre-Pharmaceutical Sciences. (See “Pharmaceutical Studies Information.”)

General Program in Chemistry
(Bachelor of Science)

Four options are available. Selection of an option should be made to correspond with your future plans. Each option is designed to meet particular career and/or graduate study needs. In addition, if you plan to seek American Chemical Society certification, you should examine those requirements, listed after Options A, B and C below.

Area Options. An area option in analytic reasoning is automatically satisfied by required courses. For the second area option, a foreign language, especially German, Japanese or Russian, is recommended.

Requirements.

B. MTH 121, 122, 222.
C. CSC 121, CSC 175 or 271.
D. PHY 243, 245.
E. Completion of Option A, B, C or D, described below.
F. CHM 499 strongly recommended.
G. Additional coursework to satisfy UM-Flint graduation requirements and to bring the total to a minimum of 124 credits with 33 or more credits in courses numbered 300 or above.

Option A

The student who plans to continue the study of analytical, inorganic, organic or physical chemistry at the graduate level or prepare for professional work as a chemist in industry or government should consider selecting Option A.

Requirements, Option A.

A. CHM 350, 440, 441, 460, 461, 470, 471 (1 credit); two of the following for a minimum of five credits: CHM 430, 432, 492.
B. One from: CSC 275; MTH 305, 357, 372, 374.

American Chemical Society Certification, Option A

The student who wishes to be recommended for certification by the American Chemical Society in Option A, as having met the minimum standards set forth by the Committee on Professional Training, must complete the following courses:

A. All courses listed as Requirements, Option A.
B. At least two advanced courses, one chosen from CHM 450 or 492, and one chosen from CHM 390 or 499.

Option B

The student who expects to accept an entry-level position in any area requiring knowledge of biological chemistry, or to do graduate study in biochemistry, other areas of biomedical science (pharmacology/toxicology, physiology, cell and/or molecular biology, molecular genetics, immunology, microbial physiology, agricultural (bio)chemistry/plant science, food science, or human nutrition) may be best served by completing Option B. The student who intends to do professional study in medicine (human, osteopathic, veterinary) or dentistry may elect to complete either Option B or the Bachelor of Arts degree in Chemistry.

Requirements, Option B.

A. CHM 370, 442, 450, 451, 452, 453.
B. BIO 111, 113, 326 or 328.
C. Other recommended courses: BIO 425, 431, 432, 435, 450, 464, 467, 472.
American Chemical Society Certification, Option B

The student who wishes to be recommended for certification by the American Chemical Society in Option B (Biochemistry), as having met the minimum standards set forth by the Committee on Professional Training, must complete the following:

A. All courses listed as Requirements, Option B.

B. CHM 371, 499 (1 credit).

Option C

For the student who anticipates a career in environmental analysis or environmental quality monitoring or who plans graduate study in such areas as geochemistry, chemical oceanography, environmental chemistry, environmental or wildlife toxicology, or atmospheric chemistry, Option C would be a good choice.

Requirements, Option C.

B. BIO 111, 113; GEO 150 or 151.
C. A course, chosen in consultation with the advisor, from: BIO 326, 327; GEO 282, 331, 340, 365.

American Chemical Society Certification, Option C.

The student who wishes to be recommended for certification by the American Chemical Society in Option C, as having met the minimum standards set forth by the Committee on Professional Training, must complete the following:

A. All courses listed as Requirements, Option C.

B. CHM 371, 499 (1 credit).

Option D

The student who plans to do graduate study in chemical engineering or materials science or to pursue a career in chemical technology or process chemistry might do well to consider Option D.

Requirements, Option D.

A. CHM 380, 304 or 381, 440 or 442 or 444, 460, 461 or 485.
B. One from MTH 305, 372, 374, or a working knowledge of an advanced computer language, demonstrated either by coursework or by a placement examination.
C. For the student interested in materials science, twelve credits chosen from CHM 304, 391, 430, 432; EGR 280, 291 (for a maximum of 2 credits), 305. For the student leaning more toward process chemistry, twelve credits chosen from CHM 304, 391; EGR 340, 353, 355, 365, 395.

Honors Program in Chemistry (Bachelor of Science)

Area Options. An area option in analytic reasoning is automatically satisfied by required courses. A second area option in foreign language is required by the University Honors Scholar Program; the Chemistry Department recommends German, Japanese or Russian.

Requirements.

A. Completion of the requirements for one of the Chemistry Bachelor of Science options, A, B, C or D.
B. In the year prior to the off-campus research experience, completion of CHM 299 (3 credits) with the student’s departmental research advisor.
C. During the year after the off-campus research experience, CHM 495 and 496.
D. Completion of all requirements of the University Honors Scholar Program.

Prospective Honors Concentration Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Chemistry Department’s Honors Concentration Program. See the departmental honors advisor or the Honors Program Director for this information.

General Program in Chemistry (Bachelor of Arts)

The Bachelor of Arts in Chemistry is designed for students who want to gain a general background in chemistry, prepare themselves for entry into medical, dental, osteopathic or veterinary school, or make use of the science of chemistry in their careers. It is not intended for students preparing to be professional scientists or planning to enter graduate study in any of the chemical sciences. Typical career tracks for someone with a B.A. degree in Chemistry might involve health care, scientific writing, library science/chemical literature, journalism, patent law, sales for a technical corporation, or industrial marketing/management, or the pursuit of an advanced degree in fields such as business administration, library science or law.

Area Options. An area option in analytic reasoning is automatically satisfied by required courses. A second area option in foreign language is required in all B.A. programs; the Department recommends German, Japanese or Russian.

Requirements.

B. Advanced courses (10 credits). CHM 310, 340, 341, 366, 367 (1 credit), 410.
C. Advanced electives (7-10 credits). One of the following four groups:
1. CHM 367 (1 additional credit), 380, 381, 382.
2. CHM 440 or 442 or 444, 441, 460, 461 or 485.
3. CHM 368, 430, 432, 471 (1 credit).
4. CHM 450, 451, 452, 453.

D. Mathematics (12 credits). MTH 121, 122, 222.

E. Cognate science courses (24-32 credits). Two of the four sequences below; plus three additional courses, for a minimum total of 8 credits, in one or more of the areas and with the chosen courses as prerequisites.
1. BIO 111, 327; or BIO 111, 113, 326.
2. GEO 150, 151.
3. PHY 243, 245; or PHY 143, 145.
4. CSC 121, 175, 275.

Teacher’s Certificate Program (Bachelor of Arts)

This program is designed for the student who plans to teach chemistry in a secondary school.

Area Options. An area option in a foreign language is required. An area option in analytic reasoning is automatically satisfied by required courses.

Requirements.


B. Advanced courses (25-29 credits). CHM 302, 310, 340, 341, 350*, 366, 367 (1 credit), 370, 371, 380, 381, 410. Completion of one of the following groups of courses, chosen in consultation with the advisor: CHM 441, and 440 or 442 or 444; CHM 430,432; CHM 450*, 451, 452, 453; CHM 460, 461.

*The student who chooses the CHM 450 series of courses will not enroll in CHM 350.

C. Mathematics (12 credits). MTH 121, 122, 222.

D. Cognate science courses (8-10 credits). PHY 243, 245 or PHY 143, 145.

E. EDU 364, or equivalent.

F. EDU 364. EDU 340 strongly recommended.

G. Three additional courses, for a minimum of 8 credits, in chemistry, computer science, physics or mathematics with appropriate courses from above or elsewhere as prerequisites, chosen in consultation with the advisor. Courses from H, below, may be used to satisfy this requirement.

H. One or more of the following: BIO 301, CSC 175, MTH 375, PSY 301, SOC 215.

I. Involvement in the teaching of chemistry at UM-Flint, for at least three semesters. Such involvement may take the form of enrollment in a directed readings course (CHM 390, one credit per election, and a maximum of one election) approved for this purpose, participation in a teaching internship/practicum (CHM 364, one credit per election, and a maximum of three elections), or employment as a student assistant (CHM 364, zero credits per election, and a maximum of two enrollments) depending on departmental availability.

J. A grade point average of at least 2.75 in all chemistry courses taken at UM-Flint.

Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs” printed in the Department of Education section of this Catalog.

Minor in Chemistry

Requirements.

A. Completion of the general and organic chemistry sequences, with laboratories.

B. Completion of one of the following groups: CHM 340; CHM 366, 367 (1 credit); CHM 380, 381; CHM 382 and an appropriate laboratory course; CHM 430, 432; CHM 450, 451.

C. A minimum of eight credits of chemistry at the 200-level or above taken at UM-Flint.

D. A minimum 2.5 GPA in all UM-Flint chemistry courses.

Teacher’s Certificate Minor

Requirements.


B. Completion of one of the following groups: CHM 340, 341; CHM 366, 367 (1 credit); CHM 380, 381; CHM 430, 432; CHM 450, 451.

C. A minimum of eight credits of chemistry at the 200-level or above taken at UM-Flint.

D. A minimum 2.75 GPA in all UM-Flint chemistry courses.

E. The student must become involved in the teaching of chemistry at UM-Flint, for at least one semester. Such involvement may take the form of enrollment in a directed readings course (CHM 390, for one credit) approved for this purpose, participation in a teaching internship/practicum (CHM 364, for one credit), or employment as a student assistant (CHM 364, zero credits), depending on departmental availability.
Courses in Chemistry

130. Chemistry and Society. *(3)n*.
Introductory course designed for the non-science concentrator, providing basic understanding of the principles of chemistry and how these relate to such diverse topics as energy, natural resources and nutrition. *CHM 130 and 131, together are applicable to the natural science general education requirement. Applies neither as a CHM 160 prerequisite nor toward a concentration in chemistry; students who continue in chemistry are required to pass placement test. Graded ABCD>N.

131. Basic Chemistry Laboratory. Prior or concurrent election of CHM 130. *(1)n*.
Laboratory experiments to accompany CHM 130. Three hours of discussion and laboratory weekly. *CHM 130 and 131, together are applicable to the natural science general education requirement. Graded ABCD>N.

140. Fundamentals of Chemistry. MTH 090 or equivalent. *(3)*.
Introduction to basic theories and methods of chemistry. Three hours lecture weekly. For students in fields not requiring CHM 160-162, and to prepare for CHM 160. Does not apply to a concentration in chemistry.

150. General Chemistry for Health Sciences. MTH 090. *(3)n*.
Introduction to chemical principles with an emphasis on application to health sciences. Topics include bonding, molecular structure, reactions, gases and solutions. *CHM 150 and 151, together are applicable to the natural science distribution requirement.

151. Chemistry Laboratory for Health Sciences. Prior or concurrent enrollment in CHM 150. *(1)n*.
Laboratory experiments to demonstrate chemical principles and scientific reasoning with emphasis on application to health sciences. *CHM 150 and 151, together are applicable to the natural science distribution requirement.

160. Principles of Chemistry I. CHM 140 with a grade of C (2.0) or better, or a minimum score on chemistry placement examination and high school chemistry; prior or concurrent election of MTH 120 or higher *(3)n%/ar2.
Selected principles and theories, including atomic and molecular structure, stoichiometry, thermodynamics, organic structures. Three hours lecture, plus one hour additional instruction weekly. *CHM 160 and 161, together are applicable to the natural science general education requirement.

161. General Chemistry Laboratory. Prior or concurrent election of CHM 160. *(1)n*.
Experiments and procedures to illustrate principles of chemistry. Four hours lecture and laboratory weekly. *CHM 160 and 161, together are applicable to the natural science general education requirement.

Selected principles and theories, including chemical kinetics, equilibria, acid-base theories, thermodynamics, electrochemistry, and organic structures. Three hours lecture weekly. *CHM 162 and either 163 or 165, together are applicable to the natural science general education requirement.

163. Introduction to Quantitative Analysis Laboratory. CHM 161, prior or concurrent election of CHM 162. *(2)n*.
Gravimetric, titrimetric and introductory instrumental methods of analysis. One hour lecture and three hours laboratory weekly. *CHM 162 and 163, together are applicable to the natural science general education requirement.

164. Problem Solving for Principles of Chemistry I. Concurrent election of CHM 160. *(1)*.
Approaches to problem solving in chemistry with an emphasis on applications in CHM 160. Strongly recommended for students with a C+ grade or lower in CHM 140, repeating CHM 160, or needing extra assistance.

165. Introductory Quantitative Analysis Laboratory II-Honors. CHM 161, prior or concurrent election of CHM 162, consent of instructor *(2)n*.
Honors intermediate quantitative analysis. Introduction to instrumental analysis. Spectrophotometry; electrochemical methods; synthesis; kinetics measurements. One hour lecture and three hours laboratory weekly. *CHM 162 and 165, together are applicable to the natural science general education requirement.

166. Problem Solving for Principles of Chemistry II. Concurrent election of CHM 162. *(1)*.
Approaches to problem solving in chemistry with an emphasis on applications in CHM 162. Strongly recommended for students with a C+ grade or lower in CHM 160, repeating CHM 162, or needing extra assistance.

Fundamentals of organic chemistry with emphasis on nomenclature and class reactions. Minimal use of organic reaction theory. Does not meet the organic chemistry requirements of any chemistry concentration option or of medical, dental, and pharmacy schools, graduate and other programs. Three hours lecture weekly.
230. **Organic Chemistry I. CHM 162. (3).**
Preparation and reactions of aliphatic and alicyclic compounds; stereochemistry; structure and reactivity of major functional groups. Appropriate for chemistry majors, students concentrating in the natural sciences, and pre-medical, pre-dental, pre-veterinary and pre-pharmacy students. Three hours lecture weekly.

231. **Organic Chemistry Laboratory I. CHM 162 or 165, prior or concurrent election of CHM 220 or CHM 230. (1).**
Elementary organic synthetic methods; introduction to separation and analysis by thin layer, column and gas-liquid chromatography. For chemistry majors, students concentrating in the natural sciences, and pre-medical, pre-dental, pre-veterinary and pre-pharmacy students. Four hours recitation/laboratory weekly.

232. **Organic Chemistry II. CHM 230. (3).**
Preparation and reactions of aromatic compounds; spectroscopy; structure and reactivity of major functional groups; heterocyclic compounds. Appropriate for chemistry majors, students concentrating in the natural sciences, and pre-medical, pre-dental, pre-veterinary and pre-pharmacy students. Three hours lecture weekly.

233. **Organic Chemistry Laboratory II. CHM 231, prior or concurrent election of CHM 232. (4).**
Intermediate organic synthesis methods; introduction to spectroscopy. For chemistry majors, students concentrating in the natural sciences, and pre-medical, pre-dental, pre-veterinary and pre-pharmacy students. Four hours laboratory weekly.

299. **Supervised Chemical Research. CHM 162, CHM 163 or 165, consent of instructor (1-3).**
Original chemical research problems for sophomore and junior level students. Problems are pursued in consultation with the directing faculty member. May be reelected to a maximum of four credits.

302. **Laboratory Safety. CHM 162, 163. (1).**
Causes and prevention of accidents. Chemical, biological and radiation hazards of materials. Hazard analysis, accident investigation, safety programs and safety education. Use and design of safety equipment, storage facilities and laboratory facilities.

304. **Safety Management. CHM 162, prior or concurrent election of CHM 302. (1).**
Storage and control of hazardous materials, hazard communication, chemical hygiene plans, hazardous waste management, emergency response and industrial safety programs.

310. **Introduction to Professionalism in Chemistry. At least junior standing, declared concentration in chemistry. (1).**
Introduction to research. Documentation, technical writing and oral presentation. History of chemistry. Searching the literature of chemistry. Professionalism and ethical behavior in the chemical sciences. Students will present a brief seminar. One 90-minute lecture/discussion meeting weekly.

340. **Physical Chemistry I. CHM 162, MTH 122, PHY 145 or 245. MTH 222, concurrent election of CHM 342 strongly recommended. (3).**
First of two-term sequence CHM 340/440 building on CHM 160/162. Rigorous mathematical theory of classical thermodynamics; applications to non-electrolyte and electrolyte solutions, phase equilibria, and chemical equilibria; introduction to modern statistical thermodynamics.

341. **Physical Chemistry Laboratory I. CHM 163 or 165, prior or concurrent election of CHM 340. (1).**
Measurements of physical properties of solids, liquids, gases; phase equilibria; molecular spectra; intermediate kinetic measurement; calorimetry. One hour lecture and three hours laboratory weekly.

342. **Problem Solving for Physical Chemistry I. Concurrent election of CHM 340. (1).**
Mathematical approaches to problem solving with an emphasis on CHM 340. Strongly recommended for those students needing extra assistance with this type of approach to problem solving.

350. **(250). Fundamentals of Biochemistry. Prior or concurrent election of CHM 220 or 230. (3).**
Biomolecules - proteins, lipids, carbohydrates, nucleic acids - structure and function; structure, properties and forces in aqueous solutions, buffers; enzyme kinetics, regulation, mechanisms; energetics - thermodynamics, electron transport, oxidative phosphorylation; metabolism. Three hours lecture weekly. Intended for science or engineering students who need an introduction to biochemistry. This course, alone or in combination with CHM 220 or 230, does not meet the requirements of any chemistry concentration option nor of medical, dental and pharmacy schools, graduate and other programs that specify one year of organic chemistry.

364. **Teaching Practicum in Chemistry. Consent of Department Chair. (0-1).**
Teaching experience in supervised college chemistry laboratory. Students are assigned to specific course, based on experience and interest, and participate in pre-laboratory preparations, supervision of experimentation, revision of experiments, and pre-laboratory lectures. Students preferring employment should enroll for 0 credits for a maximum of 2 enrollments. May be repeated for a maximum of three credits.
366. Analytical Chemistry. CHM 232. (3).
Ionic equilibria, electrochemistry, and their application to chemical analysis. Advanced separation techniques, including GLC and HPLC, electrochemical analysis, and spectroscopic analysis.

367. Analytical Chemistry Laboratory. CHM 233, prior or concurrent election of CHM 366. (1-2).
Advanced quantitative volumetric analysis; electrochemical methods of end point determination; atomic absorption analysis; intermediate level use of chromatographic and spectroscopic methods of analysis. One or two four-hour laboratories weekly. May be re-elected to a total of two credits.

Proton NMR, 13-C NMR, infrared, and mass spectra of organic compounds. Uses of spectra to identify compounds. Three hours lecture weekly, beginning the fifth week of classes, ending the tenth week.

370. Intermediate Inorganic Chemistry. CHM 162, prior or concurrent election of CHM 340, or a college-level physics course. (3).
Modern overview of the descriptive chemistry of the elements, emphasizing structures, oxidation/reduction, periodicity, and the application of bonding theories to chemical structure and reactivity. Three hours lecture and discussion weekly.

371. Intermediate Synthesis Laboratory. CHM 233, prior or concurrent election of CHM 370. (1).
Preparation, isolation and characterization of different types of inorganic compounds. One four hour lab weekly.

380. (280). Environmental Chemistry. CHM 162; a course in organic chemistry (3).
Chemistry of air and natural water systems. Atmospheric origin and reactions; photochemical reactions of small molecules; solubility in natural water; pH of natural water; oxidation-reduction reactions. Also listed as ENV 380.

381. Environmental Analytical Chemistry Laboratory. CHM 163, prior or concurrent election of CHM 380. (1).
Analysis of environmentally important substances including DO, BOD, COD, metals, organics, and air pollutants.

382. Environmental Toxicology. CHM 250 or 450. (3).
Strategies used to assess chemical toxicity. Assessment of toxicity. Common test systems. Factors influencing the fate of chemicals in the environment, including chemical and physical factors, partitioning and metabolism by organisms.

Directed study of a topic in chemistry under the supervision of a faculty member. May be re-elected to a maximum of four credits.

Project-oriented workplace experience, designed by both the company and the department to further the education of the student. Written report of activities required at the end of each semester of enrollment. May be re-elected to a maximum of eight credits.

410. (490). Senior Seminar in Chemistry. CHM 310, senior standing, declared concentration in chemistry. (1).
Each student makes an in-depth presentation of a topic of current activity in chemistry, presents a poster of the seminar, attends presentations made by other speakers, and takes a test covering general chemistry, organic chemistry, analytical chemistry, physical chemistry, and the particular option of concentration at the end of the semester. One 90 minute presentation/discussion meeting weekly.

Advanced topics in organic chemistry, including reactive intermediates, heterocycles, advanced stereochemistry, organometallic chemistry, and the investigation of reaction mechanisms. Structure and reactivity discussed in terms of molecular orbital theory. Three hours lecture weekly.

432. Polymer Chemistry. CHM 232; prior or concurrent election of CHM 440 or 442. (3).
Classes of polymers; their preparation, structure, uses, and chemical and physical properties. Three hours lecture weekly.

440. Physical Chemistry II. CHM 340, PHY 245; concurrent election of CHM 446 strongly recommended. (3).
Second of two-term sequence CHM 340/440, building on CHM 160/162. Use of the Schrodinger Equation to solve exactly a series of important chemical problems including the hydrogen atom, the rigid rotor, and the harmonic oscillator. Valence-bond and molecular orbital theories of chemical bonding; introduction to group theory. Advanced spectroscopy, including transition probabilities, normal vibrational modes, and photoelectron spectroscopies introduced and used to deduce molecular structure; modern theories of fundamental reaction rates.

441. Physical Chemistry Laboratory II. CHM 341; prior or concurrent election of CHM 440. (1).
Continuation of CHM 341. Student works with the instructor in designing and implementing experiments in physical chemistry. One hour lecture and three hours laboratory weekly.
442. Biophysical Chemistry. CHM 340; PHY 245. (3).
   Chemical kinetics, including gas and solution phases, enzyme and surface reaction kinetics. Principles of quantum mechanics and spectroscopy. Biochemical spectroscopy and physical chemistry of macromolecules. Four hours lecture weekly for first seven weeks of the semester, two hours of lecture for the remaining seven weeks.

444. Physical Chemistry II, Environmental. CHM 340, 380, 382; PHY 245. (3).
   Chemical kinetics, including gas and solution phases, enzyme and surface reaction kinetics. Principles of quantum mechanics and spectroscopy. Environmental modeling and structure/toxicity relationships. Four hours lecture weekly for first seven weeks of the semester, two hours lecture for the remaining seven weeks.

446. Problem Solving for Physical Chemistry II. Concurrent election of CHM 440, 442, 444. (1).
   Mathematical approaches to problem solving with an emphasis on CHM 440, 442, 444. Strongly recommended for those students needing extra assistance with this type of approach to problem solving.

450. Biochemistry I. CHM 232, BIO 326 or 328. (3).

451. Biochemistry Laboratory I. CHM 233; prior or concurrent election of CHM 450. (2).

452. Biochemistry II. CHM 450. (3)n.
   Continuation of CHM 450. Biosynthesis of carbohydrates, lipids, proteins and nucleic acids. Expression and transmission of genetic information. Three hours lecture and discussion weekly.

   Continuation of CHM 451. Isolation and characterization of nucleic acids. Examination of cellular metabolism. Eight hours recitation/laboratory weekly.

456. Biochemistry of Human Form and Function. A semester (3 credits) of sophomore-level organic chemistry (e.g. CHM 220). Open only to students with an undergraduate nursing degree. (3).
   Examination of protein structure and organization with special emphasis on body tissues. Effects of physical influences on tissue structure and function. Builds upon knowledge of biomolecules presented in CHM 220.

   Advanced electrochemical analyses, including pH measurements, polarography, and conductance methods. Theory of spectroscopic analyses, including NMR, electron paramagnetic resonance, ultraviolet, visible, infrared, and Raman. Two hours lecture and discussion weekly.

461. Advanced Analytical Chemistry Laboratory. CHM 341, 367; prior or concurrent election of CHM 460. (1).
   Advanced methods of instrumental, spectroscopic, and chromatographic methods of analysis. One four-hour laboratory weekly per credit. May be reelected for a total of two credits.

470. Advanced Inorganic Chemistry. Prior or concurrent election of CHM 440 or 442 or 444. (3).
   Modern theories of the structure of inorganic compounds and the mechanisms of inorganic reactions. Periodic and group relationships as related to atomic structure. Three hours lecture and discussion weekly.

   Preparation, isolation, and characterization of different types of inorganic and organic compounds using a variety of modern techniques. One four hour lab weekly. May be reelected, to a maximum of four credits.

485. Advanced Environmental Analysis. Prior or concurrent election of CHM 460. (1).
   Advanced experiments in environmental analysis which require sampling, sample preparation, and chemical analysis.

492. Advanced Topics in Chemistry. (1-3).
   Topic selected for each offering, based on recent advances in chemistry. One hour of lecture and discussion weekly for each credit. May be reelected to a total of eight credits.

495. Honors Thesis I. Consent of Department Chair. Open only to Honors Program students in chemistry (4).
   Credit and grade for CHM 495 is not given until successful completion of CHM 496. Also listed as HON 495.

496. Honors Thesis II. Prior or concurrent election of CHM 495 and consent of Department Chair. Open only to Honors Program students in chemistry. (4).
   Also listed as HON 496.

499. Chemical Research. Minimum GPA of 2.5 in all chemistry courses taken at UM-Flint; consent of instructor. (1-3).
   Original chemical research problems chosen and pursued in consultation with the directing faculty member. Written report required.
Graduate Courses in Chemistry

551. Biochemistry for Anesthetists. A semester of sophomore level organic chemistry (e.g. CHM 220), admission to the graduate program in anesthesia. (2).

Relationships involving basic biochemical principles and anesthetic agents used in a clinical setting. Focus on the biological effects of anesthetic agents at the molecular level. Also listed as ANE 551.

556. Biochemistry of Human Form and Function. Graduate standing; a semester (3 credits) of sophomore-level organic chemistry (e.g. CHM 220). Open only to students with an undergraduate nursing degree or with consent of instructor (3).

See CHM 456 for description. Not open to students with credit for CHM 456.

Communication (COM)

526 David M. French Hall
(810) 766-6679
FAX (810) 766-6834
Website:

Chair: Lauren Friesen, Interim
Internship Director: Carol Taylor

Associate Professor Charles G. Apple; Assistant Professor Anthony D. McGill, Amy Sarch; Lecturer Dorothy Filak; Adjunct Lecturers Stanley Blood, Carol Chaney, Lolita Hendrix, Phyllis Sykes, Carol Taylor, Dorma Ullrich.

One of the original liberal arts, communication investigates how individuals, businesses and organizations share information, beliefs and values, both in person and through the media. From the development and maintenance of good interpersonal relationships at home and work to the criticism of political debates, the curriculum offers a wide perspective of the process of communication. The study of communication, in addition to preparing students for careers in one of the communication professions, should be of interest and value to students of every discipline, since effective communication is a basic life and career skill.

For further information on the program, students should contact the department.

Programs in Communication

Three concentration programs are offered, all leading to the Bachelor of Arts degree: the General Program in Communication, the Honors Program in Communication, and the Teacher’s Certificate Program in Speech. Within the concentration, students elect courses from areas of emphasis in general communication, organizational communication, or mass communication. A Minor in Communication and a Teacher’s Certificate Minor in Speech are also available.

General Program in Communication

The concentration in communication is designed to provide the student with a broad, liberal arts perspective of communication as a fundamental human process. Therefore, students who choose to concentrate in communication are required to develop a strong theoretical background in the processes of communication at the organizational/interpersonal and mass communication levels before specializing in any one area of interest.

Prerequisites. Although any student may take courses in communication, students wishing to elect a major or minor must demonstrate a basic proficiency in the field by completing the following courses before being admitted to the program:

A. COM 200; COM/THE 204 or 210.

B. ENG 112 and one additional course (3 credits) in expository writing (ENG 338, 339, 340, or 252).

Area Options. One of the two required area options must be in a foreign language.

Requirements. A student majoring in communication is required to take 40 hours at the 200 level or above and twelve hours in a cognate. These hours are to be distributed as follows:

A. Basic theory and application (9 credits). COM 200, 281; COM/THE 204 or 210.

B. Advanced theory (16 credits). COM 300, 301, 320, 428; COM/THE 304.

C. Application of theory (3 credits). One from: COM 390, 392 or 398.

D. Area of emphasis. Nine credits in one area below:

1. General Communication. COM 331 or 381; two additional from: COM 262, 331, 363, 381, 382; COM/LIN 231; COM/LIN/WGS 284; COM/THE 204.


E. Advanced expository writing; One from: COM 225, 324; ENG 252, 340, 345; ENG/COM 338.

F. Cognate. To increase the student’s ability to understand and apply communication theory, and to see its interdisciplinary nature, a block of courses outside the Communication program, fulfilled in any of the following ways:

1. Four courses (12 credits), chosen with the approval of the students advisor, in one or more other disciplines.

2. A minor.

3. A second major.
Honors Program in Communication

The Honors Program in Communication is designed for the student who has completed the Freshman/Sophomore Honors Program and wishes to continue that program in the field of communication.

Prerequisites.

A. COM 200; COM/THE 204 or 210.
B. Two courses from COM 241, 261, 281.

Area Options. One of the two required area options must be in a foreign language, as stated in the University Honors Scholar Program.

Requirements.

A. Completion of all requirements for the General Program in Communication, including COM 300 and 428.
B. COM 390, Independent Research (3 credits).
C. HON 495 and 496, Honors Thesis I and II (4 credits each).
D. Completion of all requirements of the University Honors Scholar Program.
E. Completion of a minimum of 120 credits including the general education requirements.
F. An overall University of Michigan-Flint grade point average of at least 3.5.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Communication Program’s Honors Program. See the advisor of the Honors Program in Communication or the Honors Program Director for this information.

Teacher’s Certificate Minor in Speech

See the Theatre section of this Catalog for the Teacher’s Certificate Minor in Speech.

Courses in Communication

140. History of Graphic Design. (3j).
Chronological survey of graphic design through slide lectures. How graphic design responded to (and affected) international, social, political and technological developments since 1450. Emphasis on printed work from 1880 to present and its relationship to other visual arts and design disciplines. Also listed as ART 140.

163. Rhetoric of Hate and Fear. (3j/h/v2).
Examination of appeals to hate, fear, and related emotions and the place of such appeals in moral, political and ideological reasoning and persuasion. Critical analyses of assertions and arguments of individuals and groups active in contemporary American society, including paramilitary groups, radical religious movements and cults, anti-Semitic organizations, and extremist black and white supremacy groups. Theoretical analyses of the thinking of such groups and the place of such thinking in modernism and postmodernism. Emphasis on conspiracy theories, religious fanaticism, racism, misogyny and extreme anti-homosexuality. Also listed as PHL 163.

200. Survey of Communication Theory. (3).
Introduction to major theories of communication as applied to the interpersonal, organizational, and mass communication processes. Emphasis on the variety of disciplinary approaches to the study of communication, including psychological, sociological, and rhetorical.

204. Fundamentals of Debate and Forensics. (3).
Theories, structure and skills of debate and forensics. Emphasis on research, library and notetaking skills. Practice of competitive speaking skills and of research and oratorical skills as applied to national Competitive Intercollegiate Debate and Forensics. National debate topics and Michigan Intercollegiate Speech League activities. Students demonstrate abilities in classroom debates and in forensics activities. Also listed as THE 204.

210. Introduction to Public Speaking. (3).
Practical introduction to public speaking, exploring its basic tenets through speeches given in the classroom. Also listed as THE 210.

213. Oral Interpretation of Literature. (3).
Oral communication of prose and poetry. Analysis of texts, methods of meeting problems inherent in their presentation, group and individual reading before the class, criticism, and possible public performance. Also listed as THE 213.
225. **Principles of News and Feature Writing.** **ENG 112. (3).**
Fundamentals of writing news and feature stories. Techniques of newspaper writing, principles of objective reporting, interviewing style, copy-editing, and journalistic responsibility.

226. **Advertising.** (3).
Principles of effective advertising strategy and design. Emphasis on developing and coordinating messages for a variety of media including newspapers, radio, and television.

231. **Language and Law.** (3)vi2.
Language in the American judicial process; legal language reform, the role of the linguist as expert witness, comprehension of jury instructions, effects of language variation on witness credibility, legal rights of linguistic minorities. Also listed as **LIN 231.**

241. **History and Criticism of Mass Communication.** **COM 200 or consent of instructor (3).**
Analysis and history of mass media/communication and the development of critical theories.

242. **Telecommunication Performance.** (3).
Introduction to performance principles and techniques in the electronic media. Examination of a variety of performance genres such as announcing, interviewing, reporting, and editorial argument.

252. **Two-Dimensional Computer Art.** **ART 141 or consent of instructor (3) f.**
Introduction to digital graphic design fundamentals and use of computer software in studio practice. Survey of major computer graphics software programs, including page layout, vector drawing, animation, and bit-map imaging. Also listed as **ART 252 and THE 252.**

261. **Foundations of Organizational Communication.** **COM 200 or consent of instructor. (3).**
Analysis of the forms and functions of communication within organizations. Examines basic theories of the management of communication processes in organizations.

262. **Interviewing.** (3).
Principles and practices of interviewing. Survey of information interviews with an emphasis on broadcast journalism, employment interviewing, counseling/helping interviews.

212. **Film Genre.** (3) f.
Examination of a selected film genre (the gangster film, the western, science fiction, war films, Film Noir, etc.) or selected topical focus. Viewing, discussion and writing about film. Class time may be extended to accommodate screenings. Also listed as **THE 272.**

281. **Principles of Interpersonal Communication.** **COM 200 or consent of instructor: (3).**
Intensive analysis of the dimensions of intrapersonal and interpersonal communication, designed to identify the philosophy, theories and strategies which underlie effective human communication.

284. **Gender and Communication.** At least sophomore standing. (3) s.
Analysis of gender/communication issues, including how women and men use language differently, how women and men are portrayed in language, and how language reflects and recreates social reality. Also listed as **LIN 284 and WGS 284.**

299. **Topics in Communication Theory and Criticism.** (3).
Special areas of communication theory and approaches to communication criticism. Possible offerings: the rhetoric of social movements; film genres and social change; persuasion and propaganda, studies of specific figures in the history of public address. May be elected twice. Only three credits may apply toward the concentration in Communication.

300. **Introduction to Research Methods in Communication.** At least junior standing and two 200-level courses in communication or consent of instructor: (4).
Case study introduction to qualitative and quantitative methods of research in communication. Historical, critical, experimental, and survey methodology in research in communication.

301. **Ethical Issues in Communication.** At least junior standing, **COM 200, an additional 200-level course in communication, a course in philosophy; or consent of instructor (3) h.**
Examination of ethical principles involved in interpersonal and public communication. Analysis of individual and institutional responsibilities in all forms of communication. Does not count as a prerequisite for any philosophy course, nor toward any philosophy major or minor Also listed as **PHL 301.**

304. **Advanced Public Speaking.** **COM 204 or 210; or consent of instructor. (3) f.**
Advanced communication theory related to public speaking with a special emphasis on persuasion theory Advanced delivery and presentation techniques applied to a variety of settings. Also listed as **THE 304.**

310. **Advanced Communication Laboratory.** Concurrent election of a designated 300-level course. (1).
Structured laboratory experiments and exercises applying theory to the solution of selected communication problems. May be elected twice. No more than two credits in **COM 3 IO** may be applied toward graduation.

316. **Advanced Advertising.** **COM 226. (3).**
How agency teams create competitive proposals for clients. Examination of various media, cost
comparisons, and techniques of utilization. Guidelines and practice in setting creative and advertising objectives for meeting client-established marketing objectives, developing a complete advertising proposal, and presenting it to board of industry representatives. Mirrors agency life in small to medium sized markets.

320. Rhetorical Theory and Criticism. At least junior standing, COM 200, an additional 200-level course in communication. (3).

Historical approaches to rhetorical theory from Aristotle to the present. Particular emphasis on contemporary theories and critical methods such as Burke, feminist, cultural, historical-critical. Students are expected to select and apply a specific critical method to a specific communication artifact: speech, film, television, news.

331. Communication Law. At least junior standing, COM 200, an additional 200-level course in communication; or consent of instructor. (3).

Analysis of legal limitations and privileges of speech, publication, and broadcasting. Critical examination of major court decisions on free speech, fair comment, libel and slander, rights to privacy and to knowledge, fairness doctrine, licensing of media and deregulation.

332. Theories of Mass Communication. At least junior standing, COM 200, an additional 200-level course in communication; or consent of instructor. (3).

Critical survey of the theoretical literature in the processes and effects of mass communication. Emphasis on political, social, and economic structures and functions of the media in contemporary cultures.

338. Communications in Business. ENG 112; at least junior standing. (3).

Theory and practice of business communications. Audience: content and tone; collection and arrangement of data; selection of form, strategy, and medium. Practical applications to management, including oral, written and audio-visual presentations. Also listed as ENG 338.

340. Graphic Design in Communication. At least junior standing, two 200-level courses in communication; or consent of instructor (3).

Theory and application of concepts, materials and tools utilized in the creation of organizational printed materials. Introduction to the techniques of page design, layout, and illustration. Projects include brochures, newsletters, and in-house publications. Speakers and tours. Also listed as ART 340.

342. Video Production. Communication concentration or consent of instructor (3).

Principles and practices of planning, producing and directing video productions. Focus on the development of competent and cooperating production teams in live news, interview and discussion, and informational and instructional programming.

343. Telecommunication Programming. Communication concentration or consent of instructor. (3).

Analysis of types and formats of broadcast programming. Includes research of public needs, developing cooperative or competitive strategies and scheduling, and creating alternative approaches for public radio and television.

344. Telecommunication Management. Communication concentration or consent of instructor: (3).

Analysis of special problems of managing talent, sales and marketing of air time, promotion and evaluation of programs.

346. Animation. COM 342 or ART 100 or ART 131 (MCC) or consent of instructor. (3).

Introduction to animation techniques and concepts through lecture, film and video examples and practical application of various forms and styles. May be elected four times for credit. Also listed as ART 346.

351. Public Relations. ENG 112, COM 200; or consent of instructor (3).

Theory, philosophy, and function of agency, business, and institutional relations with the public through newspaper, radio, television, and other media. Procedures for researching, planning, implementing and evaluating public relations campaigns, with special emphasis on writing and publicity problem solving.

362. Communication Behavior in Organizations. COM 261 or 281, or consent of instructor. (3).

Investigation of theories and models of communication in organizational settings. Emphasis on analysis and diagnosis of communication patterns and consideration of methods for implementing appropriate and effective communication practices in organizations.

363. Conflict Management. COM 261 or 281, or consent of instructor. (3).

Intensive theoretical investigation of communication barriers and breakdowns in interpersonal and public settings. Focus on the management of conflict through effective communication.

368. Teaching Speech in Middle and Secondary Schools. Prior or concurrent election of EDU 303. (3).

Methods, materials and objectives of speech education in middle and secondary schools; modern trends in instruction; problems and procedures in teaching and directing theatre, debate, discussion, and other speech activities. Scheduled for the winter of odd-numbered years. Also listed as EDU 368 and THE 368.
371. Advanced Public Relations. COM 361 or consent of instructor (3).

Advanced theory with emphasis on management of the public relations function as a purposive, goal-directed activity. Practical applications in development of a comprehensive public relations program; production of program materials and activities; and evaluation of programs conducted by companies, non-profit institutions, and government agencies. Advanced writing techniques for specialized and mass speechwriting.

381. Intercultural Communication. COM 281 or consent of instructor (3).

Critical investigation of the complexities of communication between cultures. Centers on communication not only between nations, but between groups distinguished by race, gender, religion and class.

382. Small Group Communication. COM 261 or 281, or consent of instructor. (3).

Theories of small group communication in problem solving and decision making situations. Focus on the relationship of leadership to group interaction strategies and communication styles.


Research study by qualified students under the supervision of the instructor. Research may use a variety of methodological approaches in communication (i.e., critical, historical, quantitative).

391. Directed Readings in Communication. COM 300, consent of instructor. (1-2).

Designed to allow students to explore facets of communication studies that may not be presented in regular course offerings.

392. Cooperative Education Experience in Communication. At least junior standing, consent of the program advisor and the Director of Cooperative Education. Previous election of BUS 290 recommended. (3).

Job assignment planned jointly by student, program advisor, supervisor, and a representative of the Cooperative Education Program. Duties involved should relate to the student’s academic program and progress, and increase in responsibility and difficulty during the period of assignment. A paper describing problems encountered and methods of handling them is required. Supervisor submits a written evaluation of student’s progress.

398. Internship in Communication. Consent of instructor (1-6).

Hands-on work experience and exploration of career opportunities in the communication field. Selected placement for qualified students in commercial or nonprofit television; radio (news writing, reporting, promotion, production, program-
al literature, courses in comparative literature also give the curious student an opportunity to become familiar with important works and movements of world literature in a comparative context as well as to relate literature to other fields of knowledge. All courses in comparative literature may be taken to meet the general education requirement in humanities. Certain courses, as indicated, are cross-listed with other departments.

Courses in Comparative and General Literature

246. Saxons, Magicians, and Triangles. At least sophomore standing. (3)h.

Study of the later Middle Ages with a unifying theme: the development of the Arthurian legend. Literature is the primary concern, but medieval philosophy, life, and arts are given considerable attention. Also listed as ENG 246.

254. The Leader and the Led. (3)h.

The political leader, the military conqueror, and their followers or subjects as portrayed in representative works in French, German, English, and American literature from the Renaissance to modern times. Machiavelli, Shakespeare, Schiller, Büchner, O'Neill, Brecht, Huxley, Koestler, and others. Graded ABCD->N.

257. Protest in African Literature. At least sophomore standing. (3)h/cs2.

Reading and discussion of poets, novelists and essayists from West, East and South Africa who have written in protest of French, English, Portuguese, and neocolonial oppression. Gender struggles and inequalities in indigenous systems. Analysis of cultural differences between African peoples and colonizing powers, as they are represented in literature and as they intersect with political and social realities; efforts to change them. Also listed as AFA 257.

258. Russia and the Soviet Union Through its Literature: Russia of the Tsars. At least sophomore standing. (3)h/cs2.

Literature and culture of Russia from the primary Chronicles, Karamzin and Gogol to Turgenev and Tolstoi.

259. Russia and the Soviet Union Through its Literature: Russia of the Soviets. At least junior standing and a course in Western Civilization, or consent of instructor (3)h/cs2.

Literature and culture from Chekhov and Gorki to Bulgakov, Solzhenitsyn and the New Soviet Fiction.

301. Introduction to Francophone African Literature. ENG 112. (3)h/cs2.


303. Masterpieces of World Literature in Translation: III. Not open to freshmen except with permission of the instructor (3)h/wc2.

Emphasis on works of French and Russian Realism of the 19th century. Works read in translation selected from those of Balzac, Stendhal, Gogol, Flaubert, Maupassant, Turgenev, and others. ABCDD->N.

304. Masterpieces of World Literature in Translation: IV. Not open to freshmen except with permission of the instructor (3)h/wc2.

Emphasis on works of Realism and Naturalism of the 19th century. Works read in translation selected from those of Zola, Dostoevsky, Tolstoy, Ibsen, Chekov, and others. ABCDD->N.

305. Twentieth Century World Literature in Translation: I. Not open to freshmen except with permission of the instructor (3)h.

Emphasis on the late 19th and early 20th century. Works read in translation selected from those of Nietzsche, T. Mann, Proust, Kafka, Rilke, Lorca, Unamuno, Mallarmé, and others. ABCDD->N.

306. Survey of African Literature. AFA/CPL 257 or consent of instructor (3)h/cs2.

Introduction to works of representative writers from all parts of the African continent. Also listed as AFA 319.

319. Twentieth Century World Literature in Translation: II. Not open to freshmen except with permission of the instructor (3)h.

Emphasis on world literature since World War II. Works read in translation selected from those of Sartre, Camus, Beckett, Borges, Garcia Márquez, Grass, Böll, Neruda, Solzhenitsyn, and others. ABCDD->N.

358. Major Authors. At least sophomore standing or consent of instructor (3)h.

Intensive comparative study of two or three major authors writing in different languages. Selections may be read in the original language or in translation. May be reelected to a total of six credits provided no duplication of authors occurs. Graded ABCD>N.

364. Twentieth Century Spanish-American Literature in Translation. At least sophomore standing. (3)h.

Selected prose and poetry from representative Spanish-American writers including the Nobel Prize winners Miguel Angel Asturias, Pablo Neruda, and Gabriel Garcia Márquez. The “boom” in the Spanish-American novel. Selections may be read in Spanish or in translation. Discussions, lectures, films, and papers. Also listed as MAS 364.
387. Continental European Fiction. A sophomore course in literature or consent of instructor (3)h.
Classics of European fiction through the early twentieth century, read in translation. Cervantes, Balzac, Stendhal, Turgenev, Zola, Dostoevski, Thomas Mann, Gide, Proust, and others. Also listed as ENG 387. Graded ABCD>N.

391. Directed Readings in Comparative Literature. Consent of instructor (1-2)h.

Computer Science (CSC)

2 13 William R. Murchie Science Building
(810) 762-3121
FAX (810) 766-6780

Chair (Computer Science, Engineering Science, and Physics): Dr. M. Vaziri
Principal Secretary: Patricia A. Slackta
Secretary: Kathleen Leist

Professor Harry K. Edwards; Associate Professor R. Shantaram; Assistant Professor Stephen W. Turner; Lecturers Quentin J. Galemeau, Linda M. Hicks.

Systems Administrator III: James C. Norcross

Computer science programs provide students with an understanding of the science of computation. The computer is a potent and omnipresent force in our society that can be used responsibly only by those who have a clear understanding of the principles of correct and reliable computation. Students completing a concentration in computer science are prepared to enter the computing profession or to continue in graduate studies.

Programs in Computer Science

Two concentration programs are offered, both leading to the Bachelor of Science degree: the General Program in Computer Science and the Honors Program in Computer Science. A Teacher’s Certificate Minor and a Minor in Computer Science are also available.

General Program in Computer Science

Area Options. An area option in analytic reasoning is automatically satisfied by required courses. Students may choose the second area option according to their interests.

Requirements.

A. Completion of 124 credits, including the general education requirements. In addition, at least 33 credit hours of courses numbered 300 or above must be completed as a College of Arts and Sciences requirement.
B. MTH 121, 122, 220, 370; CSC/MTH 321 (17 credits).

C. PHY 143, 145 or PHY 243, 245 (8-10 credits).
D. An additional natural science course beyond general education requirements to bring the number of natural science credits to at least 12.
E. CSC 175, 265, 275, 277, 335, 375, 382, 477,480 (29 credits).
F. CSC 273 or 313 (3 credits).
G. One of the following track options (18 credits).

1. **Software Engineering Track.** CSC 383, 483; twelve additional credits in computer science in courses numbered 300 or above, excluding CSC 301, 395, 491 (may include CSC 336, 365, 436).

2. **Systems/Networking Track.** CSC 336, 365, 436; nine additional credits in computer science in courses numbered 300 or above, excluding CSC 301, 395, 491 (may include CSC 383, 483).

Honors Program in Computer Science

Area Options. An area option in analytic reasoning is automatically satisfied by required courses. A second area option in foreign language is required, as stated in the University Honors Scholar Program.

Requirements.

A. Completion of all requirements of the University Honors Scholar Program.
B. MTH 121, 122, 220, 370; CSC/MTH 321. (17 credits).
C. PHY 243, 245 (10 credits).
D. An additional natural science course beyond general education requirements to bring the number of natural science credits to at least 12.
E. CSC 175, 265, 275, 277, 335, 375, 382, 477, 480. (29 credits).
F. CSC 273 or 313 (3 credits).
G. CSC 491, Research Methods, in the first semester of the junior year. (3 credits).
H. CSC 491, Independent Research, and CSC 491, Seminar, in the second semester of the junior year. (4 credits).
I. CSC 495, 496. (8 credits).
J. One of the following track options (12 credits).

1. **Software Engineering Track.** CSC 383, 483; six additional credits in computer science in courses numbered 300 or above, excluding CSC 301, 395, 491 (may include CSC 336, 365, 436).

2. **Systems Networking Track.** CSC 336, 365, 436; three additional credits in computer science in courses numbered 300 or above, excluding CSC 301, 395, 491 (may include CSC 383, 483).

Prospective Honors Program students are urged to acquaint themselves as early as possible with the require-
ments above as well as with the particular procedures for acceptance into the Computer Science Honors Program. See the departmental honors advisor or the Honors Program Director for this information.

Minor in Computer Science

Requirements. Twenty-one credits, distributed as follows:

A. CSC 127, 175, 275 (9 credits).

B. Twelve credits chosen from: CSC 265, 273, 277, 313, 363 (12 credits).

Teacher's Certificate Minor

Requirements.

A. CSC 121, 122, 123, 127, 175; PHL 320 (16 credits).

B. At least six credits chosen from CSC 151, 263, 273, 313, 363. (6 or more credits).

C. EDU 421 (3 credits).

Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs,” printed in the Department of Education section of this Catalog.

Courses in Computer Science

121. Using a Computer System I. (1).

Introduction to use of computing facilities of the University of Michigan-Flint. Components of computer systems; text editors; Windows. Does not include programming.

122. Introduction to Programming in the BASIC Language. Prior or concurrent election of CSC 121 or consent of instructor. (2).

Elements of programming in BASIC. Data entry, algorithm understanding, and program construction from an algorithm. Students learn to prepare input, interpret output, and translate into BASIC existing and designed algorithmic solutions to problems.

123. Word Processing. CSC 121. (1).

Introduction to a Windows-based word processing program.

127. Using a Unix Computer System. Familiarity with a computer system. (1).

Introduction to the use of the Unix operating system on computing facilities at the University of Michigan-Flint. Textual and graphical user interfaces with the Unix computer operating system. Does not include programming.

151. Spreadsheets Software. CSC 121. (2).

Introductory and advanced features of a spreadsheet package such as Lotus 1-2-3/MS-Excel/Borland Quattro.

152. Database Management Software. CSC 121. (2).

Introductory and advanced features of a microcomputer-based database management package such as dBase IV/MS Access/Borland Paradox.

153. Office Automation Software. CSC 121, 123, 151, 152; or consent of instructor. (3).


Introduction to problem solving principles appropriate for computer applications. Step-wise refinement, problem decomposition, algorithm correctness and cost. Programming language concepts include iteration, selection, input-output protocols, arrays, structures and subprograms. History of computer science and introduction to user interface design. Programming language used is C++.

263. Introduction to Web Page Design and Publishing. CSC 121 competency or consent of instructor. (2).

Creation of web pages using HTML, including formatting text, lists, tables, frames, forms, hyperlinks and image objects, both original and copied. Students learn to log onto a Unix account, create files and directories, assign access rights make simple editing changes, view/list files and navigate directory structure; publish web pages to the Internet. Graded Pass/Fail.

265. Computer Logic Design. Prior or concurrent election of CSC 175 or consent of instructor. (3).

Digital logical concepts and principles of digital design. Number systems, Boolean algebra, small and medium scale integrated circuits such as logic gates, multiplexers, decoders. Combinational and sequential circuit design, circuit simplification.

270. COBOL Programming. CSC 121 competency. (3)ar2.

Computer solutions to business problems. Use of a high-level language such as COBOL. Understanding algorithms, program construction, documentation, file processing, input-output systems, applications.

271. FORTRAN Programming. CSC 121 competency, MTH 120; or consent of instructor. (3)ar2.

Introduction to FORTRAN programming using scientific as well as business problems as examples. Understanding of algorithms; program construction and documentation.
273. **Visual BASIC for Windows.** A programming language; or consent of instructor (3).

Introduction to Visual BASIC for the Windows environment, including communication and/or sharing data with other Windows applications.

275. **Intermediate Problem Solving and Programming Concepts.** CSC 175, prior or concurrent election of MTH 121; or consent of instructor (4).

Continuation of CSC 175. Intermediate problem solving techniques; introduction to data abstraction and object-oriented program design, including definitions of classes, inheritance and polymorphism. Verification techniques including algorithm correctness and analysis. Algorithmic topics including recursion, divide and conquer, dynamic storage stacks, queues, lists, pointers and binary trees. History of computer science and user interface design.

277. **Introduction to Computer Organization and Assembly Languages.** CSC 265, 275; or consent of instructor (3).

High-level computer structure and machine language format. Low-level data and program representation and storage. Design and testing of assembly language programs.

286. **Computer Language Laboratory.** CSC 175 or consent of instructor (1).

Emphasis on the unique features of announced languages. Languages change with sectional offerings; including but not limited to COBOL, FORTRAN, LISP, Prolog. Course may be reelected; each election must emphasize a different language. See course schedule for languages.

301. **Problem Solving for Programming Competition.** Consent of instructor (1).

Forum for students interested in taking part in the ACM annual programming competition(s); team effort emphasized. Qualifying students expected to represent the Department and the University in the competition(s). Graded Pass/Fail.

321. **Discrete Structures.** Prior or concurrent election of MTH 220 or consent of instructor (3).

Selected topics in combinatorics, graph theory, Boolean algebras, and other aspects of discrete mathematics. Also listed as MTH 321.

313. **Object Oriented Programming in Java.** CSC 275 or consent of instructor (3).

Advance programming concepts using the Java programming language. Object oriented programming using Java, with classes, interfaces, packages, inheritance, etc.; exceptions; GUI and applets; multi-threading.

335. **Computer Networks I.** CSC 275, MTH 122; or consent of instructor (3).

Theoretical concepts necessary to understand the complex problem of computer networking. Concepts covered include the variety of protocols defined by the Internet Protocol, connection management, transport services including TCP/UDP, network applications, local-area and wide-area networks.

336. **Computer Networks II.** CSC 335 or consent of instructor (3).

Practical, advanced concepts in computer networking that extend the theoretical knowledge gained in CSC 335. The common gateway interface, network security and network monitoring, scripting and programming languages for computer networks, electronic commerce techniques, web graphics, virtual private networks, construction and administration of internet servers, and the interface to network-connected databases.

363. **Web Programming.** CSC 263, 275; or consent of instructor (3).

Creation of dynamic web pages using DHTML and programming languages such as JavaScript, Perl and Java Applets. Students learn to create web pages that are cross browser compatible, to incorporate multimedia.

365. **Computer Architecture.** CSC 277 or consent of instructor (3).

Large-scale computer system organization. Input-output subsystems, instruction sets, memory hierarchies. Emphasis on physical devices, and lowest level software, microcode and firmware.

375. **Data Structures and Algorithm Analysis.** CSC 275; CSC/MTH 321. (3).

Study of the analysis of algorithms and advanced data structures. ADTs and data structures, mathematical analysis and proof techniques, algorithm analysis including best, worst, and average case, asymptotic analysis to find upper and lower bounds, fundamental data structures including lists, stacks, queues, binary trees, general trees and graphs; sorting and searching techniques; computational complexity.

377. **Systems Programming.** CSC 277 or consent of instructor (3).

Introduction to the UNIX operating system. UNIX commands, editors, file system structure, shells, filters, utilities, and shell programming.

381. **Introduction to the Theory of Computation.** CSC 375 or consent of instructor (3).

Introduction to abstract notions encountered in machine computation. Finite automata, regular expressions and formal languages, with emphasis on regular and context-free grammars. Introduction to models of computation including Turing machines, recursive functions and universal machines.
382. Software Engineering I. CSC 375. (3).
In-depth treatment of numerous software engineering topics including software engineering paradigms, requirements specification, functional design, object-oriented design, software verification and maintenance. Discussion of human-computer interaction and user interface design.

383. Software Engineering II. CSC 382. (3).
Continuation of subjects explored in CSC 382 with an emphasis on the object oriented design, implementation, and testing of software systems of increasing complexity. Creation and use of object-oriented libraries; techniques for code and experience reuse; the role of UML in the definition, design, programming, and testing of software.

387. (478). Unix System Administration. CSC 127, 277; or consent of instructor (3).
Administration of a programming-oriented Unix system, with emphasis on Unix security, network-oriented system software, day-to-day administration software, shell commands, and authoring of shell scripts for automation of day-to-day system administration tasks.

392. Topics in Computer Science. CSC 277. (3).
Topics of interest in computer science that are not offered on a regular basis, announced in the course schedule. Various offerings of the course may treat different topics. Course may be reelected, each election must emphasize a different topic.

395. Cooperative Practice in Computer Science. CSC 277 and consent of Department Chair; Prior election of BUS 290 recommended. (3).
Job assignment planned jointly by student, supervisor, and Department Chair at the beginning of the cooperative experience. Duties relate to student’s academic maturity. Required paper describing problems encountered and handled. Evaluation submitted by the supervisor. May be elected twice. Graded Pass/Fail by Department Chair.

436. Systems/Networking Design Project. CSC 336, 365; or consent of instructor; Prior or concurrent election of COM 210 recommended. (3).
Advanced studies in computer systems and networking with emphasis on oral and written presentation of completed projects. Semester-long project of high complexity emphasizing computer architecture and/or computer networks developed and presented in written and oral form. Topics include pipelined-superscalar processors, parallel processing, supercomputing, intelligent networks, wireless networks, personal communications systems.

444. Simulation and Modeling. MTH 370 or equivalent, CSC 375; or consent of instructor (3).
Relations between simulation and models. Monte Carlo techniques. Use of a simulation language. Design of simulation models and experiments.

446. Artificial Intelligence. CSC 375 or consent of instructor (3).
Heuristic and algorithmic techniques in problem solving, knowledge representation. Selected topics from natural language processing, vision processing, automatic theorem proving, game playing, pattern recognition, speech recognition, robots, and other current topics in artificial intelligence.

476. Networked Multimedia Programming. CSC 277, 313, 335. (3).
Study of programming techniques used to exploit numerous enabling technologies for multimedia. Topics may include representations of text, images/graphics, audio, and motion video, network programming techniques, graphical Java, OpenGL and/or ActiveX, VRML, web programming techniques, multimedia-oriented application software packages, assembly-level multimedia instructions.

477. Operating Systems. CSC 375 or consent of instructor (3).
Study of design and implementation of traditional and distributed operating systems. History of operating system development, processes, system calls and interprocess communication, memory management, file system implementations, I/O, deadlocks, distributed systems, synchronization, distributed file systems, case studies.

480. Data Base Design. CSC 375 or consent of instructor. (3).
Data description; data manipulation; details of the three logical data base models: hierarchical, network (CODASYL-DBTG) and relational.

483. Software Engineering Design Project. CSC 383 or consent of instructor; Prior or concurrent election of COM 210 recommended. (3).
Advanced studies in software engineering techniques with an emphasis on the oral and written presentation of completed projects. Semester-long project of high complexity with emphasis on its formal specification and advanced modeling. May include object-oriented libraries, code and experience reuse, the use of UML in the design programming and testing of software.

491. Advanced Directed Study. CSC 375 and consent of instructor (3).
Topics not usually treated in other courses, chosen in consultation between student and instructor. Designed to accommodate special advanced interests of the student. May be reelected.

492. Advanced Topics in Computer Science. See the course schedule for prerequisites. (3).
Topics of interest in computer science that are not offered on a regular basis, announced in the course schedule. Various offerings of the course may treat different topics. Course may be reelected. Each election must emphasize a different topic.
495. **Honors Thesis I.** Permission of the Honors Council or its designate. Consent of Department Chair. Open only to Honors Program students in computer science. (4).

Credit and grade are not given until successful completion of CSC 496. Also listed as HON 495.

496. **Honors Thesis II.** Permission of the Honors Council or its designate. Consent of Department Chair: Prior or concurrent election of CSC 495. Open only to Honors Program students in computer science. (4).

Also listed as HON 496.

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**Criminal Justice (CRJ)**

422 David M. French Hall
(810) 762-3340

Chair: Charles B. Thomas, Jr.

Principal Secretary: Lynne McTiernan

**Faculty Advisors:** Associate Professors William Brown, William Farrell; Assistant Professor Charles Terry.

Criminal justice is an academic field which examines the actions of the formal social control mechanism we call the criminal justice system. This system is composed of three subsystems: law enforcement agencies, criminal courts, and correctional agencies. The study of criminal justice requires an examination of the structure and functioning of each of these subsystems, as well as knowledge about the role behavior of the participants. It also involves a critical evaluation of how the administration of justice actually operates in American society. This raises fundamental questions and provides perspectives from which solutions to problems might be drawn.

The content of criminal justice study is interdisciplinary, drawing on theory developed in sociology, law, political science, and other fields. From sociology are derived theories regarding the etiology of crime and delinquency. Law and political science provide information about the development of law and the application of sanctions within the legal process.

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**Programs in Criminal Justice**

Two concentration programs, both leading to the Bachelor of Arts degree, are offered: the Program in Criminal Justice, and the Honor’s Program in Criminal Justice. A Minor in Corrections is also available. (See Social Work.)

**Program in Criminal Justice**

**Prerequisites.** (12 credits).

SOC 100, 210; SOC/AFA 270; POL 120.

**Requirements.** Completion of 45 credits as outlined below.

A. An overall GPA of 2.5, a GPA of 2.5 in the concentration, grades of C (2.0) or higher in all courses below.

B. Core courses (21 credits).

CRJ 185; 430; PSY 301 or SOC 215; SOC 380, 382, 384, 485.

C. Additional courses (12 credits).

Four courses selected from: ANT 340; CRJ 289; 380, 381, 384, 385, 386, 450; CRJ/PUB 432; CRJ/SWK 388; POL 380; SAT 202.

**Honors Program in Criminal Justice**

**Prerequisites.** Grade point average of 3.5 for the first 55 hours. SOC 100, PSY 100, POL 120, SOC/AFA 270, plus one course in philosophy.

**Area Options.** One of the two required area options must be in a foreign language, as stated in the University Honors Scholar Program. The second area option is normally in Values Inquiry.

**Requirements.**

A. Completion of all requirements for the General Program in Criminal Justice, including SOC 210. SOC 210 is ordinarily elected in the sophomore year.

B. Completion of a statistics requirement by electing SOC 215, PSY 301, or an equivalent course approved by the advisor. Recommended for the sophomore year.

C. Completion of SOC 384 and CRJ 391 in the junior year.

D. CRJ 496 and 497, Honors Thesis I and II (4 credits each).

E. Completion of all requirements of the CAS Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the particular procedures for acceptance into the Criminal Justice Program’s Honors Concentration. See the departmental honors advisor or the Honors Program Director for this information.

**Minor in Corrections**

See Social Work.

**Courses in Criminal Justice**

185. **Introduction to the Criminal Justice System.** (3)s.

Overview of the criminal justice system, examining key roles, goals, and issues. Relationships among the administration of justice, police, and correctional services as organizations which express the will of society toward crime and delinquency. Graded ABCDD- ->N.
289. **Selected Topics in the Criminal Justice Process.**  
**CRJ 185. (3)s.**

Examination of an area of the criminal justice system not dealt with in detail in other courses. **May be taken more than once if no topic is repeated. CRJ majors may only use 3 credits toward their program.**

280. **Criminal Law. CRJ 185. (3)s.**

Nature and application of criminal law in the American criminal justice system. The laws of arrest, search and seizure, and other constitutional dilemmas in criminal law.

281. **Youth Gangs in American Society. CRJ 185. (3)s.**

The “evolution” of youth gangs from the pre-American Revolution period through today. Focus on theory and policy analysis; consideration of effects of race, gender, and social class. Critical analysis of theoretical explanations of youth gangs and their members; policies and legal intervention strategies used to control this social phenomenon.

283. **Comparative Criminal Justice System. CRJ 185. (3)s.**

Comparison of the U.S. criminal justice with selected criminal justice systems in other countries, in historical, economic, social and political context. Variations in criminal classifications, crime data collection and reporting, social control and punishment approaches, criminal courts, and globalization of crime and criminal justice; applicable international laws; human rights issues.

284. **Elite Deviance. CRJ 185. (3)s.**

Crimes of the rich and powerful, and the attempts of society to control these crimes. Fraud, employee theft, computer crime, crimes committed by corporations and by government, and attempts by citizens, the courts, and the criminal justice system to curtail crimes of the powerful.

285. **Punishment and Social Control. CRJ 185. (3)s.**

Characterization of different forms of punishment and types of social control, including penal punishment and therapeutic control. The development of punishment within the broader contexts of historical, social, and economic forces; the relationship between social disorder, political instability, and social control.

286. **Introduction to Corrections. CRJ 185, SOC 382 or 384, at least junior standing; or consent of instructor (3)s.**

Historical development of correctional services including jails, detention, juvenile and adult probation, diversion, training schools, prisons, parole and aftercare. Analysis of roles, goals, organization and issues in each service. **Also listed as SWK 388.**

287. **Correctional Practice. SWK 200, CRJ/SWK 388, at least junior standing; or consent of instructor (3)s.**

Analysis of social work skills and concepts in corrections. Emphasis on professional role, values, classification, assessment and treatment planning in correctional settings. **Also listed as SWK 389.**

288. **Directed Reading/Research in Criminal Justice. Consent of instructor at least junior standing. (1-3).**

Directed reading or research study by qualified students under instructor’s supervision. By special assignment only.

289. **Processing Offenders. CRJ 185. (3)s.**

Processing of adult and juvenile offenders from the origin of laws through arrest, trial, and the carrying out of assigned punishments. Primary interest directed towards discussion of points of controversy in the processing of offenders.

290. **Policing Contemporary Society. CRJ 185. (3)s.**

Administrative and operational aspects of modern policing such as organization and development of police, recruitment practices, socialization processes, and community relations (including community policing). Political and economic nature of policing as the foundation for critical review of policy and societal issues related to policing. Also listed as PUB 432.

291. **Senior Seminar in Criminal Justice. Senior standing and consent of instructor. Open only to students with concentrations in criminal justice. (3)s.**

292. **Honors Thesis I. Consent of program coordinator. Open only to Honors Program Students in criminal justice. (3)s.**

Credit and grade for CRJ 496 is not given until successful completion of CRJ 497. Also listed as HON 495.

293. **Honors Thesis II. Prior or current election of CRJ 496 and consent of program coordinator Open only to Honors Program students in criminal justice. (4).**

Also listed as HON 496.

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**Dance (DAN)**

238 David M. French Hall  
(810) 762-3230  
**Dance Director:** Kimberly Jones  
Adjunct Instructors Alfred Bruce Bradley, Danielle Sorum

**Programs in Dance**

A minor in Dance is available.

**Minor in Dance**

The minor in Dance provides concentrated study in essential courses in dance technique, history, composi-
tion, kinesiology, and performance supplemented by elective options in stage lighting and voice and movement. The minor is geared to attract students who wish to balance their studies with well-rounded formal training in dance.

Prerequisites. BIO 167, MUS 135; two from: DAN 116, 120, 130, 140.

Requirements. Completion of twenty-one credits, distributed as follows:

A. Techniques (4 credits).
   At least two of DAN 117, 118, 121, 131, 132, 141, elected for 1-3 credits each. After completion, students must demonstrate intermediate/advanced proficiency in modern, tap, ballet or jazz through above coursework or a panel examination. See Dance Director.

B. Lecture/Laboratory (9 credits). DAN 300, 320, 350.

C. Ensemble (4 credits).
   Two consecutive semesters of DAN 200.

D. Electives (3 credits).
   One from: DAN 204*, 333*, 340, 351; THE 216, 221*.
   *Students choosing DAN 204, 333 or THE 221 must complete an additional credit in technique.

E. Special independent project (1-3 credits).
   DAN 399. Each student choreographs a group dance or solo 3-7 minutes in length showcasing himself or herself, to be presented at the annual spring concert.

Courses in Dance

100. Introduction to Dance. (3)f.
    Overview of the art form of dance. Exposure to fundamentals in four disciplines: ballet, modern, jazz, and tap. Exploration of works by classical, contemporary, post-modern and jazz choreographers past and present, through video and lecture presentations. Students analyze, discuss, and critique videos; reaction papers on two professional concert dance presentations in the surrounding Flint area required.

116. Modern Dance I. (1)f.
    Introduction to the free and relaxed movements of modern dance. Includes stretching and strengthening exercises, as well as full, moving combinations. May be repeated to a total of three credits.

117. Modern Dance II. DAN 116. (1)f.
    Continuation of DAN 116. May be repeated to a total of three credits.

118. Modern Dance III. DAN 116, 117; or consent of instructor (1)f.
    Continuation of DAN 117. May be repeated to a total of three credits.

120. Ballet I. (1)f.
    For students who wish to pursue classical dance. Rudiments of classical ballet, including terminology, body positions, and beginning enchainments. May be repeated to a total of three credits.

121. Ballet II. DAN 120. (1)f.
    Continuation of DAN 120. May be repeated to a total of three credits.

130. Jazz Dance I. (1)f.
    High energy, stylized, creative movement techniques to develop strength and flexibility, through the exploration of modern, popular, and theatrical jazz styles. May be repeated to a total of three credits.

131. Jazz Dance II. DAN 130. (1)f.
    Continuation of DAN 130. May be repeated to a total of three credits.

132. Jazz III: Advanced Jazz. DAN 117, 118 or 121, or 130, 131; consent of instructor; or placement audition. (1)f.
    High energy, stylized technique to develop strength and flexibility through the exploration of modern, popular, and theatrical jazz; continuation of DAN 131. For students with advanced dance training, and extensive training in jazz styles.

140. Tap Dance I. (1)f.
    Introduction to tap dancing. High energy, stylized, and rhythm-oriented movement techniques to develop strength and flexibility. Intensive study of basic steps, terminology, and sequential riffs, as well as full moving combinations. May be repeated to a total of three credits.

141. Tap Dance II. DAN 140. (1)f.
    Continuation of DAN 140. May be repeated to a total of three credits.

    Designed for students of dance and movement who want to develop their technical and performance skills. Culminates in a performance at semester’s end. May be repeated to a total of 8 credits.

201. Conditioning for Dancers, Movers and Shakers: Body Therapies. (2)f.
    Intensive conditioning program for dance and athletic students. Emphasis on increasing strength, flexibility, toning, and firming, in addition to injury prevention. Body therapies explored: Pilates, Alexander Technique, Tai Chi, Yoga.

204. World Dance Forms. Sophomore standing; DAN 116, 117, 118, or 120, 121, or 130, 131; or consent of instructor (2)f.
    Movement and lecture course with emphasis on global cultures and their folk traditions through dance. Specific area of exploration determined a semester prior to course offering. Also listed as AFA 204 and INT204.
300. **Dance History.** At least sophomore standing or consent of instructor; (3)h.

History of dance including major periods of development, choreographic masterworks, and artists in choreography and performance, explored through lecture, demonstration, discussion and media presentation.

320. **Kinesiology for Dancers.** BIO 167. (3).

Introduction to scientific principles underlying movement in dance. Skeletal, muscular and neuromuscular systems; physiological support systems; prevention and care of injuries; development of conditioning programs; analysis of movements; common anatomical and muscular imbalances found in ones body. Lecture and movement workshops; applications to training and teaching.

333. **Movement for the Theatre.** THE 221. (2)f.

Fundamentals of theatre movement; may focus on some or all of the following areas: circus skills, stage combat, fencing, mime, tumbling, juggling, masks, martial arts, Greek choral movement. Lecture and laboratory. May be repeated once for credit. Each election must emphasize a different topic. Also listed as THE 333.

340. **Improvisation.** A course in dance. (3)f.

Exercises designed to encourage students to explore new ways of moving alone, with a partner or in a group; to develop spontaneity; and to enhance performance through structured improvisation.

351. **(350). Choreography: Life Forms and Animation I.** (3)f.

Exploration of choreographic structure, dramatic and stylistic components involved in the study and creation of movement in the studio and on computer. Also listed as ART 351.

352. **(351). Choreography: Life Forms and Animation II.** DAN 351. (3)f.

Continuation of ART/DAN 351. Also listed as ART 352.

399. **Special Project/Internship.** Completed UM-F Dance curriculum and/or high proficiency in dance training and/or consent of instructor. (1-3)f.

Supervised advanced study in dance.

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**Diversity (DIV)**

This area of offerings is designed to house interdisciplinary courses that will enhance the student’s understanding and appreciation of the many and varied roots and realities of today’s societies and cultures.

201. **Made in America: Diversity and Inequality in the U. S.** At least sophomore standing. (3)s/cs3.

Introduction to the principal concepts and dimensions of culture, race, ethnicity, social class, and gender. Emphasis on the experiences of peoples in the cultures of the United States, in particular oppressed groups, in terms of their ethnic and racial diversity and socioeconomic inequality. Students guided in defining their cultural experiences and in developing appreciation of other groups’ particular cultural traits.

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**Earth and Resource Science (ERS)**

516 William R. Murchie Science Building  
(810) 762-3355

**Chair:** Martin M. Kaufman

**Associate Professors** Martin M. Kaufman, Richard Hill-Rowley, Randall Repic; **Visiting Lecturer** Marlos Scrimger; **Adjunct Faculty** Frederick DeGroot, Jeff McCormack, Gary Marx.

**Professor Emeritus:** William M. Marsh

**Supervisor of Science Laboratories:** Keith King

**Principal Secretary:** Beth Garcia

Web Page: www.flint.umich.edu/ers

Earth and resource science is the study of earth environments and natural resources and their relationship to human societies. The Earth and Resource Science
Department is made up of several related fields, including geography, geology, planning, hydrology, and environmental science. These fields are united by a common interest in the nature of earth environments, how they are changed by natural and human forces, and how they can be planned and managed for the future. The principal focus is the landscape and influences on it, the waters, atmospheric conditions, land use, organisms, and geologic factors.

The courses offered in earth and resource science are listed under physical geography, resource planning, and environmental studies. Courses are designed to serve degree students in earth and resource science programs, students in teacher certification programs, and general education students. Courses are offered with credit in natural sciences, social sciences, humanities, values inquiry, analytic reasoning, and cultural studies.

Degree programs in earth and resource science are designed to lead to careers in fields such as environmental management, planning, teaching, landscape architecture, resource management, remote sensing, and computer mapping. The earth and resource science faculty is drawn from the regular University of Michigan-Flint teaching staff and various professional fields outside the University. These professors bring a rich mix of professional and academic experience to the classroom, which is not only important to modern university education, but necessary for professional training and orientation.

Students interested in degree programs should contact the department office for the latest guidelines and information.

The Michael Kulick Memorial Scholarship Fund is available to assist students in the Department of Earth and Resource Science. The Croner Scholarship Program provides assistance to qualified students in physical geography. A scholarship from the Flint Rock and Gem Club provides assistance to students with geological interests. Outstanding students may also be nominated for a Morris K. Udall Scholarship. Teaching assistantships are also available to students completing degree work in Earth and Resource Science programs.

Programs in Earth and Resource Science

Five concentration programs leading to the Bachelor of Science degree are offered: the Program in Physical Geography, the Honors Program in Physical Geography, the Program in Resource Ecology, the Program in Resource Planning, and the Teacher’s Certificate Program in Earth Science. A certification program in Environmental Hazards/Risk Management is also offered. In addition, a Minor in Physical Geography and a Teacher’s Certificate Minor in Earth Science are available.

Program in Physical Geography

The program in Physical Geography emphasizes geographic systems and the generation and analysis of geographical data. It is designed primarily for students who plan to continue their studies in the geosciences or in mapping, remote sensing, and geographic information systems.

Prerequisites. GEO 115, 150, 151, 203, 215; CSC 121, 122; a course in statistics.

General Education Requirements. With the exception of CSC 121 and 122, the program prerequisites are intended to count toward the UM-F general education requirements. In addition, one of the two required area options must be completed in analytical reasoning and include mathematics courses.

Requirements. A total of 124 credits, at least 60 in the concentration, distributed as follows:

B. Geomorphology and Geology. GEO 202, 265, 331, 365, 441, 451 (19 credits).
D. Research and Applications. GEO 497, 498 or 499 (7 credits).

Honors Program in Physical Geography

Area Options. One of the two required area options must be in a foreign language, as stated in the University Honors Scholar Program.

Requirements.

A. Completion of all requirements for the Program in Physical Geography.
B. GEO 490; GEO 370 or ENV 370; GEO 499 or ENV 389; GEO 495 and 496.
C. Completion of all requirements of the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Resource Science Department’s Honors Program in Physical Geography. See the departmental honors advisor or the Honors Program Director for this information.

Program in Resource Ecology

The program in resource ecology emphasizes applied ecology and the interrelationships among ecosystems, geophysical systems, biological systems, and land use systems. The program is intended to prepare students for careers in the environmental professions and for graduate work in natural resources, conservation, planning, and other fields.
Prerequisites. GEO 115, 150, 151, 215; BIO 111; CHM 140; CSC 121, 122; a course in statistics.

General Education Requirements. With the exception of BIO 111 and CSC 121 and 122, the program prerequisites are intended to count toward the UM-F general education requirements. MTH 121 is required of students who plan to pursue graduate studies in science.

Requirements. A total of 124 credits, at least 60 in the concentration, as follows:
A. Techniques. BIO 203, 304, 404; RPL 370, 371 (19 credits).
B. Geoscience. GEO 272, 282, 331, 340, 472 (15 credits).
C. Ecology. GEO 327; GEO 372, 382; two from: BIO 316, 376, 443, 460, 461, 480, 481, 484, 488 (18 credits).
D. Applications. RPL 312 (3); GEO 497, 498 or 499 (8 credits).

Program in Resource Planning
The resource planning program is designed to provide training in the analysis, planning and management of natural resources and land use in urban, rural, and wilderness environments. Graduates from this program are prepared to compete for employment in both the private and public sectors or to go on to graduate school in various environmental fields, urban planning, regional planning, landscape architecture, law, public administration and policy studies.

Prerequisites. GEO 115, 150, 151, 203, 215; CSC 121, 122; a course in statistics.

General Education Requirements. With the exception of CSC 121 and 122, the program prerequisites are intended to count toward the UM-F general education requirements. In addition, analytic reasoning is recommended as one of the two required area options.

Requirements. A total of 124 credits, at least 60 in the concentration as follows:
A. Techniques. GEO 303, 304, 404, 441; RPL 370, 371 (19 credits).
B. Geoscience. GEO 272, 285, 331, 340, 471 or 472, 265 or 365 or 451 (18 credits).
D. Applications. GEO 497, 498 or 499 (5 credits).

Certification in Environmental Hazards/Risk Management

Requirements. Forty-seven to 48 credits as follows.
B. Courses outside Earth and Resource Science (9 credits). GEO 371, 451; COM 362, 421, 422; PUB 301, 480; PUB/ECN 470, 473.
C. Elective block (9 credits). Three from: COM 362, ECN 20, PUB 301 or 316.

Professional Training.
1. OSHA HAZWOPER.
2. One of the following:
   Radiological monitoring.
   National Fire Academy - Fire Prevention Curriculum - one course.
   Emergency Management Institute - a course from the Response and Recovery or Mitigation courses.
   Michigan Hazardous Materials Training Center - a course from Specialty Courses Section of Monitoring/Sampling Section.

Teacher’s Certificate Program in Earth Science

Prerequisites. Completion of the following courses as part of the general education requirements: GEO 115, 215; BIO 314; CHM 160; MTH 120; PHY 143.

Requirements. Completion of 124 credits, at least 33 of which are in courses numbered 300 or above. A cumulative grade point average of at least 2.75 is required in earth science, and at least 2.5 overall. A written recommendation from the Earth and Resource Science Department to the Education Department is necessary prior to application for student teaching.

A. Completion of the general education requirements of the College of Arts and Sciences.
B. Earth science courses (30 credits). GEO 150, 151, 202, 265 or 365, 282, 303, 304, 331, 441.
C. AST 131, 133.
D. Two additional courses (at least 6 credits) in astronomy, biology, chemistry, physics, or physical geography, selected with the advisor’s consent. These courses may not be used toward the TCP minor.
E. A Teacher’s Certificate Minor in biology, chemistry, general science, mathematics, or physics.
F. EDU 301, 302, 303, 304, 359, 364, 369, and 410 in the junior and senior years.
G. PSY 100, 237; and a course in the history or culture of an American minority (list available in the Education Department).

Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs” printed in the Department of Education section of this Catalog.
Minor in Physical Geography

This program provides a strong background in physical geography for those students who wish to add a technical component to their degree programs.

Requirements. (21 credits).

A. GEO 150, 151.
B. Geophysical Systems (at least 6 credits). GEO 331 and one of: GEO 265, 370, 431, 441.
C. Analysis and Graphics (at least 6 credits). GEO 304 and one of: GEO 303, 404, 476; RPL 370.

Teacher’s Certificate Minor in Earth Science

Requirements. (20 credits).

A. GEO 150, 151; 202 or 331.
B. AST 131, 133.
C. Remaining credits selected in consultation with and approved by a ERS advisor.

Courses in Environmental Studies (ENV)

100. Introduction to Environmental Science. (4)n.

Human impacts on the environment. Degradation of land, water, air and ecosystems related to population growth and the spread of agriculture, industry and cities. Survival issues facing humanity and other organisms such as global warming, hazardous waste disposal, rainforest destruction and sustainable agriculture. Lecture and laboratory.


Key environmental issues facing human kind as we prepare for the 21st century. Roots of change: population, technology, economics, values, politics. Lecture, discussion, recitation. Graded ABCD>N.


Laboratory work or study of the literature on designated problems chosen by the student in consultation with a faculty supervisor. May be reelected to a maximum of four credits.

370. Field Problems. Two courses in physical geography or consent of instructor (3-4)n.

Problems, methodology, and field techniques of physical geography. Problem design and field and laboratory instrumentation. Topics and instructor announced. Also listed as GEO 370. Graded ABCD>N.

380. (241). Environmental Chemistry. CHM 162 and a course in organic chemistry. (3).

Chemistry of air and natural water systems. Atmospheric origin and reactions; photochemical reactions of smaller molecules; solubility in natural water; pH of natural water; oxidation-reduction reactions. Also listed as CHM 380.

389. (380). Directed Research in Environmental Studies. At least junior standing, consent of instructor: (1-3).

Courses in Physical Geography (GEO)

115. World Regional Geography. (3)s/cs2.

Global patterns of economic development, land use, population and human conflict. Where and how people live and interact with the environment in different parts of the world including problems of famine, trade, geopolitics and ethnic conflict. Also listed as INT 115.

116. Human Geography. (3)s/s1.

Themes and concepts of human geography. Interplay of culture, population, land use and environment. Geographic patterns of language, religion, agriculture, settlements and related landscape features.

150. Physical Geography I. (4)n.

Forces, processes and systems of the landscape. Ground-level climatology, plant geography, and soils. Basic energy balance, moisture balance, soil and plant classification schemes; human influences on climate, vegetation and soils. Three hours lecture, two hours instructional laboratory.

151. Physical Geography II. (4)n.

Geophysical forces, processes and systems acting on or near the earth’s surface. Physical geology, geomorphology, and hydrology including basic rocks and minerals, mountain building, flood frequency, and glaciation. Three hours lecture, two hours laboratory.


Formation and classification of commonly occurring minerals, rocks and fossils. Geologic time scale, distributions in North America, economic uses, and environmental implications. Local field trips. Lecture and laboratory.

203. Introduction to Spatial Analysis. (3)ar2.

Introduction to the science of maps and spatial analysis. Basic concepts of map construction; data evaluation and design issues related to thematic map preparation. Relationship between basic cartographic concepts and new techniques of spatial analysis used in computer mapping, remote sensing, and geographic information systems.
215. Cultural Landscapes. (3)h/csl.
Role of art, architecture and religion in environmental design. Influence of institutions and culture change on the landscape through classical times, Middle Ages, Renaissance, Romantic Rebellion, and modern times. Design concepts and theories and their expression in the landscape. Also listed as RPL 215.

216. Modern Geography. (3)ar2.
Examination of everyday events from a geographic perspective; emphasizes the logic of the geographic approach to social, economic, environmental, land use and health problems.

265. Geology of Michigan. GEO 151 or consent of instructor (3).
Geologic history of Michigan and its relationship to the landscape and natural resources of the state. Ancient mountain-building and the growth of ore deposits, through Paleozoic sedimentation and basin development to Pleistocene glaciation and the history of the Great Lakes. Geologic maps, charts, and sections. Description and identification of typical minerals, rocks and fossils. Local field trips. Graded ABCD>N.

Principles, processes and systems of terrestrial hydrology. Geographic and climatic contexts of global and regional water systems; water balance and exchange concepts; land use and water quality relations. Lecture and laboratory.

282. Weather, Climate, and Oceanography. GEO 150 or ENV 100. (3).
Elements of weather and climate over land and water including atmospheric circulation, precipitation processes, climatic regimes, and climate change. Atmosphere - ocean interactions, ocean circulation, and relations to El Niño, monsoonal flow, and hurricanes. Lecture and laboratory.

285. Environmental Hazards and Natural Disasters. (3)s.
Survey of environmental hazards and resultant disasters, both natural and human. Floods, earthquakes, volcanic eruptions, oil spills and nuclear accidents. Impacts on society and human responses at local, national and international levels. Lecture and discussion.

303. Surveying and Mapping. Two courses in physical geography or consent of instructor. (4).
Theory and practical application of surveying and mapping techniques with emphasis on fundamental field mapping methods. Techniques and instruments used to gather field data; surveying and mapping computations; analysis of measurements and errors. Lecture and required field work.

304. Remote Sensing of the Environment. At least junior standing or consent of instructor (3).
Remote sensing techniques with emphasis on the techniques and procedures for extracting resource information from aerial photography. Application areas in land and water management, urban mapping, land use planning, and other resource areas. Graded ABCD>N.

331. Geomorphology and Soils. GEO 150 or 151, or consent of instructor (3)n.
Study of landforms, surface deposits, and soils. Erosional and depositional processes including streams, wind, waves, currents and glaciers, and their influences on the landscape formation and land use. Development of thought and modern trends in geomorphology.

340. Wetlands, Lakes and Streams. Completion of natural science requirement in BIO, ENV, CHM or GEO and at least one additional natural science course at the 300 level, or consent of the instructor (3).
Study of inland waters including their hydrology, ecology and land use relations. Lake and wetland origins, classification and protection. Review of regulatory policies and practices in Michigan.

365. Regional Geology of North America. GEO 151 or consent of instructor (3).
Regional approach to the geology, physical geography and evolution of North America. Crustal structures as the basic framework for the continent’s physiographic regions. Relationship of geologic structures to landforms, groundwater, streams and soils. Graphic analysis of structural problems, map work and field studies.

370. Field Problems. Two courses in physical geography or consent of instructor (3-4)n.
Problems, methodology, and field techniques of physical geography. Problem design and field and laboratory instrumentation. Topics and instructor announced. Also listed as ENV 370. Graded ABCD>N.

372. Biogeography. GEO 150, 203; BIO 111; or consent of instructor (3).
Geographic distribution of plants and animals, past and present, as influenced by geological, biological, geographical, human and other factors. Mass extinctions, geographic diffusion, major biomes, human evolution, environmental issues, biogeographical mapping techniques. Also listed as INT 372.

382. Plant Geography. GEO 150, 203, 304; BIO 221. (4).
Measurement and description of vegetation distributions, patterns, and processes; relationships to soils, drainage, climate and land use. Application of remote sensing, field verification and mapping techniques. Lecture and laboratory. Also listed as BIO 386.
404. **Advanced Remote Sensing of the Environment.** GEO 304 or consent of instructor (4).

Evaluation of the use of advanced, predominantly satellite remote sensing systems in environmental inventories. Multispectral image interpretation, thermal and radar imagery, and the computer processing of LANDSAT digital data. Graded ABCD>N.

431. **Advanced Geomorphology.** GEO 331 or consent of instructor (1-3).

Topics such as the geomorphology of cold environments, coastal geomorphology, fluvial geomorphology, and geomorphic plant ecology. Field work in the Great Lakes area and Canada. Two hours lecture, two hours recitation, laboratory.

441. **Geophysical Exploration.** GEO 331 or consent of instructor (3).

Techniques used in geophysical exploration of geological resources, mainly soils, bedrock and groundwater. Interpretation of data from soil borings, seismic studies, resistivity probes, gravity measurements, and remote sensing. Applications to engineering, environmental impact, and resource planning. Field experiments.

451. **Applied Geomorphology.** GEO 331 or 441 or GEO/PUB/RPL 476. (3).

Applications of concepts, methods and techniques from geomorphology to problems in landscape design, civil engineering, and environmental management. Includes slope stabilization, erosion control, shore protection and watershed management.

471. **Groundwater Geology.** GEO 151, 331, 441. (4).

Principles and processes of geohydrology. Theory and models of recharge, transmission and discharge. Groundwater systems, flow nets, chemistry, supplies, uses, contamination and protection. Lecture and laboratory.

472. **Watershed Risk Management.** GEO 150 or 151, 272; or consent of instructor (3).

Relationships between water-related hazards and human response at the watershed scale. Flood and floodplain hydrology: local stream and land use data, floodplain classification, and approaches for risk mitigation of floods and other water-related hazards.

476. **Environmental Planning.** GEO 203, 331; or consent of instructor (3).

Environmental analysis for landscape planning and design. Data generation for land use plans, environmental inventories, impact statements. Sources of data, mapping techniques, graphic formatting, dissemination methods. Also listed as PUB 476 and RPL 476.

482. **Seminar in Biogeography.** GEO 372 or 382; BIO 221. (3).

Topics in biogeography including land use and biodiversity, global ecosystem management, global climatic change and geographic techniques for monitoring environmental change.

489. **Geoscience Teaching Practicum.** At least junior standing, three courses in GEO, consent of instructor (2).

For science concentrators interested in teaching practices and communication in earth science. Work with instructors as tutors, teaching assistants and research assistants in lectures, laboratories, demonstrations and special projects aimed at improving lower division science courses. May be elected twice.

490. **Resource Science Departmental Seminar.** Consent of instructor (1-3).

Seminar on applied practice in resource science. Graded ABCD>N.

495. **Honors Thesis I.** Consent of Department Chair Open only to Honors Program students in Physical Geography. (4).

Credit and grade for GEO 495 is not given until successful completion of GEO 496. Also listed as HON 495.

496. **Honors Thesis II.** Prior or concurrent election of GEO 495 and consent of Department Chair Open only to Honors Program students in Physical Geography. (4).

Also listed as HON 496.

497. **Professional Development.** At least junior standing and declared concentration in earth science, physical geography, resource ecology or resource planning. (1-3).

Methods and techniques for data management, survey research, professional writing, report preparation, public presentations and other topics.

498. **Research in Geoscience.** Consent of instructor; completion of majority of degree requirements in physical geography, resource ecology or resource planning. (1-3).

Research in physical geography, environmental science, and related fields, conducted independently or with faculty.

499. **Independent Study.** Consent of instructor (1-3).

Field study and study of current literature on specific topics.

### Courses in Resource Planning (RPL)

215. **Cultural Landscapes.** (3)h/cs1.

Role of art, architecture and religion in environmental design. Influence of institutions and culture change on the landscape through classical times, Middle Ages, Renaissance, Romantic Rebellion, and modern times. Design concepts
and theories and their expression in the landscape. Also listed as GEO 215.

311. Urban and Regional Land Use Planning. At least sophomore standing or consent of instructor. (3). Introduction to problems and issues in land use planning. Examination of national land use trends, analysis of causes and consequences of the low-density urbanization process known as urban sprawl. Skill development in land use problem identification and analysis.

312. Resource Planning and Management. GEO 115 or 150 or 151 or ENV 100; at least sophomore standing or consent of instructor. (3). Principles and theories. Management problems associated with major ecosystems such as range land, rain forest and wetlands and geophysical systems such as watersheds. Practices of various professions including urban planning, landscape architecture, forestry, and wildlife biology.

360. Analytic Methods in Resource Planning. Completion of analytic reasoning area option. (3). Examination of analytical methods used by planners, urban specialists, and related professionals in problems of the urban setting. Review of mathematical and statistical concepts and techniques and their applications to real problems. Topics include forecasting techniques, gaming and simulation, and cross impact analysis.


470. Geographic Information Systems Practicum. RPL 371 or consent of instructor. (3). Application of Geographic Information Systems (GIS) and remote sensing techniques to research and field problems. Emphasis on integration of these geographic technologies in practical problem solving, such as land use change, landscape ecology, and pollution detection.

472. Water Resource Policy and Regulation. At least junior standing; completion of natural science distribution requirement in GEO, ENV, BIO or CHM. (3). Federal and state laws pertaining to water resources and their regulation. Major areas of legislation, administrative policies and agency responsibilities. Relationship to land use, development, hazardous waste, groundwater, surface water, pollution abatement and polluter responsibilities. Also listed as PUB 472.

476. Environmental Planning. GEO 203, 331; or consent of instructor. (3). Environmental analysis for landscape planning and design. Data generation for land use plans, environmental inventories, impact statements. Sources of data, mapping techniques, graphic formatting, dissemination methods. Also listed as GEO 476 and PUB 476.

485. Environmental Emergency Management. GEO 285 or consent of instructor. (3). Planning and management for emergencies such as chemical releases, hazardous waste mishaps, earthquakes, hurricanes, floods and tornadoes. Disaster relief, planning, response programs and remediation at local, regional, national and international levels. Also listed as PUB 485.

486. Environmental Site Assessment. At least two upper-division RPL or GEO courses and at least junior standing; or consent of the instructor (3). Environmental analysis and evaluation of property parcels. Opportunities and constraints relative to environmental liability, legislative mandates, sources or risk and impacts of former uses. Site planning and management implications of local hydrologic, geomorphic, edaphic and geologic conditions. Fieldwork, report preparation, and discussion. Graded ABCD>N.

495. Resource Planning Workshop. At least two courses in resource planning, at least junior standing. (1-4). Workshop in problems of resource planning and management. Topics vary with instructor but include hazardous waste management, watershed management, and energy program development. Participation with professionals outside the University. Graded ABCD>N.

Economics (ECN)

350 David M. French Hall
(810) 762-3280
FAX (810) 762-3281
Chair: Tevfik F. Nas
Principal Secretary: Judy J. Bedore
Professors Tevfik F. Nas, Nallapu N. Reddy; Assistant Professors Adam Lutzker, Mark J. Perry; Lecturer Paula L. Nas; Adjunct Lecturers Joseph Dorris, Leon Letter.

Professors Emeriti: Virgil M. Bett, Lubomyr M. Kowal
Associate Professor Emeritus: Charles T. Weber
Economics is a social science that deals with many of the most difficult problems of our time, such as inflation, unemployment, pollution and poverty. As a problem-based discipline, the study of economics enables students to acquire the analytical skills and methodology applicable to a variety of career options. Economics graduates are in demand in such fields as banking, finance, insurance, and in government and industry. In addition, training in economics provides an excellent background for professional education in law and in graduate schools of business and public administration.

**Programs in Economics**

Two concentration programs are offered, both leading to the Bachelor of Arts degree: the General Program in Economics and the Honors Program in Economics. A Minor in Economics is also available.

**General Program in Economics**

**Area Options.** An area option in a foreign language is required. An area option in analytic reasoning is automatically satisfied by required courses.

**Requirements.**

A. Thirty-three credits in economics including ECN 201, 202, 315, 354; no more than three credits in ECN 391, 394, and 395 may be included in these 33 credits.

B. A course in statistics (BUS 211 preferred).

C. An introductory course and at least nine credits in advanced (300 level) courses in social sciences other than economics.

D. One of: MTH 117, 118, 120, or 121.

**Honors Program in Economics**

*Faculty Advisor:* Dr. Perry

**Prerequisite.** MTH 121.

**Area Options.** An area option in a foreign language is required, as stated in the University Honors Scholar Program. An area option in analytic reasoning is automatically satisfied by required courses.

**Requirements.**

A. Completion of all requirements for the General Program in Economics, including ECN 391, Directed Reading in Economics-Research Methods (3 credits), and ECN 394, Directed Research in Economics (3 credits).

B. ECN 495 and ECN 496, Honors Thesis I and II (4 credits each).

C. Completion of all requirements of the CAS Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Economics Department Honors Program. See the departmental honors advisor or the Honors Program Director for this information.

**Minor in Economics**

The Minor in Economics is designed for students who wish to concentrate in another area but whose career goals require a strong background in economics. This minor is particularly well suited to students who wish to pursue careers in business, finance, government, journalism, law, or related areas. Successful completion of the Minor in Economics is recorded on the official transcript.

**Requirements.** Eighteen credits in economics consisting of ECN 201, 202, 315, 354, and two additional courses in economics selected in consultation with an advisor from the Economics Department. No more than three credits in ECN 391, 394, and 395 may be included in these 18 credits.

**Courses in Economics**

**100. Introduction to Economics.** (3)s.

Introduction to economic concepts, economic institutions, and the ideas of great economists. Emphasis on analysis of selected contemporary economic issues. *Does not apply to either economics major or economics minor requirements.*

**201. Principles of Economics (Macroeconomics).** (3)sr2.

Introduction to the principles of economic organization and national income determination and stabilization. Topics include inflation, unemployment, money and banking, and the economic role of government.

**202. Principles of Economics (Microeconomics).** (3)sr2.

Introduction to the economic theories of production, consumption and exchange. Topics include applications of supply and demand, production and cost analysis, market structure, market failure, resource markets, and regulation.

**244. The Economics of the Black Community.** (3)s.

Economic problems of the Black American in the historical development of the United States. Analysis of discrimination in consumer, labor, housing, and capital markets. Importance of human resources in economic development. Discussion of ways to bring about economic change. *Also listed as AFA 244.*
314. **Money and Banking.** *ECN 201.* (3)s.
Nature and functions of money. Commercial banking system and its role in the creation of money. Federal Reserve System as an agency of government control over the economy. Introduction to monetary theory.

315. **Intermediate Microeconomic Theory.** *ECN 201, 202; MTH 117 or 118 or 120 or 121.* (3)s.
Analysis of the behavior of decision makers in households, firms, and governments and the role of prices in resource allocation; market structure, economic welfare, regulation, externalities, public goods, and general equilibrium.

327. **History of Economic Thought.** *ECN 201, 202; or consent of instructor.* (3)s.
Development of economic thought from early times to the present. Particular attention to the ideas of Adam Smith, David Ricardo, John Smart Mill, Karl Marx, Thorstein Veblen, and John Maynard Keynes.

332. **Comparative Economic Systems.** *ECN 201, 202; or consent of instructor.* (3)s.
Theories of capitalism, socialism, and mixed economies. The free market and planned economies. Application to existing economies.

342. **Introduction to Econometrics.** *ECN 201, 202, a course in statistics; or consent of instructor.* (3)s.

354. **Intermediate Macroeconomic Theory.** *ECN 201; MTH 117 or 118 or 120 or 121.* (3)s.
Theoretical and empirical literature in macroeconomics, including classical, Keynesian, and monetarist theories. Causes, consequences and cures of inflation and unemployment. Determination of equilibrium income, demand for and supply of money, the interest rate, and instability in the private economy.

356. **Development Economics.** *ECN 201, 202; or consent of instructor.* (3)s.
Alternative approaches to the study of growth and development issues. Contemporary models and new perspectives on development, efficiency and equity, education, population growth and urbanization, foreign investment, the new international economic order, and other aspects of development.

360. **International Economics.** *ECN 201, 202; or consent of instructor.* (3)s.
Conduct of trade between nations. Problems of the balance of trade and of payments. Trade policies and their effects upon domestic and foreign economies. Development of agencies for stimulating and financing international trade.

364. **Industrial Economics.** *ECN 201, 202; or consent of instructor.* (3)s.
Theories of competition and market power. Concentration, scale economies, product differentiation, entry barriers, collusion, mergers, price discrimination, and technological change. Problems in public utility rate-making, misallocation induced by regulation, and the role of competition in regulated industries.

365. **Economic Geography.** *ECN 201, 202; or consent of instructor.* (3)s.
Economic, social and political problems arising from geography, with special attention to the United States and other leading countries. Agricultural and urban land use, location theory, industrial location, development and underdevelopment, and population distribution.

366. **The Global Economy.** *ECN 201, 202.* (3)s.
Consideration of the Global Economy, primarily since 1945. Theories of growth and technological change. Case studies of major countries and investigation of key sectors, including manufacturing, information technology, and financial services.

367. **World Economic History.** *ECN 201, 202; or consent of instructor.* (3)s.
Study of economic development from invention of agriculture to the present. Topics include technological change, evolution of economic institutions, the industrial revolution, colonialism and decolonization, and globalization. Theoretical focus on issues of growth and development.

372. **Urban Economics.** *ECN 201, 202; or consent of instructor.* (3)s.
Analysis of urban and regional economic problems. Location theory, export-base analysis, housing, transportation, and local services.

374. **Energy Economics and Policy.** *ECN 202 or consent of instructor.* (3)s.
Analysis of energy resource development, utilization, and conservation. Long-term energy requirements; alternative sources. Examination of public energy policies. Benefit-cost analysis.

375. **Law and Economics.** *ECN 201, 202; or consent of instructor.* (3)s.
Economic analysis of the legal system. Emphasis on functions of property rights, contracts, and liability. Special attention paid to recent issues associated with globalization and new technologies.

376. **Environmental Economics.** *ECN 202 or consent of instructor.* (3)s.
386. **Senior Seminar.** Consent of instructor. (3)s.
Theory and literature of economics. Designed to integrate the content of courses taken previously by the student.

391. **Directed Reading in Economics.** At least 18 credits in economics and consent of instructor: (1-3)s.
Assigned study of topics in economics beyond the scope of regular coursework.

394. **Directed Research in Economics.** At least 18 credits in economics and consent of instructor: (1-3).
Applied research under faculty supervision on an appropriate topic in economics.

395. **Internship in Applied Economics.** At least 18 credits in economics, consent of instructor. (3-6).
Provides the qualified student with on-the-job experience using economics skills. Internship in a selected organization under the supervision of organization personnel and a faculty advisor. Required attendance at periodic seminars and submission of a written report summarizing the internship experience. May be reelected to a maximum of six credits, no more than three of which are applicable to the concentration requirement. Graded Pass/Fail.

421. **American Economic History.** ECN 201 or consent of instructor: (3)s.
Case study in economic development. Colonization, westward movement, agriculture, transportation, industrial revolution, trust movements, slavery, capital growth, money and banking, commerce, and social progress; chiefly since 1790.

424. **Labor Economics.** ECN 201, 202; or consent of instructor. (3)s.
Examination of labor issues within the context of various theories. Exploration of questions about why people work, the conditions under which they work, how they are paid, and the structure of labor markets.

466. **The Economy of Russia, Ukraine and the CIS.** ECN 201, 202; or consent of instructor: (3)s.
Philosophy, structure and performance of an economic system in transition from communism to capitalism. The failure of central planning and the lure of the market. Strategy and politics of economic reform; problems of privatization and transition.

469. **Managerial Economics.** ECN 201, 202; or consent of instructor. (3)s.
Application of economic theory to the analysis of business problems. Empirical demand and supply analysis, pricing practices, price regulation and antitrust policy, investment decisions, research and development policy, and forecasting. Problems and case studies.

470. **Public Finance.** At least junior standing. (3)s.
Analytical methods applied to the problems of government finance. Effects of revenue and expenditure proposals on the allocation of resources, distribution of income, and administration of government. Also listed as PUB 470.

473. **Financial Management for Public and Nonprofit Organizations.** At least junior standing. (3)s.
Theory and practice of financial management for public sector agencies; overview of financial markets, investments, technical features of stocks, bonds and investments; time value of money and capital budgeting analysis; emphasis on risk management techniques. Also listed as PUB 473.

479. **Economics of Health Care.** ECN 202; HCR 300; or consent of instructor. (3)s.
Economic analysis of the health care industry and governmental policies in health care. Economic tools to determine probable effects of proposals on the pattern of health care produced and on the allocation of resources both within the industry and in the economy generally. Also listed as HCR 479 and PUB 479.

480. **Quantitative Methods for Public Administration.** At least junior standing. (3)s.
Application of statistical techniques to problem-solving. Forecasting and time-series, regression; correlation; variance; cost-benefit analysis. Computer methods in solving problems of public policy and health care administration. Also listed as PUB 480.

495. **Honors Thesis I.** Consent of Department Chair. Open only to Honors Program students in economics. (4).
Credit and grade for ECN 495 is not given until successful completion of ECN 496. Also listed as HON 495.

496. **Honors Thesis II.** Prior or concurrent election of ECN 495 and consent of Department Chair: Open only to Honors Program students in economics. (4).
Also listed as HON 496

**Graduate Courses in Economics**

521. **American Economic History.** Graduate standing; ECN 201 or consent of instructor. (3).
See ECN 421 for description. Not open to students with credit for ECN 421.

524. **Labor Economics.** Graduate standing; ECN 201, 202; or consent of instructor. (3).
See ECN 424 for description. Not open to students with credit for ECN 424.

569. **Managerial Economics.** Graduate standing; ECN 201, 202; or consent of instructor. (3).
See ECN 469 for description. Not open to students with credit for ECN 469.
570. Public Finance. Graduate standing. (3).
Analytical methods applied to the problems of government finance. Effects of revenue and expenditure proposals on the allocation of resources, distribution of income, and administration of government. Not open to students with credit for ECN/PUB 471. Also listed as PUB 570.

571. Public Economics. Graduate standing. (3).
Application of economic tools to public decision-making; emphasis on welfare economics and microeconomic foundation of public expenditure analysis; issues and problems in project evaluation and application of cost-benefit techniques. Also listed as PUB 571.

See ECN 473 for description. Not open to students with credit for ECN/PUB 473. Also listed as PUB 573.

579. Economics of Health Care. Graduate standing; ECN 202; HCR 300; or consent of instructor (3).
See ECN 479 for description. Not open to students with credit for ECN/HCR/PUB 479. Also listed as HCR 579 and PUB 579.

580. Quantitative Methods for Public Administration. Graduate standing. (3).
See ECN 480 for description. Not open to students with credit for ECN/PUB 480. Also listed as PUB 580.

Engineering Science
(EGR)

213 William R. Murchie Science Building
(810) 762-3131
Fax: (810) 766-6780

Chair (Computer Science, Engineering Science, and Physics): Dr. M. Vaziri

Principal Secretary: Patricia A. Slackta

Secretary: Kathleen Leist

Supervisor of Science Laboratories: Daniel A. Mitchell
Professor Mary E. Cox; Assistant Professor Adel Sharif;
Adjunct Lecturers Ronald Moen, Jack Rice.

Engineers require education and experience in a broad range of topics from materials to manufacturing, from facilities to machine element design, and from circuits to dynamics. Problem solving in engineering is based in fundamental science and mathematics, and utilizes current technology and industrial practice. The Engineering Science programs are designed to help a student enter the engineering profession as an experienced problem solver. Engineers in industry are expected to manage products, materials and processes. They are expected to be able to cost a product, determine the rate of return on an investment, find the break-even point in manufacturing, and price the marketing of a product. Some engineers do more management than others; however, every engineer needs the fundamental engineering concepts and knowledge that form the basis for the profession.

The program in Engineering Science provides the course-work and industrial experience for students wishing to enter industry as an engineer. In addition to technical content, these courses provide practice in forming and working in teams, preparing and presenting oral and written technical reports, and developing advanced computer skills. Most students participate in the industrial engineering experience, where industry engineers supervise projects conducted by students. Engineering design caps the program with students designing and constructing engineering projects.

The program in Managerial Engineering is intended to provide fundamental engineering skills accompanied by more detailed skills in finance, organizations, operations and marketing than are provided in the program in Engineering Science. In cooperation with the faculty in the School of Management, the program in Managerial Engineering provides the equivalent of about one year of course-work in the management topics most needed by an engineering manager working in a facility producing a product or service.

Students wishing to enter these programs must apply during the term they complete most of the prerequisite courses. Application is important because it allows proper advisement for future courses, and selection of an appropriate industrial engineering experience.

Programs in Engineering Science

Three concentration programs are offered, all leading to the Bachelor of Science degree: the General Program in Engineering Science, the Honors Program in Engineering Science and the Program in Managerial Engineering.

A student who plans to transfer to a traditional program, e.g. in mechanical, chemical, or electrical engineering, after attending UM-Flint, should elect the courses prerequisite to the General Program in Engineering Science. Early consultation with an engineering advisor is strongly recommended.

General Program in Engineering Science

Area Options. One of the two required area options is automatically satisfied by required courses in analytic reasoning.

Prerequisites. (59-60 credits).
A. ENG 111* and 112 (6 credits).
B. MTH 121, 122, 220, 222, 305 (18 credits).
C. A course* in a high level computer language, such as Fortran, C++, or Pascal (3-4 credits).
D. CHM 160, 161, 162 (8 credits).
E. PHY 243, 245 (10 credits).
F. EGR 102*, 165* (5 credits).
G. EGR 230, 260, 280 (10 credits).

*Students who present credentials indicating competency may be exempted from these prerequisites.

Admission to the Program. Students must complete all prerequisite courses with a grade in each course of C (2.0) or better before admission to the Engineering Science program. Admission to the Engineering Science program requires a written application submitted to the Chair of the program before the Friday of the seventh class week in the term prior to expected admission. Students may be enrolled in prerequisite courses when they apply. Admission to the program may occur in any term (Fall, Winter, or Spring-Summer). Final acceptance is based on grades received in all prerequisite courses. A cumulative GPA of C (2.0) or better is required for all courses taken prior to admission to the Engineering Science program.

Requirements.
A. Admission to the program. This would normally occur prior to the fifth or sixth semester of full-time study.
B. Two additional courses in mathematics, computer science, and/or business at the 200 level or above, chosen to complement courses elected in section E below, and approved by an engineering science advisor (6 credits).
C. BUS 313; EGR 312, 340, 353, 365, 466 (20 credits).
D. Two laboratory courses from: EGR 305, 335, 355 (2 credits).
E. Sixteen credits in courses in engineering science selected by the engineering science advisor and student with reference to a particular engineering specialty (16 credits).
F. Elective credits, including completion of the general education requirements, to bring the total to 128 credits.

Completion of EGR 395 is recommended. With the consent of the Co-op faculty coordinator, one election of EGR 365 or EGR 466 may be waived upon successful completion of an appropriate Co-op experience.

Honors Program in Engineering Science

Prerequisites. EGR 260, 280; MTH 222.

Area Options. An area option in a modern foreign language is required, as stated in the University Honors Scholar Program. An area option in analytic reasoning is automatically satisfied by required courses.

Requirements.
A. Completion of all requirements for the Bachelor of Science in Engineering Science.
B. EGR 291, Supervised Study in Engineering (2); EGR 391, Independent Study (3).
C. EGR 495 and 496, Honors Thesis I and II (4 each).
D. Completion of all requirements of the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements stated above as well as with the particular procedure for acceptance in the Physics and Engineering Science Department’s Honors Program. See the departmental honors advisor or the Honors Program Director for this information.

Program in Managerial Engineering

Prerequisites. (70 credits).
A. ENG 111*, 112 (6 credits).
B. MTH 121, 122, 220, 222, 305 (18 credits).
C. CHM 160, 161, 162 (8 credits).
D. CSC 121*, 151*, 152* (5 credits).
E. PHY 243, 245 (10 credits).
F. EGR 102*, 165* (5 credits).
G. ECN 201, 202 (6 credits).
H. EGR 230, 260, 280 (10 credits).
I. BUS 211 (3 credits).

*Students who present credentials indicating competency may be exempted from these prerequisites.

Admission to the Program. Students must complete all prerequisite courses with a grade in each course of C (2.0) or better before admission to the Managerial Engineering Program. Admission to the Managerial Engineering Program requires a written application submitted to the Chair of the Program before the Friday of the seventh class week in the term prior to expected admission. Students may be enrolled in prerequisite courses when they apply. Admission to the program may occur in any term: Fall, Winter, or Spring-Summer. Final acceptance is based on grades received in all prerequisite courses.

Requirements.
A. Admission to the program. This would normally occur prior to the fifth or sixth semester of full-time study.
B. The Minor in General Business (24 credits).
C. EGR 312, 340, 353, 365 (14 credits).
D. Elective credits, including the CAS general education requirements, to total 128 credits.
Courses in Engineering Science

102. Introduction to Engineering and Engineering Problem Solving. (3).
Introduction to engineering practices, various engineering disciplines, common engineering science foundations of all branches, teaming, ethics, and communication, including CAD. Graded ABC>N.

165. Computer-Assisted Drafting. (2).
Review of basic drafting principles, orthographic projection, line and plane relationships, dimensioning, and conventional representations. Introduction to the operation of a computer graphics system. System orientation; graphics generation, editing, and manipulation; basic detailing, dimensions, library development; database management.

230. Statics. PHY 243 with a grade C (2.0) or better. (3).
Understanding of the principles of mechanics and their application to the solution of engineering problems, especially in equilibrium state. Free-body diagrams introduced; equilibrium problems and results of general force systems stressed.

260. Mechanics of Deformable Solids. EGR 230 and MTH 220, each with a grade of C (2.0) or better (3).
Deformable solids, stress and strain, principal axes, material behavior (elastic, plastic, viscoelastic, temperature dependent). Boundary value problems, torsion, beams. Instability, columns.

280. Science of Engineering Materials. MTH 122, CHM 162 and PHY 245, each with a grade of C (2.0) or better. Concurrent election of EGR 305 recommended. (4).
Introduction to the science of engineering materials. Emphasis on the correlation between material properties and internal structure; examination of metals, alloys, ceramics, polymers, and composite materials for engineering applications.

291. Supervised Study in Engineering. Consent of instructor: (1-4).
Laboratory work or study of the literature on designated problems chosen by the student in consultation with a faculty supervisor. May be reelected to a total of four credits.

301. (465). Facilities Design. EGR 230, 280; MTH 220. (3).
Synthesizing components, processes, and systems into an overall manufacturing facility design. Product, project process, techniques of evaluation. Strongly recommended for students involved in Industrial Engineering Experience projects.

302. Project Management Processes. At least junior standing or consent of instructor: (3).
Eight steps required to complete a successful project management process, including how to use software and implement project management in day-to-day tasks.

303. Data Acquisition and Control. PHY 14.5 or 245, or consent of instructor; familiarity with a computer system. (3).
Introduction to basic structures that make up LabVIEW programs. Building of applications for communications and control of instruments using GPIB and plug-in data acquisition boards. Also listed as PHY 303.

305. Engineering Materials Laboratory. Prior election with a grade of C (2.0) or better, or concurrent election, of EGR 280. (1)
Laboratory practice in fabrication, preparation, testing and evaluation of materials, including metals, alloys, ceramics, glasses, polymers and composites. Concurrent election of EGR 280 recommended.

312. Kinematics and Mechanisms. MTH 220 and EGR 230, each with a grade of C (2.0) or better (3).
Introduction to the relationships between geometry and motions of a machine or mechanism and the forces which produce these motions. Emphasis on graphical, analytical methods of analysis and synthesis.

315. Machine Element Design. EGR 260 and CSC 175 or 271, each with a grade of C (2.0) or better; or consent of instructor. (3).
Applications of the principles of mechanics of materials and other engineering sciences to the design of such machine elements as fasteners, gears, springs, bearings, clutches, chain and belt drives; analysis of functional and performance requirements; failure theories and their design criteria. Impact loading, stress concentration, and fatigue.

330. Engineering Circuit Analysis. PHY 245 and MTH 222, each with a grade of C (2.0) or better (3).
Introduction to linear electric circuit analysis, including dc, ac, transient, delta, and wye circuits; active and passive elements. Concurrent election of EGR 335 expected.

335. Engineering Circuit Analysis Laboratory. Prior election with a grade of C (2.0) or better, or concurrent election, of EGR 330. (1)
Laboratory experiments in circuit analysis. One three hour laboratory period weekly.

340. Transport Processes: Momentum, Heat and Mass. MTH 222 and EGR 353, both with grades of C (2.0) or better; or consent of instructor (4).
353. Thermodynamics. CHM 162, MTH 220, and PHY 245, each with a grade of C (2.0) or better (3).
Study of the first and second laws of thermodynamics and their applications to the analysis of processes involving the control and utilization of energy. Properties and behavior of pure substances, ideal gases, and mixtures; heat engine and refrigeration cycles.

354. Optics. PHY 245 with a grade of C (2.0) or better; MTH 220, 222. (3).
Geometrical and wave optics. Topics selected from: refraction, reflection, polarization, dispersion, interference, diffraction, bi-refreringence, scattering, and absorption and emission of photons. Also listed as PHY 354.

355. Thermofluids Engineering Laboratory. Prior election with a grade of C (2.0) or better in each, or concurrent election, of EGR 340 and 353. (1).
Laboratory experiments in the thermal properties of matter, including thermodynamic states, transport and transfer of thermal energy, momentum and mass, with and without internal thermal sources, and the transient and steady-state thermal properties of matter.

365. Engineering Design. BUS 313; EGR 312, 340, 353; grades of C (2.0) or higher in all previous EGR courses; consent of instructor (4).
Introduction to the process of engineering design. Identification of specific problems or needs; comparison of alternative systems, processes, and components. Study of illustrative case histories. Practice in groups working on typical design projects. Laboratory exercises in construction, evaluation and feedback for design refinement.

370. Dynamics. EGR 230, MTH 305, and CSC 175 or 271, each with a grade of C (2.0) or better; or consent of instructor. (3).
Application of the principles of mechanics and other engineering science to the analysis of force systems in motion, including Kinematics of Particles and Rigid Bodies, Kinetics of Particles and Rigid Bodies by Newton’s Laws, work and energy methods, and impulse and momentum.

380. System Dynamics and Control. Prior election with a grade of C (2.0) or better, or concurrent election, of EGR 370; or consent of instructor. (3).
Modeling and analysis of such dynamic systems as electrical, fluid and thermal. Laplace transforms and solution techniques for first and second order linear differential equations. Introduction to linear feedback control theory, block diagrams, transient and frequency responses, stability, system compensation and design.

Laboratory study or study of current literature on a selected topic. May be reelected to a total of six credits.

395. Cooperative Practice in Engineering. EGR 280 and 301, each with a grade of C (2.0) or better; consent of Industrial Engineering Program Supervisor (3).
Industrial and engineering job planned jointly by the student, the Industrial Supervisor, and the Engineering Cooperative Coordinator. Project report and oral presentation required. Student’s work evaluated by the Industrial Supervisor and the Engineering Cooperative Coordinator. May be reelected. Graded Pass/Fail.

399. (290 & 295). Introduction to Robotics and Mechatronics. MTH 220 and CSC 271 or 275, each with a grade of C (2.0) or better; or consent of instructor. (3).
Synopsis of fundamental ideas and problems in robotics. Discussion of semiconductors, several sensors, actuators, power transmission devices, planning and implementation of robot trajectories, microcontrollers.

405. Product Construction and Techniques. EGR 353, 365 and 370, each with a grade of C (2.0) or better. (3).
Techniques to design and construct various products; tool, component and methods selection; packaging in a limited environment; product readiness for shipment.

410. Vibrations. EGR 370 with a grade of C (2.0) or better; or consent of instructor (3).
Free and forced vibrations of systems with one degree of freedom; rotating and reciprocating unbalance, critical speeds, vibration isolation and transmissibility, vibrating measuring instruments, support motion, frequency motion. Linear multiple-degree systems; analysis by matrix and approximation methods, modal analysis and mode summation.

415. Applied Statistical Methods. BUS 211 or 313, with a grade of C (2.0) or better (3).
Statistical inference, statistical process control (SPC), experimental design. Taguchi methods, reliability, sample submission and acceptance. Emphasis on application of various statistical methods.

425. Advanced Manufacturing. EGR 466 with a grade of C (2.0) or better (3).
Integration of design and manufacturing; manufacturing information systems; manufacturability considerations at the design and development phase. DFM/DFA applications.

430. Internal Combustion Engine. EGR 340, 353 and 355, each with a grade of C (2.0) or better (3).
Design, calculations and applications; theoretical explanation of the working principle of the internal combustion engine.
Intermediate Engineering Materials. EGR 280, 305 and 355, each with a grade of C (2.0) or better; or consent of instructor (4).


Problem Solving & Decision Making. BUS 211, EGR 301; admission to EGR program; consent of instructor (3).

Overview of problem solving and decision making, including introduction to creativity tools, flowcharts, cause and effect diagrams, operational definition, Pareto analysis, run charts, control charts, and FMEA. Review of QS-9000, the automotive supplier quality standard.

Special Topics in Engineering. Senior standing and consent of instructor (3).

Specific topic of contemporary interest in engineering practice selected for each offering. Students write papers and give oral presentations.

Engineering Design II. EGR 365 with a grade of C (2.0) or better; senior standing; consent of instructor. (3).

Advanced design concepts including feedback, process and product improvement, computer aided design. Team projects and exercises in design improvement.

Product Development. MTH 122 and at least junior standing; or bachelor's degree in appropriate field; or consent of instructor. (3).

Properties of the product/technology development process, issues of product strategy, R&D management and implementation of new processes, including analysis of the process of product development; quality control, development and application of control charts. Theory of constraint and its application in manufacturing and engineering.

Engineering Process Design. EGR 415 and 470, each with a grade of C (2.0) or better. (3).

Design teams; flowcharting information from concept development to design, prototype, test, redesign and manufacture; financial, packaging, shipping and inventory management; transfer from component design to integrated system design.

Engineering Design of Experiments. EGR 305, 340 and BUS 211, each with a grade of C (2.0) or better (3).

Methods of design of experiments (DOE) developed and applied to design and redesign of product and process. Students organized in teams use a computer simulation program to generate a case study involving redesign of a process.

Advanced Engineering Materials. EGR 340 and 440, each with a grade of C (2.0) or better; or consent of instructor (4).

Thermodynamics, kinetics, phase transformations and transport phenomena of relevance to solid engineering materials. Design exercises related to specific process and materials applications, selection and utilization of materials in engineering applications, and economic and management aspects of materials.

Comprehension of Complex Product Design and Manufacturing. Consent of instructor (3).

Product development, principles for strategy, technology, people, processes, and work environment. Discussion of leaders in the fields of product development, organizational behavior, learning, and leadership. Emphasis on manufacturing and service corporation paradigms and how they change and develop over time.

Honors Thesis I. Consent of the Department Chair. Open only to Honors Program students in engineering. (4).

Credit and grade for EGR 495 is not given until successful completion of EGR 496. Also listed as HON 495. Graded ABC>N.

Honors Thesis II. Prior or concurrent election of EGR 495 and consent of Department Chair. Open only to Honors Program students in engineering. (4).

Also listed as HON 496. Graded ABC>N.

English (ENG)

326 David M. French Hall
(810) 762-3285

Chair: Frederic J. Svoboda

Principal Secretary: Frances A. Frazier

Professors Anita Barry, Judith J. Kollmann, William J. Lockwood, Lois M. Rosen, Frederic J. Svoboda, Jacqueline Zeff; Associate Professors Robert W. Bennett, Stephen D. Bernstein, Janice Bernsten, Thomas Foster, Jan Furman; Assistant Professors Jacob Blummer, Kazuko Hiramatsu, Mary Jo Kietzman; Lecturers Jim Anderson, Julie Colish, Dorothea M. Law, Danny Rendleman, Maureen Thum, Richard Wisneski, Jan Worth; Adjunct Lecturers Cathy Akers-Jordan, Jill Bauer, Hannah Furrow, Heidi Heifer, Stephanie Irwin, Margo LaGafftta, David Larsen, Catherine O’Connor, Rosemarie Sholl, Rebecca Wickham; Visiting Lecturer Nancy Tucker; Senior Instructional Associate Scott Russell.

Because language is the chief means of human communication as well as an artistic medium, courses in English may focus on literature, composition, linguistics, or English Education. Despite this range, a common mission informs them. The Department of English exists to pro-
vide students with the instruction and the opportunity necessary to develop a critical understanding of how English has been used, how it can be used, and how it works. Emphasis on reading, writing, analysis, interpretation, and teaching—whether of literature, rhetoric, or linguistic matters—serves the goal of helping students examine historical, cultural, political, ethical, and aesthetic facets of the language in meaningful and productive ways.

Students often elect courses in English for the inherent reward. Many prepare to teach English, and others find it a useful preparation for occupations that do not require highly specialized training or in which there is a demand for ability in communication.

### English Placement Exam (EPEX)

EPEX consists of a reading score and a short essay written on a given topic. Results are used to place students into the appropriate freshman English class: ENG 100 (College Reading and Learning Strategies), 109 (College Writing Workshop), 111 (College Rhetoric), or 112 (Critical Writing and Reading). EPEX is required of all incoming freshmen and transfer students who have not yet completed their freshman composition requirements. Freshmen and transfer students may not register for ENG 111 or 112 unless they have taken EPEX and can be appropriately placed on the basis of their scores. Adult returning students are advised to take EPEX if they completed their requirements more than three years previously.

Based on writing test results, students may be required to complete ENG 109 for three credits before taking ENG 111. Students may also be required to take one credit of ENG 109 along with ENG 111 or 112 and must successfully complete the one credit of ENG 109 to receive a passing grade for the concurrent ENG 111 or 112. In rare cases, students may score high enough to waive the freshman English requirement if there is also evidence of intensive, college-level work in analytical writing and research.

Students required to take ENG 100 based on reading test scores may take ENG 109 (1-3 credits) and 111 concurrently with 100. However, they must complete their ENG 100 requirement before taking ENG 112 to insure that they have developed the reading strategies necessary for success in ENG 112.

Reading and writing placements are mandatory for (1) entering freshmen and (2) transfer students and adult returning students whose EPEX scores place them into a course for which they have not received transfer credit. Transfer students and adult returning students whose EPEX scores place them into a course for which they have already received transfer credit are strongly advised to follow their EPEX placement in order to insure success in writing at UM-Flint.

### Programs in English

Five concentration programs are offered, all leading to the Bachelor of Arts degree: the General Program in English, the Honors Program in English, the Program in English with a Specialization in Writing, the Program in English with a Specialization in Technical Writing, and the Teacher’s Certificate Program in English. Minors are available in American Literature, British Literature, Technical Writing, Writing, and Linguistics. (See the Catalog section on Linguistics.) A Teacher’s Certificate Program Minor is also offered.

### General Program in English

#### Area Options.

An area option in a foreign language is required. For the second area option, cultural studies, values inquiry, or the foundations of western civilization is recommended.

#### Requirements.

Thirty credits in English at the 200 level or above, including 18 at the 300 or 400 series level. Within the 30 credits, the following are required:

- A. ENG 204 or 205 or 206 or 207; and ENG 241.
- B. A course in American or American ethnic literature.
- C. A writing course from the 200 series or above.
- D. ENG 350, or two courses at the 300 level or above in British literature before 1800.
- E. Completion of an Individual Major Portfolio.
- F. ENG 400 or equivalent.

### Honors Program in English

#### Area Options.

An area option in a foreign language is required, as stated in the University Honors Scholar Program. For the second area option, cultural studies, values inquiry, or the foundations of western civilization is recommended.

#### Requirements.

- A. Completion of all requirements for the General Program in English, including ENG 400; at least one semester of ENG 395, Honors Independent Reading; one semester of ENG 396, Advanced Honors Research; and one additional course selected from courses numbered 399 or above.
- B. ENG 495 and 496, Honors Thesis I and II (4 credits each). No student with a grade of B- or less in ENG 495 or ENG 496 will graduate with Honors in English.
- C. Completion of all requirements for the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above, as well as with the particular procedures for acceptance into the English Department’s Honors Program. See the departmental honors advisor or the Honors Program Director for this information.
Program in English with a Specialization in Writing

Requirements. Thirty-six credits, as follows:

A. Twenty-one credits in literature courses to include the following:
   1. ENG 204 or 205 or 206 or 207; 241.
   2. A course in American or American ethnic literature.
   3. ENG 350, or two courses at the 300 level or above in British literature before 1800.

B. Fifteen credits in writing courses from: ENG 252, 296, 340, 345, 346, 363, 392, 393, 399, 412, 490, ENG/LIN 200,244 (244 recommended).

C. At least eighteen credits in English at the 300 or 400 level.

D. Completion of an Individual Major Portfolio.

E. ENG 400 or equivalent.

Program in English with a Specialization in Technical Writing

Requirements. Forty-five credits, as follows:

A. Twenty-one credits in literature courses to include the following:
   1. ENG 204 or 205 or 206 or 207; 241.
   2. A course in American or American ethnic literature.
   3. ENG 350, or two courses at the 300 level or above in British literature before 1800.

B. Twenty-four credits as follows:
   1. ENG 345, 391; ENG 399 or COM 391 developed in conjunction with a technical writing instructor.
   2. Fifteen credits from the following groups:
      a. Written communication (6 credits). COM 225; COM/ENG 338; ENG 252, 296, 340, 354, 363.
      c. Oral communication (3 credits). COM 204, 210, 304.
      d. Linguistics (3 credits). ENG/LIN 200, 244 (244 recommended).

C. At least eighteen credits in English at the 300 or 400 level.

D. Completion of an Individual Major Portfolio.

E. ENG 400 or equivalent.

Teacher’s Certificate Program

Area Options. An area option in a foreign language is required. For the second area option, cultural studies, values inquiry, or the foundations of western civilization is recommended.

Requirements. Forty-five credits, including at least eighteen credits in English at the 300 level or above, distributed as follows:

A. Literature (18 credits).
   1. ENG 241.
   2. English literature before 1850. One from ENG 303, 310, 312, 326, 327, 328, 330, 331, 350.
   3. Shakespeare. ENG 315 or 316.
   5. American ethnic literature. One from ENG 213, 215, 374, 382, or a course approved by the English Department.
   6. ENG 400 or its equivalent. May count, where appropriate, for requirements for 2, 3, 4, and 5; if so, must be replaced by a 300-level course.

B. Writing (6 credits).
   2. ENG/EDU 412.

C. Education (6 credits). ENG/EDU 361, 410; both taken as Education.

D. Linguistics (6 credits). ENG/LIN 200, 244; both taken as Linguistics.

E. Electives in English at the 200 level or above (9 credits). The following courses are recommended as excellent preparation for teaching English: a course in women’s literature chosen from: ENG 228, 337, or a course approved by the English Department; further courses in American or British literature or writing; a course in Greek and Roman literature chosen from ENG 204, 207; ENG/LIN 349; ENG 351.

F. Completion of Individual Major Portfolio.

Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs,” printed in the Department of Education section of this Catalog.

Minor in American Literature

Requirements. Twenty-one credits distributed as follows:

A. ENG 213 or 215, 241, 356, 357.

B. Three courses chosen from ENG 353, 355, 364, 368, 382, 383, 384, 432, 433, 434, 435.

Minor in British Literature

Requirements. Eighteen credits distributed as follows:

A. ENG 241, 303 or 310, 315 or 316, 326 or 332.

B. Two additional courses at the 300 level in British literature.
Minor in Linguistics

See Linguistics.

Minor in Technical Writing

Requirements. Twenty-four credits distributed as follows:

A. ENG 345, 391, ENG 399 or COM 391 developed in conjunction with a technical writing instructor.

B. Fifteen credits including courses from each of the following groups:
   3. Oral Communication (3 credits). COM 204, 210, 304.
   4. Linguistics (3 credits). ENG/LIN 200, 244 (244 recommended).

Minor in Writing

Requirements. Twenty-one credits distributed as follows:

A. ENG 241; ENG 202 or 203.

B. Five courses chosen from ENG 252, 296, 298, 338, 340, 345, 354, 363, 392, 393, 399, 412, 490, ENG/LIN 244.

Teacher’s Certificate Minor

Requirements. Twenty-four credits distributed as follows:

A. Five courses in literature (15 credits).
   1. ENG 241.
   4. A course in American ethnic literature from: ENG 213, 215, 374, 382; or a course approved by the English Department.
   5. An additional literature course numbered 300 or above.
C. ENG/EDU 361 (3 credits).
D. A cognate linguistics course from ENG/LIN 200, 244 (244 recommended) (3 credits).

Courses in English

100. College Reading and Learning Strategies. (3).
    Intensive work in reading for comprehension and associated learning strategies. Designed to help the student become an active, independent learner. May be required on the basis of test performance or may be elected by students, including transfer and returning students, who desire to improve their reading and learning skills. It is strongly suggested that students taking ENG 100 enroll concurrently in at least one 100-level lecture course in any subject area. Graded ABC>N.

109. College Writing Workshop. Placement by departmental examination or consent of instructor. (1-3).
    Individual help for students having problems with writing. Work required in the Writing Center. May be reelected, to a total of three credits. The course cannot be added for three credits after the first week, nor for two credits after the fifth week, nor for one credit after the eighth week. Graded ABC>N.

110. College Writing Workshop II. ENG 109 or consent of Writing Center staff (1-3).
    Independent study in the Writing Center for only ESL (English as a Second Language) students who need further work in writing after completing three credits of ENG 109. May be reelected to a total of three credits. Graded ABC>N.

111. College Rhetoric. Demonstrated proficiency in reading and writing as determined by a qualifying score on departmental placement test or successful completion of ENG 109 as determined by the department. (3).
    Introductory course in composition emphasizing written expression appropriate to successful college level work. Analytical readings; creative and critical thinking; development of a student’s sense of integrity as a writer. Graded ABC>N.

112. Critical Writing and Reading. ENG 111 or equivalent. Completion of ENG 100 if required based on placement test results. Transfer students must take the departmental placement test before registering for this class. (3).
    Intensive course in critical and analytical reading, writing and research strategies necessary for successful academic work. Techniques for essay exams; argumentative, analytical, and critical papers; undergraduate research. Based on placement test results or at the discretion of the department, a student may be required to take one credit of ENG 109 concurrently with ENG 112 and must pass both courses to receive credit for either. Graded ABC>N.

200. Introduction to Linguistics. At least sophomore standing. (3).
Introduction to the study of language. Goals and methodology of linguistics: phonology, morphol-ogy, transformational grammar, semantics. Lan-guage change and language universals. Relation-ship of language study to other disciplines: soci-olinguistics, psycholinguistics, language learning, philosophy of language, animal languages, computers. Also listed as LIN 200.

202. Introduction to Prose Fiction. Prior or concurrent election of ENG 112. (3)h.

Examination of the several kinds of prose fiction—short story, novel and tale—focusing on the personal and social dimensions of narrative. Emphasis on the development of a critical vocabulary for discussing such aspects of fiction as the role of the narrator, irony, point of view, plot, character, romance and realism.

203. Introduction to the Drama. Prior or concurrent election of ENG 112. (3)h.

Study of the drama from earliest times to the present, with emphasis on social, ritualistic, personal and artistic elements. Attention to a critical vocabulary for discussing such formal concerns as plot, character, structure of the theater, realism, tragedy and comedy.

204. Literature of Greece and Rome. ENG 112. (3)h/wc2.

Contribution of classic myth to European and American literary culture. Selected masterpieces of ancient literature read in English translation.

205. The Bible in English: Old Testament and Apocrypha. Prior or concurrent election of ENG 112. (3)h/wc2.

The Old Testament, in contemporary English translation, considered as a humanistic document of central importance to Western Civilization; emphasis on the literary values and cultural back-grounds of selected books from the Torah, History Books, Wisdom Literature, Prophets, Poetry and Apocrypha.


The New Testament, and Old Testament materials relevant to the formation of the New Testament, in contemporary English translation, considered as a humanistic document of central importance to Western civilization; emphasis on the literary values and cultural backgrounds of selected books from the Old and New Testaments, OT Prophets, and the Apocrypha.

207. Survey of Greek and Roman Classical Literature. ENG 112. (3)h/wc2.

Survey of literature of the Greek and Roman classical age in English translation, with focus on styles of writing, including the epic, tragedy and comedy, lyrics, eclogues, epistles and satires, with emphasis on the contribution these works have made to western civilization.

208. Introduction to Poetry. Prior or concurrent election of ENG 112. (3)h.

Readings of verse in English, drawn from a variety of periods and types, focusing on poetry as the individual’s response to the larger world. Emphasis on development of a critical vocabulary for discussion of figures of speech, meter, rhyme, symbolism, imagery, poetic forms and genres.


Comparative approach to American literature of various ethnic groups, including Black, Chicano, Indian, and white ethnic groups.


Introduction to American literature written by Afri-can-American writers. Major authors studied in historical context along with cultural elements of folklore and related arts. Also listed as AFA 215.

217. Introduction to Narrative Literature. Prior or concurrent election of ENG 112. (3)h.

Reading both formal characteristics and thematic motifs that arise in one or more of the several common narrative kinds: fairy tales or fables, autobiographies, verse narratives, travel writings.

218. British Classics and British Landscapes. Prior or concurrent election of ENG 112. (3)h/cs2.

Exploration of various British regional cultures which produced distinctive literary expressions. Distinctive by virtue of their singular attentiveness to the indigenous cultural forms appropriated by their citizen-authors: the Lucy ballads, Great Expec-tations, Silas Marner, The Lady of the Lake, A Child’s Christmas in Wales, and Riders to the Sea.

228. Women and Literature. Prior or concurrent election of ENG 112. (3)h/vi2.

Study of writing by women in order to explore the concerns of women writers, recurrent themes in their work, and feminist approaches to literature. Readings include historically important works by women as well as contemporary literature. Also listed as WGS 228.

241. Elements of Literary Analysis. ENG 112. (3)h/vl.

Concentrated study of literature through reading and careful analysis of poetry, fiction, drama. Critical essay writing based in such readings.

244. The Structure of English. (3).

Detailed examination of the structure of the English language with emphasis on structure of sentences and notions of grammar and usage. Also listed as LIN244.
246. **Saxons, Magicians, and Triangles.** At least sophomore standing. (3)h.

Study of the later Middle Ages with a unifying theme: the development of the Arthurian legend. Literature the primary concern; medieval philosophy, life, and arts given considerable attention. Also listed as CPL 246.

252. **(352). Advanced Composition.** ENG 112 or equivalent. (3).

Advanced work with the rhetorical elements of invention, form, and style; emphasis on writing for a variety of audiences; workshop activities in pre-writing, writing and revision; emphasis on the process of writing, from discovering subject matter to shaping discourse.

254. **The Artist in Literature.** Prior or concurrent election of ENG 112. (3)h.

Analysis of how attitudes toward the artist or creative personality have been portrayed in literature from the time of Ovid to the present. Readings examined in historical and social context with emphasis on the literary significance of a number of key works.

260. **Writing the Personal Essay.** ENG 112. (3).

Essay writing concerned with exploring philosophical and unconventional themes through autobiographical experience. Readings including such historically important essayists as Montaigne, Hazlitt, Dillard. Workshop format.

296. **Introduction to Creative Writing: Fiction, Essay, Poetry, Drama.** ENG 112 and one of ENG 202, 203, or 241. (3)h.

Creative writing in connection with readings in contemporary literatures. Workshop format. Students enrolled in this course and otherwise eligible may compete for the Avery Hopwood and Jule Hopwood Awards in creative writing.

298. **Topics in Writing.** ENG 112 or equivalent. (3).

Writing in a specific form or genre or for a specific audience; appropriate readings as models for writing. Examples of offerings: the essay, biography and autobiography, nature writing, writing for specific markets. May be elected twice. Only three credits may apply toward the concentration in English. Students enrolled in this course and otherwise eligible may compete for the Avery Hopwood and Jule Hopwood Awards in creative writing.

299. **Topics in Literature.** Prior or concurrent election of ENG 112. (3)h.

Examination of literature in the context of contemporary events. May include the American essay, detective fiction, fantasy literature, travel literature, the holocaust, immigrant literature, mid-western writers, fairy tales in children’s literature. May be elected twice. Only three credits may apply toward the concentration in English.

303. **Medieval Literature.** A sophomore course in literature or consent of instructor: (3)h/wc2.

Reading and discussion of important literary works from Beowulf to Malory with considerable attention given to the medieval culture out of which they arose and which they reflect.

309. **Playwriting.** Consent of instructor. (3)h.

Principles and practice of modern dramatic composition. Group analysis or characterization, story, plot structure, dialogue, and other dramaturgical elements in the one-act play. Also listed as THE 390.

310. **Chaucer and the Fourteenth Century.** A sophomore course in literature. (3)h.

Introduction to the literature of the late Middle Ages, including the Gawain poet, Langland’s Piers Plowman, the great mystics, early cycle drama, and Chaucer’s major works: the minor poems, Canterbury Tales, and Troilus and Criseyde. All but Chaucer read in modern English translation.

312. **The Renaissance.** A sophomore course in literature. (3)h/wc2.

English literature from 1560 to 1625, including the works of Sidney, Spenser, Marlowe, Jonson and Donne and Shakespeare’s non-dramatic poetry.

315. **Shakespeare’s Principal Plays.** A sophomore course in literature or consent of instructor. (3)h/wc2.

Study of selected comedies, histories and tragedies, with emphasis on the development of Shakespeare’s art.

316. **Shakespeare’s Principal Plays.** A sophomore course in literature or consent of instructor. (3)h/wc2.

Study of selected comedies, histories and tragedies, with emphasis on the development of Shakespeare’s art.

317. **The Seventeenth Century.** A sophomore course in literature. (3)h/wc2.

English literature of the seventeenth century, including works of Milton, Dryden and their contemporaries.

318. **Topics in Irish Literature.** A sophomore course in literature or consent of instructor (3)h.

Studies in the significant periods, genres and movements of Irish literature. Topics may vary (e.g., Irish Drama, Modern Irish Literature, Medieval Epic, or Lyric Poetry). May be elected twice.

326. **The Age of Enlightenment.** A sophomore course in literature or consent of instructor. (3)h/wc2.

English literature from Dryden to Johnson, particularly the poetry of Dryden and Pope and the prose of Addison, Steele, Defoe, Swift, Boswell, and Samuel Johnson. Written reports on the fiction of Richardson, Fielding, Sterne and Smollett.
327. **Age of Sensibility.** A sophomore course in literature. (3)h/wc2.

English literature from Johnson to Burke, particularly the poetry of Thompson, Gray, Smart and Goldsmith, and the prose of Johnson and Burke. Attention to the eighteenth century art of travel writing as practiced by Boswell, Smollett and Sterne.

329. **The Eighteenth Century British Novel.** A sophomore course in literature or consent of instructor. (3)h/wc2.

Critical study of the early period of the novel in English, focusing on the relationship of the genre to its historical background, as well as to earlier prose. Consideration of such figures as Behn, Defoe, Richardson, Fielding, Sterne, Smollett, Burney, Walpole, Mackenzie and Edgeworth.

330. **The Early Romantic Movement.** A sophomore course in literature or consent of instructor (3)h.

Major and minor writers from the early British Romantic period, including Blake, Wordsworth and Coleridge.

331. **The Late Romantic Movement.** A sophomore course in literature or consent of instructor (3)h.

Major and minor writers from the late British Romantic period, including the Shelleys, Keats, Byron and Emily Bronte.

332. **Victorian Literature.** A sophomore course in literature. (3)h.

British poetry and prose from 1830-1900. Emphasis on issues of the day such as education, science and technology, religion, “the woman question”, labor. Writers may include Tennyson, Browning, Barrett Browning, Arnold, Eliot, Bronte, Dickens, Carlyle, others.

333. **Modern British Literature.** A sophomore course in literature or consent of instructor (3)h.

British poetry and prose from 1900-1945. Emphasis on Modernism as practiced by Joyce, Lawrence, Woolf, Yeats, Auden and Thomas, among others.

334. **Post-Modern British Literature.** A sophomore course in literature or consent of instructor (3)h.

British prose and poetry after 1945, with emphasis on the variety of reactions against Modernism in the context of post-war society. Writers may include Fowles, Lessing, Murdoch, Burgess, Larkin, Hill and Hughes.

335. **Contemporary Poetry.** A sophomore course in literature or consent of instructor (3)h.

A study of representative contemporary American and British poets, e.g., Ginsberg, Creeley, Stafford, Wright and Smith.

337. **Topics in Women’s Literature.** Sophomore course in literature or consent of instructor (3)h/wc2.

Intensive study of the concerns and achievements of selected women writers as they explore a common theme, genre, or question. Topics may vary (e.g. Life Writings, Portrait of the Artist as a Young Woman, Marriage and the Novel). May be elected twice. Also listed as WGS 337.

338. **Communications in Business.** ENG 112; at least junior standing. (3).

Theory and practice of business communications. Audience; content and tone; collection and arrangement of data; selection of form, strategy and medium. Practical applications to management, including oral, written and audio-visual presentations. Also listed as COM 338.

340. **Introduction to Composition Theory.** ENG 112 or equivalent and junior standing, or consent of instructor (3).

Broad survey of competing theories of the field of Composition, including current-traditional, expressive, cognitive, and social construction; historical views that have helped shape the field. Substantial writing project derived from course curriculum and individual student interest.

345. **Technical Writing.** ENG II2 or equivalent. (3).

Special problems in organizing and understanding technical information. Strategies for writing technical descriptions, definitions, classifications, abstracts and analyses. Writing assignments, revisions and oral presentations using graphics.

349. **History of the English Language.** ENG 200 or LIN 200. (3).

Survey of the bases of the language and how it developed. Old English, Middle English, Early Modern and Modern English studied. Also listed as LIN 349.

350. **The Tradition of English Literature, 1500-1750.** A sophomore course in literature or consent of instructor (3)h/wc2.

Broad historical survey of the English literary tradition from its Renaissance beginnings to the expansion of literary modes in the mid-eighteenth century. Special focus on major writers and on the relationship of literature and culture.

351. **Language and the Mind.** ENG 200 or LIN 200. (3).

Investigation of strategies used by speakers in acquiring and putting into use the rules of their language. Includes child language acquisition and development, experimental psycholinguistics (testing the psychological reality of grammars), nonverbal communication, bilingualism, and language disturbances. Also listed as LIN 351.
American Poetry in the Modernist Tradition. ENG 112 and one of: ENG 202, 203, 204, 207, 208, 241. (3)h/vi2
Survey of the major poets of this century and history of the forces at work in the shaping of modern American poetry.

Public and Professional Writing. ENG 112; at least junior standing. (3).
Expository writing to develop writing skills needed for success in the academy and the chosen career. Emphasis on crafting of style and voice in public and professional writing. Résumés, cover letters, personal statements, professional interviews, academic articles, and editorials.

American Romanticism. A sophomore course in literature or consent of instructor (3)h.
American prose and poetry from the Revolution to the Civil War. Rise of American national literature and American romanticism, including Transcendentalism and the “dark romantics.” May include Irving, Cooper, Emerson, Hawthorne, Thoreau, Melville, Dickinson and Whitman.

American Realism and Naturalism. A sophomore course in literature or consent of instructor. (3)h.
American prose and poetry from the end of the Civil War to World War I. Examination of more “realistic” views of the world, including Naturalism. May include Twain, Howells, James and Crane.

Modern American Literature. A sophomore course in literature or consent of instructor (3)h.
American prose and poetry from World War I to World War II. Rise of Modernism and other responses to a changing world. May include Fitzgerald, Hemingway, Faulkner, Pound and Eliot.

Major Novelists. A sophomore course in literature or consent of instructor. (3)h.
Intensive study of one to three major novelists, English, American, or continental.

Teaching English in Middle and Secondary Schools. Prior or concurrent election of EDU 303. (3).
Outstanding problems in the teaching of English composition, literature and language in middle and secondary schools. Offered in the fall semester. Required of all candidates for the secondary teacher’s certificate in English. Strongly recommended that this course be completed prior to student teaching in secondary English. Should be elected as EDU 361 by majors in the teacher’s certificate program; may be elected as ENG or EDU 361 by English minors in the teacher’s certificate program. Also listed as EDU 361.

Seminar in Collaborative Writing Theory and Practice. Consent of the instructor. (3).
Theory and practice in methods of teaching writing for tutors working in the Writing Center. Graded ABCD>N.

Early American Literature. A sophomore course in literature or consent of instructor: (3)h.
American prose and poetry of the colonial and revolutionary periods. Examination of the writings that form the basis for later American literature. May include Bradford, Taylor, Franklin and Paine.

Post-Modern American Literature. A sophomore course in literature or consent of instructor. (3)h.
American prose and poetry since World War II. Consideration of “post-modern” ways of structuring literary expression.

Philosophy in Literature. One course in philosophy. (3)h/vi1.
Philosophical problems as they occur in works by such authors as Dostoevsky, Nietzsche, Kafka, Gide, Hesse, Sartre and Camus. Also listed as PHL 373.

Major Themes in American Ethnic Literature. ENG 213, 215, or consent of instructor: (3)h/cs3.
Representative ethnic authors from various genres critically examined in the contexts of multicultural themes. Examples include rites of passage, nationalism and the American Dream, stereotypes and reversal of stereotypes, folklore and its literary applications, sexual attitudes and sex roles, and the image of ancestors.

Cultural Themes in Contemporary American Novels. A sophomore course in literature or consent of instructor: (3)h/cs3.
Examination of the rich mythology, lore and legend of Native American, Hispanic, and African-American cultures through study of historical and other novels influenced by native traditions. Also listed as MAS 382.

Modern Novel. A sophomore course in literature or consent of instructor (3)h/vi2.
Critical study of the English and American novel in the twentieth century, illustrating contemporary trends in theory and development.

The Nineteenth Century British Novel. A sophomore course in literature or consent of instructor: (3)h.
Critical study of the Regency and Victorian novel, illustrating the development of the novel as an art form and its relationship to its social and political background, concentrating on such figures as Austen, Shelley, the Brontes, Dickens, Eliot, Hardy and Conrad.
386. **The Twentieth Century British Novel.** A sophomore course in literature or consent of instructor (3h).

Critical study of the modern and postmodern periods, illustrating major trends in theory and development. Discussion of the relationship of literature to the backdrop of the World Wars and after in such figures as Lawrence, Woolf, Joyce, Waugh, Weldon, Murdoch, Swift and Ishiguro.

387. **Continental European Fiction.** A sophomore course in literature or consent of instructor (3h).

Classics of European fiction through the early twentieth century, read in translation. Cervantes, Balzac, Stendhal, Turgenev, Zola, Dostoevsky, Thomas Mann, Gide, Proust, and others. Also listed as CPL 387. Graded ABCD>N.

388. **Modern Drama.** A sophomore course in literature or consent of instructor (3h).

Plays of the European and American theatre, from the late nineteenth century to the present: Ibsen, Stindberg, Chekhov, Wilde, Shaw, O’Neill, Eliot, Wilder, Miller, and others.

390. **Directed Readings.** Six credits in literature and consent of departmental advisor and instructor (1-3h).

The maximum number of credits allowed for ENG 390 and ENG 399 combined is six.

391. **Advanced Technical Writing.** ENG 345 and one course in visual communication. (3).

Advanced work with technical writing strategies and formats. Topics include grammar and editing; technical style; advanced formats such as newsletters, brochures and manuals; collaborative writing; desktop publishing. Writing assignments, revisions, oral presentations with graphics.

392. **(397). Advanced Creative Writing: Fiction.** ENG 296, writing sample, and consent of instructor before registering. (3).

Advanced work in fiction writing. Workshop or tutorial format. Students enrolled in this course or otherwise eligible may compete for the Avery Hopwood and Jule Hopwood Awards in creative writing.

393. **Advanced Creative Writing: Poetry.** ENG 296, writing sample, and consent of instructor before registering. (3).

Advanced work in poetry writing. Workshop or tutorial format. Students enrolled in this course or otherwise eligible may compete for the Avery Hopwood and Jule Hopwood Awards in creative writing.

394. **Literary Criticism.** A sophomore course in literature or consent of the instructor (3h).

History and variety of literary criticism from the classical period, the Renaissance and Enlightenment, the Romantic period, the twentieth century. Emphasis on the relationship of critical thought to its historical period. Critical theories applied to a variety of brief literary texts.

395. **Independent Study for Honors Program Concentrators in English.** Open only to Honors Program students in English. Consent of English honors advisor and Department Chair (3h).

May be reelected for credit.

396. **Honors Research.** Consent of English honors advisor and Department Chair (1h).

Honors research for English honors concentrators, to be taken in conjunction with a course numbered 300 or above, chosen with the advice and consent of the English honors advisor.

399. **Directed Writing.** ENG 112, at least one advanced writing course, and consent of instructor: (1-3).

Individualized work for students who wish to explore advanced topics in writing and rhetoric. The maximum number of credits allowed for ENG 390 and 399 combined is six.

400. **Seminar.** At least junior standing and at least one 300-level course in literature, or consent of instructor (3h).

Intensive study of selected writers, literary movements, critical theory, or other topics relative to the study of literature and language. Includes readings, discussion, oral and written reports. May be elected twice for credit with consent of instructor Class size limited to 15.

409. **American English.** At least junior standing. (3).

Social and regional variations in American English considered in terms of contemporary views of cultural history and process of language change. Also listed as LIN 409.

410. **Improvement of Reading in the Middle and Secondary School.** Prior or concurrent election of EDU 303 or consent of instructor. (3).

Designed to acquaint middle and secondary school teachers with the nature of the reading process, reading curriculum, methods of teaching reading for special content, classroom diagnostic and remedial procedures, materials and equipment, and current reading programs at the middle and secondary level. Also listed as EDU 410.

412. **Writing for Middle and Secondary School Teachers.** Prior or concurrent election of EDU 303 or consent of instructor (3).

Rationale, theory and methods for teaching composition to middle and secondary school students in both language arts and content area fields. Includes concepts of the writing process; techniques for generating, responding to, and evaluating writing; writing across the curriculum; structuring writing courses and programs. Requires field experience in local schools or preparation of an in-service presentation. Also listed as EDU 412.
432. **The American Novel.** At least junior standing, a 300-level course in literature; or consent of instructor. (3)h.

The American novel as a traditional and unique literary form; its relationship to its own native culture and to that of Europe. Critical analyses of works by authors such as Hawthorne, Melville, Twain, James, Dreiser, Dos Passos, Hemingway, Faulkner and Mailer.

433. **American Poetry.** At least junior standing, a 300-level course in literature; or consent of instructor (3)h.

The development and continuity of American poetry, its style, subject matter, and stance toward American culture, from the colonial era to the present. Emphasis on late nineteenth and twentieth century poetry; close study of representative poets whose work and critical reputations make them influential figures in American literature and thought.

434. **American Drama.** At least junior standing, a 300-level course in literature or theatre history; or consent of instructor (3)h.

Development of American Drama with attention to literary and theatrical elements, including historical and cultural influences and theatrical conventions. Emphasis on major playwrights and movements, marginal voices, and the relationship of popular entertainment to serious drama. Also listed as THE 434.

435. **American Film I.** At least junior standing, a 300-level course in literature; consent of instructor (3)h.

History of American film from its beginning through the end of the studio era as an art form and an index to American popular culture. Only three credits from ENG 435, 436 may count toward the minimum hour requirement of any major or minor in English.

436. **American Film II.** At least junior standing, a 300-level course in literature; or consent of instructor. (3)h.

History of American film since the end of the studio era as an art form and an index to American popular culture. Only three credits from ENG 435, 436 may count toward the minimum hour requirement of any major or minor in English.

448. **Children’s Literature.** At least junior standing. (3).

A survey of content and literary merit of books read by the elementary school child. Common and divergent elements of the various forms of literature. Criteria to be considered in selecting books for children. Also listed as EDU 448.

474. **Adolescent Literature.** At least junior standing. (3).

Survey of the content and literary merit of books read by middle and high school students. Consideration of criteria for the selection of reading material; emphasis on approaches for teaching with such materials in a variety of school contexts. Also listed as EDU 474.

[490. **Writer in Residence.** At least junior standing or consent of instructor (2)h.]

495. **Honors Thesis I.** Consent of Department Chair Open only to Honors Program students in English. (4).

Credit and grade for ENG 495 is not given until successful completion of ENG 496. No student with a grade of B- or less in English 49.5 will graduate with Honors in English. Also listed as HON 495.

496. **Honors Thesis II.** Prior or concurrent election of ENG 495 and consent of Department Chair Open only to Honors Program students in English. (4).

No student with a grade of B- or less in English 496 will graduate with Honors in English. Also listed as HON 496.

**Graduate Courses in English**

509. **American English.** Graduate standing. (3).

See ENG 409 for description. Not open to students with credit for ENG/LIN 409.

510. **Improvement of Reading in the Middle and Secondary School.** Graduate standing, EDU 301, 302, 303; or consent of instructor (3).

See ENG 410 for description. Not open to students with credit for EDU/ENG 410. Also listed as EDU 510.

512. **Writing for Middle and Secondary School Teachers.** Graduate standing; EDU 301, 302, 303; or consent of instructor (3).

See ENG 412 for description. Not open to students with credit for EDU/ENG 412. Also listed as EDU 512.

532. **The American Novel.** Graduate standing; a 300-level course in literature; or consent of instructor. (3).

See ENG 432 for description. Not open to students with credit for ENG 432.

533. **American Poetry.** Graduate standing, a 300-level course in literature; or consent of instructor (3).

See ENG 433 for description. Not open to students with credit for ENG 433.

534. **American Drama.** Graduate standing, a 300-level course in literature or theatre history; or consent of instructor. (3).

See ENG 434 for description. Not open to students with credit for ENG/THE 434. Also listed as THE 534.

535. **American Film I.** Graduate standing, a 300-level course in literature; or consent of instructor (3).

See ENG 435 for description. Not open to students with credit for ENG 435.
536. **American Film II.** Graduate standing, a 300-level course in literature; or consent of instructor: (3).
See ENG 436 for description. Not open to students with credit for ENG 436.

548. **Children's Literature.** Graduate standing. (3).
See ENG 448 for description. Not open to students with credit for ENG/EDU 448.

574. **Adolescent Literature.** Graduate standing. (3).
Survey of the content and literary merit of books read by middle and high school students. Consideration of criteria for the selection of reading material; emphasis on approaches for teaching with such materials in a variety of school contexts. Not open to students with credit for EDU/ENG 474. Also listed as EDU 574.

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## Environmental Studies

See Earth and Resource Science and the School of Health Professions and Studies.

## Foreign Languages and Literatures

454 David M. French Hall
(810) 762-3370
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*Chair:* Imame A. Hakam

*Principal Secretary:* Marie U. Angeluski

Professors Juan E. Mestas, Paul E. O’Donnell; Associate Professors Imame A. Hakam, Jamile T. Lawand, Douglas E. Miller, Rafael H. Mojica; Assistant Professors Matthew Hilton-Watson, Stephanie Throne.

Professors Emeriti: Dr. Theophilus Lynch, Dr. Frank C. Richardson, Dr. Birgitta J. Vance

The goal of the Foreign Language Department is to provide students with an opportunity to become conversant with the languages and cultures of other nations. The department provides a sequence of courses that leads to familiarity with the foreign language and the experience associated with it. Students may select language programs necessary to the development of educated and aware individuals. These programs aid students in acquiring fluency in a language, acquiring a thorough understanding of a foreign culture, and experiencing a variety of linguistic approaches to the world.

Foreign language concentration programs aim at the mastery of the language, an understanding of the literature and culture, and a knowledge of the linguistic processes which make up a native speaker’s competence. Such knowledge is needed for teaching, for graduate work, and for other careers requiring specialized linguistic knowledge and skill. All courses, however, are open to any student who has satisfied the prerequisites.

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### Programs in Foreign Languages

Concentration programs, combination programs in language and linguistics and in language and international studies, Honors Programs, Teacher’s Certificate Programs and Minors, and general minors are offered in French and Spanish (with the exception of the combination program in linguistics). Courses in Arabic, German, Italian, Japanese, Latin and Russian are also available.

### Course in Foreign Languages (FOR)

[109. Fundamentals of Foreign Language Grammar. Recommended for students whose foreign language grammar skills are inadequate for FRN/GER/SPN/ITL 111 or LAT 104. (1).]

305. **Community Outreach Field Experience.** Intermediate-level foreign language proficiency and consent of instructor. (1-3).
Academic service learning course designed to develop global awareness in Flint-area children through foreign language and culture instruction. Further development of foreign language skills, and acquisition of basic concepts of language learning in children, through coursework and creative teaching in an elementary school setting. May be reelected to a total of six credits.

### Arabic (ARB)

There is no concentration program in Arabic. However, Arabic courses are available.

Basic structures and patterns the student must know to understand written and spoken Arabic. Active use of the language limited to oral and written exercises used to enhance knowledge of grammar and to develop listening and reading comprehension. *Graded ABCC->N.*

112. **Beginning Standard Arabic II.** ARB 111 or placement. (4)fl.
Continuation of ARB 111. Introduction of more complex structures and more active use of Arabic. Further practice in reading and speaking standard Arabic. *Graded ABCDD->N.*

205. **Reading Arabic.** ARB 112 with a grade of B or better or equivalent proficiency and permission of the Foreign Language Department. (1).
Reading of representative modern prose for general comprehension. Designed to develop skills needed to read Arabic at sight. *Graded ABCD>N.*

Intensive practice in spoken and written Arabic complemented by review of structures and vocabulary. Emphasis on development of skills in conversational Arabic together with reading of Arabic texts. Graded ABCD>N.

212. Intermediate Standard Arabic II. ARB 211 or placement. (4).

Continued review of grammar topics. Reading of texts in Arabic for an understanding of the cultural values of the Arabic-speaking world. Discussions conducted in Arabic to increase the student’s level of fluency. Graded ABCD>N.

French (FRN)

Faculty Advisors: Dr. Imane Hakam, Dr. Matthew Hilton-Watson

Programs in French

Five concentration programs are offered, all leading to the Bachelor of Arts degree: the General Program in French, the Honors Program in French, the Program in French and Linguistics, the Program in French and International Studies, and the Teacher’s Certificate Program. A Minor in French and a Teacher’s Certificate Minor are also available.

Students selecting a concentration in French are expected to have completed the equivalent of FRN 111 in high school. If not, they must go beyond the 120 credits normally needed to graduate.

General Program in French

Prerequisite. Completion of FRN 212 or equivalent proficiency as demonstrated by examination.

Area Options. A student in this program may choose French as one of the two required area options.

Requirements. Twenty-eight credits in French beyond the level of FRN 212, to include the following:

A. FRN 291, 301, 309, 310, 311 or 314, 318 or 329 (16 credits).
B. At least twelve additional credits in French language and/or literature.

Cognate Requirements.

A. HIS 111 or an equivalent history course approved by the advisor and a course in French history.
B. A course in English or comparative literature to be approved by the advisor.

Prospective majors who enter with a substantial part of their introductory language completed in high school and those who intend to do graduate work in French are strongly advised to begin a second language as early as possible in their college programs.

Honors Program in French

Prerequisite. Honors election of FRN 212.*

Area Options. A student in this program may choose French as one of the two required area options.

Requirements.

A. FRN 291, 301, 303, 309, 310, 311 or 314, 318 or 329 (19 credits).
B. Three additional credits in language or literature.
C. FRN 395, Honors Research Methods (1 credit), and FRN 396, Honors Independent Research (3 credits), to be elected consecutively in the junior year.
D. FRN 392, Special Topics: The History of French Criticism (2 credits).
E. FRN 495 and 496, Honors Thesis I and II (4 credits each). FRN 495 may be elected as HON 495 with permission of the Honors Program Advisor.
F. At least one term or semester of residence or study in a French-speaking country.
G. Honors reading proficiency in a second foreign language.
H. HIS 110, HIS 111 or an equivalent history course approved by the advisor, and a course in French history (9 credits).
I. LIN 200; ENG 204; ENG 205 or 241. Additional courses in linguistics and anthropology are strongly recommended.
J. All requirements of the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Foreign Language Department’s Honors Program in French. See the departmental honors advisor or the Honors Program Director for this information.

*Students selecting the Honors Program in French are expected to have completed the equivalent of FRN 112 in high school. If not, they must go beyond the 120 credits normally needed to graduate.

Program in French and Linguistics

Prerequisites. FRN 212 or equivalent proficiency as demonstrated by examination.

Area Options. One of the two required area options must be in a second foreign language.
Requirements.

A. LIN 313, 346 (6 credits).
B. FRN/LIN 360, 369 (6 credits).
C. FRN 291, 301, 303, 309 (10 credits).
D. FRN 310 and another 300-level literature course in French (6 credits).

Required Cognates.

A. HIS 110 or 111 or an equivalent history course approved by the advisor; and a course in French history (6 credits).
B. At least one course in English or comparative literature to be approved by the advisor (3 credits).
C. One of ANT 240, 250, 260, 271, 280, 355 (3 credits).

Program in French and International Studies

Prerequisites. FRN 212 or equivalent proficiency; HIS 112 or 113.

Requirements.

A. Two courses selected from: ANT 100, GEO 115, POL 230 (6).
B. HIS 354 or 355 or 358; HIS 372 or 373; one course selected from an International Studies option category other than Western Europe (9).
C. FRN 291, 301, 303, 309 (10).
D. FRN 310, 346; FRN 311 or 314; one additional course in French numbered above 212 (12).

Teacher’s Certificate Program

Prerequisite. FRN 212 or equivalent proficiency as demonstrated by examination.

Area Options. A student in this program may choose French as one of the two required area options.

Requirements.

A. Twenty-eight credits in French as follows:
   1. FRN 291, 301, 303, 309; FRN/LIN 360 (13 credits).
   2. FRN 310, 311 or 314, 318 or 329 (9 credits).
   3. Six additional credits in French literature.
B. FRN/EDU 365.
C. HIS 111 or an equivalent history course approved by the advisor, and a course in French history.
D. LIN 200 and at least one course in English literature or comparative literature to be approved by the advisor.

Prospective candidates should also study the section entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs,” printed in the Department of Education section of this Catalog.

Minor in French

Requirements.

A. FRN 111, 112, 211, 212 (16 credits).
B. Six credits selected from: FRN 301, 303, 309, 310, 311, 314, 315, 316, 317, 318, 329.

Teacher’s Certificate Minor

Requirements.

A. FRN 291, 301, 303, 309; FRN/LIN 360 (13 credits).
B. FRN 310, 315; FRN 311 or 314 (9 credits).
C. FRN/EDU 365.

Courses in French (FRN)

111. Beginning French I. Not open to students with more than one year of high school French except by departmental consent. (4fl).

Basic structures and patterns the student must know to understand written and spoken French. Active use of the language limited to oral and written exercises used to enhance knowledge of grammar as well as develop listening and reading comprehension skills. Graded ABCC->N.

112. Beginning French II. FRN 111 or placement. (4fl).

Continuation of FRN 111. Introduction of more complex structures and more active use of French. Further practice in reading texts adapted from newspapers, magazines, and literature. Graded ABCDD->N.

205. Reading French. FRN 112 with a grade of B or better, or equivalent proficiency and permission of the Foreign Language Department. (1).

Reading of representative modern prose for general comprehension. Designed to develop skills needed to read French at sight. Graded ABCD->N.

211. Intermediate French I. FRN112 or placement. (4).

Intensive practice in spoken and written French complemented by review of structures and vocabulary. Emphasis on development of skills in conversational French together with reading of French texts. Graded ABCD->N.

212. Intermediate French II. FRN211 or placement. (4).

Continued review of grammar topics. Reading of texts in French for an understanding of the cultural values of the French-speaking world. Discussions conducted in French to increase the student’s level of fluency. Graded ABCD->N.
291. **Laboratory of French Phonology.** Prior or concurrent election of FRN 212 or consent of instructor (1).

Intensive auditory and pronunciation practice stressing both hearing and speaking skills as the basic means of communication. Monitoring and correction of individual pronunciation problems.

301. **Conversation and Composition I.** FRN 212 or equivalent. (3).

Study of selected aspects of French and Francophone cultures incorporating oral and written practice in French. Continued practice in the application of grammar, the building of an active vocabulary, and the achievement of a practical command of spoken and written French.

303. **Conversation and Composition II.** FRN 301 or equivalent. (3).

Continuation of FRN 301. Oral and written practice in French based on study of selected aspects of French and Francophone cultures.

309. **Advanced French Composition and Grammar.** Prior election of FRN 301. (3).

Intensive review of grammar and practice in directed and free composition. Intended to give a solid basis for oral and written expression and for the teaching of French.

310. **Understanding the French-Speaking World.** FRN 212. (3)h/cs2.

Comprehensive look at France, the French, and the French-speaking world outside Europe. Short stories, essays, newspapers, magazines, slides and films dealing with all aspects of French and Francophone culture, customs and values.

311. **Survey of French Literature: Middle Ages to 1800.** FRN 212 or equivalent. (3)h.

Reading in French of selections from literary masterpieces by major French writers from the Renaissance, Classical, and Enlightenment periods. Lectures on lives of authors and important social and intellectual influences in each period.

314. **Survey of French Literature: 1800 to Present.** FRN 212 or equivalent. (3)h.

Reading in French of selections from literary masterpieces by major French writers representing Romanticism, Realism, and Naturalism. The Belle Epoque to Surrealism, Existentialism, Absurdist theatre, and the “new novel.” Lectures on lives of authors and important social and intellectual influences in each period.

315. **Introduction to French Literature.** FRN 212 or equivalent. (3)h.


316. **French Classicism.** FRN212 or equivalent. (3)h.

Practice in analysis of form and interpretation of content through a study of the principal forms of literary expression in French with a focus on French authors from the French Classical period such as Corneille, Racine, Moliere, LaFontaine, LaBruyère and Pascal.

317. **Eighteenth Century Literature and Thought.** FRN212 or equivalent. (3)h.

Practice in analysis of form and interpretation of content through a study of the principal forms of literary expression in French with a focus on French authors from the eighteenth century such as Montesquieu, Marivaux, Prevost, Voltaire, Rousseau, Diderot and Beaumarchais.

318. **Realism and Naturalism.** FRN315 or equivalent. (3)h.

Practice in analysis of form and interpretation of content through a study of the principal forms of literary expression in French with a focus on French/francophone authors from the nineteenth century such as Balzac, Stendhal, Flaubert, Zola and Huysmans.

320. **French Romanticism.** FRN315 or equivalent. (3)h.

Practice in analysis of form and interpretation of content through a study of the principal forms of literary expression in French with a focus on French/francophone authors from the nineteenth century such as Proust, Gide, Sartre, Camus, Beckett, Robbe-Grillet, Breton and Prevret.

346. **French as a Multi-Cultural Language.** FRN 315 or equivalent. (3)h/cs2.

360. **Comparative Phonetics/The World’s Major Languages.** FRN 212 and prior or concurrent election of LIN 200. (3)ur2.

Sound systems of American English, French, German, Spanish and other languages. Concentrates on the world’s major languages. Register-tone and contour tone languages. Acoustic phonetics. Problems of teaching French, German or Spanish pronunciation. Also listed as GER 360, LIN 360 and SPN 360.

365. **Teaching of Foreign Languages in Middle and Secondary Schools.** FRN 212; prior or concurrent election of EDU 303. (3).

Designed for prospective teachers of foreign language in middle and secondary schools. Classroom layout for foreign language instruction. Teaching pronunciation and grammar. Teaching demonstrations by class members. Choosing and using textbooks; various theories of foreign language teaching; testing language skills. Also listed as EDU 365, GER 365 and SPN 365. May be elected as FRN 365 by students with French as a minor for the secondary certificate.
369. **Introduction to the Romance Languages**. FRN 211 or SPN 211, ENG/LIN 200; or consent of instructor (3).

Presents major Romance languages (Spanish, Portuguese, French, Italian, Romanian, Catalan and Provencal). Examines Latin background, important historical influences. Offers modern samples of Romance languages through music and film. Also listed as LIN/SPN 369.

391. **Directed Readings**. FRN 212 and consent of Department Chair (1-2)h.

392. **Special Topics**. Consent of Department Chair (1-3)h.

Seminars for advanced students. Titles, descriptions, and requirements of acceptable topics available from the Department Chair. May be taken more than once if no topic is repeated.

395. **Honors Research Methods**. Consent of French Honors Program Advisor (1).

Research methods for French honors concentrators, to be taken in conjunction with a course numbered 300 or above chosen with the advice and consent of the French honors advisor.

396. **Honors Independent Research**. Consent of French Honors Program Advisor Open only to Honors Program students in French. (3).

495. **Honors Thesis I**. Open only to Honors Program students in French. (4).

Credit and grade for FRN 495 is not given until successful completion of FRN 496. Also listed as HON 495.

496. **Honors Thesis II**. Prior or concurrent election of FRN 495. (4).

Also listed as HON 496.

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**German (GER)**

The concentration programs in German have been placed in moratorium. This means that for an unspecified length of time the Department is not offering concentrations or minors in German. However, introductory German courses, GER 205 and GER 392 are available.

Faculty Advisor: Dr. Douglas Miller

**Courses in German (GER)**

111. **Beginning German I**. Not open to students with more than one year of high school German except by departmental consent. (4)fl.

Basic structures and patterns the student must know to understand written and spoken German. Active use of the language limited to oral and written exercises used to enhance knowledge of grammar as well as develop listening and reading comprehension skills. Graded ABCC-$$\rightarrow$$N.

112. **Beginning German II**. GER 111 or placement. (4)fl.

Continuation of GER 111. Introduction of more complex structures and more active use of German. Further practice in reading texts adapted from newspapers, magazines, and literature. Graded ABCDD-$$\rightarrow$$N.

205. **Reading German**. GER 112 with a grade of B or better, or equivalent proficiency and permission of the Foreign Language Department. (1).

Reading of representative modern prose for general comprehension. Designed to develop skills needed to read German at sight. Graded ABCD$$\rightarrow$$N.

[211. Intermediate German I. GER 112 or placement. (4).]

[212. Intermediate German II. GER 211 or placement. (4).]

[300. Introduction to Translation. GER 212 or equivalent. (3). Also listed as SPN 300.]

[301. Conversation and Composition I. GER 212 or equivalent. (3).]

[303. Conversation and Composition II. GER 301 or equivalent. (3).]

[308. Business German. GER 212 or equivalent or consent of instructor (3).]

[309. Advanced German Composition and Grammar. GER 301 or equivalent. (3).]

[310. Understanding the German-Speaking World. GER 212. (3)h/cs2.]

[311. Survey of German Literature: Middle Ages to the Age of Goethe. GER 212 or equivalent. (3)h.]

[314. Survey of German Literature: The Age of Goethe to Present. GER 212 or equivalent. (3)h.]

[315. Introduction to German Literature. GER 212 or equivalent. (3)h.]

[318. German Classicism. GER 315 or equivalent. (3)h.]

[319. German Romanticism. GER 315 or equivalent. (3)h.]

[323. Realism and Naturalism. GER 315 or equivalent. (3)h.]

[324. Modern German Literature. GER 315 or equivalent. (3)h.]

[325. Contemporary German Literature. GER 315 or equivalent. (3)h.]

[360. Comparative Phonetics/The World’s Major Languages. GER 212 and prior or concurrent election of LIN 200. (3)ar2.]
Teaching of Foreign Languages in Middle and Secondary Schools. GER 212; prior or concurrent election of EDU 303. (3.)

Modern German. GER 301 or equivalent. (3.)

Directed Readings. GER 212 and consent of Department Chair (1-2)h.

Special Topics. Consent of Department Chair (1-3)h.
Seminar for advanced students. Titles, descriptions and requirements of acceptable topics available from Department Chair. May be taken more than once if no topic is repeated.

Honors Research Methods. Consent of German Honors Program Advisor (1).

Honors Independent Research. Consent of German Honors Program Advisor. Open only to Honors Program students in German. (3.)

Honors Thesis I. Open only to Honors Program students in German. (4.)

Honors Thesis II. Prior or concurrent election of GER 495. (4.)

Italian (ITL)

There is no concentration program in Italian. However, Italian courses are available.

Beginning Italian I. (4)fl.

Beginning Italian II. ITL 111 or placement. (4)fl.

Japanese (JPN)

There is no concentration program in Japanese. However, Japanese courses are available.

Japanese Language I. Enrollment in Japan Center Program. (10)fl.
Basic structures and patterns of Japanese. Extensive oral practice with everyday situations. Use of a Romanized script to aid in learning the language.

Japanese Language II. JPN 104. (10)fl.
Continuation of JPN 104. Introduction of more complex structures and continued expansion of basic vocabulary. Oral practice for conversational competence.

Beginning Japanese I. (4)fl.
Basic structures and patterns of Japanese. Extensive oral practice with everyday situations. Use of a Romanized script to aid in learning the language. Graded ABCC->N.

Beginning Japanese II. JPN 111. (4)fl.
Continuation of JPN 111. Introduction of more complex structures and continued expansion of basic vocabulary. Oral practice for conversational competence. Graded ABCDD>N.

Latin (LAT)

There is no concentration program in Latin. However, introductory Latin courses are available.

Beginning Latin I. Not open to students with more than one year of high school Latin except by departmental consent. (4)fl.
Basic Latin grammar with readings of selections by famous writers of prose and poetry. No prior knowledge of a foreign language required. Useful for those wishing to enter professions in which a knowledge of Latin is helpful. Excellent introduction to the study of European languages. Graded ABCC->N.

Beginning Latin II. LAT 104 or consent of instructor (4)fl.
Continuation of LAT 104 with more advanced readings in prose and poetry. On completion, the student should have a grasp of the fundamentals of Latin grammar, have had contact with some of the great writers of Latin prose and Latin poetry, and have some ability to read Latin from the easy to intermediate level with the aid of a Latin-English dictionary. Graded ABCDD>N.

Reading Latin. LAT 105 with a grade of B or better, or equivalent proficiency and permission of the Foreign Language Department. (1).
Reading of representative classic authors for general comprehension. Designed to develop skills needed to read Latin at sight. Graded ABCD>N.

Russian (RUS)

There is no concentration program in Russian. However, introductory Russian courses are available.

Beginning Russian I. Not open to students with more than one year of high school Russian except by departmental consent. (4)fl.
Basic structures and patterns the student must know to understand written and spoken Russian. Active use of the language limited to oral and written exercises used to enhance knowledge of grammar as well as develop listening and reading comprehension skills. Graded ABCC->N.

Beginning Russian II. RUS 111 or placement. (4)fl.
Continuation of RUS 111. Introduction of more complex structures and more active use of Rus-
sian. Further practice in reading texts adapted from newspapers, magazines and literature. Graded ABCDD->N.

[211. Intermediate Russian I. RUS 112 or placement. (4).]

[212. Intermediate Russian II. RUS 211 or placement. (4).]

[291. Directed Study. RUS 112 and consent of instructor. (1-4).]

[391. Directed Study. RUS 291 or consent of instructor. (1-3).]

Spanish (SPN)

Faculty Advisors: Dr. Jamile Lawand, Dr. Rafael Mojica. Dr. Paul O’Donnell

Programs in Spanish

Four concentration programs are offered, all leading to the Bachelor of Arts degree: the General Program in Spanish, the Honors Program in Spanish, the Program in Spanish and International Studies, and the Teacher’s Certificate Program. A Minor in Spanish and a Teacher’s Certificate Minor are also available.

Students selecting a concentration in Spanish are expected to have completed the equivalent of SPN 111 in high school. If not, they must go beyond the 120 credits normally needed to graduate.

General Program in Spanish

Prerequisite. SPN 212 or equivalent proficiency as demonstrated by examination.

Area Options. A student in this program may choose Spanish as one of the two required area options.

Requirements. Twenty-eight credits in Spanish beyond the level of SPN 212, to include the following:

A. SPN 291, 301, 309, 310 or 319, 311 or 314, 318 or 320 (16 credits).

B. Nine additional credits in Spanish literature, including at least one course in the literature of Spain and one course in the literature of Latin America.

C. At least three additional credits in Spanish language.

Cognate Requirements.

A. HIS 111 or an equivalent history course to be approved by the advisor and an additional course in history or culture pertinent to the Spanish-speaking world.

B. ENG 244 or a course in English literature to be approved by the advisor.

Prospective majors who enter with a substantial part of their introductory language completed in high school and those who intend to do graduate work in Spanish are strongly advised to begin a second language as early as possible in their college programs.

Honors Program in Spanish

Prerequisite. Honors election of SPN 212.*

Area Options. A student in this program may choose Spanish as one of the two required area options.

Requirements.

A. SPN 301, 303, 309, 310 or 319, 311 or 314, 317, 318 or 320 (21 credits).

B. Three additional credits in language or literature.

C. SPN 395, Honors Research Methods (1 credit), and 396, Honors Independent Research (3 credits), to be selected consecutively in the junior year.

D. SPN 392, Special Topics: History of Criticism in Spain and Latin America (2 credits).

E. SPN 495 and 496, Honors Thesis I and II (4 credits each). SPN 495 may be elected as HON 495 with permission of the Honors Program advisor.

F. At least one term or semester of residence or study in a Spanish-speaking country.

G. Honors reading proficiency in a second foreign language.

H. HIS 110, 111 or an equivalent history course approved by the advisor, and an additional course in history or culture pertinent to the Spanish-speaking world.

I. LIN 200; ENG 204; ENG 205 or 241. Additional courses in linguistics and anthropology are strongly recommended.

J. All requirements of the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Foreign Language Department’s Honors Program in Spanish. See the departmental honors advisor or the Honors Program Director for this information.

*Students selecting an Honors Program in Spanish are expected to have completed the equivalent of SPN 112 in high school. If not, they must go beyond the 120 credits normally needed to graduate.

Program in Spanish and International Studies

Prerequisites. SPN 212 or equivalent proficiency; HIS 112 or 113.
FOREIGN LANGUAGES AND LITERATURES

Requirements.

A. Two courses selected from: ANT 100, GEO 115, POL 230 (6 credits).
B. Two courses selected from ANT 280, 315; HIS 302, 303, 339, 343; and a course from an International Studies option category other than Latin America (9 credits).
C. SPN 291, 301, 303, 309; SPN 300 or 308 (13 credits).
D. SPN 310 or 319, 311 or 314 or 318 or 320; an additional course in Spanish numbered above 212 (9 credits).

Teacher’s Certificate Program

Prerequisite. SPN 212 or equivalent proficiency as demonstrated by examination.

Area Options. A student in this program may choose Spanish as one of the two required area options.

Requirements.

A. Twenty-eight credits in Spanish as follows:
   1. SPN 291, 301, 303, 309; LIN/SPN 360 (13 credits).
   2. SPN 310 or 319, 311 or 314, 318 or 320 (9 credits).
   3. An additional course in the literature of Spain and an additional course in the literature of Latin America (6 credits).
B. SPN/EDU 365.
C. HIS 111 or an equivalent history course approved by the advisor, and an additional course in history or culture pertinent to the Spanish-speaking world.
D. LIN 200; ENG 244 or a course in English literature approved by the advisor.

Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs,” printed in the Department of Education section of this Catalog.

Students in this program are strongly encouraged to study in a Spanish-speaking country. See faculty advisors for recommendations of foreign study programs.

Minor in Spanish

Requirements.

A. SPN 111, 112, 211, 212 (16 credits).
B. Six credits selected from: SPN 300, 301, 303, 308, 310, 311, 314, 318, 319, 320.

Teacher’s Certificate Minor

Requirements.

A. SPN 301, 303, 309; SPN/LIN 360 (12 credits).
B. SPN 310 or 319, 311 or 314, 318 or 320 (9 credits).
C. SPN/EDU 365.

Students in this program are strongly encouraged to study in a Spanish-speaking country. See faculty advisors for recommendations of foreign study programs.

Courses in Spanish (SPN)

111. Beginning Spanish I. Not open to students with more than one year of high school Spanish except by departmental consent. (4)fl.

Basic structures and patterns the student must know to understand written and spoken Spanish. Active use of the language limited to oral and written exercises used to enhance knowledge of grammar as well as develop listening and reading comprehension skills. Graded ABCC->N.

112. Beginning Spanish II. SPN 111 or placement. (4)fl.

Continuation of SPN 111. Introduction of more complex structures and more active use of Spanish. Further practice in reading texts adapted from newspapers, magazines, and literature. Graded ABCDD->N.

205. Reading Spanish. SPN 112 with a grade of B or better, or equivalent proficiency and permission of the Foreign Language Department. (1).

Reading of representative modern prose for general comprehension. Designed to develop skills needed to read Spanish at sight. Graded ABCD>N.

207. Spanish for Medical Purposes. SPN 212 or placement and acceptance into the Dominican Republic Medical Mission Program. (2).

Basic medical terminology and structures used in communication with patients in a hospital; emphasis on interviewing and conversing. Required orientation meetings and testing after return from hospital program in the Dominican Republic. Graded ABCCD>N.

211. Intermediate Spanish I. SPN 112 or placement. (4).

Intensive practice in spoken and written Spanish complemented by review of structures and vocabulary. Emphasis on development of skills in conversational Spanish together with reading of Spanish texts. Graded ABCD>N.

212. Intermediate Spanish II. SPN2II or placement. (4).

Continued review of grammar topics. Reading of texts in Spanish for an understanding of the cultural values of the Spanish-speaking world. Discussions conducted in Spanish to increase the student’s level of fluency. Graded ABCD>N.
291. **Laboratory of Spanish Pronunciation. Concurrent election of SPN 301 or consent of instructor** (1).

Intensive practice in listening and pronunciation, stressing both hearing and speaking skills. Monitoring and correction of individual pronunciation problems. *Graded ABCC->N.*

300. **Introduction to Translation. SPN 212 or equivalent. (3).**

Idiomatic translations from Spanish to English. Material selected from journalistic, scientific, and technical works; literature; expository prose; and local governmental publications. Course stresses literary translation. *Also listed as GER 300.*

301. **Conversation and Composition I. SPN 212 or equivalent. (3).**

Selected aspects of Spanish and Spanish-speaking cultures incorporating oral and written practice in Spanish. Continued practice in the application of grammar, the building of an active vocabulary, and the achievement of a practical command of spoken and written Spanish.

303. **Conversation and Composition II. SPN 301 or equivalent. (3).**

Continuation of SPN 301. Oral and written practice in Spanish based on study of selected aspects of Spanish and Spanish-speaking cultures.

309. **Advanced Spanish Composition and Grammar. SPN 301 or equivalent. (3).**

Intensive review of grammar and practice in directed and free composition. Intended to give a solid basis for oral and written expression and for the teaching of Spanish. *Graded ABCD>N.*

310. **Understanding the Spanish-Speaking World: Spain. SPN 212 or equivalent. (3)h/cs2.**

Cultural ways of Spain. Short stories, essays, newspapers, magazines, slides and films dealing with Spanish culture, customs and values.

311. **Survey of Spanish Literature: Middle Ages to 1700. SPN 212 or equivalent. (3)h.**

Reading in Spanish of selections from literary masterpieces by major Spanish writers from the Medieval, Renaissance, and Baroque periods. Introduction to forms of literary expression in Spanish, such as fiction, poetry and drama, with practice in analysis of form and interpretation of content.

314. **Survey of Spanish Literature: 1700 to Present. SPN 212 or equivalent. (3)h.**

Reading in Spanish of selections from literary masterpieces by major Spanish writers representing Classicism, Romanticism, Realism, Naturalism, Generation of '98, *vanguardismo,* and Spain since Franco. Introduction to forms of literary expression in Spanish, such as fiction, poetry and drama, with practice in analysis of form and interpretation of content.

317. **Spanish Literature of the Nineteenth Century. Prior or concurrent election of SPN 311 or 314 or 318 or 320. (3)h.**

Analysis of some of the works of the most famous exponents of Romanticism and Realism in nineteenth century Spain as expressed in drama, prose, or poetry.

318. **Survey of Spanish American Literature: Spanish Colony to Modernismo. SPN 212 or equivalent. (3)h.**

Reading in Spanish of selections from literary masterpieces by major Spanish American writers representing the Spanish Colony, the Enlightenment, Romanticism, Realism, Naturalism, and *Modernismo.* Introduction to forms of literary expression in Spanish, such as fiction, poetry and drama, with practice in analysis of form and interpretation of content.

319. **Understanding the Spanish World: Latin America. SPN 212 or equivalent. (3)h/cs2.**

Cultural ways of Latin America. Short stories, essays, newspapers, magazines, slides and films dealing with Latin-American culture, customs and values. *Also listed as MAS 319.*

320. **Survey of Spanish American Literature: Twentieth Century. SPN 212 or equivalent. (3)h.**

Reading in Spanish of selections from literary masterpieces by major Spanish American writers representing the novel of the Mexican Revolution, the *vanguardia,* *realismo mágico* and *lo real maravilloso,* post-*vanguardia* poetry, *Boom* and Post-*Boom* fiction, and essay. Introduction to forms of literary expression in Spanish, such as fiction, poetry and drama, with practice in analysis of form and interpretation of content.

322. **Don Quijote. Prior or concurrent election of SPN 311 or 314 or 318 or 320. (3)h.**

Detailed study of Cervantes’ masterpiece with special attention to the literary movements and spiritual and historic forces which influenced the work. Lecture, readings and reports. *Graded ABCD>N.*

329. **Spanish Literature of the Twentieth Century. Prior or concurrent election of SPN 311 or 314 or 318 or 320. (3)h.**

Analysis of fiction of the post-Civil War period. Works of Camilo José Cela, Miguel Delibes, Ramón J. Sender, Ana María Matute, Marina Mayoral, and others.
331. The Boom in Spanish American Fiction. Prior or concurrent election of SPN 311 or 314 or 318 or 320. (3)h.

Content and form of la nueva ficción hispanoamericana. Works by Borges, Cabrera Infante, Cortázar, Donoso, Fuentes, García Márquez, Vargas Llosa, and others. Also listed as MAS 331.

332. Twentieth Century Spanish American Fiction. Prior or concurrent election of SPN-311, 314, 318 or 320. (3)h.

Study of works representative of authors in and outside The Boom. SPN-332 broadens the options of SPN-331, a course with readings more typical of authors of the nineteen sixties Boom in Spanish American fiction. Trends highlighted include la onda; the neobaroque; and minimalism in the short story.

333. The Spanish Golden Age. Prior or concurrent election of SPN 311 or 314 or 318 or 320. (3)h.

Analysis of Spanish masterpieces published during the sixteenth and seventeenth centuries, with emphasis on the theatre.

360. Comparative Phonetics/The World’s Major Languages. SPN 212 and prior or concurrent election of LIN 200. (3)ar2.

Sound systems of American English, French, German, Spanish and other languages. Concentrates on the world’s major languages. Register-tone and contour tone languages. Acoustic phonetics. Problems of teaching French, German or Spanish pronunciation. Also listed as FRN 360, GER 360 and LIN 360.

365. Teaching of Foreign Languages in Middle and Secondary Schools. SPN 212; prior or concurrent election of EDU 303. (3).

Designed for prospective teachers of foreign language in middle and secondary schools. Classroom layout for foreign language instruction. Teaching pronunciation and grammar. Teaching demonstrations by class members. Choosing and using textbooks; various theories of foreign language teaching; testing language skills. Also listed as EDU 365, FRN 365 and GER 365. May be elected as SPN 365 by students with Spanish as a minor for the secondary certificate.

369. Introduction to the Romance Languages. FRN 211 or SPN 211, ENG/LIN 200; or consent of instructor (3).

Presents major Romance languages (Spanish, Portuguese, French, Italian, Romanian, Catalan and Provencal). Examines Latin background, important historical influences. Offers modern samples of Romance languages through music and film. Also listed as FRI/LIN 369.

391. Directed Readings. SPN 212 and consent of Department Chair. (1-2)h.

392. Special Topics. Consent of Department Chair. (1-3)h.

Seminars for advanced students. Titles, descriptions, and requirements of acceptable topics available from the Department Chair. May be taken more than once if no topic is repeated.


Research methods for Spanish honors concentrators, to be taken in conjunction with a course numbered 300 or above chosen with the advice and consent of the Spanish honors advisor.


495. Honors Thesis I. Open only to Honors Program students in Spanish. (4).

Credit and grade for SPN 495 is not given until successful completion of SPN 496. Also listed as HON 495.

496. Honors Thesis II. Prior or concurrent election of SPN 495. (4).

Also listed as HON 496.

General Science

Faculty Advisor: Dr. Kren (Chemistry)

The Teacher’s Certificate Program in General Science, leading to the Bachelor of Arts degree, is designed for the student who plans to teach general science, or possibly one of the specific scientific fields, in a secondary school.

Program in General Science

One concentration program is offered, leading to the Bachelor of Arts degree: the Teacher’s Certificate Program in General Science. A Teacher’s Certificate Minor is also available.

Teacher’s Certificate Program

Area Options. The requirements of the program will result in completion of the analytical reasoning area option. The foreign language area option is a requirement of all BA programs.

Requirements.

A. At least 42 post-secondary credits in science to include courses chosen from those listed in the four subject groupings listed below. A minimum of 15 credits of coursework must be taken in two of the subject groupings, a minimum of 9 credits in a third, and at least one course in the fourth.
1. AST 131, 133, 135, 291; ENV 100, 291, 389; GEO 150, 151, 202, 265, 280, 302, 303, 331, 431, 441
2. BIO 103, 104, 111, 113, 191, 300, 302, 316, 326, 327, 386, 403, 408, 409, 410, 412, 420, 421, 422, 431, 432, 435, 437, 446, 450, 461, 464, 467, 468, 480, 481, 488
4. PHY 110, 143 and 145, or 243 and 245, 291, 323, 333.

All courses are chosen in consultation with the advisor. All courses that count toward this requirement must have laboratory components associated with them, and in those cases where the laboratory is taught separately from the lecture, both lecture and laboratory courses must be completed. Any courses that involve individualized study must include appropriate laboratory experiences. No courses from Requirement E. below may count toward this credit-hour requirement, though they may satisfy subject area requirements, as appropriate.

B. Two two-semester sequences chosen from the following groupings: BIO 103 and BIO 104, or 111 and 113; CHM 160, 161, 162, and 163 or 165; GEO 150 and 151; PHY 143 and 145, or 243 and 245.

C. At least 20 credits, or at least five courses, in Requirement A. above numbered 200 or higher.

D. A GPA of at least 2.75 in all science courses taken at UM-Flint.

E. A TCP minor in biology, chemistry, earth/resource science, or physics, or in mathematics. A student choosing a minor (or more than one) in a scientific discipline is reminded that no credits earned in obtaining any minor may be counted toward the minimum of 42 credits in Requirement A. above, though these courses may be used to satisfy grouping requirements.

F. PHL 312.

G. EDU 364, EDU 340 strongly recommended.

H. One or more of the following: BIO 301, CSC 175, MTH 375, PSY 301, SOC 215.

I. For each science minor, the student must become involved in the teaching of that subject at UM-Flint, for at least two semesters. For each fifteen-credit block of courses in one subject grouping shown under Requirement A. above, the student must become involved in the teaching of that subject at UM-Flint, for at least one semester. Such involvement may take the form of enrollment in a directed-readings course or a practicum course, participation in a teaching internship/practicum, or employment as a student assistant, depending on departmental availability.

Students are reminded that, in order to teach a subject in a high school that is accredited by the North Central Association, one must complete at least twelve credits in that subject.

Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs,” printed in the Department of Education section of this Catalog.

Teacher’s Certificate Minor

Requirements. A minor in general science includes:

A total of at least 24 credits in science elected from introductory courses in at least three of the four subject groupings listed under Teacher’s Certificate Program, Requirements, A. above. Among these 24 credits there must be counted a two-semester sequence of college work selected from those listed under Teacher’s Certificate Program, Requirements, B., above. All courses that count toward this requirement must have laboratory components associated with them, and in those cases where the laboratory is taught separately from the lecture, both lecture and laboratory courses must be completed. Any courses that involve individualized study must include appropriate laboratory experiences.

Geography

See Earth and Resource Science.

Gerontology

See Sociology.

History (HIS)

322 David M. French Hall
(810) 762-3366
Website:
Chair: Dr. Bruce A. Rubenstein
Principal Secretary: Vacant
Professor Bruce A. Rubenstein; Associate Professors Nora Faires, Roy S. Hanashiro, Joseph G. Rahme, Theodosia S. Robertson; Assistant Professor Michael V. Kennedy.

Professors Emeriti Dr. Robert W. Heywood, Dr. Robert G. Schafer, Dr. Kenneth B. West, Dr. Dorothea E. Wyatt.

As a disciplined and rigorous study of the past, history involves an analysis of earlier civilizations and societies: processes of change, problems of cause and consequence, and relationships between past and present. The study of history offers a breadth of perspective and an array of intellectual approaches that reach into other disciplines in the social sciences and humanities. The perspectives, analytical skills, and knowledge acquired have wide application and great value.
Departmental courses at the 100 and 200 levels are designed to introduce first year students and sophomores to trends and processes in history. Upper division courses usually will interest juniors and seniors, introducing more specific themes, periods and places, as well as helping students refine their analytical, writing, and research skills.

The history curriculum serves students pursuing a variety of interests and careers, including education, law, government service, journalism, and archival and museum studies. Those who plan to work in managerial and professional positions also will benefit from the concrete skills and broader awareness fostered by the study of history. Moreover, any person wishing to relate to national and world issues, past and present, will benefit from acquiring a broad historical perspective. For students particularly interested in local history or general archival work, the presence of the University of Michigan-Flint Archives makes advanced study in these areas possible at the undergraduate level.

Programs in History

Three concentration programs are offered, all leading to the Bachelor of Arts degree: the General Program in History, the Honors Program in History, and the Teacher’s Certificate Program. A Minor in History and a Teacher’s Certificate Minor are also available.

General Program in History

For a Bachelor of Arts degree with a concentration in history, the student is expected to complete a balanced program of studies in history, the other social sciences, and the humanities as approved by the advisor.

Prerequisites. A two-semester sequence in world history, western civilization, or history of Europe, and a two-semester sequence in history of the United States.

Area Options. One of the two required area options must be in a foreign language.

Requirements.

A. Thirty or more credits in history, of which at least 15 must be numbered 300 or above.
B. HIS 110 and 111, or 112 and 113, or a combination of the first and second course in either course sequence.
C. HIS 220 and 221, or equivalent.
D. HIS 301, normally to be elected in the first semester of the junior year.
E. The remaining work in history so distributed as to give the student a comprehensive knowledge of several fields, including those outside the traditional scope of European history and United States history, and advanced work in one field. Courses must be selected with the approval of the departmental advisor.

F. During the third and fourth year at least nine credits in cognates chosen from the social sciences or the humanities, or approved by the advisor to include two courses at the advanced level in a single discipline.

Honors Program in History

Prerequisites. HIS 110 and 111, or 112 and 113, or a combination of the first and second course in either course sequence; and HIS 220, 221 and 290.

Area Options. One of the two required area options must be in a foreign language, as stated in the University Honors Scholar Program.

Requirements. Completion of 23 credits in courses numbered 300 or above as follows:

A. HIS 301, Seminar (3 credits), to be taken during the student’s junior year.
B. HIS 395, Directed Research (3 credits), to be taken during the student’s junior year.
C. An honors election of one 300 level history course approved by the department honors advisor.
D. Six additional credits in history selected with the approval of the department honors advisor.
E. HIS 495 and 496, Honors Thesis I and II (4 credits each).
F. Additional elections in cognate areas so as to assure a balanced program.

Teacher’s Certificate Program

Prerequisite. HIS 112, 113, 220, 221.

Area Options. One of the two required area options must be in a foreign language.

Requirements.

A. Requirements A through E of the General Program in History, above including at least one course on the United States in a global context (e.g., HIS 312, 328, 346, 379). Courses that will fulfill Requirement E (an area beyond Europe and US) are: HIS 352, 376, 378, 385, 386, etc.
B. EDU 363.
C. A teacher’s certificate minor in another discipline.
D. A course in the history of an American minority group.
Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs,” printed in the Department of Education section of this Catalog.

**Minor in History**

**Requirements.** Completion of 21 credits as follows:

A. One of the following: HIS 110, 111, 112, 113.

B. HIS 220 or 221.

C. Five additional history courses including at least nine credits in the 300 series. Students should select Option 1 or Option 2 to fulfill the requirements for a minor. Option 1 is intended for those students whose concentration or interests suggest a need for breadth in the minor; Option 2 allows for greater focus and depth in one field, which may be more appropriate, depending on the student’s concentration program.

**Option 1**

At least one course in each of the following three areas:

1. North America;
2. Europe (including England and Russia);
3. Asia, Africa, Mexico, or Latin America.

**Option 2**

At least three courses in one of the three areas described in Option 1.

**Teacher’s Certificate Minor**

**Requirements.**

A. At least 21 credits including HIS 112, 113, 220, 221.

B. A course in the history of an American minority group.

**Courses in History (HIS)**

110. **Western Civilization to 1600.** (3)s/wc1.

Broad historical study of the political and cultural heritage of the West from earliest times to 1600. Not open to students who have completed HIS 112.

111. **Western Civilization Since 1600.** (3)s/wc1.

Emergence of modern ideas and institutions in the Western world since 1600. Not open to students who have completed HIS 113.

112. **World Civilizations to 1600.** (3)s/wc1.

Survey of the cultural, social, intellectual, economic and political heritage in the development of major civilizations to the seventeenth century. History and interconnections among civilizations of the ancient Middle East, the Mediterranean periphery, Europe, Sub-Saharan Africa, the Americas, East Asia and the Indian Subcontinent, examined from a global perspective. Not open to students who have completed HIS 110.

113. **World Civilizations since 1600.** (3)s/wc1.

Survey of cultural, social, intellectual, economic and political heritage in the development of major civilizations since the seventeenth century. History and interconnections among civilizations of Europe, the Mediterranean periphery, East Asia, the Middle East, Sub-Saharan Africa, the Americas, and the Indian Subcontinent, examined from a global perspective. Not open to students who have completed HIS 111. Also listed as INT 113.

215. **Islamic Civilization to 1500.** (3)s/cs2.

Context in which Islam arose; life of the prophet Muhammad; early Islamic conquests; growth and development of different aspects of Islamic civilization including theology, law, philosophy, art and architecture; military challenges to the Islamic community from the Crusades and Mongols.

216. **Islamic Civilization since 1500.** A course in western civilization, world civilization, or consent of instructor (3)s/cs2.

The spread of Islamic civilization in Asia and Africa; rise, development and decline of the Islamic gunpowder empires (Ottoman, Safavid, and Mughal); interaction between European imperialisms and Muslim societies; cross-cultural perceptions; contemporary challenges facing the Muslim world.

220. **United States to 1898.** (3)s.

Origin and growth of the United States.

221. **United States since 1898.** (3)s.

Survey of social, political, and economic development since 1877.

230. **Africa to the 1870s.** (3)s.

African origins of mankind; the ancient civilizations of Egypt, Nubia, and Kush; the ancient states and empires of parts of the African continent; impact of the transatlantic slave trade on Africa; and other topics. Sequence of topics ends just before the European “scramble for Africa.” Also listed as AFA 230.

231. **Africa in Modern Times.** (3)s.

Coming of European colonialism to Africa in the late nineteenth century and efforts of Africans to recapture their independence. Survey through the present period. Also listed as AFA 231.

241. **Introduction to Latina/Latino Studies.** (3)s/cs3.

Introduction to histories and cultures of Latino/as in the U.S. Labor, migration, demography, issues of identity, assimilation and resistance, and gender. Focus on ambiguities of the Latino/a experience and connections between local, national and global levels. Includes a field experience component. Also listed as INT 241 and MAS 241.
250. The History of American Women. At least sophomore standing. (3)s/cs3.

Examination of the evolution of women’s experience in the United States from 1600 to the present, paying particular attention to the economic, reproductive and sexual, familial, and communal roles; participation in public life; and the means by which women have expressed their culture. Also listed as WGS 250.

260. The European Cultural Experience: Classicism to Surrealism. (3)h/wc1.

Introduction to European accomplishments in painting, sculpture, architecture, music, and literature from the seventeenth to the twentieth century. Emphasis on creative response to aesthetic ideals, values and perceptions of the time, and their relation to history.

283. Introduction to Islam and the Modern “Middle East.” (3)s/cs2.

The rise of Islam, specificity of Islamic civilization, interaction between the West and Islam, cross-cultural perceptions, and challenges confronting the modern “Middle East” and the Muslim world. Ethnic and religious diversity of the contemporary “Middle East.” Sources for the study of the Islamic world.

286. Muslims in North America. (3)s/cs3.

Origins, conditions, cultural practices, and conflicts of Muslims in North America. Examination of the critical issues of adaptation, authenticity and diversity confronting Muslims in the United States and Canada, focusing on the different African-American Muslim communities, especially the “Nation of Islam.” Investigation of existing stereotypes of Muslims in contemporary popular culture, including novels, films and comics. Also listed as AFA 286.

290. East Asia to 1600. (3)s/cs2.

Development of Chinese, Japanese and Korean civilizations from antiquity to 1600. Development of various cultures with special attention to the influence of Chinese culture on other East Asian civilizations. Politics, economics, foreign relations.

291. East Asia since 1600. (3)s/cs2.

Development of Chinese, Japanese and Korean civilizations from 1600 to present. Examines differing responses to Western culture, along with the rise of various schools of political thought (democracy, communism, fascism).


Involvement of the United States in Vietnam from initial commitment to the French in the early 1950s through full-scale involvement under President Johnson to the final defeat of South Vietnam in 1975. Examines domestic opposition to the war. Extensive footage from video tapes and films of the war.

301. History Seminar. At least junior standing and two courses in history Open to non-history concentrators by consent of Department Chair (3)s.

Introduction to the methods and problems of historical research and writing. Readings, discussion, oral and written reports. Primarily for first semester juniors beginning a concentration in history.

302. Latin America from Colonization to Independence. At least sophomore standing or consent of instructor (3)s/cs2.

Survey of history and civilization of Latin America from pre-Columbian Indian cultures through the founding of the European colonial empires, the legacy of colonialism, struggles for independence, and establishment of new nations. Graded ABCDD->N. Also listed as MAS 302.

303. Latin America: Independence to the Present Day. At least sophomore standing or consent of instructor (3)s/cs2.

Social, political, cultural and economic development of the Latin American world with emphasis on race relations and U.S. diplomacy with the region. Special attention to the larger nations in the area. Also listed as MAS 303.

304. History of Brazil. At least junior standing or consent of instructor (3)s.

Latin America’s largest nation from a Portuguese colony to a contemporary industrial state. Emphasis on the movement toward independence, the transition from Empire to Republic, continuing efforts to resolve racial, economic, social and ecological problems, as well as relations with the United States.

305. Central America from Conquest to the Present. At least sophomore standing or consent of instructor (3)s/cs2.

Survey of the region, with emphasis on the colonial legacy, state formation and political violence, the coffee revolution, ethnic and class conflict, U.S. intervention, and revolutionary movements; special attention to Guatemala, Nicaragua, El Salvador. Also listed as MAS 305.

306. Social History of the United States Since 1865. At least junior standing or consent of instructor (3)s.

History of the changing character of American society since 1865 with special attention to the transformation of work, immigration, religious institutions, structure of the family, social mobility, and changes in agriculture.

307. History of Business in America. At least junior standing. (3)s.

Origins and growth of business in the United States. Business activities before the Civil War, Consolidation and the antitrust movement. The depression of 1929, the New Deal, World War II, and the Cold War. Also listed as BUS 307.
308. Topics in Modern Latin American History, Politics and Culture. HIS 302, 303; or consent of instructor (3)s/cs2.

Exploration of key issues, topics and debates in 19th and 20th century Latin America, including dependency, liberalism, social revolution, state and class formation, nationalism, popular memory, the role of the U.S., political violence, gender, race and culture. Also listed as MAS 308.

309. Colonial America to 1754. A course in American history. (3)s.

History of the British colonies in the Americas from early exploration to the eve of the French and Indian War. Topics include rationales for migration, formation of first settlements, development of colonial government and society, origins of slavery.


Examination of socio-cultural, economic and political interactions among Europeans, Africans and Amer-Indians. European expansionism, biological exchange, slavery, creolization, and impact of colonialism are among topics covered.

315. American Civil War and Reconstruction. Junior standing or consent of instructor (3)s.

Social, political and economic issues leading to the Civil War; the war itself; and the problems of reconstruction.

316. America Comes of Age: The United States, 1877-1914. At least junior standing. (3)s.

317. America Between the Wars, 1919-1939. Junior standing or consent of instructor (3)s.

Economic, social and political upheavals which rocked the United States from 1919 to 1939. The League of Nations controversy, the “Red Scare,” prohibition, the rise of the Ku Klux Klan, the crash and “Great Depression,” the impact of the New Deal on the United States, and events leading to American entry into World War II.

318. Contemporary America. At least sophomore standing and a course in United States history. (3)s.

Social, economic and political developments since the New Deal with particular emphasis on world and cultural relationships.

320. The American Military Experience. Junior standing or consent of instructor (3).

American military history from the colonial wars through the post-Vietnam era. How technology, politics, society and culture have interacted with the military establishment and strategic policy; influences of war on various aspects of American life.

323. United States Theatre History. HIS 221 or consent of instructor (3)s/cs3.

Examination of performance in the United States as an attempt to forge an “American” identity as part of political, national, cultural, social, esthetic and economic developments. Also listed as THE 303.

325. Medieval Britain. A course in world/western civilization, or consent of instructor (3)s/wc1.

Study of peoples of the British Isles to the end of the seventeenth century. Expansion of monarchical power, growth of Christianity, the nature of competing cultural identities in pre-modern Britain. Special attention to struggles between church and state and constitutional conflicts of the Civil Wars.

326. Modern Britain. A course in world/western civilization, or consent of instructor (3)s/wc1.

Comparative study of peoples of the British Isles since the seventeenth century with special emphasis on the birth and development of class identity, capitalism and the industrial revolution, growth and decline of Britain’s empire, and social and cultural conflicts since 1945.

328. Emergence of the United States as a World Power Since 1914. A course in United States history and at least junior standing, or consent of instructor (3)s.

Origins and consequences of American entry into two world wars, the Cold War, and American relationships with underdeveloped regions; changing views of isolationism and intervention.

329. Michigan History. At least junior standing. (3)s.

Survey of the political, economic and social development of Michigan from the eighteenth century to the present.

332. Development of the American West. One course in United States history and at least junior standing. (3)s.

Westward movement from its beginnings in the early seventeenth century; economic, political, social and cultural consequences of internal American expansion.

333. Labor in America. At least junior standing and a course in United States history, or consent of instructor (3)s.

Exploration of the transformation of work in America from 1600 to the present, emphasizing the struggles of workers to organize in the nineteenth and twentieth centuries, the changing nature of the work process, and the particular experiences of female, immigrant, and minority workers.

334. History of Ethnic and Racial Minorities in the United States. At least junior standing and a course in United States history, or consent of instructor (3)s/cs3.

Historical examination of the role of minority groups in the United States with emphasis on the changing patterns of immigration, the process of assimilation, the evolution of ethnicity, and the differences and similarities in the experiences of minority groups. Also listed as AFA 334.
Condition and struggles of African-Americans from pre-Columbian times to the present. Also listed as AFA 335.

336. Twentieth Century World History. Junior standing or consent of instructor (3)s/cs2.
Survey of the history of the world in the 20th century in its political, economic, social, and cultural manifestations. Central historiographical themes of the 20th century; salient issues confronting the globe entering the 21st century. Also listed as INT 346.

337. Medieval European Social History. A course in world/western civilizations or consent of instructor. (3)s/wc1.
Study of consolidation and transformation of a distinctive medieval culture in western Europe from Germanic, Roman and Christian cultures of late antiquity. Focus on social institutions and movements which developed from the fourth to the sixteenth centuries and on the cultural exchanges between medieval Europe and other medieval civilizations.

A different topic taught each year. May be reelected once. Also listed as AFA 338.

339. History of Mexico. At least sophomore standing or consent of instructor. (3)s/cs2.
Survey of Mexican history from pre-conquest times to the present. Indian and Spanish origins of Mexican society and culture, colonial institutions, the movement for national independence, liberalism and conservatism in the nineteenth century, origins and continuing impact of the Revolution of 1910. Also listed as MAS 339.

340. Mexico in the Twentieth Century. At least sophomore standing or consent of instructor. (3)s.
History and culture of Mexico in the twentieth century, including the pre-Revolutionary period, Mexican Revolution, consolidation of the revolutionary state, formation of a one-party democracy since the late 1920s. Special attention to culture and the arts, movements for democratization and social justice, relations between the U.S. and Mexico. Also listed as MAS 340.

341. Comparative Revolutions in Modern Latin America. At least sophomore standing or consent of instructor (3)s/cs2.
Exploration of the Mexican, Cuban, and Nicaraguan Revolutions in comparative perspective. Theories of revolution; national and cultural histories; U.S.-Latin American relations; intersections of revolution, political economy, culture and the arts. Also listed as MAS 341.

342. History of the Caribbean. At least sophomore standing or consent of instructor (3)s.
Survey and comparison of the people and cultures of the lands surrounding the Caribbean Sea, a microcosm where America, Africa and Asia meet with and are influenced by the cultural and political presence of Spain, Britain, France and the Netherlands. Also listed as MAS 343.

343. War and Peace in the Nuclear Age: A Telecourse. Junior standing or consent of instructor (3)s.
Based on the PBS television series. The personalities and policies that developed the atomic bomb, decided to use it against Japan, and fueled an arms race from the development of the hydrogen bomb through Sputnik and the SALT negotiations to Star Wars. Effects of nuclear weapons on the concept of war and peace; potential effects of a nuclear holocaust.
355. **Topics in Contemporary Europe.** A course in European history or western civilization, or consent of instructor. (3)s/cs2.

Aspects of the European experience from World War II to the present. Topics may include: World War II, the post-war settlements, emergence of the Cold War; the end of overseas empires; reconstruction of Europe; development of regional communities, the European Community; the post-communist era; Europe as an economic and cultural power in a global age.

357. **Polish Culture through History and Literature.** A course in world/western civilization or European history, or consent of instructor. (3)s/cs2.

Poland’s political and cultural development from pre-history to the present. Tenth century origins, development of distinctive political and social institutions, cultural patterns and traditions of minorities, participation in European civilization. Political events and values, perceptions of periods as seen through documents, memoirs, literature, drama, architecture, music.

358. **Modern European Thought.** A course in European history or western civilization, or consent of instructor. (3)h/wc1.

Major intellectual currents in post-Renaissance European thought through questions and crises of the twentieth century. Focus may be on one or more of the following: enlightenment, romanticism, positivism; political ideologies; feminism; imperialism.

359. **The History of African-American Religion.** At least sophomore standing. (3)s/vi2.

Exploration of the core values associated with the struggle to create and maintain the African-American religious experience in America, which has borrowed values from a number of cultures and has served to influence the ongoing process of defining American culture. Also listed as AFA 358.

360. **An Introduction to Holocaust History.** A course in world/western civilization and at least sophomore standing. (3)s/vi1.

Introduction to the chronology, terminology and geography of the Holocaust (1933-1946); growth and development of field of Holocaust studies; the civilization of East European Jewry prior to its destruction and the context of European history before the twentieth century.

367. **History of Germany.** A course in European history or western civilization, or consent of instructor. (3)s/ss2.

Patterns and problems in German history from the close of antiquity and the medieval German empire through Reformation times, the age of absolutism and the era of industrialization, the Weimar Republic and its culture, the Hitler dictatorship, the two Germanies to 1990. Exploration of post-unification issues.

370. **Women In Western Societies.** HIS 111, 113; or consent of instructor. (3)s.

Women in Europe since the seventeenth century; ways in which historical process is illuminated by questions of gender. Women’s role in high and low culture, in elite and laboring society, since early modern times, and how the great events and large-scale changes of history affected women’s lives and gender relations. Women in a variety of societies from Russia to Spain. Also listed as WGS 370.

371. **Family, Sex and Marriage in Early Modern Europe.** A course in world/western civilizations, junior standing; or consent of instructor. (3)s.

Changing notions of family, sexuality, marriage and gender between the Renaissance and the Industrial Revolution. Life cycles of early modern people; differences due to class, nationality, ethnicity; ways gender relations shaped pre-modern notions of society and power. Also listed as WGS 371.

372. **France: From Absolutism to Democracy, 1660-1914.** A course in western civilization, junior standing; or consent of instructor. (3)s/wc1.

France from Louis XIV to the Third Republic. Organized around the topics of absolutism, life in the Old Regime, the Revolution, Napoleon, monarchies, and political struggle (1815-1870), urbanization and industrialization, social change, and democracy in France (1870-1914).

373. **Revolution in Early Modern Europe.** A course in world/western civilizations, or consent of instructor. (3)s/wc1.

Thematic study of early modern Europe as a changing society with social and cultural ideals increasingly at odds with reality. Focus on popular riots and rebellions within the Old Regime, causes and consequences of the French Revolution and Napoleonic conquests, social and economic impact of the Industrial Revolution in Europe.

375. **Pre-Modern China to 1600.** A course in world/western civilization, or consent of instructor. (3)s.

Chinese civilization and culture from the Ch’ing Dynasty of the 17th century to the present. Philosophical foundations (Confucianism-Marxism), art, architecture and literature examined along with the Western impact and political developments of the 20th century.

376. **History of Modern China.** A course in world/western civilization, or consent of instructor. (3)s/cs2.

Chinese civilization and culture from the Ch’ing Dynasty of the 17th century to the present. Philosophical foundations (Confucianism-Marxism), art, architecture and literature examined along with the Western impact and political developments of the 20th century.
377. **Pre-Modern Japan to 1600.** A course in world/western civilization, or consent of instructor (3)s/cs2.

Development of Japanese civilization from antiquity to 1600. Japanese culture, and political and economic developments. Continental cultural influence, development of a distinctive Japanese culture (religion, art and literature), and the worlds of the aristocrat and samurai.

378. **History of Modern Japan.** A course in world/western civilization, or consent of instructor (3)s/cs2.

Japanese civilization and culture from the Tokugawa Period (1600-1868) to the present. Process of modernization and changes in Japanese culture, philosophy, society, economy and politics. Includes the political and economic development of postwar Japan.

379. **Pacific World in Transition since 19th Century.** A course in world civilization, or consent of instructor (3)s.

Examination of diplomacy in the Pacific world, focusing on relationships between China, Japan, the United States and United Kingdom. Discussion of British and American imperialism including the Opium War in China, Perry in Japan, the “unequal treaties,” and Chinese and Japanese immigration to the US. Post-WWII to focus on US-Japan-China relationship and the coming/end of Cold War Asia.

385. **History of the Modern “Middle East” since XIXth Century.** At least junior standing or consent of instructor (3)s/cs2.

Interaction between European imperialisms and the Ottoman and Qajar dynasties; European imagination of the “Orient” and Muslims; incorporation of the region in the world economy; rise of new social classes and origins of the contemporary state system; clash of competing nationalisms and pan-national movements; transformations of traditional cultural forms, especially literature. The Arab-Israeli conflict, interconnections between Islam and politics, the recent Islamist revival, the Iranian revolution, and recent domestic challenges confronting “Middle Eastern” states.

386. **International Relations of the “Middle East.”** At least junior standing or consent of instructor (3)s/cs2.

Relations from the early 19th century until the present. Europe’s expansion into the Ottoman Empire; incorporation of the “Middle East” into the global economy; clash of European ideas with Islamic traditions; rise of pan-national movements; the Arab-Israeli conflict; the rise of OPEC; struggle for the Persian Gulf. Western perceptions of Muslims; international dimensions of the recent Islamist revival; Islam as a global cultural system.

387. **Islam and Political Change.** At least junior standing or consent of instructor (3)s/vi1.

Role of religion in political life of the Muslim world since the nineteenth century. Political, intellectual, social and cultural transformations of Islamic traditions and values, both orthodox and popular. Evolution and transformation of the modernist pattern of thought; challenges to the authority of religious scholars from secular, modernist and Islamicist movements; growth of non-political, popular Islamic movements. Special attention to comparative case studies of Egypt, Iran, Turkey, Pakistan and the Arab Gulf states.

391. **Directed Reading in History.** At least junior standing and consent of instructor (1-3)s.*

Designed for students with special interests in history. Designation indicates (A) United States history; (B) English history; (C) modern European history; (D) ancient and medieval history; (E) African history. No more than a total of three credits from HIS 391 and 395, combined, may apply to the requirements for the General Program or Minor or Teachers Certificate Program in History.

393. (392). **Special Topics in History.** Not open to freshmen. (3)s.

Each semester and/or section, a different topic to be announced in advance of registration. May be taken more than once, but not so as to repeat a topic.

395. **Directed Research.** HIS 301 or 15 credits in history and consent of Department Chair and instructor: (1-3)s.*

Independent research experience under the direction of a member of the Department of History.

*No more than a total of three credits from HIS 391 and 395, combined, may apply to the requirements for the General Program or Minor or Teacher's Certificate Program in History

410. **The Birth of the American Republic.** At least junior standing. (3)s.

Examination of the causes, consequences and nature of the American revolutionary experience from 1750 to 1789.

411. **The Age of Jefferson and Jackson.** At least junior class standing; a course in American history. (3)s.

Examination of the growth of the U.S. from the Constitution to the era of migration to the trans-Mississippian West. Topics include political, social, and economic developments in early 19th century, Native American relations, U.S. diplomacy, origins of political parties, and early reforms.

419. (319) **History of Sport in the United States.** Junior standing or consent of instructor (3)s.

Sports as a reflection of national society. Recreational patterns; also such issues as racism, sexism, urbanism, legal and labor history, progres-
sivism, immigration, and nativism. Impact of professional and amateur sports on the cultural development of the nation; how both participatory and spectator sports mirror the values, aspirations and needs of people in any given time period.

430. **American Indian History.** At least junior standing, a course in United States history. (3)s.

White images, government policies, and philanthropy in regard to Indians. Dynamics of the history of Native Americans from before white contact to the present day. Anglo-American Indian relations within the boundaries of what is now the United States.

431. **American Urban History.** At least junior standing and a course in United States history or urban studies. (3)s.

Rise of the city in America from colonial times to the present, tracing the spread of urban settlement; the evolution of an organized system of cities; the development of life, institutions, and landscape in the city; and the diverse consequences of urbanization.

432. **History of White Ethnic Groups in America.** At least junior standing. (3)s.

435. **Black America Since the Civil War.** At least junior standing. (3)s.

436. **Exploring Community History.** Two courses in the social sciences or consent of instructor. (3)s.

438. **Jazz, Rock & Cinema: A Social History of the 20th Century United States.** At least junior standing; a course in U.S. history. (3)s/cs3.

Social history of the 20th century U.S. examined through film and musical expression. Topics include the Harlem Renaissance and its impact on race relations and cultural acceptance, the great depression and its entertainment value, Vietnam & the media, women's rights.

457. **The Family in Historical Perspective in Europe and America.** At least sophomore standing. (3)s.

Evolution of the family between 1600 and the present in Europe and America, including the peasant family, pre-industrial urban family, wage-earning nuclear family, and contemporary household. Social, economic and demographic factors that influence the forms families have taken, the quality of family life, and ideas about the family. Also listed as SOC 457 and WGS 457.

495. **Honors Thesis I.** HIS 395 and permission of Honors Council and Department. (4).

Credit and grade for HIS 495 is not given until successful completion of HIS 496. Also listed as HON 495.

496. **Honors Thesis II.** Permission of Honors Council and Department. (4).

No student with a grade of B- or less in HON/HIS 496 will graduate with Honors in History. Also listed as HON 496.

**Graduate Courses in History**

510. **The Birth of the American Republic.** Graduate standing. (3).

See HIS 410 for description. Not open to students with credit for HIS 410.

511. **The Age of Jefferson and Jackson.** At least junior class standing; a course in American history. (3).

See HIS 411 for description. Not open to students with credit for HIS 411.

519. **History of Sport in the United States.** Graduate standing. (3).

See HIS 419 for description. Not open to students with credit for HIS 419.

530. **American Indian History.** Graduate standing; a course in United States history. (3).

See HIS 430 for description. Not open to students with credit for HIS 430.

531. **American Urban History.** Graduate standing; a course in United States history or urban studies. (3).

See HIS 431 for description. Not open to students with credit for HIS 431.

532. **History of White Ethnic Groups in America.** Graduate standing. (3).

See HIS 432 for description. Not open to students with credit for HIS 432.

535. **Black America Since the Civil War.** Graduate standing. (3).

See HIS 435 for description. Not open to students with credit for HIS 435.

536. **Exploring Community History.** Graduate standing; two courses in the social sciences or consent of instructor. (3).

See HIS 436 for description. Not open to students with credit for HIS/POL 436.

538. **Jazz, Rock & Cinema: A Social History of the 20th Century United States.** Graduate standing; a course in U.S. history. (3).

See HIS 438 for description. Not open to students with credit for HIS 438.

557. **The Family in Historical Perspective in Europe and America.** Graduate standing. (3).

See HIS 457 for description. Not open to students with credit for HIS/SOC/WGS 457.
International Studies (INT)

Programs in International Studies

A minor in International Studies is available. See the “International and Global Studies Program” section of this Catalog.

Law and Society

310 David M. French Hall
(810) 762-3470
Fax: (810) 766-6814
URL: http://www.flint.umich.edu/departments/polsci

Director: Albert Price
Principal Secretary: DeAn McDaniel
Program Faculty: Anita Barry (Linguistics), Albert Price (Political Science), Judy Rosenthal (Anthropology)

Program in Law and Society

A Minor in Law and Society is available.

Minor in Law and Society

The minor is designed to help students understand the law and legal processes from a variety of different disciplinary perspectives. Participating disciplines include anthropology, political science, linguistics, philosophy, communication, criminal justice, public administration, business, and sociology. With a liberal arts rather than a pre-professional focus, the program grounds students in the ways in which legal thinking and legal institutions regulate behavior and attempt to deliver justice.

Requirements. Eighteen credits, distributed as follows:

A. ANT/POL 351 or COM/LIN 231 (3 credits).
B. Legal Foundations and Perspectives (6 credits).
   Courses in two different disciplines, selected from:
   ANT/POL 351 (if not chosen for A); COM/LIN 231 (if not chosen for A); PHL 362; POL 222, 333, 380, 381; SOC 485.
C. Legal Processes (3 credits). POL 326 or 420 or 430.
D. Substantive Law (6 credits).
   Courses in two different disciplines, selected from:
   BUS 250, 351; COM 331; CRJ 380 or POL 428; POL 329; PUB 422, 425, 487; PUB/HCR 424.

Students with concentrations in Political Science are allowed to count at most six credits of courses in the concentration toward this minor.

Law Studies Information

Pre-Law

Faculty Advisor: Dr. Albert Price (Political Science)

There is no specific undergraduate program or set of required courses that a student must take to prepare for law school. Generally, law schools suggest that pre-legal education should stress the development of broad skills and insights rather than the mastery of specific subject matter. A sound pre-legal education is one that serves to develop verbal and writing skills, creative and analytical thinking, and habits of thoroughness.

Law school admission is usually highly competitive. The applicant’s academic preparation, academic record, Law School Admission Test (LSAT) scores, and other indicators of success are considered.

Michigan law schools are the University of Michigan, Thomas Cooley Law School, Detroit College of Law at Michigan State, University of Detroit, and Wayne State University.

Students planning to enter law school should seek the assistance of the pre-law faculty advisor early in their undergraduate years.

Linguistics (LIN)

326 David M. French Hall
(810) 762-3285
Fax: (810) 762-3687
URL: http://www.flint.umich.edu/departments/English

Faculty Advisors: Anita Barry, Jan Bernsten, Kazuko Hiramatsu

Principal Secretary: Frances A. Frazier (on leave)

Linguistics courses are offered for students interested in some aspect of language study and its relationship to other disciplines. Students of anthropology, education, English, foreign languages, philosophy and psychology find particular value in the study of linguistics.

Programs in Linguistics

A Minor in Linguistics is available. A concentration program in French and Linguistics is available through the Department of Foreign Languages.

Minor in Linguistics

Requirements. Completion of 18 credits, distributed as follows:

A. ENG/LIN 200.
B. Fifteen credits selected from: AFA/EDU 457; ANT/LIN 313, 335; COM/LIN 231, 284; ENG/LIN 244, 349, 351, 409; FRN/GER/LIN/SPN 360; LIN 299, 346, 390.

One year of a foreign language is recommended.

LIN 313, 346 and 360 may apply either to the concentration program in a language and linguistics or to the minor in linguistics, but not to both.

Courses in Linguistics (LIN)

200. Introduction to Linguistics. At least sophomore standing. (3).
Introduction to the study of language. Goals and methodology of linguistics: phonology, morphology, transformational grammar, semantics. Language change and language universals. Relationship of language study to other disciplines: sociolinguistics, psycholinguistics, language learning, animal languages. Also listed as ENG 200.

231. Language and Law. (3)i.v2.
Study of language in the American judicial process; legal language reform, the role of the linguist as expert witness, comprehension of jury instructions, effects of language variation on witness credibility, legal rights of linguistic minorities. Also listed as COM 231.

244. The Structure of English. (3).
Detailed examination of the English language with emphasis on structure of sentences and notions of “grammar” and “usage.” Also listed as ENG 244.

284. Gender and Communication. At least sophomore standing. (3)s.
Analysis of gender/communication issues, including how women and men use language differently, how women and men are portrayed in language, and how language reflects and recreates social reality. Also listed as COM 284 and WGS 284.

290. Language and Culture. ANT 100. (3)s.
Analysis of the relationship between linguistic categories and patterns of culture. Also listed as ANT 290.

299. Topics in Linguistics. ENG/LIN 200 or consent of instructor. (3).
Some aspect of the study of language from a linguistic perspective. Topics vary and may include such areas as historical linguistics, theoretical issues in linguistics, theories of second-language acquisition, philosophy of language, computers and natural language processing.

313. Second Language Acquisition. One course in linguistics or consent of instructor (3).
Second language acquisition theory and strategies. Problems in phonology, morphology, syntax, pragmatics, and cross-cultural issues.

335. Language Variation in Society. ANT 100 or ENG/LIN 200. (3)s/cs1.
Language variation within the same language community, circumstances under which it occurs, and its relationship to group interaction. Regional dialects, ethnic dialects, sex-related language differences, pidgins and creoles, and languages in mutual contact. Also listed as ANT 335.

346. Linguistic Analysis. ENG/LIN 200. (3)s.
Problem-solving in phonology, morphology, and syntax. Practical and theoretical issues in linguistic analysis, using a wide variety of languages as illustrations.

349. History of the English Language. ENG/LIN 200. (3).
Survey of the bases of the language and how it developed. Old English, Middle English, Early Modern and Modern English studied. Also listed as ENG 349.

351. Language and the Mind. ENG/LIN 200. (3).
Strategies used by speakers in acquiring and putting into use the rules of their language. Child language acquisition and development, experimental psycholinguistics, nonverbal communication, bilingualism, and language disturbances. Also listed as ENG 351.

360. Comparative Phonetics/The World’s Major Languages. FRN 212 or GER 212 or SPN 212; prior or concurrent election of ENG/LIN 200. (3)i ar2.
Sound systems of American English, French, German, Spanish and other languages. Concentrates on the world’s major languages. Register-tone and contour tone languages. Acoustic phonetics. Problems of teaching French, German or Spanish pronunciation. Also listed as FRN/GER/SPN 360.

369. Introduction to the Romance Languages. FRN 211 or SPN 211, ENG/LIN 200; or consent of instructor (3).
Presents major Romance languages (Spanish, Portuguese, French, Italian, Romanian, Catalan and Provencal). Examines Latin background, important historical influences. Offers modern samples of Romance languages through music and film. Also listed as FRN/SPN 369.

390. Directed Readings. A course with the LIN prefix or a course in the application of linguistics, and consent of instructor (1-2).
Individual study in linguistics. Investigation of a well-defined problem in linguistic theory or applied linguistics, under the direction of a faculty member.

409. American English. At least junior standing. (3).
Social and regional variations in American English considered in terms of contemporary views of cultural history and process of language change. Also listed as ENG 409.
MATHEMATICS 175

Graduate Courses in Linguistics

520. Linguistics for Teachers. Graduate standing. (3)g.
Principles of linguistics and their applications in the classroom. Focus on language structure and language variation, with particular emphasis on their relevance to teaching and learning of Standard English. Discussion of the role of Standard English in American society, and larger political issues such as the “English-Only” movement and bilingual education. Students pursue individual projects relating their expertise and experience as teachers to the course material.

521. Language Acquisition. Graduate standing. (3)g.
Theories of how children acquire language and how these theories have been applied in classroom settings. Discussion of the acquisition of sounds, words and grammar, as well as the interwoven development of oral and written language. Individual differences and atypical language development also examined. Students pursue individual research projects based on field work with children in natural settings -- at home, at play or at school.

Master of Liberal Studies
See Graduate Study.

Mathematics (MTH)

403 William R. Murchie Science Building (810) 762-3244
Chair: Dr. Kristina Hansen
Principal Secretary: Pat Klein

Professors Steven C. Althoen, Robert A. Bix, Harry D’Souza, Lawrence D. Kugler, Renate McLaughlin, Kenneth Schilling; Associate Professors Ricardo Alfaro, Kristina Hansen, Larry M. King, Mehrdad Simkani, Matthew Wyneken; Assistant Professor Lixing Han; Lecturer Joan Hellmann.

Mathematics reveals the beauty and wonder of abstract truth through the art of deductive reasoning. It is as old as human thought and as new as the present day. Its roots lie in ancient Babylonia, Egypt, Greece, and the Orient. Much of modern “classical mathematics” finds its origins in seventeenth century physics, and mathematical knowledge continues to grow daily.

Today mathematics extends beyond the physical sciences to every area of human endeavor. Mathematics finds increasing application through high-speed computing, and the techniques of mathematical modeling studied in operations research have become indispensable tools for business and actuarial science. Statistics, also an outgrowth of pure mathematics, now plays a large role in psychology, mathematical biology, and even sociology and political science. Other topics in mathematics, such as the theory of chaos and game theory, have also been increasing steadily in importance.

Programs in Mathematics

Seven concentration programs are offered: the General Program in Mathematics (Bachelor of Arts), the General Program in Mathematics (Bachelor of Science), the Honors Program in Mathematics (Bachelor of Arts or Bachelor of Science), the Pre-Actuarial Program in Mathematics (Bachelor of Science), and the Teacher’s Certificate Program (Bachelor of Arts or Bachelor of Science). A Minor in Mathematics and a Teacher’s Certificate Minor are also available.

General Program in Mathematics
(Bachelor of Arts)

This program is designed for the student who wants to study mathematics as part of a broad liberal arts education.

Prerequisites. MTH 121, 122, 200, 220, 222; CSC 121 (19 credits). It is recommended that the general education requirements be completed in the first two college years.

Area Options. An area option in a foreign language is required (French or German recommended). Most students choose analytic reasoning as the second area option.

Requirements. Completion of at least 120 credits, including:

A. MTH 328, 331 or 333, 400, 423, 456 or 470 (13-14 credits).
C. CSC 175 (4 credits).
D. All College of Arts and Sciences requirements for the Bachelor of Arts degree.

General Program in Mathematics
(Bachelor of Science)

This program is designed for the student who wants to study mathematics in some depth as preparation for graduate school or a career in mathematics or a related field.

Prerequisites. MTH 121, 122, 200, 220, 222; CSC 121 (19 credits). It is recommended that the general education requirements be completed in the first two years.
**Area Options.** Most students choose analytic reasoning as an area option. An area option in a foreign language is required for Option A below (French or German recommended), and is recommended for Option B.

**Requirements.** Completion of at least 124 credits, including:

A. Option A or B below.
B. PHY 243, 245 (10 credits).
C. All College of Arts and Sciences requirements for the Bachelor of Science degree.

**Option A, Abstract Mathematics**

This option is recommended for the student who plans to go on to graduate school in mathematics or a related field. The emphasis of the option is on abstract, rigorous mathematics and on the development of the student’s analytical and creative talents.

**Requirements, Option A.**

A. MTH 328, 329, 400, 423, 456, 470 (17 credits).
C. CSC 175 (4 credits).

**Option B, Mathematical Sciences**

This option is recommended for the student who plans to apply mathematics in a nonacademic career. The program has a dual emphasis, focusing on abstract mathematics and its applications.

**Requirements, Option B.**

C. CSC 175, 215 (8 credits).

**Honors Program in Mathematics (Bachelor of Arts or Bachelor of Science)**

With the same goals and emphases as the General Programs in Mathematics, these programs allow the well-prepared student to get in-depth experience in mathematics by preparing an honors thesis.

**Prerequisites.**

A. MTH 121, 122, 200, 220, 222; CSC 121 (19 credits).
   It is recommended that the general education requirements be completed in the first two years.

B. Acceptance into the Mathematics Department’s Honors Program.

**Area Options.** An area option in a foreign language is required (French or German recommended). Most students choose analytic reasoning as the second area option.

**Requirements.**

A. All requirements of the General Program in Mathematics (Bachelor of Arts), the General Program in Mathematics (Bachelor of Science), or the Program in Pre-Actuarial Mathematics.
B. HON 495; HON 496 or MTH 495.
C. All requirements of the University of Michigan-Flint Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Mathematics Department’s Honors Program. See the departmental honors advisor or the Honors Program Director for this information.

**Program in Pre-Actuarial Mathematics (Bachelor of Science)**

This program, designed for the student who wishes to pursue a career as an actuary, requires strong mathematical skills as well as training in business-related areas. Actuaries work for insurance companies, governmental agencies, and other organizations to assist them in planning for the future using statistical and other mathematical techniques.

Actuaries advance in their careers by passing examinations offered by the two American actuarial societies, the Society of Actuaries and the Casualty Actuarial Society. The courses required for this degree cover much of the material on the first examination of these two organizations. It is often possible for students to take this examination prior to graduation.

**Prerequisites.** MTH 121, 122, 200, 220, 222; CSC 121 (19 credits). It is recommended that the general education requirements be completed in the first two years.

**Area Options.** Most students choose analytic reasoning as an area option. The area option in a foreign language (particularly French or German) is recommended as the second area option.

**Requirements.** Completion of 124 credits, including:

A. MTH 305, 329, 357, 372, 374, 375, 377, 400, and at least one other course in mathematics numbered 300 or above (25-26 credits).
B. BUS 201, 202 (6 credits).
C. CSC 211 (3 credits).
D. ECN 201, 202 (6 credits).

E. Two of the following: BUS 321, 322, 361, 363; CSC 175, 210, 275 (6-8 credits).

F. Also recommended: BUS 211 (taken prior to MTH 375), 313; CSC 375.

Teacher’s Certificate Program
(Bachelor of Arts or Bachelor of Science)

The Teacher’s Certificate Program is designed to meet the needs of future teachers of secondary school mathematics. This program may lead to either a Bachelor of Arts or a Bachelor of Science degree.

Prerequisites. MTH 121, 122, 200, 220, 222; CSC 121 (19 credits).

Area Options. The foreign language area option is required for both the Bachelor of Arts and Bachelor of Science. Most students choose analytic reasoning as the second area option.

Requirements, Bachelor of Arts.

A. MTH 328, 333, 370 or 372, 385, 400 (13 credits).
B. At least two additional courses in mathematics numbered 300 or greater, excluding 390 and 391 (6-7 credits).
C. CSC 175 (4 credits).

Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs” printed in the Department of Education section of this Catalog.

Requirements, Bachelor of Science.

A. MTH 328, 333, 370 or 372, 385, 400 (13 credits).

B. At least five additional courses in mathematics numbered 300 or greater, excluding 390 and 391 (15-16 credits).
C. CSC 175, 275 (8 credits).
D. PHY 243, 245 (10 credits).

Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs” printed in the Department of Education section of this Catalog.

Minor in Mathematics

The Minor in Mathematics provides a good mathematical background for students interested in advanced study in such fields as computer science, economics, the engineering sciences, law, management, and the natural sciences.

Prerequisite. MTH 122 (4 credits).

Requirements. At least 19 credits distributed as follows:

A. MTH 220, 222.


Teacher’s Certificate Minor

Requirements. MTH 121, 122, 200, 220, 333, and at least six additional credits in mathematics numbered 200 or higher. A course in probability or statistics and EDU 360 or an equivalent course in methods of teaching secondary mathematics are strongly recommended.

Courses in Mathematics (MTH)


Properties of numbers, absolute values, linear equations and inequalities, systems of linear equations, polynomials, factoring, algebraic expressions, exponents and radicals. Not open to students who have completed MTH 111 with a grade of C (2.0) or better: Credit for MTH 090 applies to determination of grade point average and full-time or part-time status, but does not count toward a degree.

111. College Algebra. MTH 090 with a grade of C (2.0) or better, or equivalent as determined by departmental placement test. (3).

Review of intermediate algebra, linear and quadratic equations, theory of polynomial equations. Not open to students who have completed MTH 117 or higher with a grade of C (2.0) or better:

112. Liberal Arts Mathematics. MTH 111 with a grade of C (2.0) or better; or equivalent as determined by departmental placement test. (3)ar3.

Problem-solving in such areas of mathematics as logic, number theory, graph theory, and mathematical games. Problems chosen to develop a broad understanding of the nature of mathematics.

115. Mathematical Inquiry I. MTH 111 with a grade of C (2.0) or better, or equivalent as determined by departmental placement test. Prior or concurrent election of ENG 111. (4)ar3.

Theory of positional notation and base arithmetic, area and volume, variables and functions, geometry. Emphasis throughout on problem solving and writing. Lab sessions consisting of discovery-based activities in a cooperative group work setting; recitation. Designed for elementary education concentrators.
116. Mathematical Inquiry II. MTH 112 or 115 with a grade of C (2.0) or better. (4)ar3.

Probability, statistics, number theory, and additional topics such as combinatorics, geometry and social choice. Emphasis on individual and group problem-solving and discovery, including appropriate technology. Designed for elementary education concentrators.

117. Mathematics for Management and Social Sciences. MTH 111 with a grade of C (2.0) or better, or equivalent as determined by departmental placement test. (3)ar3.

Review of algebra, exponential and logarithmic functions, matrix arithmetic, systems of linear equations, geometric linear programming. May include probability, series. Not open to students who have completed MTH 118 or higher with a C (2.0) or better.

118. Calculus for Management and Social Sciences. MTH 117 or 120 with grade of C (2.0) or better, or equivalent as determined by departmental placement test. (3)ar3.

Introduction to differential and integral calculus and elementary multivariate calculus; business applications. Not open to students who have completed MTH 121 or higher with a grade of C (2.0) or better.

120. Pre-Calculus Mathematics. MTH 111 with a grade of C (2.0) or better, or equivalent as determined by departmental placement test. (4)ar3.

Trigonometric, exponential and logarithmic functions, their properties, graphs, and fundamental identities; polar coordinates; conic sections. Not open to students who have completed MTH 121 or higher with a grade of C (2.0) or higher.

121. Calculus I. MTH 120 with a grade of C (2.0) or better, or qualifying score on departmental placement test. (4)ar3.

Differentiation and its applications; limits; introduction to integration.

122. Calculus II. MTH 121 with a grade of C (2.0) or better; (4)ar3.

Integration and its applications; infinite series.

192. Selected Topics. See the course schedule for prerequisites. (1-4).

Topics of interest in mathematics, to be announced in the course schedule. Various offerings treat different topics. Course may be reelected for additional credit, but not so as to repeat a topic.


Introduction to advanced mathematics. May include the nature of the real line, limits and continuous functions, applications of calculus to mathematical modeling in biology and physics, and introductions to other branches of mathematics such as number theory and topology. Course may be elected twice; each offering must emphasize a different topic.

200. Mathematical Proofs and Structures. MTH 122 with a grade of C (2.0) or better (3).

Introduction to propositional and predicate logic; reading and writing of mathematical proofs. Naive set theory; number systems. Designed for students considering a concentration in mathematics or intending to take MTH 328, 329, 333, 354, 422, 423 or 456.

220. (223). Elementary Linear Algebra. MTH 122 with a grade of C (2.0) or better. (3).

Systems of linear equations, matrices, Euclidean spaces, eigenvectors, applications.

222. Multivariate Calculus. MTH 122 with a grade of C (2.0) or better: MTH 220 recommended. (4).

Differential and integral calculus of several variables, including partial derivatives, multiple integrals, line integrals.

225. Sequences and Series. MTH 122 with a grade of C (2.0) or better: (1-2).

Sequences, Cauchy sequences, infinite series, power series, Taylor series.

305. Differential Equations. MTH 222 with a grade of C (2.0) or better, or concurrent election of MTH 222. (3).

Solution of first order equations, linear equations with constant coefficients; certain higher order differential equations, Laplace transform methods, applications.

321. Discrete Structures. MTH 220 with a grade of C (2.0) or better, or concurrent election of MTH 220. (3).

Induction and recurrence relations; equivalence relations, modular arithmetic, and the Euclidean algorithm; generating permutations and combinations; graphs and trees. Also listed as CSC 321.

327. Coding Theory. MTH 200, 220, each with a grade of C (2.0) or better. (3).

Fundamental concepts of error-correcting codes and cryptography. Finite fields; linear, cyclic and BCH codes; Reed-Saloman codes and digital audio recording.

328. Modern Algebra. MTH 200, 220, each with a grade of C (2.0) or better. (3).

Integer and polynomial rings and their quotients; field extensions and the impossibility of geometric constructions. Additional topics may include groups, rings, finite fields, or the unsolvability of quintics. Usually offered in the Fall.

329. Linear Algebra. MTH 200, 220, each with a grade of C (2.0) or better. (3).

Linear transformations of vector spaces; canonical forms of matrices. Usually offered in the Winter of odd-numbered years.
331. **Conics and Cubics.** *MTH 200, 220, each with a grade of C (2.0) or better* (3).

Introduction to algebraic curves of low degree. Intersections of curves; Bezout’s Theorem; theorems of Pascal and Brianchon; classification of cubics, addition on cubics.

333. **College Geometry.** *MTH 122 with a grade of C (2.0) or better; MTH 200 with a grade of C (2.0) or better or concurrent election of MTH 200. Selectet topics in Euclidean, projective, and other geometries. Usually offered in the Fall.*

354. **(496). Number Theory.** *MTH 200 with a grade of C (2.0) or better, or consent of instructor (3).*

Divisibility, congruences, number theoretic functions. Diophantine equations, distribution of primes, rational approximation. *Usually offered in the Winter of even-numbered years.*

357. **Advanced Calculus.** *MTH 222 with a grade of C (2.0) or better; MTH 305 with a grade of C (2.0) or better or concurrent election of MTH 305. (3).*

Intended for science concentrators. Fourier series, differential and integral vector calculus. Additional topics chosen from orthogonal functions and partial differential equations. *Usually offered in the Fall.*

370. **Probability with Statistical Applications.** *MTH 220 with a grade of C (2.0) or better* (3).

Probabilities of events; independence and conditional probabilities; discrete and continuous random variables; expectation, variance and standard deviation; special distributions; joint distributions; applications to statistics. Not open to students who have completed MTH 372 with a grade of C (2.0) or better.

372. **Probability.** *MTH 222 with a grade of C (2.0) or better* (3).

Random experiments, sample spaces, probabilities of events; independence and conditional probability; discrete and continuous random variables, distribution and density functions; expectation, variance, and standard deviation; special distributions and moment generating functions; analysis of joint distributions. *Usually offered in the Fall of odd-numbered years.*

374. **Introduction to Numerical Analysis.** *MTH 220 with a grade of C (2.0) or better; knowledge of a programming language.* (3).

Numerical methods for solving algebraic equations in one or more variables, integration, interpolation, curve-fitting, and solving differential equations. Emphasis on theoretical aspects, including error analysis. Applications and problems for computer solutions. *Usually offered in the Fall of even-numbered years.*

375. **Mathematical Statistics.** *MTH 372 with a grade of C (2.0) or better* (3).

Limiting distributions, stochastic convergence, central limit theorem, point and interval estimation of parameters, hypothesis testing, nonparametric tests, sufficiency, completeness, linear regression, analysis of variance. *Usually offered in the Winter of even-numbered years.*

377. **Methods of Operations Research.** *MTH 220 with a grade of C (2.0) or better; or consent of instructor (3).*

Topics in mathematical modeling, including detailed study of linear programming and simplex methods. Additional topics chosen among dynamic programming, game theory, integer programming, and project scheduling. *Usually offered in the Winter of odd-numbered years.*

385. **History of Mathematics.** *MTH 200 with a grade of C (2.0) or better (3).*

Mathematical ideas with emphasis on the development of at least one of the areas of algebra, geometry, or calculus. *Usually offered in the Winter of even-numbered years.*

390. **Problem-Solving Seminar.** Consent of instructor. (1).

Emphasis on techniques such as exploring examples, special cases, extreme cases, and working backward from known answers. Students encouraged to submit solutions to the problem sections of mathematics journals and to enter mathematics competitions. May be reelected to a total of four credits.

391. **Directed Study.** Consent of instructor (To be arranged).

Independent study under supervision of the instructor.

392. **Selected Topics.** See the course schedule for prerequisites. (1-4).

Topics of interest in mathematics, to be announced in the course schedule. Various offerings treat different topics. *Course may be reelected for additional credit, but not so as to repeat a topic.*

394. **Honors Independent Study.** Consent of Honors Advisor Open only to Honors Program students in mathematics. (3).

Independent study in preparation for the senior honors thesis.

400. **Senior Seminar in Mathematics.** Concentration in mathematics; senior standing; grades of C (2.0) or better in four mathematics courses numbered 300 or higher; consent of instructor. (1).

Students individually prepare a written paper and an hour seminar talk on a mathematical topic. *Intended for election in the last year prior to graduation.* Usually offered in the Fall and Winter.

422. **Foundations of Mathematics.** *MTH 200, 220, each with a grade of C (2.0) or better* (3).

Source and evolution of mathematical ideas and methods, relation to logic. Axiomatic method, cardinal and ordinal numbers. *Usually offered in the Winter of odd-numbered years.*
423. **Elementary Topology of the Linear Continuum.** MTH 200 with a grade of C (2.0) or better; consent of instructor. (3).

Axiomatic development of the topological properties of the linear continuum without consideration of an algebraic structure. Neighborhoods, open sets, limit points; Bolzano-Weierstrass property, Heine-Borel property, category, Cantor-Bendixson theorem. Proofs presented by the students. Usually offered in the Fall of odd-numbered years.

456. **Real Analysis.** MTH 200, 222, each with a grade of C (2.0) or better. (4).

Topology of Euclidean spaces; concepts of limit, continuity, differentiability and integrability of real and vector functions. Additional topics chosen among infinite series, inverse and implicit function theorems, Stieltjes integrals, line and surface integrals. Usually offered in the Fall of odd-numbered years.

470. **Theory of Functions of a Complex Variable.** MTH 222 with a grade of C (2.0) or better. (3).

Complex numbers, the Cauchy-Riemann equations, analytic functions, power series, integration, the Cauchy theorems, meromorphic functions, Laurent series, the maximum principle, residues. Usually offered in the Winter.

494. **Honors Thesis I.** MTH 394 and consent of Honors Advisor: Open only to Honors Program students in mathematics. (4).

Credit and grade for MTH 494 is not given until successful completion of MTH 495. Also listed as HON 495.

495. **Honors Thesis II.** Prior or concurrent election of MTH 494 or HON 495; consent of Honors Advisor. Open only to Honors Program students in mathematics. (4).

Also listed as HON 496.

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### Medical Studies Information

#### Pre-Medicine

There is keen competition for the limited number of places available in medical schools. Therefore, prospective applicants are urged to plan an alternate career option as they pursue a bachelor’s degree. Students are also advised to obtain exact information from their prospective medical schools concerning requirements for admission.

In general, medical schools stress scholastic achievement, especially in the sciences, as a major criterion for admission. Such factors as the quality of the undergraduate college and the recommendations supplied by its faculty, results of the Medical College Admission Test (MCAT), and residence are also considered. Personal qualities such as integrity, motivation, leadership, and maturity are often discernible through the applicant’s record of nonacademic activities, an autobiographical statement, and the personal interview at the medical school.

Each student who plans to apply for admission to medical school should seek the assistance and guidance of an advisor from the Chemistry Department or the Biology Department at the University of Michigan-Flint. As a minimum, the following courses should be completed before applying to medical school:

- **BIO:** 111, 113, 326, 328.
- **CHM:** 160, 161, 162, 163 or 165, 230, 231, 232, 233.
- **ENG:** One year (typically 111 and 112).
- **PHY:** 143 and 145; or 243 and 245.

Pre-medical advisors, in addition, highly recommend:

- **BIO:** 409, 410, 432, 435.
- **CHM:** 450, 452.

The following courses are also of special value and should be selected according to one’s area of concentration in consultation with one’s advisor:

- **BIO:** 412, 425, 450.
- **CHM:** 340, 366, 367, 451, 453

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### Pre-Veterinary Information

Admission to Veterinary Schools is extremely competitive. Each student who plans to apply for admission should seek the assistance and guidance of an advisor from the Chemistry Department or the Biology Department. As a minimum, the student should follow the curriculum outlined above for a Pre-Medicine program. Additional courses would include BIO 408 and 431.

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### Mexican American and Latino Studies (MAS)

The Mexican American and Latino Studies Program is dedicated to teaching, student support and providing a linkage between the university and local Latino community. The program’s multidisciplinary curriculum is socially and intellectually oriented to the Latino experience in the U.S., and the roots of this experience in Latin America. The program is designed to strengthen career preparation for those planning to work in multiethnic settings including education, business, health care and social services as well as complementing traditional academic majors.
Program in Mexican American and Latino Studies

The Program in Mexican American and Latino Studies has been placed in moratorium. This means that for an unspecified length of time the College of Arts and Sciences cannot provide all requirements for the minor. However, many of the courses cross-listed between MAS and other disciplines will remain available.

Minor in Mexican American and Latino Studies

Requirements. Completion of 18 credits, distributed as follows:

A. Core course. MAS/HIS/INT 241.
B. Latinos in the U.S. and Borderlands. At least nine credits selected from: MAS 240, 351, 352; MAS/SPN 312; MAS/EDU 435; MAS/EDU/PUB 438.
C. Contextualizing the Latino Experience. At least six credits selected from: MAS/HIS 302, 303, 304, 305, 308, 339, 343; MAS/ANT 314, 315; MAS/SPN 319, 331; MAS/AFA/SPN 325; MAS/AFA/ENG 382.

Courses in Mexican American and Latino Studies (MAS)

[240. History of the Chicano. A course with the MAS prefix or a course in history. (3)s.]

241. Introduction to Latina/Latino Studies. (3)s/cs3.
Introduction to histories and cultures of Latino/as in the U.S. Labor, migration, demography, issues of identity, assimilation and resistance, and gender. Focus on ambiguities of the Latino/a experience and connections between local, national and global levels. Includes a field experience component. Also listed as HIS 241 and INT 241.

302. Latin America from Colonization to Independence. At least sophomore standing or consent of instructor (3)s/cs2.
Survey of the history and civilization of Latin America from pre-Columbian Indian cultures through the founding of the European colonial empires, the legacy of colonialism, struggles for independence, and establishment of new nations. Graded ABCDD>N. Also listed as HIS 302.

303. Latin America: Independence to the Present Day. At least sophomore standing or consent of instructor (3)s/cs2.
Social, political, cultural and economic development of the Latin American world with emphasis on race relations and U.S. diplomacy with the region. Special attention to the larger nations in the area. Also listed as HIS 303.

304. History of Brazil. At least junior standing or consent of instructor. (3)s.
Latin America’s largest nation from a Portuguese colony to a contemporary industrial state. Emphasis on the movement toward independence, the transition from Empire to Republic, continuing efforts to resolve racial, economic, social, and ecological problems, as well as relations with the United States. Also listed as HIS 304.

305. Central America from Conquest to the Present. At least sophomore standing or consent of instructor: (3)s/cs2.
Survey of the region, with emphasis on the colonial legacy, state formation and political violence, the coffee revolution, ethnic and class conflict, U.S. intervention, and revolutionary movements; special attention to Guatemala, Nicaragua, El Salvador. Also listed as HIS 305.

308. Topics in Modern Latin American History, Politics and Culture. HIS 302, 303; or consent of instructor (3)s/cs2.
Exploration of key issues, topics and debates in 19th and 20th century Latin America, including dependency, liberalism, social revolution, state and class formation, nationalism, popular memory, the role of the U.S., political violence, gender, race, and culture. Also listed as HIS 308.

[315. Mexico: Cultures and Transformation. ANT 100. (3)s/cs2. Also listed as ANT 315.]

319. Understanding the Spanish World: Latin America. SPN 212 or equivalent. (3)h/cs2.
Cultural ways of Latin America. Short stories, essays, newspapers, magazines, slides and films dealing with Latin-American culture, customs and values. Also listed as SPN 319.

321. The Latino in the United States. At least junior standing. (3).
Contemporary issues, problems and concerns affecting and affected by Latinos. Discussions of such issues as employment, politics, education, and civil rights, as they pertain to Puerto Ricans, Cubans, Chicanos, and other Latino groups. Graded ABCD>N.

331. The Boom in Spanish American Fiction. Prior or concurrent election of SPN 311 or 313 or 314 or 316. (3)h.
Content and form of la nueva ficcion hispanoamericana. Works by Borges, Cabrera Infante, Carpentier, Cortázar, Donoso, Fuentes, García Márquez, Vargas Llosa, and others. Also listed as SPN 331.

339. History of Mexico. At least sophomore standing or consent of instructor. (3)s/cs2.
Survey of Mexican history from pre-conquest times to the present. Indian and Spanish origins of
Mexican society and culture, colonial institutions, the movement for national independence, liberalism and conservatism in the nineteenth century, origins and continuing impact of the Revolution of 1910. Also listed as HIS 339.

**340. Mexico in the Twentieth Century.** At least sophomore standing or consent of instructor (3)s.

History and culture of Mexico in the twentieth century, including the pre-Revolutionary period, Mexican Revolution, consolidation of the revolutionary state, formation of a one-party democracy since the late 1920s. Special attention to culture and the arts, movements for democratization and social justice, relations between the U.S. and Mexico. Also listed as HIS 340.

**341. Comparative Revolutions in Modern Latin America.** At least sophomore standing or consent of instructor (3)s/cs2.

Exploration of the Mexican, Cuban, and Nicaraguan Revolutions in comparative perspective. Theories of revolution; national and cultural histories; U.S.-Latin American relations; intersections of revolution, political economy, culture and the arts. Also listed as HIS 341.

**343. History of the Caribbean.** At least sophomore standing or consent of instructor (3)s.

Survey and comparison of the people and cultures of the lands surrounding the Caribbean Sea, a microcosm where America, Africa and Asia meet with and are influenced by the cultural and political presence of Spain, Britain, France and the Netherlands. Also listed as HIS 343.

**351. Topics in Mexican American and Latino Studies I.** Sophomore standing or consent of instructor. (3)s/cs3.

Topics selected from various fields or disciplines (tine arts, theatre, history, sociology, etc.). Content varies with semester and instructor. May be taken more than once, but not so as to repeat a topic.

**352. Topics in Mexican American and Latino Studies II.** Sophomore standing or consent of instructor. (3)s/cs3.

Topics selected from various fields or disciplines (fine arts, theatre, history, sociology, etc.). Content varies with semester and instructor. May be taken more than once, but not so as to repeat a topic.

**353. Directed Study in Mexican-American and Latino Studies.** Consent of instructor (1-3)s.

Independent study under the direction of the Director of the MAS Program.

**364. Twentieth Century Spanish-American Literature in Translation.** At least sophomore standing. (3)h.

Selected prose and poetry from representative Spanish-American writers including the Nobel Prize winners Miguel Angel Asturias, Pablo Neruda, and Gabriel Garcia Márquez. The “boom” in the Spanish-American novel. Selections may be read in Spanish or in translation. Discussions, lectures, films and papers. Also listed as CPL 364.

**382. Cultural Themes in Contemporary American Novels.** A sophomore course in literature or consent of instructor (3)h/cs3.

Examines the rich mythology, lore and legend of Native American, Hispanic, and African American cultures through study of historical and other novels influenced by native traditions. Also listed as ENG 382.

**391. Directed Readings.** At least junior standing or consent of instructor (1-3).

Designed to allow students to explore facets of the Chicano people that may not be presented in regular course offerings.

**438. Multicultural Education: Concepts and Strategies.** At least junior standing. (3).

Designed to prepare certified and pre-certified teachers in multicultural education. Emphasis on design, development, and practical implementation of teaching strategies, theoretical constructs, and curriculum. Also listed as EDU 438 and PUB 438. Graded ABCD>N.

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**“Middle Eastern” Studies (MES)**

**Director:** Dr. Joseph G. Rahme

**Program Faculty:** Dr. Imane Hakam (FOR), Dr Judith Kollmann (ENG), Dr. Jamile Lawand (FOR), Dr. Joseph Rahme (HIS), Dr. Judy Rosenthal (ANT)

The Middle Eastern Studies minor is an interdisciplinary program dedicated to providing students with an understanding of the cultural, political and social realities of the “Middle East.” The varied course offerings introduce students to the history, language, politics, economy, literature, art and traditions of a region that not only has made important contributions to the Western world, but also has played a significant role in shaping the human experience. Students will gain perspective on both historical and current issues involving the “Middle East,” as well as further appreciate the cultural diversity of the United States. The program is designed to enrich career preparation in fields where there is an increasing need and interest in global awareness, such as education, business, government, and international relations.
Program in “Middle Eastern” Studies (MES)

A Minor in “Middle Eastern” Studies is available.

Minor in “Middle Eastern” Studies

Requirements. Eighteen to 19 credits, distributed as follows:

A. Core courses. Two from: ANT 240, HIS 283, HIS 385 (6 credits).

B. Electives. At least one course selected from each of the following groups. (12-13 credits).
   1. ANT 215; HIS 215, 216, 387.
   2. AFAHIS 286; HIS 386.
   3. ARB 212; ENG 205 or 206; MES 263, 323.

C. Cognate. Completion of ARB 112, or equivalent proficiency by examination (0-8 credits).

Courses in “Middle Eastern” Studies (MES)

263. East Meets West: Muslims in Spain. At least sophomore standing. (3h).
   Exploration of the Arabo-Islamic influences in Spanish culture, as evidenced in the artistic, intellectual and literary expressions during the Muslim presence in Spain, 711-1492.

323. Modern Arabic Literature in Translation. ANT 240 or HIS 283 or 385; or consent of instructor (3h).
   Reading and discussion of representative Arabic authors of the 20th century, such as Kahlil Gibran, Nobel Prize winner Naguib Mahfouz, Yusuf Idris, Emile Habiby, and Nawal al-Sa’dawi.

Music (MUS)

126 David M. French Hall
(810) 762-3377
FAX (810) 762-3326
Chair: Lois Alexander (1998-2001)
Administrative Assistant/Principal Secretary: vacant
Secretary: Celeste Greenwood

Associate Professors Emeriti Vincent O’Keeffe, Raymond Roth, Johannes Tall.

The study of music is concerned with combinations of sounds resulting in meaningful expressions of beauty. Students enrolled in music courses offered at the University of Michigan-Flint study how these meaningful expressions of beauty are created by combining the elements of music: melody, rhythm, harmony, timbre, form, and texture. Music course offerings include performance ensembles, music theory and history, music technology, and music education.

The Department of Music, a member of the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, (703) 437-0700, offers courses both for students who wish to concentrate their studies in music as a profession, and for those who wish to use music for enrichment as part of general education.

Music scholarships are available by audition to music majors, music minors, and students participating in performance ensembles. For additional information, interested students should consult the Financial Aid section of this Catalog.

Programs in Music

Four concentration programs are available: the Bachelor of Music Education (BME), the General Program in Music (Bachelor of Arts), and the Honors Program in Music (Bachelor of Music Education or Bachelor of Arts). Minors in Music and Music Theatre and a Teacher’s Certificate Minor in Music are also available.

Acceptance into any of the music degree programs requires acceptance to the University by the Office of Admissions, and acceptance into the Music Department. Admission into the Music Department is based on an audition in instrumental or vocal performance. Please contact the department for details.

Bachelor of Music Education

Prerequisites. The following are requirements for admission into the upper level sequence (MUS 381, 382, 387, 491, 492, 493) leading to a Bachelor of Music Education degree with teacher certification (K-12). Any exceptions must be approved by the music education faculty:

A. GPA in all music courses of 2.75; cumulative GPA of 2.75 overall.

B. MUS 129, 130, 141, 142, 143, 144, 151, 152, 162, 241, 243, 251, 252, 261, 262.

C. Submission of letters of recommendation, one from the student’s applied music instructor to confirm that the student is a competent and sensitive musician, and one from a present Music Department faculty member, evaluating the student’s potential.

D. Completion of the steps below to provide the music education faculty with additional information with which to counsel and guide the student more effectively.
1. A letter of application written to the music education faculty.
2. Successful completion of the comprehensive skills test which consists of the following:
   a. Sight-singing.
   b. Demonstration of piano skills by: 1) adding a simple accompaniment to a one-line melody; 2) playing a simple folk tune by ear; 3) improvising a simple tune by ear; 4) improvising a simple tune in different meters; 5) sight-reading a simple accompaniment; and, 6) harmonizing standard choral warm-ups.

Transfer Students. Students transferring from other institutions must consult with a member of the music education faculty.

Requirements. At least 122 credits, including completion of the general education requirements and completion of a concentration in music education. The total program, including music, must contain at least 33 credits of courses numbered 300 or above.

A. Performance (40 credits).
   1. Applied music* (12 credits)
      MUS 151, 152, 251 (1), 252 (1), 351, 352, 451, 452.
   *Attendance in performance class is required five out of eight semesters of applied study.
   2. Performance Organizations (major performance area) (7 credits).
      Students taking applied music (MUS 151-452) must also register for a large performance organization in their major performance area: Chorale, Chamber Singers, Wind Symphony, Jazz Ensemble (MUS 351 or above). Keyboard majors are required to take two credits of MUS 305 (1 credit per semester) and five credits of large performance organization electives. Guitar and keyboard majors must participate in Wind Symphony, or Jazz Ensemble a minimum of one semester.
   a. Passing grade on departmental piano proficiency exam.
   b. Secondary instrument classes. From MUS 115, 117, 118, 121, 124, 125, 126, 127, 128.
   Instrumental majors elect 7 credits; vocal or keyboard majors elect 6 credits including MUS 117.
   c. MUS 132 strongly recommended.
5. Additional performance courses to yield a total of 40 credits.

B. Music Theory/Aural Harmony (15-18 credits).
   MUS 141, 142, 143, 144, 241, 242 (elective), 243.

C. Music Literature and History (12 credits).
   MUS 162, 261, 262, 361.

D. Methodology (36 credits).
   1. Education (28 credits).
      CSC 123*; EDU 301, 302, 303, 349, 359, 369, 410*; PSY 237*.
      *State of Michigan mandated requirements.
   2. Music Education (8 credits).
      MUS 170; EDU/MUS 381, 382.

General Program in Music (Bachelor of Arts)

General Education Requirements. Students must complete the general education requirements in humanities, social sciences, natural sciences, and area options. For area options, students should take MUS 141 and 142 (Theory I and II) and three credits in another analytical reasoning area. A second area option in foreign language is required. A total of 80 credits in areas other than music is required for the BA degree. The total program, including music, must have at least 33 credits of courses numbered 300 or above.

Requirements.

A. Music Theory (13 credits).
   From MUS 141, 142, 143, 144, 241, 242, 243.

B. Music Literature and History (12 credits).
   MUS 162, 261, 262, 361.

C. Performance (15 credits).
   1. Applied Music (8 credits).
      MUS 151, 152, 251 (1), 252 (1), 351, 352.
   2. Performance Organizations (7 credits).
      One credit each semester while enrolled in Applied Music, selected from MUS 201/401, 203/403, 205/405, 210/410, 211/411, 2301430, 302, 305. Keyboard majors are required to take four credits of accompanying (MUS 305), one credit per semester, and three credits of large performance ensembles.

D. Music Theory/History Electives (3 credits).

Honors Program in Music

Area Options. One of the two required area options must be in a foreign language, as stated in the University Honors Scholar Program.

Requirements.

A. Completion of all graduation requirements for either the BA (music) or the BME (music education) degree.

B. MUS 391, Independent Study (Music Research Methods), for one credit, to be taken during the first semester of the junior year in conjunction with one of: MUS 345, 361, 371, or 372.

C. One course from: MUS 345, 361, 371, 372.

D. MUS 393, Honors Independent Study, during the second semester of the junior year.

E. MUS 498 and MUS 499, Honors Thesis I and II (4 credits each).

F. Completion of all requirements for the University Honors Scholar Program.
Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above, as well as the particular procedures for acceptance into the Music Department’s Honors Program. Please contact the Departmental Honors Advisor or the Honors Program Director for this information.

**Minor in Music**

**Requirements.** Twenty-five credits, distributed as follows:

A. Music history and theory (12 credits). Six credits from each group below.

B. Performance (7 credits).
   *Students taking applied music must also register for a large performance ensemble in their major performance area.
   2. Performance organizations (4 credits).

C. Additional courses to bring the total to 25 credits.

**Teacher’s Certificate Minor**

This minor provides an introduction to music theory, history, performance and pedagogy.

**Requirements.**

A. At least 30 credits, distributed as follows:
   1. Music Theory (10 credits). MUS 141, 142, 143, 144.
      a. Applied music through MUS 252 (4). (Audition required.)
      b. Performance organizations (4).
      c. Piano: MUS 130 (1).
      d. Conducting: MUS 371 (2).
   4. Pedagogy (3-6 credits). MUS 382. MUS 381 (elective) recommended.

B. Grade point average of B (3.0) or better in all courses counting toward the Teacher’s Certificate Minor.

C. Completion of MUS 382 and at least one music history course at the University of Michigan-Flint.

**Courses in Music (MUS)**

The student who wishes to elect a course requiring an audition (MUS 151-452) must arrange with the Department of Music to complete the audition before registering for the course, and must secure an accompanist if one is required for the selection to be performed.

100. **An Introduction to Music.** (3)lf.
   The elements of music, its forms and styles. Listening skills promoted in class and through outside assignments. No previous study or knowledge of music required. Includes readings, lectures, listenings, discussions and concert attendance.

115. **Recorder and Other Renaissance Instruments.**
   Music reading and consent of instructor. (1)lf.
   Study and performance of Renaissance instrumental music.

117. **Guitar Class.** Consent of department. (1)lf.
   Techniques, performance, and teaching methodology as it relates to classroom usage of the guitar.
   For students concentrating in music.

118. **Guitar Class II.** MUS 117 or consent of department. (1)lf.
   Continuation of techniques learned in MUS 117, with emphasis on the classical style of playing.
   For students concentrating in music.

121. **Brass Class.** Consent of department. (1)lf.
   Techniques, performance, and teaching methodologies for trumpet, horn, trombone, euphonium, and tuba.
   For students concentrating in music.
124. **Percussion Class.** *Consent of department. (1) f.*

Techniques, performance, and teaching methodology for the various instruments of the percussion family. *For students concentrating in music.*

125. **String Class.** *Consent of department. (1) f.*

Techniques, performance, and teaching methodology for violin, viola, cello, and string bass. *For students concentrating in music.*

126. **Voice Class.** *Consent of department. (1) f.*

 Techniques to develop proper tone production, placement, and correct enunciation of the human voice as a musical instrument.

127. **Single Reed, Flute.** *Consent of department. (1) f.*

Techniques, performance, and teaching methodology for clarinet, saxophone, and flute. *For students concentrating in music.*

128. **Double Reed.** *Consent of department. (1) f.*

Techniques, performance, and teaching methodology for oboe and bassoon. *For students concentrating in music.*

129. **Keyboard Skills: Level 1.** *Consent of department. (1) f.*

Techniques to enable the student to accompany individual students or classes, perform easy melodic and harmonic improvisations, and develop sight-reading capabilities.

130. **Keyboard Skills: Level 2.** *MUS 129 or consent of department. (1) f.*

Continuation of concepts and techniques presented in MUS 129.

131. **Keyboard Skills: Level 3.** *MUS 130 or consent of department. (1) f.*

Continuation of concepts and techniques presented in MUS 130.

132. **Keyboard Skills: Level 4.** *MUS 131 or consent of department. (1) f.*

Continuation of concepts and techniques presented in MUS 131.

135. **Fundamentals of Music.** *(3) f.*

For students who wish to acquire a working knowledge of some basic skills in music theory, including music reading, scales, chords, rhythms, and aural comprehension. *Graded ABCD > N.*

136. **Keyboard for Non-music Majors I.** *(1) f.*

Beginning piano skills developed in group setting. Basic note-reading and performance skills addressed via elementary keyboard literature.

137. **Keyboard Skills for Non-music Majors II.** *MUS 133. (1) f.*

Continuation of skills learned and developed in MUS 133, with particular focus on piano literature.

141. **Music Theory I.** *MUS 135 or consent of instructor (3) f/ar2.*

Study of tonal harmony, beginning with structural characteristics of the fundamental materials. Progressions of diatonic triads, dominant and secondary sevenths, harmonic analysis.

142. **Music Theory II.** *MUS 141 or consent of instructor (3) f/ar2.*

Continuation of the study of tonal harmony, including modulation, techniques of melodic-rhythmic development, and chromatic harmony.

143. **Aural Harmony: Level 1.** *MUS 135 or consent of instructor (2).*

Ear training and sight singing provided through classes and individual laboratory work. *Should be taken concurrently with MUS 141. Graded ABC > N.*

144. **Aural Harmony: Level 2.** *MUS 143 or consent of instructor (2).*

Ear training and sight singing provided through classes and individual laboratory work. *Should be taken concurrently with MUS 142. Graded ABC > N.*

151. **Applied Music I.** *Consent of department after audition. (1) f.*

Private instruction in instrumental or vocal music. At least 14 one-hour lessons. *For students who seek to concentrate in music.*

152. **Applied Music II.** *MUS 151 or consent of department after audition. (1) f.*

Private instruction in instrumental or vocal music. *No more than two credits may be earned in this course. For students who seek to concentrate in music.*

162. **Introduction to Music Literature.** *Consent of Music department. (3) h.*

Designed for music majors in preparation for MUS 261 and 262. Study and analysis of the great works from the choral and orchestral repertoire; study from musical scores of style characteristics and compositional approaches of the various musical eras. Knowledge of musical notation and basic chord structures presupposed.

170. **Computer Music Technology I.** *MUS 141. (2).*

Computer applications to music industry and music education. Preliminary use of several types of software, including: notation, sequencing, multi-media presentation, music-education administrative applications.

180. **Music for Elementary School Teachers.** *(3) f.*

Techniques, materials, and methods available to the elementary teacher with little or no musical experience. Provides students with basic understanding of music theory, playing recorder, movement to music, listening activities, simple percussion instruments, and composing. *Also listed as EDU 180.*
185. Music in Early Childhood. (3)
Study of musical growth and development in children from birth through kindergarten. Techniques, materials, and methods for introducing music to children. Highly recommended for early childhood education concentrations. No prior music experience necessary. Also listed as EDU 185.

200. The History of Blues, Jazz and Rap. (3)cs3.
Examination of the foundations for Jazz, Rock-'n'Roll, Gospel Music, Soul Rhythm and Blues as well as other popular forms of American music. Microcosm of American life in its portrait of Africana peoples’ experiences in America. Also listed as AFA 200.

201. Wind Symphony. Freshman or sophomore standing only and consent of instructor (1)f
Rehearsal and performance of works in the idiom. Historical, theoretical, and stylistic information about works performed. Minimum of two concerts per semester. Individual practice time outside of rehearsal required. At least three hours rehearsal weekly. May be repeated for multiple credit.

Overview of the three types of music in Africa today; traditional, popular and written art music; Investigation of the diversity and shared characteristics of African cultures with reference to historical, social and cultural backgrounds of the music. Also listed as AFA 202.

204. Jazz Combo. Freshman or sophomore standing only and consent of instructor. (1)f
Rehearsal and performance of small-group jazz; performance for department jazz concerts and for community and campus events. Other activities include transcribing selected solos, learning piano voicings, and discussion of classic small-group recordings. May be repeated for multiple credit.

205. Jazz Ensemble. Freshman or sophomore standing only and consent of instructor. (1)f
Rehearsal and performance of works in the style of big band jazz, including emphasis on improvisation. Minimum of four concerts a year. Practice time. May be repeated for multiple credit.

206. Jazz Choir. Freshman or sophomore standing only and consent of instructor: (1)f
Rehearsal and performance of vocal jazz literature; discussion of performance practice, style, and improvisation. Performance for department jazz concerts, other events as scheduled. Ability to read music and match pitch required. May be repeated for multiple credit.

210. University Chorale. Freshman or sophomore standing. (1)f
Rehearsal and performance of diverse choral styles from all periods. Historical, theoretical and stylistic information about works performed. Maximum of three concerts per semester. Students must have the ability to match pitches. May be repeated for multiple credit.

211. Chamber Singers I. Freshman or sophomore standing only and consent of instructor (1)f.
Open to advanced vocal students by audition or permission of instructor. May be repeated for multiple credit.

213. Gospel Choir. Freshman or sophomore standing only and consent of instructor. (1)f
Rehearsal and performance of works in the Gospel Music tradition. May be repeated for multiple credit. Also listed as AFA 213.

220. Music Survey. MUS 100 or consent of instructor (3)h/cs1.
In-depth study of selected composers of Western music, bringing to life the music, personalities and social settings of major composers including J. S. Bach, Mozart, Beethoven, etc. Outside reading, listening assignments and individual research required.

222. Jazz Survey. (3)h.
History of jazz in America, forces which helped to develop it, its growth and evolution into the various styles. Effects upon twentieth century and contemporary music.

226. Music in World Cultures. At least sophomore standing or consent of instructor (3)h/cs2.
Introduction to music of nonwestern cultures and the place of music in those cultures. Includes using nomenclature and techniques of ethnomusicology.

227. European Folk Music. At least sophomore standing or consent of instructor. (3)h/cs2.
Overview of folk music in Europe, focusing mainly on Scandinavia, the Baltic, Eastern Europe, Central Europe, and the British Isles. Includes four areas: beliefs in the supernatural origin and powers of music; folk instruments and their functions; folk music as an emotional expression; folk music and nationalism.

230. Opera Workshop. Freshman/sophomore standing only, and consent of instructor; concurrent election of MUS 151, 152, 251, 252, 351, 352, or 451. (1).
Study of opera through live performance of acts, scenes, or segments of standard operatic repertoire. May be repeated for multiple credit. Graded ABC>N.

240. Music and the Theatre. (3)h.
Survey of the use of music in theatrical production with major emphasis on the period from the seventeenth century to the present. Music performed in lyric theatre, opera, operetta, music halls, minstrelsy, the American musical, and films. Investigates both theatrical history and musical heritage. Also listed as THE 240.
Music Theory III, Orchestration. MUS 142 or consent of instructor (3)f
Fundamentals of orchestration. Study and discussion of various styles of scoring from the Baroque Period through the twentieth century. Practical exercises in orchestration; writing for school groups.

Music Theory IV, Topics in Music Theory. MUS 241. (3).
Selected topics in the field of music theory including advanced melodic, harmonic, and structural analysis of music from the Renaissance to the twentieth century.

Aural Harmony: Level 3. MUS 144 or consent of instructor (2).
Ear training and error detection provided through classes and individual laboratory work. Should be taken concurrently with MUS 241. Graded ABC>N.

Survey of Rock and Roll Music. At least sophomore standing. (3)h.
History and development of the genre; its role in changing the definition of popular music in the United States; factors which caused it to become an international genre; its growth and evolution to the present time.

Applied Music III. MUS 152 or consent of department after audition. (1-2)f
Private instruction in instrumental or vocal music. For students who seek to concentrate in music.

Applied Music IV. MUS 251 or consent of department after audition. (1-2)f.
Private instruction in instrumental or vocal music. For students who seek to concentrate in music.

Improvisation Skills. MUS 141. (1)f.
Study of melodic embellishment and the creation of new melodies over a given chord progression or ground bass. Includes modal improvisation, the relation of various scales to chord function, and analysis of contemporary improvisatory styles. Graded ABCC->N.

Jazz Piano. Audition or consent of instructor (1-2)f.
Development of jazz improvisation and styles at the keyboard. Includes all necessary studies and techniques. Graded ABCC->N.

Music History I. MUS 220 or consent of instructor (3)h/wc1.
Survey of the history and literature of Western music from the ninth century through the Middle Baroque era. A significant amount of the course involves melodic, harmonic, and formal analysis of musical examples. Designed for music majors; students with a musical background may also qualify.

Music History II. MUS 142 or consent of instructor Prior election of MUS 261 recommended. (3)h.
Continuation of MUS 261, from the late Baroque era through the twentieth century. Score analysis a significant part of the course.

Wind Ensemble. Open to advanced instrumental students by audition or consent of instructor (1)f
Rehearsal and performance of works in the idiom. Historical, theoretical, and stylistic information concerning works performed. May be repeated for multiple credit.

Chamber Music. Audition or consent of instructor: (1)f
Open to advanced instrumental or vocal students interested in rehearsal and performance of chamber music. May be repeated for multiple credit.

Contemporary Music Ensemble. Consent of instructor (1)f
Concentrates mainly on performances of twentieth century compositions. May be repeated for multiple credit.

Accompanying. Consent of department. (1)f.
Practical experience in accompanying vocal and instrumental performers. May be repeated for multiple credit.

African-American Music. A course in African-American studies or consent of instructor. (3)h/cs3.
Examination of the music developed and influenced by African-Americans in the United States. African-American music styles, forms, and performance practices that were influenced by European music; African music retainments.

Music Theatre Workshop. Consent of instructor (3)f.
Movement and vocal production for music theatre. Basic modes of show dance including ballet, tap, jazz, clogging, adagio partnering. Speech-level singing, song as monologue, musical analysis. Examination of rehearsal and audition techniques. Culminates in scene study and performance. May be repeated to a total of 9 credits. Also listed as THE 334.

Creative Learning. EDU 301-303 or consent of instructor (3).
Creative activities for early childhood, elementary, and middle school children through the integration of art, music, play and drama. Techniques of planning, presenting, and evaluating creative learning experiences for the classroom. Also listed as EDU 336, MUS 336 and THE 336.

Composition I. MUS 241 and consent of instructor. (1-3).
Individual instruction in original composition.
351. **Applied Music V.** MUS 252 or consent of department after audition. (2)f.
Advanced private instruction in instrumental or vocal music. For students who seek to concentrate in music.

352. **Applied Music VI.** MUS 351 or consent of department after audition. (2)f.
Advanced private instruction in instrumental or vocal music. For students who seek to concentrate in music.

361. **Seminar in Music History.** MUS 261 and 262, or consent of instructor (3)h.
Selected topics in music history. Individual research required. Ability to analyze music formally, melodically, and harmonically necessary.

362. **English and American Art Song.** MUS 152. (3)h.
History of the art song of English and American composers. Song literature as well as use of text by English and American poets. Emphasis on nineteenth and twentieth century composers.

365. **Wind Literature.** MUS 372 or consent of instructor. (3)f
Examination of band music appropriate for groups of varying levels of ability and maturity; repertoire representing all styles and periods.

366. **Diction for Singers.** (3).
Basic rules of singing diction in six languages (English, French, German, Italian, Latin and Spanish). Study of the International Phonetic Alphabet (IPA) for increased language awareness and pronunciation accuracy.

368. **Western Art Song.** MUS 152. (3).
History and literature of the German Lied and French, Spanish and Italian Art Song, as well as performance practices pertaining to these songs. Emphasis on nineteenth and twentieth century composers.

371. **Conducting I.** Prior or concurrent election of MUS 241 or consent of instructor (2).
Fundamentals of conducting, score study, beginning choral technique, baton technique, and analysis of music from the conductor’s viewpoint.

372. **Conducting II.** MUS 371 or consent of instructor (2)
Rehearsal techniques for vocal and instrumental ensembles; score reading and principles of interpretation: phrasing, dynamics, expression, style and tradition.

381. **Teaching General Music, Grades K-8.** Interview with music faculty. (3).
Development of essential competencies for teaching elements of music, music literacy, movement to music, listening activities, and works appropriate for grades K-8. Discussion of current methodologies. Observation by students in various school music situations. Also listed as EDU 381.

382. **Methods and Materials for Teaching Secondary School Performance Classes.** MUS 130, 142, 144, 371. Interview with Music Faculty (3).
Organization, methods, materials and testing procedures for secondary vocal and instrumental performance groups. Discussion of basic objectives, principles and minimum standards of music education, the teaching-learning environment, the relationship of music to the total school curriculum, recruiting and public relations. Laboratory experiences in conducting vocal and instrumental groups. Also listed as EDU 382.

387. **School Instrumental Music Techniques.** (2).
Half of the course covers methods and materials for elementary instrumental music. Remaining half is involved with philosophy, methods, and show design for marching bands.

391. **Independent Study.** Consent of instructor (1-3).
Special projects tailored to the student’s academic needs and interests. May not be Used for Applied Music instruction. May be repeated to a total of four credits.

392. **Independent Study-Applied Music.** (1).
Private applied music instruction in instrumental or vocal music, taken outside of the regular applied music sequence. Students must also participate in a large performance group and attend weekly performance classes. (See Music Department information booklet.) Spring/Summer students have other additional requirements. May be repeated to a total of four credits.

393. **Honors Independent Study.** Open only to Honors Program participants in Music. Second semester of the junior year (3)f

401. **Wind Symphony.** Junior or senior standing and consent of instructor. (1)f
Rehearsal and performance of works in the idiom. Historical, theoretical, and stylistic information about works performed. Minimum of two concerts per semester. Individual practice time outside of rehearsal required. At least three hours rehearsal weekly. May be repeated for multiple credit.

404. **Jazz Combo.** Junior or senior standing only and consent of instructor (1)f.
Rehearsal and performance of small-group jazz; performance for department jazz concerts and for community and campus events. Other activities include transcribing selected solos, learning piano voicings, and discussion of classic small-group recordings. May be repeated for multiple credit.

405. **Jazz Ensemble.** Junior or senior standing only and consent of instructor (1)f.
Rehearsal and performance of works in the style of big band jazz, including emphasis on improvisation. Minimum of four concerts a year. Practice time. May be repeated for multiple credit.
406. **Jazz Choir.** Junior or senior standing only and consent of instructor (1)f.

Rehearsal and performance of vocal jazz literature; discussion of performance practice, style, and improvisation. Performance for department jazz concerts, other events as scheduled. Ability to read music and match pitch required. **May be repeated for multiple credit.**

410. **University Chorale.** Junior or senior standing only. (1)f.

Rehearsal and performance of diverse choral styles from all periods. Historical, theoretical and stylistic information about works performed. Maximum of three concerts per semester. Students must have the ability to match pitches. **May be repeated for multiple credit.**

411. **Chamber Singers II.** Junior or senior standing and consent of instructor. (1)f

Open to advanced vocal students by audition or permission of instructor. **May be repeated for multiple credit.**

413. **Gospel Choir.** Consent of instructor, junior or senior standing.. (1)f

Rehearsal and performance of works in the Gospel Music tradition. **May be repeated for multiple credit.** Also listed as AFA 413.

422. **Jazz in American Culture.** At least junior standing. (3)h.

Examination of jazz in American culture. Evolution of jazz and jazz styles, minstrelsy and revues, effect on American composers and language, storyville, the “Jazz Age” and American literature, morality and jazz, effects of segregation, jazz as an American export, Black nationalism, and the avant garde.

430. **Opera Workshop.** Junior or senior standing and consent of instructor. Concurrent election of MUS 151, 152, 251, 252, 351, 352, or 451. (1)f.

Study of opera through live performance of acts, scenes, or segments of standard operatic repertoire. **May be repeated for multiple credit.** Also listed as THE 430.

445. **Composition II.** MUS 345 or consent of instructor. (1-3).

Advanced individual instruction in original composition.

451. **Applied Music VII.** MUS 352 or consent of department after audition. (2)f

Advanced private instruction in instrumental or vocal music. **For students who seek to concentrate in music.**

452. **Senior Performance-Applied Music VIII.** MUS 451, senior standing, and approval by the Department of Music of a specific project proposed by the student. (2)f.

Completion of one of the following, to be evaluated by a music faculty committee of at least three members: (a) Preparation and recital of at least 30 minutes of music on the primary instrument of the student. The committee shall include the student’s instructor in applied music. (b) Completion of a major project, under the supervision of a faculty advisor who shall be a member of the committee. (c) An approved combination of (a) and (b).

455. **American Music.** At least junior standing. (3)h.

Development of music in the United States from Colonial times to the present. European heritage; European influence; search for American expression; the American school of composers. Music in American culture.

470. **Computer Music Technology I.** MUS 141. (3).

Computer applications to music industry and music education. Preliminary use of several types of software, including: notation, sequencing, multi-media presentation, music-education administrative applications. Students combine music education objectives with available resources in computer music technology in a special project solving a problem in teaching music.

491. **Seminar in Music Education.** MUS 381. (2).

Detailed study of selected topics in music education.

492. **Practicum in Music Education.** Consent of department. (1-2).

Open to qualified students of advanced standing. Provides an opportunity for music education students to acquire practical experience in their field under professional supervision. **No more than two credits may be earned in this course.**

493. **Special Courses in Music Education.** MUS 381. (2).

See course schedule for title in any semester. **May be repeated for a total of four credits.**

498. **Honors Thesis I.** Open only to Honors Program students in music. MUS 393. (4).

499. **Honors Thesis II.** Open only to Honors Program Students in music. Prior or concurrent election of MUS 498. (4).

**Graduate Courses in Music**

522. **Jazz in American Culture.** Graduate standing. (3).

See MUS 422 for description. **Not open to students with credit for MUS 422.**

555. **American Music.** Graduate standing. (3).

See MUS 455 for description. **Not open to students with credit for MUS 455.**
Pharmaceutical Studies Information

Pre-Pharmacy

*Faculty Advisor:* Vacant

Licensing as a pharmacist requires completion of a five-year bachelor’s program; the first two years (pre-pharmacy), 60 credits, may be taken at the University of Michigan-Flint.

In Michigan, the schools of pharmacy are at Ferris State University, the University of Michigan-Ann Arbor, and Wayne State University. Students who want to become pharmacists should seek detailed information early from the schools of pharmacy to which they may wish to apply for admission. By the end of the third semester, students in pre-pharmacy should apply for admission to a school of pharmacy. Students who plan to apply for admission to a pharmacy school should seek the assistance and guidance of an advisor from the Chemistry Department at the University of Michigan-Flint.

Each student’s program is tailored to the requirements of the school of pharmacy where admission is sought. Specific courses are required in each of several areas; requirements vary from school to school. Depending on the school, the pre-pharmacy program requires:

A. One to four semesters of biology.
B. Completion of organic chemistry.
C. One semester of calculus.
D. Up to two semesters of physics.
E. Two semesters of English.
F. Four semesters of courses other than science and mathematics to include specific requirements of the school of pharmacy where admission will be sought.

Pre-Medicinal Chemistry

A two-year program is available to prepare students to apply for admission to the Bachelor of Science degree program in medicinal chemistry of the School of Pharmacy at the University of Michigan-Ann Arbor. The program includes the following:

A. BIO 111.
C. ENG 111.
D. GER 111 and 112.
E. MTH 121, 122, 221, 222, 305.
F. PHY 243 and 245.

Pre-Pharmaceutical Sciences

Students wishing to apply for admittance to the Bachelor of Science degree program in pharmaceutical science of the School of Pharmacy at the University of Michigan-Ann Arbor should enroll in a two-year program that includes the following courses:

A. BIO 111 and 326 (optional).
C. ENG 111.
D. Humanities, 6 credits.
E. MTH 121 and 122.
F. PHY 143 and 145 or PHY 243 and 245.

G. Social sciences, 6 credits.

Philosophy (PHL)

544 David M. French Hall
(810) 762-3380
Website: http://www.flint.umich.edu/departments/phl

*Chair:* Dr. Charles E. M. Dunlop

*Principal Secretary:* Sue Fabbro

Professors Charles E. M. Dunlop, Richard Gull, L. Nathan Oaklander; Associate Professor Paul K. Peterson; Assistant Professors Jami L. Anderson, Simon Cushing, Catherine Villanueva-Gardner.

Philosophy addresses fundamental questions concerning human beings and their place in the world. For example: Is one moral code really superior to another? What evidence is there for the existence of God and life after death? Is the mind like a computer? Are some paintings better than others, or is beauty just in the “eye of the beholder?” What distinguishes science from non-science? What can we really know?

As these sample questions suggest, philosophy covers a lot of ground. Quite naturally, therefore, philosophy is closely connected to other areas of study. Related coursework for philosophy students includes anthropology, art, computer science, English, history, mathematics, political science, psychology, and sociology. Studying philosophy (and some related fields) will enhance one’s understanding of where our culture came from and how it has been shaped by philosophical ideas.

Philosophy is not just a subject; it is also a method. Philosophy emphasizes analytical skills connected with logical thinking, careful reading, and clear writing. This, combined with its connections to many other disciplines, makes the study of philosophy appropriate for students contemplating graduate work in a variety of fields. In addition, success in today’s workforce is increasingly dependent upon good reasoning and communication skills. Studying philosophy can promote the development of these skills.
Programs in Philosophy

Four concentration programs are offered, all leading to the Bachelor of Arts degree: the General Program in Philosophy, the General Program in Philosophy with an emphasis in Ethics, Social/Political, the Honors Program in Philosophy, and the Joint Program in Philosophy and Psychology. Minors in Philosophy and Philosophy of the Social Sciences are also available.

General Program in Philosophy

Prerequisites. PHL 101; PHL 202 or 302.

Area Options. One of the two required area options must be in a foreign language.

Requirements. Twenty-four credits in philosophy beyond the prerequisites, including:

A. Value Theory. PHL 361 or 368 (3 credits).
B. History. One from: PHL 312, 340, 341, 342, 343, 380, 484 (6 credits).
C. Metaphysics and Epistemology: One from: PHL 321, 322, 323, 325 (3 credits).
D. Seminar. Two from PHL 385, 479 - 489 (6 credits).
E. Electives. (6 credits).

Applying to Graduate School in Philosophy

Students planning to attend graduate school to study philosophy are advised to complete work beyond (and more specific than) the general program in philosophy. However, students should also seek the assistance of a faculty member in the philosophy department early in their undergraduate years to ensure that they will be adequately prepared for applying to graduate school.

The following is a sample recommendation of a program that would be suitable for students planning to pursue graduate study in philosophy. It is not intended as a substitute for advising sessions, nor is it required for a degree in philosophy. Advising sessions can be expected to lead to recommendations tailored to the individual student’s needs.

A. Value Theory. PHL 261, 361 or 368 (6 credits).
B. History. PHL 340 or 342; one from: PHL 312, 341, 343, 380, 484 (6 credits).
C. Metaphysics and Epistemology: Two from: PHL 321, 322, 323, 325 (6 credits).
D. Seminar. Two from PHL 385, 479 - 489 (6 credits).
E. Electives. Additional electives recommended.

General Program in Philosophy, Emphasis in Ethics, Social and Political

Prerequisites. PHL 101 or 209; 202 or 302; 103 or 115 or 160 or 162 or 163 or 167.

Area Options. One of the two required area options must be in a foreign language.

Requirements. Twenty-seven credits in philosophy beyond the prerequisites, including the following:

A. Value Theory. PHL 261 or 361, 368 (6 credits).
B. History. One from PHL 312, 340, 341, 342, 343, 380, 484 (3 credits).
C. Metaphysics and Epistemology. One from PHL 321, 322, 323, 325 (3 credits).
D. Seminar. One from PHL 385 (with consent of advisor), 479, 480, 484 (with consent of advisor), 485 (3 credits).
E. Electives. Three courses, not used to satisfy prerequisites or requirements above, and at least one numbered 300 or higher, from: PHL 115, 160, 162, 163, 167, 261, 264, 267, 269, 271, 272, 311, 361, 362, 363, 372, 373, 376, 385 (with consent of advisor), 479, 480, 484 (with consent of advisor), 485 (9 credits).

Honors Program in Philosophy

Prerequisites. A grade point average of at least 3.5 in four courses in philosophy, including PHL 101, and PHL 202 or 392.

Area Options. One of the two required area options must be in a foreign language, as stated in the University Honors Scholar Program.

Requirements.

A. Twenty-four credits in philosophy beyond the prerequisites, including:
1. Value Theory. PHL 361 or 368 (3 credits).
5. Electives. (6 credits).

B. Completion of a seminar course in philosophy from PHL 479 through 489, by the end of the first semester of the junior year, and concurrent election of PHL 491, Research Methods. Completion of a second directed readings course, Independent Research, must be completed by the end of the second semester of the junior year. At the end of the junior year, the student’s qualifications to write an honors thesis will be determined by the department.
C. Twelve credits in a related program outside philosophy to be planned with an advisor from the Philosophy Department.

D. PHL 495 and 496, Honors Thesis I and II (4 credits each). May be taken as HON 495, 496 to avoid violating university credit limit requirements.

E. Completion of all requirements of the University Honors Scholar Program. Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Philosophy Department’s Honors Program. See the departmental honors advisor or the Honors Program Director for this information.

Program in Philosophy and Psychology

Faculty Advisors: Consult the Department Chairs in Philosophy and in Psychology. The Joint Program in Philosophy and Psychology is designed to emphasize study of areas of concern to both disciplines while the student is preparing for advanced work in either one. Course selections should be made in consultation with an advisor from each department.

Area Options. One of the two required area options must be in a foreign language.

Requirements. Completion of the graduation requirements for the Bachelor of Arts degree including the general education requirements. General education requirements in the natural sciences may not include courses in psychology. Also, 21 credits in philosophy and 24 in psychology, apportioned as follows:

A. Philosophy
   1. Logic. PHL 202 or 302.
   2. Value Theory. One from PHL 261, 264, 266, 361, 368, 376.
   3. History of Modern Philosophy. One from PHL 342, 343, 484.
   5. Philosophical Foundations. One from PHL 479, 481, 482, 483, 489.
   6. An additional course from those listed above.

B. Psychology
   1. PSY 100, 201, 301.
   2. PSY 384 or 386.

* PHL/PSY 235 may not be counted in both parts A and B.

Minor in Philosophy

Requirements. Eighteen credits, distributed as follows:

A. PHL 101; PHL 202 or 302.

B. A course in the history of philosophy from: PHL 312, 340, 341, 342, 343, 380, 484.

C. One from: PHL 479, 480, 481, 482, 483, 485, 489.

D. Two additional courses selected in consultation with an advisor from the Philosophy Department.

Minor in Philosophy of the Social Sciences

The minor is for students interested in philosophical examinations of the nature, methods and presuppositions of the social sciences. Courses in the program address such issues as the nature and possibility of a science of human beings and human society, the nature and types of explanations and theories in the social sciences and their logical and conceptual structures, and views on the nature of human beings and human society that are presented, implied or presupposed by the social sciences.

Requirements.


B. Fifteen credits from: PHL 235, 311, 312, 314, 320, 340 or 341 or 342 or 343, 350, 364, 376.

C. One of the following:
   1. A concentration or minor in a social science discipline, education, or business administration.
   2. Eighteen credits, chosen in consultation with a Philosophy advisor, including at least twelve credits in the social sciences and at least six credits in courses numbered 300 or above.

Courses in Philosophy

101. Introduction to Philosophy. (3)h.

   Examination of some of the main questions of philosophy, how they arise, and methods of answering them, based on the works of selected authors. Relationships between philosophical themes and other facets of cultural expression. Presentation of simpler problems in nontechnical language designed to introduce the student to philosophical inquiry.

103. Critical Thinking. (3)h/ar1.

   Nontechnical course. Methods of analyzing and evaluating arguments from a variety of sources, e.g., newspaper articles, advertising, and political speeches. Emphasis on exercises and on the writing of short critical papers.

115. Mortal Questions. (3)h.

   Theoretical and practical understanding of fundamental issues concerning the meaning, nature and value of human life. Questions of life and death, values, sexuality, and the self and one’s relationships to others; answers within and outside the philosophical tradition; views and theories that address these questions, and their philosophical significance.
160. **Values in Contemporary Life.** (3)h/vi2.
Discussion of selected moral, political, or aesthetic issues in contemporary life. Analysis, criticism, and defense of alternative positions.

162. **Introduction to Ethics.** (3)h/vi1.
Critical exploration of issues of value which may include the question “why be moral” and claims that morality is “all relative” or “everyone’s opinion.” Introduction to classic texts in philosophy that may include Aristotle, Kant, Bentham, Mill, Hume. Presentation of moral philosophy as an ongoing debate.

163. **Rhetoric of Hate and Fear.** (3)h/vi2.
Examination of appeals to hate, fear, and related emotions and the place of such appeals in moral, political and ideological reasoning and persuasion. Critical analyses of assertions and arguments of individuals and groups active in contemporary American society, including paramilitary groups, radical religious movements and cults, anti-semitic organizations, and extremist black and white supremacy groups. Theoretical analyses of the thinking of such groups and the place of such thinking in modernism and postmodernism. Emphasis on conspiracy theories, religious fanaticism, racism, misogyny and extreme anti-homosexuality. Also listed as COM 163.

165. **Philosophy of Religion.** (3)h/vi1.
Analysis of religious concepts and the possible justification of religious beliefs. Exploration of such questions as: Does God exist? Is there life after death? Does the existence of evil disprove the existence of God? Is divine foreknowledge compatible with human freedom?

167. **Race, Gender and Sexuality.** (3)h/vi2.
Critical analysis of theories of race, gender, sexual identity. Gender and sex roles; racism, sexism and hetero-sexism; concepts of beauty; racial and sexual stereotypes; social issues such as affirmative action, violence, racial and sexual harassment, pornography. Also listed as WGS 167.

168. **Introduction to Bioethics.** (3)h/vi1.
Introduction to classical ethical theories and their application to contemporary medical issues. Emphasis on acquisition of critical reasoning skills essential to providing ethical solutions to problems healthcare personnel encounter. Does not count as a prerequisite for any philosophy major or minor. Also listed as NSC 168.

202. **Introduction to Logic.** (3)h/ar1.
Study of reasoning with emphasis on features that distinguish good (or valid) reasoning from bad (or invalid) reasoning. Examination of ways of evaluating deductive reasoning with focus on techniques of formal, symbolic logic. May also include informal logic and fallacies. Beginning level class, no previous expertise required. Graded ABCDD->N.

203. **Origins of Modern Racism.** (3)h/wc1.
Survey of the development of modern Western ideas of racism in the period 1492-1800, with particular attention to moral and political philosophies that developed in conjunction with the colonization and enslavement of African and Native American peoples in the New World. Figures studied may include Columbus, Las Casas, Montaigne, Locke, Rousseau and Jefferson. Also listed as AFA 203 and ANT 203.

205. **African Religions and Philosophy.** A course in philosophy numbered 100 or higher. (3)h/vi1.
Examination of some African religions and African philosophy, to gain greater insight and understanding of traditional African religions and African philosophy such as Yoruba and Akan. The role of these traditional African religions and philosophies in the lives of continental and diaspora Africans, as well as non-Africans. Also listed as AFA 205.

209. **Introduction to Philosophical Analysis.** A course in philosophy. (3)h/ar1.
Philosophical techniques and reasoning with application to specific problems in philosophy, such as knowledge, freedom, mind and body, the existence of God. Emphasis on the writing of short, critical papers. Recommended for students who contemplate electing advanced courses in philosophy.

235. **Introduction to Cognitive Science.** PSY 100 or PHL 101. (3)h/ar1.
Philosophers, psychologists, linguists, computer scientists and others have begun a cooperative research effort to explore questions about the mind. Why the computer has become a rallying point for many researchers studying the mind, and the contributions each of these disciplines is making to the interdisciplinary investigation of cognition. Also listed as PSY 235.

251. **Philosophical Foundations of the World’s Religions.** A course in philosophy. (3)h/jk.

261. **Morality and its Foundations.** A course in philosophy. (3)h/vi1.
Questions about the foundations and origins of morality, such as whether morality is relative to a particular society or culture, whether the origin of our moral rules lies in our biological nature, whether moral judgments are the work of feeling or reason, whether we can ascribe different moral perspectives to men and women.
264. **Introduction to Feminist Theory.** At least sophomore standing. (3)h/vi2.

Introduction to some of the main perspectives in feminist thought, including liberal feminism, Marxist feminism, radical feminism, socialist feminism. Application of these theories to one or more social issues of particular interest to feminists, such as affirmative action, procreative freedom, motherhood. Also listed as WGS 264.

266. **Philosophy of Art.** A course in philosophy. (3)h/vi2.

Philosophical study of feelings, concepts and judgments arising from the appreciation of art or beautiful things. Classical questions in aesthetics such as “What is a work of art?” and “Is beauty connected to moral virtue?” addressed through works from the Western and Eastern traditions and critiques of the Western tradition.

267. **Philosophical Theories of Punishment.** A course in philosophy. (3)h.

Ethics of punishment. Nature of punishment; philosophical bases for justifying its use (e.g., reform, deterrence, retributive justice); different implications of these bases for the limitation of punishment; alternatives to punishment; determinism and moral responsibility.

269. **Philosophy and Culture: Selected Topics.** A course in philosophy or consent of instructor (3)h.

Philosophical inquiry into selected aspects in the study of the nature and forms of human culture. Topics vary. May be reelected with consent of instructor.

271. **Ethics in Business.** A course in philosophy. (3)h/vi2.

Everyday ethical problems and the moral obligations of business professionals examined in the context of real business situations. Is it ever right to lie? What are my responsibilities to the environment? How do I treat my employees fairly? What are my ethical obligations to stockholders? Attempts to answer through rational argument.

272. **Philosophy and the Environment.** A course in philosophy. (3)h/vi1.

Solving environmental problems ultimately involves an analysis of how we see the nonhuman world; our moral obligations to the earth and its other inhabitants depend upon our relation to them. Are animals and plants merely a means to human ends, or must we have “reverence” for all life? Can we call for the liberation of nonhuman animals, yet claim without contradiction that their interests should not outweigh ours?

290. **Special Topics in Philosophy.** A course in philosophy. (3)h.

Topics to be announced.

291. **Directed Readings in Philosophy.** Six credits in philosophy, consent of the instructor (1-3)h.

To be arranged. Offered only under special circumstances and when regular course offerings do not cover the material proposed for study.

301. **Ethical Issues in Communication.** At least junior standing, COM 200, an additional 200-level course in communication, a course in philosophy; or consent of instructor (3)h.

Examination of the ethical principles involved in interpersonal and public communication. Analysis of individual and institutional responsibilities in all forms of communication. Does not count as a prerequisite for any philosophy course, nor toward any philosophy major or minor. Also listed as COM 301.

302. **Intermediate Symbolic Logic.** A course in logic or junior standing or consent of instructor (3)h.

Applications of symbolic logic to forms of reasoning more complex than those covered in PHL 202. Relational sentences, multiple quantification, identity, definite descriptions. Properties of formal axiomatic systems, such as consistency and completeness; ways of proving that given systems have or lack such properties. Logical characteristics of reasoning underlying theories and practices in such fields as mathematics, computer science, science, social sciences, philosophy.

304. **The Ethics of Health Care.** PHL 162 or PHL/NSC 168 or PHL 261. (3)h/vi2.

Examination of ethical and philosophical issues arising in and from the health care systems. Problems and conflicts posed by interpersonal, professional and client relationships. The right to live, the right to die, informed consent, sterilization, abortion, human experimentation, and the just allocation of limited resources. Does not count as a prerequisite for philosophy courses, nor toward the philosophy major or minor. Also listed as HCR 304.

311. **Philosophy of Social Science.** A course in philosophy or PHL 209; six credits in social science. (3)h.

Idea of a science of man; purpose and nature of meaningful human behavior; nature of social sciences and scientific knowledge, freedom and determinism, relationships among social sciences and between social sciences and physical science.

312. **History and Philosophy of Science.** A course in philosophy. (3)h/wc1.

Nature of science; major revolutions in science, especially the Copernican-Newtonian revolution in astronomy and physics in the sixteenth and seventeenth centuries. Aristotle, Ptolemy, Copernicus, Kepler, Descartes, Harvey and Newton. Darwinian revolution and the philosophy of the social sciences. Nontechnical; for nonscientists as well as science students.
314. **Philosophy of Sociology.** *A course in philosophy and a course in sociology; junior standing or consent of instructor (3)*.

Philosophical issues in sociology. Nature of sociology: goals and methodology; philosophical presuppositions and issues behind some of the controversies in sociological theory. Philosophers and movements that have influenced sociology; important sociological theories. Also listed as SOC 316.

320. (265). **Computers and Society.** *Sophomore standing and a course in computer science, or consent of instructor (3)*.

Social consequences of computerization in a variety of domains. Economic and organizational aspects of computerization; utopian and anti-utopian visions of computerization; privacy and social control; software reliability in safety-critical contexts; social relationships in electronic communities; ethical issues and professional responsibilities.

321. (221). **Metaphysics.** *A course in philosophy. (3)*

Consideration of questions such as: What is the ultimate nature of reality? Is the soul real? Does God exist? Do we really have free will? Is time real?

322. (222). **Theories of Knowledge.** *A course in philosophy. (3)*

Investigation of nature, sources and limits of knowledge, drawing from historical and contemporary sources. Consideration of questions such as: Can our senses ever be trusted? What is knowledge? What is its relationship to belief? Can I know something without realizing I do? Is it really possible to know anything at all?

323. (223). **Philosophy of Mind.** *A course in philosophy. (3)*

Survey of basic issues in the philosophy of mind, drawing from both historical and contemporary sources. Topics such as the mind/body problem, dualism vs. materialism, behaviorism, mind as brain, mind as computer, the problem of consciousness.

325. (225). **Philosophy of Language.** *A course in philosophy. (3)*

Nature of language and its relationship to mind and the world. Concepts such as linguistic rules, linguistic acts, grammar, meaning, truth, reference.

340. (240). **Ancient Greek Philosophy.** *A course in philosophy. (3)*

Greek thought, the basis of Western philosophy; examination of the earliest philosophers, along with Socrates, Plato, and Aristotle. Consideration of the nature of reality, the problem of permanence and change, the justification of ethical behavior, the nature of society, and the nature and limits of human knowledge.

341. (241). **Medieval Philosophy.** *A course in philosophy. (3)*

Major philosophical developments from the post-Aristotelians through the Scholastics and the sixteenth century; such figures as Plotinus, St. Augustine, St. Anselm, St. Thomas Aquinas, Duns Scotus, and Ockham; effect of Christianity on philosophy; philosophical problems about God, religion, and universals.

342. (242). **Early Modern Philosophy.** *A course in philosophy. (3)*

Philosophy in the seventeenth and eighteenth centuries; impact of science and background of contemporary philosophy; Galileo, Descartes, Newton, Leibniz, Locke, Hume, Berkeley; the mind/body problem, knowledge, perception, skepticism.

343. (243). **Late Modern Philosophy.** *A course in philosophy. (3)*

From Kant through the nineteenth century: Kant, Mill, Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche.

350. (250). **Mythological Thought.** *A course in philosophy or consent of instructor (3)*

Nature of mythological thought and its place in human culture. Expressions of myth in stories, art, rituals and belief systems of various cultures worldwide, such as those of Native America, old Europe, the Middle East, Africa, India, Tibet, China and Japan. Theories of myth, including those of Frazer, Freud, Jung, Eliade and Campbell. Relation of mythos to logos, of myth to rational thought and truth, of mythology to science, religion, ideology, imagination, superstition and madness.

361. **The Study of Ethics.** *A course in philosophy. (3)*

Critical study of ethical theories. Problems of the meaning of ethical terms; problems of method, including the defensibility of the conclusions of ethical theories; problems of ethical knowledge.

362. (262). **Philosophy of Law.** *A course in philosophy, or consent of instructor (3)*

Nature and justification of judicial decisions, the justification of punishment, the obligation to obey the law, the lawyer’s professional responsibility, the enforcement of morality, and the concept of a just law.

363. **Feminist Ethics.** *A course in ethics or consent of instructor. (3)*

Study of theoretical issues such as differences between “feminine” and “feminist” ethics, and practical issues such as affirmative action, procreative technologies and the environment. Also listed as WGS 363.


Philosophical consideration of fundamental social and political questions. Nature of law and the state; the grounds of political authority and the justification of revolution; concepts of justice, freedom, and punishment; philosophical foundations of the political ideologies of fascism, democracy, and communism.

372. Philosophy in Film and Literature. A course in philosophy. (3)h/vi2.

Philosophical ideas as expressed in film and literature. Study of such films as: John Ford’s “The Searchers,” Billy Wilder’s “Double Indemnity,” Roman Polanski’s “Chinatown,” Martin Scorsese’s “Taxi Driver,” and Jan Kadar’s and Elmar Klo's “The Shop on Mainstreet.” Screenplays, original sources, and analytic articles considered. Also listed as THE 3 72.


Philosophical problems as they occur in works by such authors as Dostoevsky, Nietzsche, Kafka, Gide, Hesse, Sartre and Camus. Also listed as ENG 373.

374. Philosophy and Children’s Literature. A course in philosophy; junior standing or consent of instructor (3)h/vi2.

Children’s literature as a vehicle for philosophical discussion. Views of the nature of concepts such as the self and self-awareness, life and death, reality and illusion, reason and emotion, and freedom and responsibility. Devices used in philosophical inquiry compared with forms of thinking usually associated with children.


Subject matter (the subjective, particular, existing individual) approached by such existentialist philosophers as Kierkegaard, Nietzsche, Heidegger, Sartre, De Beauvoir and Camus through consideration of such topics as the nature of values, the meaning of living authentically and inauthentically, the fact of one’s own death, and the notions of freedom and responsibility.

380. Contemporary Philosophy. A course in philosophy. (3)h.

Major philosophers of the twentieth century and major types of philosophy, both analytic and existential. Such figures as Russell, Moore, Wittgenstein, Austin, the logical positivists, and the existentialists.

385. Philosophy Seminar. Six credits in philosophy. (3)h.

Topics vary and are announced in the course schedule.

390. Special Topics in Philosophy. A course in philosophy or consent of instructor (3)h.

Topics to be announced.

391. Directed Readings in Philosophy. Six credits in philosophy, consent of instructor (1-3)h.

To be arranged. Offered only under special circumstances and when regular course offerings do not cover the material proposed for study.

393. Philosophy Research Laboratory. Consent of instructor (3)h.

Student-designed group research projects that aim at applied pedagogical products such as instructional computer software. Topics vary. May be taken more than once with consent of the instructor.

443. American Philosophy. A course in philosophy and at least junior standing, or consent of instructor. (3)h.

Locke and the Constitution, Edwards on free will, Emerson on reason and the feeling of transcendentalsim. This background used in studying the uniquely American philosophers: Pierce, James, Santayana, and Dewey.

479. (379). Selected Topics in Moral Philosophy. Nine credits in philosophy or PHL 209 or consent of instructor. (3)h.

In-depth study of selected contemporary accounts of moral philosophy such as communitarianism, ethics and literature, virtue theory, or feminist ethics; or of particular topics such as justice, moral character and happiness.

480. Selected Topics in Legal Theory. Nine credits in philosophy or PHL 209 or consent of instructor. (3)h.

In-depth study of selected contemporary accounts of legal theory such as jurisprudence, criminal law, tort law or constitutional law; or contemporary criticisms of legal theory made by critical legal studies scholars, Marxists or feminists.

481. (381). Contemporary Issues in Metaphysics. Nine credits in philosophy or PHL 209 or consent of instructor (3)h.

Nature of reality studied through the works of selected modern and contemporary philosophers. Topics or questions arising in contemporary discussions of metaphysics. Possible topics: existence of universals and particulars, use of language in philosophy, nature of existence.

482. (382). Contemporary Issues in the Theory of Knowledge. Nine credits in philosophy or PHL 209 or consent of instructor. (3)h.

Recent work on the analysis of knowledge. Topics such as the Gettier problem and responses to it; contemporary skepticism; memory and perception; knowledge and belief; knowledge, information and computation.
483. (383). Contemporary Issues in Philosophy of Mind. Nine credits in philosophy or PHL 209 or consent of instructor: (3)h.
In-depth study of significant research by one or more contemporary philosophers. Such topics as the mind/body problem; intentionality; the problem of other minds; introspection; consciousness; computational models of mind.

484. (249). Selected Topics in the History of Philosophy. Nine credits in philosophy or PHL 209 or consent of instructor (3)h.
Selected issues and figures in the history of philosophy. Topic announced in course schedule. May be repeated with consent of instructor if no topic is repeated.

485. Selected Topics in Political Theory. Nine credits in philosophy or PHL 209 or consent of instructor (3)h.
In-depth study, of particular political thinkers (e.g., Hobbes, Locke, Rousseau, Mill, Marx, Rawls) or schools (e.g., social contractarians, Marxists, communitarians), or of particular topics and their treatment in contemporary literature (e.g., political obligation, status of indigenous cultures, justice, liberty, equality).

489. (389). Selected Topics in Contemporary Philosophy. Nine credits in philosophy or PHL 209 or consent of instructor (3)h.
In-depth study of significant research by one or more contemporary philosophers, on such topics as the mind/body problem; intentionality; the problem of other minds; introspection; consciousness; computational models of mind. May be taken more than once with consent of instructor.

491. Directed Readings in Philosophy. Nine credits in philosophy, consent of instructor (1-3)h.
To be arranged. Offered only under special circumstances and when regular course offerings do not cover the material proposed for study.

495. Honors Thesis I. Consent of Department Chair Open only to Honors Program students in philosophy. (4).
Credit and grade for PHL 495 is not given until successful completion of PHL 496. Also listed as HON 495.

496. Honors Thesis II. Prior or concurrent election of PHL 495 and consent of Department Chair. Open only to Honors Program students in philosophy. (4).
Also listed as HON 496.

543. American Philosophy. Graduate standing; a course in philosophy or consent of instructor. (3).
See PHL 443 for description. Not open to students with credit for PHL 443.

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**Physical Geography**

See Earth and Resource Science.

**Physics (PHY)**

213 William R. Murchie Science Building
(810) 762-3131
FAX (810) 766-6780

Chair (Computer Science, Engineering Science, and Physics): Dr. M. Vaziri

Principal Secretary: Patricia A. Slackta

Secretary: Kathleen Leist

Supervisor of Science Laboratories: Daniel A. Mitchell
Professors Mary E. Cox; Associate Professors Donald W. Boys, Loretta J. Dauwe, M. Vaziri; Assistant Professor Christopher A. Pearson

Professor Emeritus: Donald E. DeGraaf

Associate Professor Emeritus: Frank E. Rose

Astronomy offerings appear in the Astronomy section of this Catalog.

Physics examines the lasting and universal things we have learned about inanimate nature. Some aspects of nature are neither universal nor permanent—the shape of Cape Cod or even a spiral arm of a galaxy. But the forces that created both Cape Cod and the spiral arm of stars and dust obey universal laws. Discovering that has enabled humans to understand more of what goes on in our universe. As we gain more knowledge, what would have appeared complicated or capricious can be seen as essentially simple and in a deep sense orderly. Understanding natural laws leads to a better accommodation of nature to humans and of humans to nature.

Physics is concerned with questions that cannot be decided by thought alone. Answers have to be sought and ideas tested by experiment. In fact, the questions are often generated by experimental discovery. But there is every reason to believe that some answers, once found, have a permanent and universal validity. All the evidence indicates that the laws of physics are essentially the same everywhere in the observable universe.

The introductory courses in physics are designed to serve students planning to concentrate in any of the natural sciences. A calculus-based sequence is designed to meet the needs of students majoring in chemistry, engineering science or physics. Other courses serve the non-specialist who wishes to gain some understanding of the concepts and their importance in the space age.

The advanced undergraduate courses in physics are designed to provide fundamental training for professional work in physics and for teaching physics in secondary schools. The advanced undergraduate lecture courses are supplemented by laboratory courses, in which the student may investigate problems of special interest.
The general education requirement in laboratory natural science can be satisfied by completing two of the following groups: PHY 105, PHY 110, PHY 143, AST 131 and 133, PHY 145, PHY 243, PHY 245.

Note that completion of PHY 145, or PHY 243 and 245, is prerequisite to certain concentration programs.

Programs in Physics

Four concentration programs are offered: the General Program in Physics (Bachelor of Arts), the General Program in Physics (Bachelor of Science), the Honors Program in Physics (Bachelor of Arts), and the Teacher’s Certificate Program (Bachelor of Arts). A Teacher’s Certificate Minor in Physics is also available.

General Program in Physics (Bachelor of Arts)

The General Program in Physics is designed to meet the needs of students who are preparing for professional work in physics or allied areas. It is also for students planning to continue their studies in physics or related fields at the graduate level. Students in this program are encouraged to select those courses which offer the best preparation for work or further study in such fields of special interest as experimental physics, theoretical physics, energy development, applied mathematics, chemical physics, biophysics, or medicine.

Prerequisites.

A. The student having a strong preparation in high school physics and mathematics and planning to concentrate in chemistry, engineering, mathematics, or physics normally begins the study of college physics with PHY 243 in the second semester. Election of PHY 243 as the first college-level physics course is contingent on the outcome of the physics placement procedure at the time of entry to the University of Michigan-Flint. A student lacking this preparation should begin with PHY 143, after consultation with the advisor.

B. PHY 243 and 245.

C. CHM 160, 161, 162.

D. MTH 121, 122, 220, 222.

The student should begin the sequence MTH 121-122 as a freshman in order to meet the corequisite for PHY 245 without delay.

Area Options. An area option in analytic reasoning is automatically satisfied by required courses. An area option in a modern foreign language, particularly German, Russian, or French, is recommended.

Requirements.

A. PHY 333 Advanced Physics Laboratory (two elections for a total of 4 credits), PHY 344 (4), PHY 367 (4), PHY 374 (4).

B. MTH 305 and 357 (3 each).

General Program in Physics (Bachelor of Science)

Prerequisites.

A. The student having a strong preparation in high school physics and mathematics and planning to concentrate in physics normally begins the study of physics with PHY 243 in the second semester. Election of PHY 243 as the first college-level physics course is contingent on the outcome of the physics placement procedure at the time of entry to the University of Michigan-Flint. A student lacking this preparation should begin with PHY 143, after consultation with the advisor.

B. PHY 243 and 245.

C. CHM 160, 161, 162.

D. MTH 121, 122, 220, 222.

E. Proficiency in a high level computer language. CSC 121; CSC 175 and 275 (C++), or another language as approved by the advisor.

Area Options. An area option in analytic reasoning is automatically satisfied by required courses. An area option in a modern foreign language, particularly German, Russian or French, is recommended.

Requirements.

A. PHY 333 (selected twice for a total of 4 credits), 344 (4), 351 (3), 367 (4), 373 (3), 374 (4), 391 (Independent Study, senior research project) (3).

B. At least five additional credits in courses from: PHY 291 (may be reelected to a total of 4 credits), 333 (a third election for 2 credits), 354 (3), 363 (4), 375 (3).

C. MTH 305 and 357; six additional credits from MTH 329, 374, 456, 470.

D. At least 8 credits in a planned cognate sequence, chosen from mathematics, computer science, chemistry, engineering science, physical geography, biology, or another area, proposed by the student and agreed upon by the program faculty.

Honors Program in Physics (Bachelor of Arts)

Prerequisites. PHY 245, 373; MTH 222.

Area Options. An area option in a modern foreign language is required, as stated in the University Honors
Scholar Program. An area option in analytic reasoning is automatically satisfied by required courses.

Requirements.

A. Completion of all requirements for the Bachelor of Arts in Physics, except that the completion of PHY 495 substitutes for the second election of PHY 333.
B. PHY 291, Supervised Study in Physics (2); PHY 391, Independent Study (3).
C. PHY 495 and 496, Honors Thesis I and II (4 each).
D. Completion of all requirements of the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements stated above as well as with the particular procedures for acceptance into the Physics Department’s Honors Program. See the departmental honors advisor or the Honors Program Director for this information.

Teacher’s Certificate Program
(Bachelor of Arts)

The Teacher’s Certificate Program is designed for students who plan to teach physics in high school.

Prerequisites.

A. PHY 243, 245, 373.
B. CHM 160, 161.
C. MTH 121, 122, 220, 222.

Students should begin the sequence MTH 121-122 in the freshman year in order to meet the corequisite for PHY 245 without delay.

Area Options. An area option in a modern foreign language is required. An area option in analytic reasoning is automatically satisfied by required courses.

Requirements.

A. PHY 323, 333 (two elections for a total of 4 credits); PHY 344, 367.
B. MTH 305; EDU 364; PHL 312.
D. Service as a laboratory assistant for one semester in each of at least two different courses.

Students in this program are urged to elect AST 131, 133; CHM 162, 163 or 165; and CSC 271.

Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs,” printed in the Department of Education section of this Catalog.

Teacher’s Certificate Minor

Requirements. Twenty credits in physics, including PHY 243, 245, 333, 373.

Courses in Physics

105. Fundamentals of Physics. One year high school algebra and one year high school geometry, or consent of instructor (4).

Basic concepts of physics presented in a laboratory setting. Useful for students who desire more preparation before taking standard course in college physics. Material and hands-on teaching methods are especially appropriate for students who plan to teach in an elementary or middle school. Designed for students having no previous education in physics. Does not apply to a concentration in physics or engineering science. ABCD>N.

110. Conceptual Physics. One unit of high school algebra and one unit of high school geometry, or consent of instructor (4).

Fundamental topics such as motion, energy, electricity, and optics, presented in a laboratory setting. Designed for students having no previous education in physics. Does not apply to a concentration in physics or engineering science.

143. College Physics I. One year of high school algebra, one year of high school geometry, one unit of high school trigonometry. (4)

Motion in one dimension; Newton’s Laws; momentum and impulse; work and energy; rotational motion; mechanical waves. Fluid dynamics; heat; temperature; thermodynamics. Three hours of lecture and two hours of laboratory per week.

145. College Physics II. PHY 143 or 243 with a grade of C (2.0) or better (4).

Electricity, magnetism, direct and alternating circuits, light, optical instruments, and brief introduction to atomic and nuclear phenomena. Three hours of lecture and two hours of laboratory per week.

243. Principles of Physics I. A year of high school physics with a grade of B (3.0) or better or PHY 143 with a grade of C (2.0) or better or consent of instructor; prior or concurrent election of MTH 121. (5)

Mechanics, heat and sound. Calculus-based course for students concentrating in chemistry, engineering, mathematics or physics. Four lecture-recitation hours and one three-hour laboratory weekly.

245. Principles of Physics II. PHY 243 with a grade of C (2.0) or better; prior or concurrent election of MTH 122. (5)

Electricity and magnetism, optics, and modern physics. Continuation of PHY 243 for students concentrating in chemistry, engineering, mathematics or physics. Four lecture-recitation hours and one three-hour laboratory weekly.
291. **Supervised Study in Physics.** Consent of instructor. (1-3).

Laboratory work or study of the literature on designated problems chosen by the student in consultation with a faculty supervisor. **May be reelected, to a total of four credits.**

303. **Data Acquisition and Control.** PHY 145 or 245, or consent of instructor; familiarity with a computer system. (3).

Introduction to basic structures that make up LabVIEW programs. Building of applications for communications and control of instruments using GPIB and plug-in data acquisition boards. Also listed as EGR 303.

323. **Practical Electronic Circuit Construction.** PHY 145 or 245, or consent of instructor (3).

Design and construction of practical electronic circuits for scientific measurement and control applications using typical prototyping tools. Applications of basic semiconductor devices such as thermistors and optoelectric devices, operational amplifiers, logic and control circuits in both analog and digital domains. Required purchase of small set of electronic components, inexpensive multimeter, inexpensive text materials. Assessment based on weekly review of lab book, midterm, final project. Two hours lecture and two hours lab per week; additional work outside scheduled lab time.

333. **Advanced Physics Laboratory.** PHY 245 with a grade of C (2.0) or better; MTH 222; signature of instructor on the course election request form. (2)n.

Advanced experiments and measurement methods chosen from topics in classical and modern physics. In consultation with the instructor, students select from a variety of experiments. Lectures on data handling. Lecture and laboratory weekly. **May be reelected, to a total of six credits.**

344. **Intermediate Mechanics.** PHY 245 with a grade of C (2.0) or better; MTH 220, 222. (4).

Particle mechanics in one, two and three dimensions. Motion under a central force. Dynamics of a system of particles and of rigid bodies. Rotating coordinate systems. Introduction to Lagrangian mechanics. **Prior or concurrent election of MTH 305 and 357 desirable.**

351. **Thermal Physics.** PHY 373 or consent of instructor. (3).

Thermal properties of matter; equations of state; first and second laws of thermodynamics; entropy; kinetic theory; statistical mechanics; quantum statistics.

354. **Optics.** PHY 245 with a grade of C (2.0) or better; MTH 220, 222. (3).

Geometrical and wave optics. Topics selected from: refraction, reflection, polarization, dispersion, interference, diffraction, bi-refringence, scattering, and absorption and emission of photons. Also listed as EGR 354.

363. **Electronic Measurements for Scientists.** PHY 145 or 245, or consent of instructor. (4).

Electronic measurement systems including domain concepts, domain converters, transducers. Fundamental concepts of electricity. Basic instruments including d’Arsonval meters, oscilloscopes, recorders, operational amplifiers, and counters. Measurement and control fundamentals, analog and digital measurements. **For those who need to use electronic instrumentation. Prior knowledge of electronics is not required.**

365. **Laboratory Interfacing with Microcomputers.** PHY 245 with a grade of C (2.0) or better. (2).

367. **Intermediate Electricity and Magnetism.** PHY 245 with a grade of C (2.0) or better; MTH 222. (4).

Electrostatics, behavior of dielectrics, electric currents and magnetism, electromagnetic induction, alternating current circuits, and Maxwell’s equations. **Prior or concurrent election of MTH 305 and MTH 357 desirable.**

373. **Modern Physics.** PHY 245 with a grade of C (2.0) or better; MTH 220. (3).

Topics selected from: special relativity, Rutherford-Bohr atom, black body radiation, pair production, Compton effect, deBroglie waves, complementarity, uncertainty principles, Schrödinger equation and applications, Zeeman effect, atomic and molecular spectra, X-ray spectra and diffraction; nuclear properties, forces, and models, radioactivity, nuclear transmutations, accelerators, elementary particles.

374. **Introduction to Quantum Mechanics.** PHY 245, 373, MTH 220, 222, each with a grade of C (2.0) or better; **prior or concurrent election of MTH 305.** (4).

Application of Schrödinger’s equation to problems of atomic and molecular structure. **Prior or concurrent election of MTH 357 desirable.**

375. **Solid State Physics.** PHY 245 with a grade of C (2.0) or better; MTH 220, 222. (3).

Crystal structure, diffraction by crystals, thermal properties, dielectric properties; free electron theory of metals, band theory, semiconductors, magnetism, magnetic resonances, defects, superconductivity. **Prior or concurrent election of MTH 305 desirable.**

391. **Independent Study.** Consent of instructor. (To be arranged).

Laboratory study or study of current literature on a special problem.

495. **Honors Thesis I.** Consent of Department Chair. **Open only to Honors Program students in physics.** (4).
Credit and grade for PHY 495 is not given until successful completion of PHY 496. Also listed as HON 495.

496. Honors Thesis II. Prior or concurrent election of PHY 495 and consent of Department Chair. Open only to Honors Program students in physics. (4).
Also listed as HON 496.

Political Science (POL)

310 David M. French Hall
(810) 762-3470
www.flint.umich.edu/departments/polsci

Chair: Dr. Peter R. Gluck

Principal Secretary: De An McDaniel

Professors Peter R. Gluck, Peggy Kahn, William J. Meyer, Ellis B. Perlman, Albert C. Price; Lecturer cum Assistant Professor Derwin S. Munroe; Lecturers Janice O’Neal, Jerome B. Blum.

Political Science includes both the study of political institutions and the study of power relations in society. It is the study of political life; that is, those activities which involve the making of binding collective decisions for societies or other social groups. A number of approaches may be involved: institutional, legal, historical, behavioral, philosophical, sociological, or political-economic. The study of politics may focus on a particular society or on particular institutions and processes; it may be comparative in nature, it may emphasize international relations, or it may scrutinize particular political theories.

Programs in Political Science

Four concentration programs are offered, all leading to a Bachelor of Arts degree: the General Program in Political Science; the Honors Program; the Teacher’s Certificate Program; and the Joint Program in Social Sciences with an emphasis on Political Science (see Social Sciences). A Minor in Political Science and a Teacher’s Certificate Minor are also available. In addition, the department contributes to the Bachelor of Arts degree in public administration.

Students interested in internships should consult the statement on Public Agency Internships in the “Experiential Education” section of this Catalog. Students interested in pre-law should consult the “Law Studies Information” section of this Catalog.

The Department expects Political Science majors to participate in the assessment of learning outcomes. A copy of the Assessment Plan in Political Science is available from the department office and web site.

General Program in Political Science

The General Program in Political Science is intended to meet the needs of students planning to continue their studies in political science or related fields at the graduate level, or planning to prepare for professional work in such fields as government, law, education and journalism.

Prerequisites. Three introductory-level social sciences courses, taken in two different disciplines, and including one of the following sequences: a two semester introductory sequence in either American History (HIS 220, 221) or History of Western Civilization (HIS 110, 111) or World Civilizations (HIS 112, 113) or Principles of Economics (ECN 201, 202).

Area Options. One of the two required area options must be in a foreign language.

Requirements.

A. POL 100 and 120, to be completed before election of political science courses numbered above 200.
B. POL 301.
C. Six credits in political theory from POL 222 or 401, 261, 360, 361, 362, 365, 380.
D. At least two courses above the introductory series selected from each of the following groups:
   1. American politics and public administration.
   2. Comparative politics and international relations.
E. Electives in political science to complete a total of 33 credits in political science courses.
F. Nine credits at the 300 level or above in related social sciences chosen in consultation with the advisor, including at least three credits of POL/PUB 390.

Honors Program in Political Science

Prerequisites. Three introductory level social sciences courses, taken in two different disciplines, and including one of the following sequences: a two semester introductory sequence in either American History (HIS 220, 221) or History of Western Civilization (HIS 110, 111) or Principles of Economics (ECN 201, 202).

Area Options. One of the two required area options must be in a foreign language, as stated in the University Honor Scholar Program.

Requirements.

A. Completion of all requirements for the General Program in Political Science including:
   1. One of the following courses in research methods to be chosen in consultation with the honors advisor: SOC 210 or 215 or a course in statistics (normally taken in the first semester of the junior year).
2. POL 392, Honors Independent Reading (normally taken sometime in the junior year).
3. POL 393, Honors Independent Research (normally taken in the second semester of the junior year).

B. POL 495 and 496 (also listed as HON 495 and 496) Honors Thesis I and II, taken during the senior year. Credit and grade for POL 495 is not given until completion of POL 496.
C. Completion of all requirements of the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Political Science Department’s Honors Program. See the departmental honors advisor or the Honors Program Director for this information.

**Teacher’s Certificate Program**

*Faculty Advisor: Dr. Ellis Perlman*

The Teacher’s Certificate Program in Political Science is designed for students preparing to teach government in a secondary school. A minor in another social science, chosen in consultation with the advisor, is strongly recommended.

**Prerequisites.** Completion of prerequisites for the General Program in Political Science.

**Area Options.** One of the two required area options must be in a foreign language.

**Requirements.** Thirty credits in political science distributed as follows:

A. POL 100, 120, 230 or 437; 311 or 312; 329 or 441.
C. A course from: POL 309, 321, 323, 326, 329.
E. POL 304 or 331.
F. Electives in political science to complete the 30 credits.

Prospective candidates should also consult the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs,” printed in the Department of Education section of this Catalog.

**Minor in Political Science**

**Requirements.** Eighteen credits distributed as follows:

A. POL 100 and 120 to be completed before election of political science courses numbered 200 or above.
B. A course in political theory selected from: POL 222, 261, 360, 361, 362, 365, 380, 401.
C. A course in American government selected from: POL 311, 321, 323, 326, 327, 329, 331, 375, 428, 430.
D. A course in public administration or urban politics selected from: POL 309, 312, 316, 390.

**Teacher’s Certificate Minor**

**Requirements.** Twenty-one credits including:

A. POL 100 and 120; POL 311 or 312.
B. A course in comparative politics or international relations.
C. Electives in political science to complete the 21 credits.

**Courses in Political Science**

100. **Introduction to Politics.** (3)s.

Study of political systems from different parts of the world; institutional components of political systems (such as government and political parties); evaluation of the relationship between social structure and political activity; and introduction to concepts, approaches, and methods used in political science.

120. **American National Government and Politics.** (3)s/vil.

Theory and practice of democratic government in the United States and the institutions and processes of American government as manifestations of democratic values. Representative democracy, federalism, the Presidency, Congress, the Courts, political parties, interest groups and voting as expressions of, and at times contradictions to, democratic values.

222. **American Constitutional Development.** (3)s.

American Constitution within the framework of philosophical, political, social and economic developments. Historical and analytical approach, emphasizing the Constitution as a document and constitutionalism as a concept. Constitutional change due to court decisions, legislation, and political philosophy.

230. **International Relations.** (3)s.

Introduction to major concepts and theories of international relations. The role of the state and non-state actors in international affairs. Problems of war and peace, globalization, and development. *Also listed as INT 250.*
204. Mass Political Movements. (3)s/cs3.
Comparative and historical analysis of social and political movements in industrialized and developing world. Theories of social movements, state-society relations and the causes and consequences of protest.

205. Contemporary Ideologies. (3)s/vi1.
Review of major political ideologies, including Liberalism, Conservatism, Communism, Fascism and Nationalism.

300. Research and Writing in Public Affairs. One course in political science; one other social science course. (3)s.
Periodical literature, government documents and other source materials pertinent to analysis in public affairs; identification and conceptualization of research problems, and development of reports and papers. Also listed as PUB 301.

302. Politics and Public Policy. POL 120 or consent of instructor. (3)s.
Examination of the policy process: how public policy is made, which problems and conditions are selected for consideration, and what approaches are used to address issues of public concern. Policymaking examined from a variety of perspectives including the roles of public and private institutions, interest groups, and grassroots movements.

303. Black Social and Political Movements. AFA 201 or a course in political science or consent of instructor. (3)s.
Strengths and weaknesses of past and current movements seeking social and political change on behalf of African-Americans from an interdisciplin ary perspective. The Civil Rights movement, Back to Africa movement, spiritual movements, resistance movements, and independent political movements. Also listed as AFA 304.

304. Public Policy and Health Care. HCR 300, a course in political science; or consent of instructor. (3)s.
Health care policies and policy-making processes; trends in health care policy and their political, economic and social implications; the ideological basis for United States health care reform efforts. Also listed as HCR 305.

305. Politics of Aging. POL 120. (3).
Examination of political institutions and policy making processes that impact legislation affecting the aged, including legislators, interest groups, political parties, voters. Analysis of entitlement programs for the aged, including federal and state level regulation and implementation of Medicare, Medicaid, social security. Political attitudes of baby boomers and the aged toward the health care system. Also listed as HCR 306.

309. The Political Environment of Public Administration. POL 120 or consent of instructor. (3)s.
Political components of modern public administration. Politics of federalism, bureaucracy, budgeting, planning, research, evaluation, and implementation. Viewing public administration as politics. Also listed as PUB 309.

310. American State and Local Government. A course in political science or consent of instructor. (3)s.
States in the federal system; state policies and policy information; state-local relations; local problems, policies and politics.

311. Politics in the Metropolitan Area. POL 120 or consent of instructor. (3)s.
Political and governmental institutions and processes in metropolitan areas, with special emphasis on policy formation, decision-making, and local intergovernmental relations.

316. Introduction to Public Administration. POL 120 or consent of instructor. (3)s.
Critical examination of basic concepts of public administration and of alternate approaches to public organization. Also listed as PUB 316.

320. Public Opinion and Political Processes. POL 120 or consent of instructor. (3)s.
Origin, measurement, and impact of public opinion in American politics. Public opinion polling and the effect that polls have upon the behavior of voters. The role public opinion can and should play in a democratically organized political system.

324. The Legislative Process. POL 120 or consent of instructor. (3)s.
American judiciary, with special reference to the Supreme Court as an adjudicator of legal disputes and as a participant in the policy-making process.

327. The American Presidency. POL 120 or consent of instructor. (3)s.
Policy-making process in the federal executive. Various roles of the President, especially in relations with Congress and executive agencies.

329. Civil Liberties and the Constitution. POL 120 or consent of instructor. (3)s/v2.
Civil liberty issues confronting American society. Rights of freedom of speech, assembly, and press; the religion clauses of the First Amendment; the equal protection clause of the Fourteenth Amendment as it is concerned with rights of minorities. Students deliver oral arguments and prepare briefs of pending and simulated court cases.
331. **Women and Work. POL 100 or SOC 100, or consent of instructor. (3)s.**

Women’s paid employment and job segregation by sex: relation of women’s paid work to women’s family work, nature of women’s jobs and occupations, and a variety of state policies that influence women’s employment (e.g., anti-discrimination law, maternity and parental leave). White women and women of color in the advanced capitalist economy of the United States. *Also listed as SOC 362 and WGS 331.*

333. **International Law and Organizations. POL 100 or consent of instructor. (3)s.**

Development of international law and its relation to international organizations. Role of international law and organization in global problems of conflict and war, development and economy, and human rights and intervention.

340. **African Politics. A course in political science or consent of instructor: (3)s/cs2.**

Traditional African political structures, the changes occasioned by colonial rule, and the political processes of independent African states. *Also listed as AFA 340.*

341. **Politics and Society in the Soviet Union and the Commonwealth of Independent States. A course in political science or consent of instructor (3)s/cs2.**

Political, economic and social change in the Soviet Union since the 1917 Bolshevik Revolution. Revolutionary periods, civil war and war communism, the 1920s the Stalin period, the early post-Stalin period, and developments under Gorbachev. Formation of the Commonwealth of Independent States.

343. **Conflict and Development in Southern Africa. Two courses in social sciences or consent of instructor. (3)s.**

Contemporary development and social change in Southern Africa; discussion of U.S. foreign policy towards the area with an analysis of Western investment strategies and human rights violations. *Also listed as AFA 360.*

344. **Latin American Politics. POL 100 or consent of instructor. (3).**

Contemporary politics in South and Central America. Evolution of political institutions, parties and social movements, in comparative perspective and particular case studies. Economic, social and cultural context for political change and diversity. Transitions to democracy and market reform. Problems of democracy and political change.

345. **European Politics. POL 100 or consent of instructor: (3)s/cs2.**

Economic and political developments, state institutions and policy, political parties and new social movements (such as the green and women’s movements) in countries of western and east-central Europe. Patterns of continuity and discontinuity in the postwar period, emphasizing whether the early “postwar compromise” has been maintained or abandoned in individual countries. Political, economic and social integration in Europe.

346. **Political Economy. POL 100 or consent of instructor: (3)s.**

Where power lies in advanced capitalist economies such as the U.S. General relationship between economic and political power in capitalist liberal democracies, or the relationship between capitalism and liberal democracy. Aspects of the process of de-industrialization and economic restructuring. Gendered nature of jobs, occupations, and the work process. Alternative political-economic models.

351. **Political and Legal Anthropology. ANT 100 or consent of instructor (3)s/cs1.**

Study of comparative political systems, forms of authority, legitimacy and power in societies at different levels of social complexity and in different ecological contexts. Political organization and process analyzed in terms of their relationships to economics, religion, kinship, and other aspects of culture and society. *Also listed as ANT 351.*

359. **Comparative Revolutions. POL 100 or consent of instructor: (3)s.**


360. **Ancient and Medieval Political Thought. One course in political science or consent of instructor (3)s/wc1.**

Theories associated with the Greek city state, the Roman Empire, medieval constitutionalism, and the early modern period.

361. **Modern Democratic Political Thought. One course in political science or consent of instructor (3)s/wc1.**

Review of the philosophical traditions of liberal democracy from the Enlightenment to the present. Ideas of natural law, social contract, individualism, constitutionalism, and popular rule through law.

362. **Modern Anti-Democratic Political Thought. One course in political science or consent of instructor: (3)s.**

Examination of Marx, and Marxisms after Marx, in historical context. Continuity and diversity in the Marxist tradition. Philosophical positions of vari-
ous theorists, their views of the nature and development of capitalism, analysis of social class, discussion of the revolutionary party and process, analysis of the state in capitalism and after, and treatment of the nature and importance of culture.

375. Politics and American Labor. One social science course or consent of instructor (3)s.
Role played by the American Labor Movement in the political process at the local, state, and federal levels of government. Effect of this role on government policy and its impact on organized and unorganized workers.

380. The American System of Law. POL 120 or consent of instructor (3)s/vi1.
Role of law in American society. Legal reasoning, precedent, theories of law, common law, juries, and legal socialization. Political nature of law and the extent to which the American system of law is reflective of basic value, moral, and ethical considerations.

381. The Bill of Rights. POL 120 or consent of instructor (3)s/vi2.
Philosophical roots of the Bill of Rights as an idea and the origins, evolution and application of the Bill of Rights as a document in American society.

387. Sex, Drugs, and Politics. POL 120 or consent of instructor (3)s/vi2.
Conflict surrounding public policies related to sexual behavior and drug use. Government response to prostitution, pornography, homosexuality, and legal and illegal drug use critically evaluated to illuminate the underlying value conflicts.

390. Internship in Public Agencies and Community Organizations. Consent of instructor (3-6)s.
Students intern in selected public agencies under supervision of agency personnel and faculty. On-the-job experience combined with seminars and individual consultations. May be elected for three to six credits, of which three are applicable to the political science concentration. Enrollment generally limited to juniors and seniors. Also listed as PUB 390. Graded Pass/Fail.

391. Directed Reading in Political Science. Junior standing, 9 credits of Political Science and consent of instructor (1-3).
Individual course of studies arranged with a faculty member. For advanced students to explore areas beyond the regular curriculum.

392. Honors Independent Reading. Taken in the junior year. (3).
Great works and ideas in political science. Honors student works with several members of the department for a limited period of time over the course of the semester.

393. Honors Independent Research. Normally taken in the second semester of the junior year (3).
Taken under the direction of the department member supervising the senior thesis.

394. Topics in Political Science. Two courses in social sciences or consent of instructor. (1-3)s.
Issues and problems in government and politics. Topic announced. May be repeated to a total of six credits.

401. American Political Thought. At least junior standing. (3)s.
Impact on political institutions of the United States as “first new nation;” ideas, issues, and public law. Pluralism, federalism, constitutionalism, isolationism and interventionism.

420. Law and Administrative Processes. At least junior standing. (3)s.
Legal foundations of public administration. Development of regulatory agencies, right to a hearing, delegation of power, judicial review, rule-making and adjudication, efforts to reform administrative regulation, zoning, and land use planning. Also listed as PUB 420.

422. Environmental Law and Public Policy. POL 120 or consent of instructor (3)s.
Political and administrative aspects of environmental regulation, including major legislation, administrative regulations, and litigation involving environmental issues. Actions of the Environmental Protection Agency (EPA) and the Occupational Safety and Health Administration (OSHA) involving the internal environment of the workplace. Also listed as PUB 422.

428. Criminal Justice and the Constitution. POL 120 or consent of instructor (3)s.
Constitutional questions involving the process of law and the procedural rights of the accused. Court decisions related to searches and seizures, wire-tapping and electronic eavesdropping, the law of arrest, police interrogations and confessions, right to counsel, double jeopardy. Students deliver oral arguments and prepare briefs of pending and simulated court cases. Also listed as PUB 428.

430. The Administration of Justice. At least junior standing, a course in American government. (3)s.
Criminal justice as public administration. Policy outputs of the major actors of criminal justice including police, prosecutors, judges, defense attorneys, parole boards, and the legislature. Topics of public administration as organization theory, bureaucratic decision-making, political environment, and budgetary constraints. Also listed as PUB 430.

437. Problems in American Foreign Policy. POL 100, at least junior standing; or consent of instructor (3)s.
Major trends in United States foreign policy; the role of the President, Congress, public opinion, and pressure groups in the policy-making process; special emphasis on post-war policy developments.
The Welfare State in Comparative Perspective. Graduate standing; a course in American government. (3).
See POL 430 for description. Not open to students with credit for POL/PUB 430. Also listed as PUB 530.

Problems in American Foreign Policy. Graduate standing; a course in political science or consent of instructor (3).
See POL 437 for description. Not open to students with credit for POL 437.

The Welfare State in Comparative Perspective. Graduate standing; POL 100 and one HIS, POL or SOC course numbered 200 or higher; or consent of instructor (3).
See POL 441 for description. Not open to students with credit for POL/PUB 441. Also listed as PUB 541.

Psychology (PSY)

411 William R. Murchie Science Building
(810) 762-3424
FAX (810) 762-3426
Website: http://www.flint.umich.edu/departments/psy
Chair: Dr. Harriet M. Wall
Principal Secretary: Sharon Mittan

Professors Paul M. Bronstein, Ronald E. Silverman, Harriet M. Wall; Associate Professors Eric Freedman, Susan Gano-Phillips, Marianne McGrath, Thomas A. Wrobel; Adjunct Assistant Professor Gerard Williams; Visiting Associate Professor Elizabeth Mazur; Adjunct Instructors Harriett Nordstrom, Robert Russell.

Professors Emeriti Harry Frank, Donald M. Pollie, Alfred C. Raphelson

Psychology is the branch of knowledge concerned with the study of behavior and mental processes. Modern psychology is rooted in a variety of traditions, including philosophy, medicine and biology, and therefore covers a wide area of study and involves a great diversity of activities. First, it is an academic discipline with a long and productive tradition of scholarship and scientific research. Second, it is a profession that conducts and applies the products of research in the arena of human services. Third, it is an increasingly important adjunct to such fields as education, law, medicine, social services, management, advertising, industrial engineering, environmental design, and public administration.

At least three distinct facets of psychology are of interest to students. First, it is an established scholarly discipline represented in the study and work of colleges and universities. Second, it is a science of important standing which has been developing remarkably in its basic and applied aspects. Third, it is a growing profes-
sion with its own viewpoints and methods.

The history of psychology is deeply rooted in philosophy and in the natural sciences. It also has origins in the biological and social sciences. In the application of knowledge, psychology is involved with fields such as education, physics, engineering, medicine, law, religion, psychiatry, business, advertising, and social work.

Programs in Psychology

Seven concentration programs are offered: the General Program in Psychology (Bachelor of Arts), the Program in Research Psychology (Bachelor of Science), the Clinical/Community Program in Psychology (Bachelor of Science), the Honors Program in Psychology (Bachelor of Arts or Bachelor of Science), the Joint Program in Social Sciences with an Emphasis on Psychology (see “Social Sciences, Joint Program”), the Joint Program in Philosophy and Psychology (see “Philosophy”), and the Teacher’s Certificate Program (Bachelor of Arts). Also offered is a Joint BS/MPA program. (See the “Graduate Study” section of this Catalog.) A Minor in Psychology and a Teacher’s Certificate Minor are also available.

General Program in Psychology
(Bachelor of Arts)

The General Program in Psychology is designed for the student who is preparing for advanced study in professional psychology or a related field, as well as for the student with a general interest in human behavior.

Area Options. One of the two required area options must be in a foreign language.

Prerequisite. MTH 111 or equivalent preparation determined by the mathematics departmental placement test.

Requirements.

A. Completion of 120 credits, including the general education requirements. Completion of the natural science general education requirement excluding courses in psychology.

B. Thirty-four credits in psychology including:
   1. PSY 100, 201, 301.
   2. Laboratory Core. A course from each of two of the following groups: PSY 306, 384; PSY 310, 351; PSY 380, 386.
   3. Non-Laboratory Core. Three of the following:
      PSY 221, 309, 328, 336, 345 or 346 (3 credits).

C. Satisfactory performance on departmental comprehensive educational evaluation.

Program in Research Psychology
(Bachelor of Science)

The Bachelor of Science degree in research psychology is designed for the student who is preparing for doctoral level study in areas such as animal behavior, biological psychology, clinical psychology, cognition, developmental psychology, learning, social psychology, personality, and other areas emphasizing empirical research. The curriculum is intended to develop in the student the general skills and substantive psychology background emphasized in applicant selection by research-oriented graduate programs. Students considering graduate training in professional, rather than academic, psychology should consult with their advisors concerning the suitability of the Bachelor of Science degree.

Option A, General Program

Area Options. An area option in analytic reasoning is automatically satisfied by required courses. The second area option can be chosen according to the student’s interests.

Requirements.

A. Completion of 124 credits, including the general education requirements. Completion of the general education requirements in natural sciences from the following:
   1. (Preferred) CHM 160/161, 162/163 or 162/165; BIO 103, 104; PHY 143, 145.
   2. (Acceptable only with permission of advisor): CHM 140, 144; BIO 111, 221.

B. Mathematics: MTH 121.

C. At least 36 hours in psychology including:
   1. PSY 100, 201, 301.
   2. Laboratory Core. One course from each of two of the following groups. Cognitive: PSY 306, 384; Comparative: PSY 310, 351; Biopsychology: PSY 380, 386.
   3. Non-Laboratory Core. One course from each of the following groups. Personality: PSY 336; Clinical/Abnormal: PSY 309, 328, 340; Social: PSY 227; Developmental: PSY 345, 346 (3 credits).
   4. Advanced Study: Any course from C.2 not used to satisfy another requirement; and any course from C.3 not used to satisfy another requirement, or one of the following: PSY 302, 326, 347, 350, 362, 363, 375, 381, 382, 389, 391, 392, 427. Or, the Research Option: PSY 394 (one year, 5 credit hours). Students who wish to exercise this option may apply after completion of PSY 201, 301, one laboratory core course, and MTH 121, but no earlier than the end of the sophomore year.

D. Cognate. The cognate requirement is intended to satisfy either or both of two goals: to provide the student with a tool (e.g., computer science or a foreign language) or with an interdisciplinary perspective on a substantive area common to other disciplines as
well as psychology (e.g., social behavior as studied by sociology and anthropology). The requirement may be fulfilled by completion of the foreign language area option or by completion of three courses from one of the following groups.

2. Sociology/Anthropology. SOC 220, 270, 343, 354, 360, 368, 474; ANT 320.
3. Biology. (Students interested in this group should satisfy the natural science general education requirement with BIO 111 and 221.) BIO 113, 211, 331, 332.

E. Satisfactory performance on departmental comprehensive educational evaluation.

**Option B, Emphasis in Cognitive Science**

Drawing upon work in cognitive psychology, computer science, philosophy, neuroscience and linguistics, cognitive science is the interdisciplinary study of intelligence. The Emphasis in Cognitive Science Option is designed for the student who is preparing to work in applied psychology or is preparing for graduate work in psychology or cognitive science.

**Prerequisites.** CSC 121; LIN 200; MTH 121, 122; PHL 202.

**Area Options.** An area option in analytic reasoning is automatically satisfied by required courses. The second area option can be chosen according to the student’s interests. Foreign Language is strongly recommended.

**Requirements.**

A. Completion of 124 credits, including the general education requirements. General education requirements in the natural sciences must be fulfilled with courses outside psychology.

B. In psychology at least 28 credits distributed as follows:
   1. Laboratory Core. Two courses from: PSY 306, 380, 384, 386.
   3. Advanced Study. PSY 395, Cognitive Science Project (3 credits). Students should apply to the Psychology Department after completion of PSY 201, 301, a laboratory core course, and MTH 121, but no earlier than the end of the sophomore year.

C. At least 17 credits in computer science, linguistics and philosophy, distributed as follows:
   1. CSC 175, 275; LIN 351; PHL/PSY 235.
   2. One of the following: CSC 277, 286 (elected three times); PHL 222, 223, 225, 313, 318, 483.

D. Satisfactory performance on departmental comprehensive educational evaluation.

**Clinical/Community Program in Psychology (Bachelor of Science)**

The Program in Clinical/Community Psychology is designed to provide intensive pre-professional training to prepare the student for direct application of principles and practices of psychology to community problems or for graduate education in human service areas of psychology or other applied disciplines. It offers a balance between theoretical and practical skills.

Students with a 2.5 GPA overall and a 2.7 GPA in psychology may apply to the Psychology Department for admission in the sophomore year (or thereafter) after completing PSY 100 and 309.

**Prerequisite.** MTH 111 or equivalent preparation as measured by mathematics placement exam.

**Requirements.** Completion of 124 credits, including the College of Arts and Sciences general education requirements. Completion of the natural science requirement with courses outside psychology, courses in biology recommended. At least 44 credit hours in psychology including:

A. Methodology (12 credits). PSY 201, 301; a laboratory course selected from PSY 306, 310, 351, 380, 384, 386.

B. Core (9 credits). PSY 336, 340, 382.

C. Theoretical and Practical Issues. Two courses from each of the following groups.
   1. Theoretical (6 credits). PSY 227 or 326; PSY 334 or BUS 341; PSY 345 or 346 (3 credits) or 347; PSY 362.


E. Satisfactory performance on departmental comprehensive educational evaluation.

Appropriate courses outside psychology are selected in conjunction with the academic advisor. To best prepare students consistent with their individual career goals, attention of students is directed to: Political Science, Economics, Public Administration, Criminal Justice, Sociology, Anthropology, Social Work, Substance Abuse Treatment, and Health Care.

**Honors Program in Psychology (Bachelor of Arts or Bachelor of Science)**

The Honors Program in Psychology is designed for the student who has completed the Freshman/Sophomore Honors Program and wishes to continue that program in the field of psychology. Students choosing to elect an
Honors Concentration in Psychology may select the General Program in Psychology (Bachelor of Arts or Bachelor of Science) or the Program in Clinical/Community Psychology (Bachelor of Science).

**Area Options.** One of the two required area options must be in a foreign language, as stated in the University Honors Scholar Program.

**Prerequisite.** PSY 201 (taken in the freshman or sophomore year).

**Requirements.**

A. Completion of all requirements of one of the programs above.

B. PSY 394 (3 credits) or 398 in the junior year. These courses may serve as the junior year on-campus research project.

C. PSY/HON 495, 496.

D. Completion of all requirements of the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Psychology Department’s Honors Program. See the departmental honors advisor, Dr. Wall, or the Honors Program Director for this information.

**Joint Program, Social Sciences with an Emphasis on Psychology**

See Social Sciences, Joint Program.

**Joint Program, Philosophy and Psychology**

See Philosophy.

**Teacher’s Certificate Program (Bachelor of Arts)**

**Area Options.** One of the two required area options must be in a foreign language.

**Prerequisite.** MTH 111 or equivalent preparation determined by the mathematics departmental placement test.

**Requirements.**

A. During the four college years, 32 credits in psychology including:

1. PSY 100, 201, 301.
2. PSY 306 or 384.
3. One of the following: PSY 310, 351, 380, 386.
4. PSY 345. (Students in this program should not elect PSY 237.)
5. Two courses from: PSY 227 or 326, PSY 309, 328, 336.
6. An additional 6 credits in psychology chosen from the following: courses listed above not used to meet another requirement; courses with a prerequisite of two courses in psychology; or any of: PSY 302, 391, 392, 394.

B. General education requirements in the natural sciences to be fulfilled with courses excluding psychology.

A minor in social studies or another social science is strongly recommended. Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs,” printed in the Department of Education section of this Catalog.

**Minor in Psychology**

**Prerequisite.** PSY 100; MTH 111 or equivalent preparation determined by the mathematics departmental placement test.

**Requirements.** Completion of at least 21 credits beyond PSY 100 distributed as follows:

A. PSY 201 and 301.

B. One of: PSY 306, 310, 351, 380, 384, 386.

C. Two courses from: PSY 227 or 326, PSY 309, 328, 336, 345.

D. One 300-level elective in psychology not used to meet another requirement.

**Minor in Gerontology**

An interdisciplinary minor in Gerontology is also available. See the Health Care section of this Catalog for a full description and a listing of the requirements.

**Teacher’s Certificate Minor**

**Prerequisite.** MTH 111 or equivalent preparation determined by the mathematics departmental placement test.

**Requirements.** Twenty-four credits including:

A. PSY 100, 201, 301; 306 or 384.

B. PSY 345. (Students in this program should not elect PSY 237.)

C. One of: PSY 227 or 326, PSY 309, 310, 328, 336, 351, 380, 386.

D. At least three additional credit hours of 300-level courses in psychology.
Courses in Psychology

100. **Principles of Psychology. (3)s.**

Introduction to the scientific study of behavior, covering such topics as perception, motivation, emotion, learning, problem solving, personality, and individual differences. *Open to all students. Graded ABCC->N.*

200. **General Experimental Psychology. PSY 100. (4)n.**

Laboratory course in psychology for non-majors. Introduction to general laboratory methodology and techniques and applications to the science of psychology. Experiences in experimental measurement, conclusion drawing from data analysis, and introduction to scientific reporting. Laboratory experiments using animal and/or human subjects chosen from areas of: psychophysics, perception, conditioning, learning, memory, and problem solving. Students engage in data collection, evaluation and reporting using standard formats. Three hours lecture, two hours lab per week.

201. **Principles of Research Design. PSY 100; ENG 112 with a grade of C (2.0) or better (4)ar2.**

Basic research methodology in the social sciences. Use of reference material, design of experiments, representation of data, and preparation of research papers. Conceptual understanding of the use of quantification and statistics.

219. **Psychology of the Black Experience. PSY 100 or consent of instructor (3)s.**

Experience of Blacks examined from the psychological point of view. Focus on the psychological consequences of being black in the United States; however, world-wide perspective included. Empirical and theoretical views. Also listed as AFA 219.

227. **Social Psychology. PSY 100 and SOC 100. (3)s.**

Interaction among individuals in social systems. Concepts of role, attitude, group membership, and culture as determinants of individual actions. Problems of prejudice, mass phenomena, and group efficiency. Also listed as SOC 220.

230. **Psychology of Adjustment. PSY 100. (3)s/vi2.**

Alternative conceptions of adjustment in East and West (focusing on differences as a function of culture and religion). Value systems, their origins, and approaches to actualization. Development of the self and awareness in a format which intersperses didactic presentations with experiential exercises.

235. **Introduction to Cognitive Science. PSY 100 or PHL 101. (3)s/ar1.**

Philosophers, psychologists, linguists, computer scientists and others have recently begun a cooperative research effort to explore questions about the mind. Why the computer has become a rally-point for many researchers studying the mind, and the contributions each of these disciplines is making to the interdisciplinary investigation of cognition. Also listed as PHL 235.

231. **Introduction to Developmental Psychology. PSY 100. (3)s.**

Human development from the prenatal period through old age. Social-emotional, cognitive and physical aspects of development. Theory and current research applied to contemporary issues facing infants, children, youth and adults. *Not applicable to a major or minor in psychology.*

244. **Psychology of Death. PSY 100 and one other psychology class. (3)s.**

Psychological factors, processes and adjustments associated with death and dying, grief and bereavement, suicide, aging, and life-threatening illness.

301. **Basic Statistics and Probability.** Recent completion of MTH 111 with a grade of 2.0 or better, or equivalent competency determined by mathematics departmental placement test, or consent of instructor (4)ar2.

Descriptive and inferential statistics. Appropriate use and interpretation of statistics in the behavioral sciences, including measures of central tendency and variability, standard scores, t-tests, correlational techniques, ANOVA, chi-square and other non-parametric tests. Laboratory emphasis on applications using calculators and computer software.

[302. **History and Systems of Psychology. Six credits in psychology, to include PSY 100. (3)s.]**

306. **Human Memory and Performance. PSY 201, 301; or PSY 200 with a grade of B (3.0) or better (4)n*.**

Laboratory approaches to the study of learning and memory. Principles of attention, short and long term memory, skill acquisition, and concept learning. Lecture and laboratory. *Applicable to the general education requirement in the natural sciences, except by some students whose concentration is in psychology*

309. **Abnormal Psychology. PSY 100. (3)s.**

Disorders of personality and behavior. Definition, description, classification, and certain theories of these disorders.

310. **Animal Behavior. PSY 201 or 200 with a grade of B (3.0) or better or BIO 111, 327. (4)n*/ar2.**

Animal behavior studied through the use of comparative and ethological methods. Discussion of species-specific behaviors, ontogeny of behavior, motivation, perceptual processes, learning, social behavior, communication and evolution. Lecture and laboratory. *Applicable to the general education requirement in the natural sciences, except by some students whose concentration is in psychology. Also listed as BIO 446.*
314. The Social Psychology of Inter-Group Relations. PSY 100 or consent of instructor. (3)s.
Group relationships from a social-psychological perspective. Research contributions by social psychologists of Europe compared and contrasted with those of America. Review of stereotypes and assimilations vs. various cultural psychological theories and research. Pluralism, cross-cultural research methodology, and conflict. Also listed as AFA 314.

326. Advanced Social Psychology. PSY 227/SOC 220 or consent of instructor. (3)s.
Current theory and research in selected areas of social psychology, such as aggression, altruism, attitudes and beliefs, attribution theory, interpersonal attraction, conformity, group processes, equity theory, persuasion, etc. Topics may vary semester to semester.

328. Psychological Assessment. PSY 301 and a course in the area of personality, or consent of instructor. (3)s.
Introduction to the theory and practice of psychological assessment. Emphasis on intelligence, personality and neuropsychological testing.

334. Organizations and Organizational Change. PSY 100 and a course in statistics or research design, or consent of instructor: (3)s.
Psychological theories related to motivation, leadership, group behaviors, organizational communications, and organizational structure. Discussion of organization design and development techniques.

336. Psychology of Personality. PSY 309 or consent of instructor. (3)s.
Personality as a concept and as a field of study; specimen theories of personality such as dynamic theories, trait theories, and learning theories of personality.

340. Introduction to Community Psychology. PSY 309 or 336, or consent of instructor: (3)s.
Community psychology is an application-oriented discipline in which knowledge of psychology and the social sciences is applied to the problems of individuals living in and dealing with social systems. Alternatives to traditional models for conceptualizing disorder and providing service; levels of prevention of psychological dysfunction; consultation; planned change; mental health workers and their training; assessment and program evaluation in community settings. Social criticism and the role of values in human services.

345. (337). Developmental Psychology. PSY 100, 201; or consent of instructor. (3)s.
Social-emotional, cognitive and physical aspects of development across the lifespan. Classic and current theory presented and debated, scientific and popular readings critiqued. Research methodology emphasized in assignments, including an interview to be conducted with at least two individuals at different levels of development. For students intending to complete psychology major or minor

346. Advanced Topics in Developmental Psychology. PSY 100, 201; consent of instructor. (1)s.
Change the description to: Developmental theory and research on topics chosen by professor and/or students. (Past topics include father’s role in child development, child abuse prevention, socialization of empathy and prosocial behavior.) Students review current scholarly articles and interview at least two individuals at different developmental levels. PSY 237 and 346 fulfill the developmental psychology requirement for psychology majors and minors. Open to PSY 345 students with consent of instructor.

347. Psychology of Aging. PSY 100 and PSY 309 or 345, or consent of instructor. (3)s.
Developmental aspects of human behavior in the later years of life. Cognitive and intellectual development; perceptual factors and their environmental design implications; social and personality development.

350. Child Psychopathology. PSY 100, 309, 345; or consent of instructor (3)s.
Theoretical and empirical aspects of assessment, diagnosis and treatment of disorders prevalent in childhood and adolescence, within their developmental context. Required readings of current psychological literature.

351. Techniques of Behavior Change. PSY 201 or 200 with a grade of B (3.0) or better: (4)n*.
Principles of behavior change based upon learning theories. Associative learning techniques and their applications in both clinical and field settings. *Applicable to the general education requirement in the natural sciences, except by some students whose concentration is in psychology.

360. Internship in Clinical/Community Psychology. Admission to the Bachelor of Science concentration in Clinical/Community Psychology, at least junior standing, and consent of instructor. (3).
Internship in selected agencies oriented toward human services, under supervision of agency personnel and faculty. Periodic seminars. Graded Pass/Fail.

361. Culture and Personality. PSY 100 or SOC 100 or ANT 100. (3)s/cs1.
Cross-cultural examination of the construction of personhood and relationships between individuals and culture. Critique of psychological interpretations in anthropological texts and of universalizing tendencies in the field of psychology; the basic Freudian model in contrast with models of self in African, Asian, and Native American cultures. Also listed as SOC/ANT 325.
362. Psychology of Language. PSY 100; PSY 227 or 237 or a 300-level psychology course; or consent of instructor (3)s.

Examination of the role of cognitive processes in comprehension and production of language. Topics may include the role of prior knowledge, word recognition, syntactic analysis, the structure of language, inference, brain and language, language acquisition, language disorders, and computer models of language.


Psychological, sociological, and cultural factors influencing the development of gender roles and gender differences in cognition, social behavior, personality and motivation. Family and work conflicts and changing gender roles in contemporary American society; similarities of both sexes in the these areas. Also listed as WGS 363.

375. Health Psychology. PSY 309 or 336, or consent of instructor (3)s.

Psychological influence on health, physical disease and disability, the medical environment, diagnosis and treatment, research problems and findings.

380. Physiological Psychology. PSY 201 or 200 with a grade of B (3.0) or better. (4)n*.

Biological basis of psychology. How behavior is affected by the biological activities of the behaving organism, with special focus on the neuroendocrine control of behavior. Lecture and laboratory. *Applicable to the general education requirement in the natural sciences, except by some students whose concentration is in psychology.

381. Neuropsychology. PSY 380 or BIO 332 or consent of instructor (3).

Introduction to psychological theories of brain and behavior relationships. Emphasis on structures and functions; clinical syndromes and disorders.

382. Introduction to Clinical Psychology. At least junior standing, PSY 309 and 336; or consent of instructor. (3)s.

Theory and practice of principles of clinical psychology including the clinical interview, use of diagnostic tests, and techniques of clinical intervention. Four hours combined classroom and practicum per week.

384. Experimental Approaches to Cognition. PSY 201, 301; or PSY 200 with a grade of B (3.0) or better a course in statistics. (4)n*.

Psychological processes involved in human thought and decision making. Emphasis on the broad range of experimental techniques used to investigate these processes. Lecture and laboratory. *Applicable to the general education requirement in the natural sciences, except by some students whose concentration is in psychology.

386. Sensation and Perception. PSY 201, 301; or PSY 200 with a grade of B (3.0) or better, a course in statistics. (4)n*.

Effect of physical stimulation on experience and behavior. Receptor physiology and the neurological, sensory and perceptual characteristics of the visual system. *Applicable to the general education requirement in the natural sciences, except by some students whose concentration is in psychology.

389. Systems of Psychotherapy. At least junior standing, PSY 309, 336; or consent of instructor (3)s.

Systematic survey of alternative theories of psychotherapy. Synthesis both within each system and across the various systems of psychotherapy to provide an integrative eclectic framework. Each system’s theory of personality, psychopathology, and therapeutic process.

391. Directed Reading in Psychology. Consent of instructor (1-3)s.

392. Psychology Seminar. At least junior standing and consent of instructor. (3)s.

Reading, discussions, oral and written reports on selected topics from current literature in psychology.

394. Individual Research. Consent of instructor (1-5)s.

Research study by qualified students under the supervision of the instructor. Problems may involve search of original literature, experimentation, and analysis of results. At least junior standing recommended.

395. Cognitive Science Project. PSY 201, 301; PHL/PSY 235; one laboratory course in psychology; at least junior standing; or consent of instructor. (1-5)s.

Research study in cognitive science by qualified students under supervision of the instructor. Problems may involve search of original literature, computer modeling, experimentation, and analysis of results.

396. Clinical/Community Psychology Seminar. Admission to the Bachelor of Science concentration in Clinical/Community Psychology and consent of instructor (1).

Seminar of flexible format, for presentation of guest speakers, specialty skills, and related topics of interest. Graded Pass/Fail.


Initiation of major, individually supervised project.

398. Clinical/Community Psychology Thesis II. PSY 597 and consent of instructor (3).

Completion of major, individually supervised project, to be publicly presented.
427. **Personnel Selection and Evaluation. PSY 100 and a course in statistics.** (3).
Lecture/seminar. Prediction and evaluation of job performance (with emphasis on reliability and validity), job analysis and criteria development, varieties of selection procedures, including aptitude and achievement measures, personality and motivation measures, interviews and application forms. Includes effect of government regulation and societal values on selection and evaluation. Also listed as HCR/PUB 427.

495. **Honors Thesis I.** Consent of Department Chair Open only to Honors Program students in psychology. (4).
Credit and grade for PSY 495 is not given until successful completion of PSY 496. Also listed as HON 49.5.

496. **Honors Thesis II.** Prior or concurrent election of PSY 495 and consent of Department Chair Open only to Honors Program students in psychology (4). Also listed as HON 496.

**Graduate Courses in Psychology**

500. **Growth and Development of Young Children.** Graduate standing. (3).
Overview of theory and research in developmental psychology, especially as it applies to the education of young children. Focus on children’s cognitive development (language, quantitative skills, memory), social-emotional development (self-esteem, peer relations), and areas of overlap that are particularly relevant to the school setting (achievement motivation, cooperation and competition).

527. **Personnel Selection and Evaluation.** Graduate standing; PSY 100 and a course in statistics. (3).
See PSY 427 for description. Not open to students with credit for HCR/PSY/PUB 427. Also listed as HCR 527 and PUB 527.

**Undergraduate Programs**

The Bachelor of Arts in Public Administration is an interdisciplinary degree designed to provide students with the conceptual knowledge, analytic and quantitative skills, and practical experience relevant for entry level positions in public and nonprofit organizations.

The interdisciplinary approach of the program is a response to the challenges of the public and nonprofit sector at federal, state and local levels, which require both administrative skill and sensitivity to the currents of social and political change. The program aims to develop a multidimensional understanding of the role of public institutions in meeting the needs of a dynamic and changing society. The program is intended to develop generalists who possess substantive skills of administration and who understand the complexity of social problems, the responsibilities of public institutions, and the impact of those institutions on the everyday activities of the citizenry.

**Programs in Public Administration**

Three undergraduate concentration programs in public administration are available, all leading to the Bachelor of Arts degree: the General Program in Public Administration, the Honors Program in Public Administration, and the 2 + 2 Program in Public Administration. A certification program in Environmental Hazards/Risk Management is also offered. A Minor in Public Administration is also available.

**General Program in Public Administration**

**Prerequisites.** A course in each of the following: American political institutions, introductory microeconomics, and statistics. Introductory coursework in accounting is strongly recommended and should be considered mandatory for those whose interest is in the area of budgeting and finance. Students should take the prerequisites before electing upper division courses in the concentration.

**Area Options.** An area option in a foreign language is required. Analytic reasoning is recommended as the second area option since the required courses in economics and statistics complete two-thirds of this area option.

**Requirements.** The general education requirements, POL/PUB 301, and 42 credits, distributed as follows:

A. Environment of Administration (15 credits).
   - POL/PUB 309 or 316 (election of both strongly recommended); remaining credits from: AFA/HIS 334 or AFA/SOC 373; ECN 372; GEO 342; POL 311 or 312; PUB 400; SOC 340, 470.

B. Administrative Functions (12 credits).
   - From HCR 421; POL/WGS 331/SOC 362; PSY 334; PUB 421, 422, 425, 440, 452; PUB/EDU 450; PUB/HCR 319, 418, 424; PUB/POL 420; PUB/SOC 360, 466.
C. Analytical Methods (9-10 credits).
   From CSC 121, 122 or 274; ECN 469; PUB 423; 
PUB/ECN 470, 480; PUB/GEO/RPL 476; 
PUB/HCR 403; PUB/HCR/PSY 427; SOC 210.
D. Practicum (3-6 credits).
   PUB/POL 390 or ECN 395.
E. Electives (3-6 credits).
   To be selected in consultation with the advisor.

Honors Program in Public Administration

Prerequisites. A course in each of the following:
American political institutions, introductory micro-
economics, and statistics. Introductory coursework in
accounting is strongly recommended and is manda-
tory for those whose interest lies in the area of budget-
eting and finance. Students must take the prerequi-
sites before electing upper division courses in the
concentration.

Area Options. An area option in a foreign language is
required. Analytic reasoning is recommended as the
second area option.

Requirements.

A. Completion of all requirements for the General
   Program in Public Administration, including
   SOC 210 as one of the courses in Analytical
   Methods.
B. POL 392 (normally taken during the junior year) and
   POL 393 (normally taken the second semester of the
   junior year).
C. PUB/HON 495 and 496 (4 each). Credit and grade
   for PUB 495 is not given until completion of PUB
   496.
D. Completion of all requirements of the University
   Honors Scholar Program.

Prospective Honors Program students are urged to con-
sult with the Public Administration Program Director as
early as possible for advice in planning their program
prerequisites as well as acceptance into the Honors Pro-
gram in Public Administration.

2 + 2 Program in Public Administration

The 2 + 2 Program in Public Administration leads to a
Bachelor of Arts degree in public administration for
graduates of two-year programs in specified areas of
public service. These areas include community educa-
tion directors’ curriculum, court reporting, criminal jus-
tice, tire protection, food service management, gerontol-
ogy, paralegal technology, recreation leadership, and
social work technician.

Requirements for Admission

Completion of an associate’s degree from a two-year col-
lege in which at least 16 transferable semester hour cred-
its are applicable to the University of Michigan-Flint
general education requirements.

Transfer of Credit

A. May not exceed 62 semester credits earned in an
   Associate’s degree program approved by the Univer-
sity of Michigan-Flint public administration faculty.
   Specifically approved professional courses not nor-
mally transferable into a liberal arts program may be
   included in the 62 hours of transfer credit. A list of
   these courses is available from the Admissions and
   Recruitment Office.
B. Is permitted only for courses in which the final grade
   earned was at least a C.

Degree Requirements. Completion of all require-
ments for the General Program in Public Administration,
with the exception that the practicum is waived for stu-
dents who have completed a practicum as part of their
associate’s degree.

Certification in Environmental Hazards/Risk Management

See Earth and Resource Science in this Catalog.

Minor in Public Administration

Prerequisites. A course in American political institu-
tions and a course in statistics. In addition, a number of
optional courses have specific prerequisites.

Requirements. A Minor in Public Administration
consists of 21 credits distributed as follows:

A. Environment of Administration (9 credits).
   PUB/POL 309 or 3 16; six additional credits from List
   A in the General Program in Public Administration.
B. Analytical Methods (3 credits).
   From List B in the General Program in Public
   Administration.
C. Administrative Functions (6 credits).
   From List C in the General Program in Public
   Administration.
D. Internship in Public Administration (3 credits).
   From internships PUB/POL 390, or ECN 395.

Graduate Programs

A Master of Public Administration (MPA) program in
available. See Graduate Study.
Courses in Public Administration

301. Research and Writing in Public Affairs. A course in political science and another social science course. (3).

Periodical literature, government documents and other source materials pertinent to analysis in public affairs; identification and conceptualization of research problems, and development of reports and papers. Also listed as POL 301.

309. The Political Environment of Public Administration. A course in political science or consent of instructor (3)s.

Political components of modern public administration. Politics of federalism, bureaucracy, budgeting, planning, research, evaluation and implementation. Viewing public administration as politics. Also listed as POL 309.

316. Introduction to Public Administration. POL 120 or consent of instructor (3)s.

Critical examination of basic concepts of public administration and of alternate approaches to public organization. Also listed as POL 316.

319. Public Personnel Administration. At least junior standing. (3)s.

Selection and management of personnel in public organizations; evolution and development of merit systems. Effects of municipal unionization and collective bargaining on personnel relations in the public sector; accountability and productivity of public employees. Also listed as POL 319.

360. Formal Organizations. SOC 100. (3)s.

Empirical and theoretical analysis of a variety of complex, formal organizations. Historical development theories of formal organizations and studies of formal organizations in modern society. Also listed as SOC 360.

390. Internship in Public Agencies and Community Organizations. Consent of instructor: (3-6)s.

Students intern in selected public agencies under the supervision of agency personnel and faculty. On-the-job experience combined with seminars and individual consultations. May be elected for three to six credits, of which three are applicable to the political science concentration. Enrollment generally limited to juniors and seniors. Also listed as POL 390. Graded Pass/Fail.

391. Directed Reading in Public Administration. At least six credits in public administration, and consent of instructor (1-3).

Assigned study of topics in public administration outside of the scope of regular course work.

400. Ethical Issues in Public Administration. At least junior standing; a course in public administration; or consent of instructor (3)s.

Examination of ethical issues in administrative decision making and administrative actions, with emphasis on administrative processes in a democratic political system.

403. Evaluation of Services and Programs. At least junior standing; and a course in statistics. (3)s.

Formulation, implementation and evaluation of the programs of public agencies. Role and conduct of research in the program process; techniques of effective evaluation and report presentation. Also listed as HCR 403.

410. Health Care Planning and Regulatory Process. HCR 300, 376; or consent of instructor (3).

Theory, skills and applications of health planning. Health planning in the public sector and strategic planning in the private sector. Health insurance reform, stakeholder analysis, conditions, quality management, and survival strategies. Also listed as HCR 410.

418. Budgeting in Public and Nonprofit Organizations. At least junior standing. (3)s.

Budgetary process in the public sector and nonprofit organizations, with emphasis on application to policy problems. Budgeting as a management and policy-making tool. Planning-programming-budgeting system and cost-benefit analysis. Also listed as HCR 418.

420. Law and Administrative Processes. At least junior standing. (3)s.

Legal foundations of public administration. Development of regulatory agencies, right to a hearing, delegation of power, judicial review, rule-making and adjudication, efforts to reform administrative regulation, zoning, and land use planning. Also listed as POL 420.

421. Entitlement Program Law and Policy. At least junior standing. (3).

Examination of regulations and policies that guide federal and state agencies in the implementation of entitlement programs, including Social Security, Medicare, Medicaid, Supplemental Security Income, and Workers’ Compensation. Eligibility requirements and termination procedures, court challenges to these processes, and recent reform proposals.

422. Environmental Law and Public Policy. POL 120 or consent of instructor (3)s.

Political and administrative aspects of environmental regulation, including major legislation, administrative regulations, and litigation involving environmental issues. Actions of the Environmental Protection Agency (EPA) and the Occupational Safety and Health Administration (OSHA) involving the internal environment of the workplace. Also listed as POL 422.
423. Accounting in Government and Non-Profit Organizations. BUS 201 or consent of instructor. (3).
Accounting practices of government and not-for-profit entities. Accounting cycle; government accounting; budget process; principles of fund accounting; accounting for educational institutions, health care and welfare organizations; use of accounting data.

424. Employment, Law, and Public Policy. At least junior standing. (3)s.
Federal and state statutes and Supreme Court decisions relative to employee rights, civil rights and equal employment opportunity examined from the perspective of employers, employees and public policy. Progressive discipline, wrongful discharge, sexual harassment, discrimination, and EEO compliance for supervisors and managers. Also listed as HCR 424.

425. Legal and Regulatory Issues in Nonprofit Administration. At least junior standing. (3)s.
Analysis of principal legal issues affecting nonprofit organizations, including liability, contracts, personnel procedures, labor-management relations, incorporation and bylaws, tax exemption and reporting requirements, and political advocacy. Examination of legal issues in relations with federal, state and local government and in negotiation of government contracts.

427. Personnel Selection and Evaluation. PSY 100 and a course in statistics. (3)s.
Lecture/seminar. Basic concepts of prediction and evaluation of job performance (with emphasis on reliability and validity), job analysis and criteria development, varieties of selection procedures, including aptitude and achievement measures, personality and motivation measures, interviews and application forms. Government regulation and societal values on selection and evaluation. Also listed as PSY 427 and HCR 424.

428. Criminal Justice and the Constitution. POL 120 or consent of instructor. (3)s.
Constitutional questions involving the process of law and the procedural rights of the accused. Court decisions related to searches and seizures, wiretapping and electronic eavesdropping, the law of arrest, police interrogations and confessions, right to counsel, double jeopardy. Students deliver oral arguments and prepare briefs of pending and simulated court cases. Also listed as POL 428.

430. The Administration of Justice. At least junior standing, a course in American government. (3)s.
Criminal justice as public administration. Policy outputs of the major actors of criminal justice including police, prosecutors, judges, defense attorneys, parole boards, and the legislature. Organization theory, bureaucratic decision-making, political environment, and budgetary constraints. Also listed as POL 430.

432. Policing Contemporary Society. CRJ 185. (3)s.
Administrative and operational aspects of modern policing such as organization and development of police, recruitment practices, socialization processes, and community relations (including community policing). Political and economic nature of policing as the foundation for critical review of policy and societal issues related to policing. Also listed as CRJ 432.

433. Incarceration, Community Corrections, and Public Policy. At least junior standing. (3)s.
Review of law, policy, administrative practices, value assumptions and expectations regarding corrections; examination or prison and jail policies and their impact; examination and assessment of alternatives to incarceration.

434. Administration of Trial Courts. At least junior standing. (3)s.
Concepts and issues in administration of trial courts. Examination of performance standards, judicial independence, court financing, court reform, access to justice and other issues.

Designed to prepare certified and pre-certified teachers in multicultural education. Emphasis on design, development, and practical implementation of teaching strategies, theoretical constructs, and curriculum. Also listed as EDU 438 and MAS 438. Graded ABCD>N.

440. Volunteerism and the Independent Sector. At least junior standing. (3)s.
Origins of nonprofit organizations; their social, political, economic, cultural and ideological roles in American society. Major types of nonprofit organizations and their characteristics; current trends in the independent sector.

441. The Welfare State in Comparative Perspective. POL 100 and one HIS, POL or SOC course numbered 200 or higher; or consent of instructor; or graduate standing. (3).
Historical and contemporary social policy in the United States and Europe. The historical emergence of welfare states, different types of welfare regimes across countries, the relationship between gender and social provision, race and ethnicity and social policy, and possible futures for social provision. Also listed as POL 441.

450. Leadership Theory and Practice. At least junior standing. (3).
Theory and practice related to supervision and management functions in public administration; attention to private sector management practices. Traditional and innovative group leadership and motivation techniques. Relationships with superiors, subordinates, peers, clients, customers. Com-
puter-assisted and group practice of skills which induce rather than coerce productivity, including skills of conflict resolution and negotiation. Highly clinical. Not open to students who have completed EDU 201 or EDU 400. Also listed as EDU 450.

452. 

Issues in Human Resource Administration. At least junior standing. (3).


466. Occupations and Professions. SOC 100, at least junior standing. (3)s.

Role structure of occupations. How people are recruited into and socialized by their occupations. Theories of work and occupations. Also listed as SOC 466.

470. 

Public Finance. At least junior standing. (3)s.

Analytical methods applied to the problems of government finance. Effects of revenue and expenditure proposals on the allocation of resources, distribution of income, and administration of government. Also listed as ECN 470.


Federal and state laws pertaining to water resources and their regulation. Major areas of legislation, administrative policies and agency responsibilities. Relationship to land use, development, hazardous waste, groundwater, surface water, pollution abatement and pollutant responsibilities. Also listed as RPL 472.

473. Financial Management for Public and Nonprofit Organizations. At least junior standing. (3).

Theory and practice of financial management for public sector agencies; overview of financial markets, investments, technical features of stocks, bonds and investments; time value of money and capital budgeting analysis; emphasis on risk management techniques. Also listed as ECN 473.

476. Environmental Planning. GEO 203, 331; or consent of instructor (3).

Environmental analysis for landscape planning and design. Data generation for land use plans, environmental inventories, impact statements. Sources of data, mapping techniques, graphic formatting, dissemination methods. Also listed as GEO 476 and RPL 476.

477. Financial Management in Health Care. HCR 376 or consent of instructor. (3).

Financial workings of hospitals, including third party payor reimbursement methods and requirements; budgeting; working capital analysis; analysis of financial positions; capital requirements and budgeting; external reporting requirements. Also listed as HCR 477.

479. Economics of Health Care. ECN 202; HCR 300; or consent of instructor (3)s.

Economic analysis of the health care industry and governmental policies in health care. Use of economic tools to determine the probable effects of various proposals on the pattern of health care produced and on the allocation of resources both within the industry and in the economy generally. Also listed as ECN 479 and HCR 479.

480. Quantitative Methods for Public Administration. At least junior standing. (3).

Application of statistical techniques to problemsolving. Forecasting and timeseries; regression; correlation; variance; cost-benefit analysis. Computer methods used in solving problems of public policy and of health care administration. Also listed as ECN 480.

482. Schools and Communities. At least junior standing. (3).

The role of schools in building community. Emphasis on interplay between schools and community agencies in provision of educational and social services to youth, parents and community members. Concrete programs and policies for connecting schools and communities. Also listed as EDU 482 and SWK 482.

485. Environmental Emergency Management. GEO 285 or consent of instructor. (3).

Planning and management for emergencies such as chemical releases, hazardous waste mishaps, earthquakes, hurricanes, floods and tornadoes. Disaster relief, planning, response programs and remediation at local, regional, national and international levels. Also listed as RPL 485.

487. Legal Issues In Health Care. HCR 300 or consent of instructor. (3)s.

Legal issues, restraints, and problems arising from the organization and delivery of health care services. Liability and malpractice; definitions of death; informed consent; and health care personnel in court. Also listed as HCR 487.


Credit and grade for PUB 495 is not given until successful completion of PUB 496. Also listed as HON 495.

496. Honors Thesis II. Prior or concurrent election of PUB 495 and consent of Program Chair: Only open to Honors Program students in Public Administration. (4).

Also listed as HON 496.
Religious Studies

Advisors: Drs. Paul Adams (Biology), Judith Kollmann (English), L. Nathan Oaklander (Philosophy), Paul Peterson (Philosophy), and Charles Thomas (Sociology).

Courses in religious studies are designed to contribute to a liberal education, one that emphasizes the ability to think independently and critically, to express oneself effectively in writing and speaking, to make careful judgments on the basis of explicit goals and values, and to understand Western traditions and their relation to other traditions.

Programs in Religious Studies

A Minor in Religious Studies is available.

Minor in Religious Studies

The interdisciplinary minor in religious studies offers courses that explore some of the major western and non-western religious traditions in terms of their major historical movements and figures, dominant conceptual concerns, and central ethical and social implications. The complexity of religious belief is approached comparatively, from sociological, historical, literary and philosophical perspectives, in terms of traditional and contemporary perspectives.

A minor in religious studies is selected by students who see the study of religion as a doorway to understanding human nature and history, and hence an appropriate focus for a liberal education. Other students choose the minor as a background and preparation for a career, generally in fields such as social work, education, youth work, law, or seminary.

Requirements. Twenty-one credits, distributed as follows:

A. Minimum of 9 credits selected from AFA/ANT 369; AFA/PHL 205; ANT 355; ENG 205,206; PHL 165, 251; SOC 458.
B. Minimum of 9 credits selected from AFA 357; AFA/HIS 286, AFA 358/HIS 359; BIO 314 (250); HIS 215, 216, 283, 306, 350, 387; PHL 341, 350, 376.

In consultation with a member of the program faculty, and by arrangement with the instructor, a directed readings course may be taken in any of the above disciplines or in Psychology. The prerequisite for such a directed readings course is one course from requirement A above. Directed readings courses may be taken for a maximum of 3 credits, and these credits will apply only to requirement B.

Science (SCI)

This area of offerings is designed to house interdisciplinary courses in science (biology, chemistry, earth science, and physics).

Courses in Science (SCI)

125. (101). Scientific Inquiry I. Prior or concurrent election of MTH 112 or 115. (4)n.
A discovery-based interdisciplinary course which integrates concepts from biology, chemistry, earth science, and physics. Designed for elementary education concentrators.

126. Scientific Inquiry II. Prior or concurrent election of MTH 112 or 115. (4)n.
A discovery-based interdisciplinary course which focuses on energy, integrating concepts from biology, chemistry, earth science, and physics. Designed for elementary education concentrators.

Social Sciences

The program in social sciences is designed to introduce the student to the study of people and their economic, social, and political institutions. These are approached through the data, theories and methods that characterize the disciplines of geography, history, political science, psychology and sociology. Intensive work in at least two of these disciplines gives the student a broad view of the social sciences as a whole while allowing for preparation in areas of special interest.

Programs in Social Sciences

One concentration program is offered, leading to the Bachelor of Arts degree: the Joint Program in Social Sciences.

Social Sciences, Joint Program

Faculty Advisors: Advisors in the department of major emphasis.

Area Options. One of the two required area options must be in a foreign language.

Requirements. At least 45 credits in the social sciences apportioned as follows:

A. At least 21 credits in one discipline selected as the area of special emphasis (history, political science, psychology, or sociology). For students emphasizing psychology, 24 credits are required and must include the following:
1. PSY 100 or 101, PSY 201.
2. One course from: PSY 306, 310, 351, 380, 384, 386.
3. Three courses from: PSY 227 or 326, 309, 328, 336, 345.

B. The remaining credits in two other disciplines (these may include the geography courses which are applicable to the social sciences general education requirement) approved by the advisor, with a minimum of nine credits in each.

C. No more than two senior seminars.

D. A grade point average of 2.0 or better within the concentration, based on the 45 credits of social science required.

Social Studies

The program in social studies is designed to introduce the student who is preparing to teach to the study of people and their economic, social, and political institutions. These are approached through the data, theories and methods that characterize the disciplines of economics, geography, history and political science.

Programs in Social Studies

One concentration program is offered, leading to the Bachelor of Arts degree: the Teacher’s Certificate Program in Social Studies. A Teacher’s Certificate Program Minor in Social Studies is also available.

Teacher’s Certificate Program

Faculty Advisor; Dr. Hanashiro (History).

Area Options. One of the two required area options must be in a foreign language.

Requirements. Thirty-nine credits, consisting of 12 credits from one of the disciplines below and 9 credits from each of the other three:

A. Economics. ECN 201, 202; additional courses in economics.

B. Geography. GEO/INT 115; additional courses selected from GE0 116, 150* or 151*, 216, 342.

*May not be counted toward the Social Studies minor and the general education requirement in the natural sciences or the General Science major or minor.

C. History. HIS 220 or 221; 3 additional credits in non-U.S. history.

D. Political Science. POL 100, 120.

Teacher’s Certificate Minor

Requirements. Twenty-four credits as follows:

A. Economics. ECN 201, 202.

B. Geography. GEO/INT 115; GEO 116 or 150* or 151* or 216 or 342.

Sociology (SOC)

422 David M. French Hall
(810) 762-3340
Chair: Charles B. Thomas, Jr.
Principal Secretary: Lynne McTiernan

Faculty Advisors: Associate Professors Linda E. Carty, Larry W. Koch, Charles B. Thomas, Jr.; Assistant Professors Roy Barnes, Joan Mars, Kathryn Schellenberg

Professors Emeriti Thomas L. Coffey, Wilfred G. Marston

Sociology is the study of how social life is organized. Specifically, sociology examines the basic structure and functions of human social groups, communities, and societies. Sociologists attempt to identify the forces which hold groups together as well as those which act to weaken them. As a portion of this study, sociologists focus on the basic concepts of social norms and roles as they operate to control and shape human behavior.

Areas of sociological study and expertise are quite varied. Substantial areas in which sociologists specialize include sociology of the family, race and ethnic relations, sociology of religion, social stratification, urban sociology, rural sociology, collective behavior, sociology of knowledge, social gerontology, sociology of medicine, sociology of law, deviant behavior, criminology, and population and social ecology.

Programs in Sociology

Three concentration programs are offered, all leading to the Bachelor of Arts degree: the General Program in Sociology, the Joint Program in Social Sciences with an emphasis on sociology (see “Social Sciences”), and the Honors Program in Sociology. In addition, a Minor in Sociology is also available.

General Program in Sociology

Faculty Advisors: Drs. Barnes, Carty, Koch, Mars, Schellenberg, Thomas.
**Prerequisite.** SOC 100.

**Area Options.** One of the two required area options must be in a foreign language.

**Requirements.**

A. SOC 210, 215.

B. Twenty-seven credits in sociology, including at least one course from each of the following seven groups:
   1. SOC 360, 365, 368, 466.
   2. SOC 330, 340.
   3. SOC 270, 375, 470, 474.
   5. SOC 220, 320, 325.
   6. SOC 380, 382, 384.
   7. SOC 302, 303, 399.

C. Nine credits in upper division courses, to be chosen in consultation with the advisor, from the cognate fields of anthropology, economics, history, political science, psychology, and social work.

**Honors Program in Sociology**

*Faculty Advisor: Dr. Marston*

**Area Options.** One of the two required area options must be in a foreign language, as stated in the University Honors Scholar Program.

**Requirements.** A total of 38 credits in sociology:

A. Completion of all requirements for the General Program in Sociology, including SOC 210, 391, and 399. SOC 391 may be substituted for one of the required areas. SOC 2 10 is ordinarily elected in the sophomore year.

B. Completion of a statistics requirement by electing SOC 215, PSY 301, or an equivalent approved by the advisor. Recommended for the sophomore year.

C. SOC 495 and 496, Honors Thesis I and II (4 credits each).

D. Completion of all requirements of the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Sociology Department’s Honors Program. See the departmental honors advisor or the Honors Program Director for this information.

**Minor in Sociology**

**Requirements.**

A. SOC 100.

B. SOC 210 or SOC 215.

C. Fifteen additional credits in sociology including one course from each of five of the following groups:
   2. Industrial Organization: SOC 360, 365, 368, 466.

**Courses in Sociology (SOC)**

### 100. Introduction to Sociology. (3)s.

Study of human groups, with special attention to analysis of contemporary American society. **Graded ABCDD->N.**

### 180. Social Problems. (3)s.

Selected issues which challenge today’s world at various levels of social complexity. Delinquency and crime, segregation, substance abuse, problems of aging, unemployment, poverty, impact of high technology, and international conflict, from a sociological perspective as to their trends, consequences, and commonly proposed solutions. **Graded ABCDD->N.**

### 210. Introduction to Social Research. SOC 100 or ANT/INT 100. (3)s/ar2.

Social research and techniques used in research. Elements of research design, measurement, sampling, interviewing, and use of computers in data analysis.

### 211. Techniques of Social Research. SOC 100 and prior or concurrent election of SOC 210. (1).]

### 215. General Statistics. One college course in mathematics or consent of instructor Some preparation in algebra desirable but not required. (3)ar2.

Techniques and interpretation of statistical measures.

### 220. Social Psychology. SOC 100 and PSY 100. (3)s.

Interaction among individuals in social systems. Concepts of role, attitude, group membership, and culture as determinants of individual actions. Problems of prejudice, mass phenomena, and group efficiency. **Also listed as PSY 227.**

### 270. Race and Ethnic Relations. SOC 100 or ANT 100. (3)s/vi2.

Implications of racial differences, factors affecting prejudice and discrimination, structural aspects of group conflicts, and possibilities of change in American and other societies. **Also listed as AFA 270.**

### 302. History of Social Thought. SOC 100 or ANT 100. (3)s/wc1.

Development of sociological-anthropological theory from its origins to the present. Selected major theorists; readings chosen from original works. **Also listed as ANT 302.**
303. **Contemporary Social Theory. SOC 100 or ANT 100. (3)s.**
Critical review of classical and contemporary social theory; problems concerning nature of sociological and anthropological explanations of society and inequality; significance of theoretical concepts in relationship to practice. Survey and comparison of recently articulated theoretical orientations. Also listed as ANT 303.

316. **Philosophy of Sociology. A course in philosophy and a course in sociology; junior standing; or consent of instructor (3)h.**
Philosophical issues in sociology. Nature of sociology, its goals and methodology; philosophical presuppositions and issues behind some of the controversies in sociological theory. Philosophers and movements that have influenced sociology; some important sociological theories. Also listed as PHL 314.

320. **Sociology of Small Groups. SOC 100. (3)x.**

323. **Statistical Packages. A course or approved background in probability or statistics; admission to the professional program in physical therapy or consent of instructor (2).**
Introduction to collection and interpretation of data utilizing computer technology. Value and utility of statistical tools and computer technology as a technical adjunct for critical inquiry and decision making in research and practice. Also listed as BIO 323 and PTP 323.

325. **Culture and Personality. PSY 100 or SOC 100 or ANT 100. (3)s/cs1.**
Cross-cultural examination of the construction of personhood and relationships between individuals and culture. Critique of psychological interpretations in anthropological texts and of universalizing tendencies in the field of psychology; the basic Freudian model in contrast with models of self in African, Asian, and Native American cultures. Also listed as PSY 361 and ANT 325.

330. **Population Problems. SOC 100. (3)s.**
Social causes and consequences of population structure and change. How variations in fertility, mortality and migration arise, and how they affect society. Illustrations from the United States and a variety of developed and less-developed countries.

340. **Urban Sociology. SOC 100. (3)s/cs1.**
Urban areas from sociological and ecological perspectives. Impact of population and spatial characteristics on subcultures, social interaction, and lifestyle. Consideration of prospects for altering the nature of urban life.

354. **Sociology of the Family. SOC 100. (3)s/vi2.**
The family as a social institution: its place in the social structure; its internal dynamics. Comparative analysis of evolution of modern family patterns in the United States and other societies. Also listed as WGS 354.

359. **The Black Family. SOC 100. (3)s/cs3.**
Sociological and social-psychological analysis of the Black family in America. Impact of changes in race relations and of urbanization on the Black family. Assessment of various stereotypes existing in mass media and in sociological and psychological literatures. Also listed as AFA 359 and WGS 359.

360. **Formal Organizations. SOC 100. (3)s.**
Empirical and theoretical analyses of a variety of complex, formal organizations. Historical development of theories of formal organization and studies of formal organization in modern society. Also listed as PUB 360.

362. **Women and Work. POL 100 or SOC 100 or consent of instructor (3)s.**
Women’s paid employment and job segregation by sex: relation of women’s paid work to women’s family work, nature of women’s jobs and occupations, and a variety of state policies that influence women’s employment (e.g., anti-discrimination law, maternity and parental leave.) White women and women of color in the advanced capitalist economy of the United States. Also listed as POL 331 and WGS 331.

365. **Industrial Sociology. SOC 100. (3)s.**

368. **Sociology of Health and Illness. SOC 100. (3)s.**
Sociological view of health, illness, and the delivery of care. Social and social-psychological factors involved in being ill; social relationships and organizations associated with medical treatment; roles of providers and patients; national health care systems. Also listed as POL 368.

373. **Institutional Racism. SOC 100 or consent of instructor (3)s.**
Racism within the basic institutions of American society. Emphasis on the way institutional racism affects members of various ethnic minorities. Also listed as AFA 373.

375. **Social and Cultural Change. ANT 100 or SOC 100. (3)s.**
Institutions and social change. Emphasis on theories, ideologies, social movements and revolutions. Study of colonialism, economic crisis, peasant struggles, nationalism, indigenous rights, independence movements, and struggles over development and underdevelopment. Also listed as ANT 375.
376. **Sex, Work, and International Capital.** SOC 100 or consent of instructor. (3).

Analysis of significance of women’s labor to international capital. Cross-cultural perspective. Examines social construction of “third world” and “development” and potential as well as limits of these categories in understanding ideological and material conditions of lives of women across race, class and national boundaries in the world of work. Also listed as WGS 3 76.

380. **Sociology of Deviance.** SOC 100. (3)s.

Sociological factors producing deviance; effect of efforts at social control on the course of deviant development; functional significance of deviance in social systems.

381. **Juvenile Delinquency.** SOC 100. (3)s.

Delinquency examined from several different perspectives in sociology, such as deviance theory, social psychology, and social organization. Social institutions dealing with delinquency, including police, courts, and penal system.

384. **Criminology.** SOC 100 or consent of instructor (3)s/vi1.

Criminal behavior in relation to the institutional framework of society. Interaction between criminals, victims, police, and other elements in the system of criminal justice.

391. **Directed Reading/Research in Sociology.** Consent of instructor and junior standing. (1-3).

Directed reading or research study by qualified students under instructor’s supervision. By special arrangement only. Also listed as ANT 391.

399. **Senior Seminar.** Consent of instructor. (3).

Critical review of sociological and anthropological literature, with attention to the interaction of theory and research. Also listed as ANT 399.

452. **Sociology of Education.** At least junior standing, consent of instructor. (1-3).

Critical examination of schools and schooling in American society. Contemporary relationship of education to political, economic, and social structures of society. Alternative perspectives on education. Also listed as EDU 452.

456. **Political Sociology.** SOC 100 and senior standing, or consent of instructor. (3)s.

Issues, debates, and research constituting the sub-discipline of political sociology. General overview of such core concepts as power, interests, and the state; additional topics including processes of state formation in historical and comparative perspective, revolutions and peasant revolts, social movements, the problem of collective action, and the sociology of democratic politics.

457. **The Family in Historical Perspective in Europe and America.** Two courses in history, sociology or related fields, or junior standing. (3)s.

Evolution of the family between 1600 and the present in Europe and America, including peasant family, pre-industrial urban family, wage-earning nuclear family, and contemporary household. Social, economic and demographic factors that influence the forms families have taken, quality of family life, and ideas about the family. Also listed as HIS 457 and WGS 457.

458. **Religion in American Society.** SOC 100 and at least junior standing. (3)s.

Sociological treatment of religion both as a social institution and as a significant factor in behavior and attitudes. Role of religion in social change and significance of religious training and commitment compared to social class position and ethnicity.

462. **Work in American Society.** SOC 100, senior standing; or consent of instructor. (3)s.

Work examined from a macro-structural perspective; its nature, consequences and alternatives. Significance of the political economy and the world system on changing industrial structure, job structure, and labor market structure from a sociological perspective.

466. **Occupations and Professions.** SOC 100 and at least junior standing. (3)s.

Role structure of occupations. How people are recruited into and socialized by their occupations. Theories of work and occupations. Also listed as PUB 466.

470. **Social Stratification.** SOC 100 and at least junior standing. (3)s.

Emergence and perpetuation of social inequalities in societies. Description and assessment of the American class system and effect of class position on life styles and life chances.

471. **Social Movements in America.** Senior standing or consent of instructor. (3)s.

Analysis of social context, goals, internal organization, strategies, and tactics of social movements in American society. Utopias, revolutions, communes, political extremism, civil rights, and student radicalism. Effects of social movements on American society, assessed through sociological literature and anthropological studies, literature, music and films.

474. **Gender and Society.** SOC 100, at least junior standing; or consent of instructor. (3)s.

Nature and causes of sex stratification in society. Cross-cultural regularities in sex role development. Freudian and neo-Freudian perspectives, Marxist perspectives, structural functionalism, and radical feminism. Interpersonal and institutional processes which operate to keep women and men in their place in American society. Alternatives to structured sexual inequality in societies. Also listed as WGS 474.
485. **Sociology of Law.** At least junior standing or consent of instructor (3)s.

Law as a system of social control and a mechanism for conflict resolution within society as it has evolved from mores and folkways. Relationship of law to political, economic and social systems as approached from conflict and traditional perspectives.

495. **Honors Thesis I.** Consent of Department Chair

Open only to Honors Program students in sociology. (4).

Credit and grade for SOC 495 is not given until successful completion of SOC 496. Also listed as HON 495.

496. **Honors Thesis II.** Prior or concurrent election of SOC 495 and consent of Department Chair

Open only to Honors Program students in sociology. (4).

Also listed as HON 496.

**Graduate Courses in Sociology**

545. **Ethnicity in American Society.** Graduate standing. (3).

Not open to students with credit for SOC 445.

558. **Religion in American Society.** Graduate standing, SOC 100. (3).

See SOC 458 for description. Not open to students with credit for SOC 458.

562. **Work in American Society.** Graduate standing, SOC 100 or consent of instructor (3).

See SOC 462 for description. Not open to students with credit for SOC 462.

566. **Occupations and Professions.** Graduate standing, SOC 100. (3).

Role structure occupations. How people are recruited into and socialized by their occupations. Theories of work and occupations. Not open to students who have completed PUB/SOC 466. Also listed as PUB 572.

569. **Sociology of Education.** Graduate standing, SOC 100 or consent of instructor (3).

See SOC 452 for description. Not open to students with credit for EDU/SOC 452. Also listed as EDU 569.

570. **Social Stratification.** Graduate standing, SOC 100. (3).

See SOC 410 for description. Not open to students with credit for SOC 470.

571. **Social Movements in America.** Graduate standing. (3).

See SOC 411 for description. Not open to students with credit for SOC 471.

574. **Gender and Society.** Graduate standing, SOC 100 or consent of instructor (3).

See SOC 414 for description. Not open to students with credit for SOC/WGS 474. Also listed as WGS 574.

585. **Sociology of Law.** Graduate standing. (3).

See SOC 485 for description. Not open to students with credit for SOC 485.

**Special Concentration**

The Special Concentration, leading to the Bachelor of Arts degree, allows students to follow a program of study not provided within existing concentrations. It may not be a minor variation of an existing program.

Students are expected to take the initiative. They must have ready for approval before the end of the sophomore year a tentative program of study and a rationale which includes a student’s specific education objectives. The rationale should describe how it will be determined that these objectives will be met (portfolio, internship, research, major paper). The program of study and rationale must be endorsed by a board of study composed of professorial members of the faculty, one from each of the three subject areas from which the greatest number of credits will be elected, and one from a discipline clearly outside the general area of the program. Both the program and the names proposed for the board of study must be approved by the Curriculum Committee.

**Area Options.** One of the two required area options must be in a foreign language.

**Requirements.** The normal requirements for graduation with the degree of Bachelor of Arts, stated elsewhere in this Catalog, must be met.

**Substance Abuse Treatment**

See Social Work.

**Theatre (THE)**

238 David M. French Hall
(810) 762-3230

Chair: Lauren Friesen

Principal Secretaries: Linda Letts, Ann Niemann

Associate Professors Lauren Friesen, Carolyn M. Gillespie; Assistant Professors Mitch Baker, Kimberly Jones, Gerry Schooler, Bert Scott; Technical Director Doug Mueller; Costume Shop Supervisor Laurie L. Danforth.

A concentration in theatre introduces students to all aspects of theatre art and permits students to specialize in
those areas of theatre study which are of primary concern to them. Students are prepared for further study on the graduate or conservatory level. Courses of value to the general student population, such as those in dramatic literature, introduction to the theatre, and public address, are also offered through the Theatre and Dance Department.

Both full scale and studio theatrical productions are staged each year. All students of the University of Michigan-Flint are cordially invited to participate in these productions.

The Theatre and Dance Department offers a variety of scholarship opportunities designed to attract and retain students of exceptional talent and promise. They include the Brian McDonald Theatre Scholarship, the Carl and Sarah Morgan Theatre Scholarship and the Theatre and Dance Scholarship Program. Friends of the Theatre, the Chancellor, and our production program support these scholarship opportunities.

Programs in Theatre

Four concentration programs are offered: the General Program in Theatre (Bachelor of Arts), the Honors Program in Theatre (Bachelor of Arts), the Program in Performance (Bachelor of Fine Arts), and the Teacher’s Certificate Program in Speech (Bachelor of Arts). Minors in Theatre, Music Theatre and a Teacher’s Certificate Minor in Speech are also available.

General Program in Theatre (Bachelor of Arts)

Area Options. One of the two required area options must be in a foreign language.

Requirements. Completion of the graduation requirements for the Bachelor of Arts degree, including two area options and the general education requirements in English composition, natural sciences, social sciences, humanities, and fine arts. A total of 40 credits distributed as described in one of the following five options.

Option 1. General Program in Theatre

B. Performance. THE 221, 230, 339 (8 credits).
C. Design. THE/ART 271 (3 credits).
D. Technology. THE 214, 215, 216 (9 credits).
E. Directing. THE 320 (3 credits).
F. THE 425, Senior Seminar (1 credit).
G. Theatre Practica. THE 120, 121, 122, 126 (4 credits, minimum of 2 credits in area related to elected tech field).

H. At least 33 credits in courses numbered 300 or above.
I. Participation in at least one major production a year.

Option 2. General Program in Theatre: Literature/History Emphasis

B. Performance. THE 221, 230 (5 credits).
C. Design. THE/ART 271 (3 credits).
E. Directing. THE 320 (3 credits).
F. THE 425, Senior Seminar (1 credit).
G. Theatre Practica. THE 120, 121, 122, 126 (4 credits, minimum of 2 credits in area related to elected tech field).

Option 3. General Program in Theatre: Design and Technology Emphasis

A. Theatre History & Literature (9 credits) THE 150, 300, 301 (9 credits).
B. Performance. THE 221, 230 (5 credits).
D. Directing. THE 320 (3 credits).
E. THE 425, Senior Seminar (1 credit).
F. Theatre elective (3 credits).
G. Theatre Practica. THE 120, 121, 122 (4 credits in 3 areas).
H. At least 33 credits in courses numbered 300 or above.
I. Participation in at least one major production a year.

Option 4. General Program in Theatre. Performance Emphasis

A. Theatre History & Literature. THE 150, 300, 301 (9 credits).
C. Design. THE/ART 271 (3 credits).
E. Directing. THE 320 (3 credits).
F. THE 425, Senior Seminar (1 credit).
G. Theatre Practica. THE 120, 121, 122 (2 credits in area related to elected tech field).
H. At least 33 credits in courses numbered 300 or above.
I. Participation in at least one major production a year.

Option 5. General Program in Theatre. Dance Emphasis

A. Theatre History & Literature. THE 150, 300, 301; DAN 100 or 300 (12 credits).
B. Performance. THE 221, 230 (5 credits); six additional credits from: DAN 116, 117, 118, 120, 121, 130, 131, 132, 140, 141; four additional credits from DAN 200 or 300-level DAN courses.
C. Design. THE/ART 271 (3 credits).
F. THE 425, Senior Seminar (1 credit).
G. Theatre Practica. THE 120, 121, 122, 123 (3 credits in 2 areas).
H. At least 33 credits in courses numbered 300 or above.
I. Participation in at least one major production a year.

Honors Program in Theatre
(Bachelor of Arts)

Area Options. One of the two required area options must be in a Foreign Language, as stated in the University Honor Scholar Program.

Requirements.
A. Completion of all the graduation requirements for the General Program in Theatre.
B. THE 391, for 1 credit, to be taken in the first semester of the junior year in conjunction with one of the following courses: THE 300, 301, 302, 303, 405.
C. One upper-level course from: THE 300, 301, 302, 303, 405.
D. THE 393, Honors Independent Study, in the second semester of the junior year.
E. THE 495 and 496, Honors Thesis I and II (4 credits each).
F. Completion of all requirements for the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above, as well as the particular procedures for acceptance into the Theatre Department’s Honors Program. See the Departmental Honors Advisor or the Honors Program Director for this information.

Program in Performance
(Bachelor of Fine Arts)

The BFA in performance prepares students who are serious, dedicated and gifted for a career in the performing arts. The program is designed to foster the skills and knowledge commensurate with the demands of a life in the theatre. The purpose of the concentration is to develop individual performers equipped to enter the professional arena and to prepare students for further study on the graduate or conservatory level. Admission to the BFA program is by audition after students have completed between 30 and 60 credit hours.

Area Options. One of the two required area options must be in a foreign language.

Requirements. Completion of 126 credit hours and the graduation requirements for the Bachelor of Arts degree, including two area options and the general education requirements in English composition, natural sciences, social sciences, humanities, and fine arts. At least 70 credits in theatre distributed as follows:
A. Acting Sequence (20 credits). THE 230, 339 (elect ed three times), 345, 352. THE 230 and 339 must be taken in sequence during the freshman and sophomore years. The balance of the acting class sequence may be taken in any order.
C. Theatre History (9 credits). THE 300, 301, 302.
E. Directing (3 credits). THE 320.
F. Theatre Practicum (7 credits in four areas on mainstage productions). THE 120, 121, 122, 123.
G. Electives. Six additional credits in Theatre.
H. A total of six credits in Dance from: DAN 116, 117, 120, 121, 130, 131, 140, 141, 200.
I. At least 33 credits taken in courses numbered 300 and above.

In addition, the BFA candidate must audition for and be available to be cast in all four mainstage productions mounted each year by the Theatre and Dance Department. Each BFA candidate is reviewed by the Theatre faculty in audition/interviews at the end of each semester. The BFA candidate is also responsible for completing a reading list (available from the Theatre faculty) by the last semester of the senior year.

Teacher’s Certificate Program in Speech
(Bachelor of Arts)

Faculty Advisors: See Carolyn Gillespie in Theatre.

Area Options. One of the two required area options must be in a foreign language.

Requirements. Forty credits, distributed as follows:
A. Core courses (26 credits). COM 200, 281, 332; COM/THE 204, 210; THE 221, 320; THE/ART 271; THE/EDU 368.
B. Ethics and law (3 credits). COM 301 or 331.
C. Diversity (3 credits). COM 381 or COM/LIN 284 or THE/WGS 350.
F. Additional courses in Theatre and/or Communication recommended.

Prospective candidates should also study the sections entitled “General Requirements for Teacher Certification” and “Secondary Education Teacher’s Certificate Programs,” printed in the Department of Education section of this Catalog.

Minor in Theatre

Requirements. Twenty-one credits distributed as follows:

B. THE 150, 221, 230, 271, 320 (14 credits).
C. One from: THE 120, 121, 122, 123 (1 credit).
D. Three additional credits from the BA curriculum.

Minor in Music Theatre

See Music.

Teacher’s Certificate Minor in Speech

Requirements. Twenty-five credits distributed as follows:

A. Core courses (15 credits). COM 200, 332; COM/THE 204, 210; THE 320.

Courses in Theatre (THE)

100. Introduction to the Theatre. (3)f.

Exploration of the theatre as a worldwide cultural phenomenon; the collaborative nature of the theatre as a contemporary art form. Non-technical investigations into the work of playwrights, actors, directors, designers, and the processes by which the written text is transformed into an experience to be shared by a live audience. May include interactive strategies and group projects in addition to lecture/discussions, and may require attendance at theatre productions.

110. Theatre Practicum: Lighting/Sound/Management. Consent of instructor. Open to non-theatre majors only. (1)f.

Participation in a Theatre Department mainstage production in the areas of lighting, sound, or stage management. May be repeated to a maximum of three credits. Graded Pass/Fail.

111. Theatre Practicum: Scenery/Properties. Consent of instructor Open to non-theatre majors only. (1)f.

Participation in a Theatre Department mainstage production in the areas of scenery or props. May be repeated to a maximum of three credits. Graded Pass/Fail.

112. Theatre Practicum: Costume/Makeup. Consent of instructor Open to non-theatre majors only. (1)f.

Participation in a Theatre Department mainstage production in the areas of costuming or makeup. May be repeated to a maximum of three credits. Graded Pass/Fail.

113. Theatre Practicum: Performance. Consent of instructor Open to non-theatre majors only. (1)f.

Participation in a Theatre Department mainstage production in the area of performance. May be repeated to a maximum of three credits.

120. Technical Practicum: Lighting/Sound/Management. Prior or concurrent election of THE 216. Open to theatre majors only. (1)f.

Participation in a Theatre Department mainstage production in the areas of lighting, sound, or stage management. May be repeated to a maximum of three credits.

121. Technical Practicum: Scenery/Properties. Open to theatre majors only. Prior or concurrent election of THE 215. (1)f.

Participation in a Theatre Department mainstage production in the areas of scenery or props. May be repeated to a maximum of three credits.

122. Technical Practicum: Costume/Makeup. Open to Theatre majors only. Prior or concurrent election of THE 214. (1)f.

Participation in a Theatre Department mainstage production in the areas of costuming or makeup. May be repeated to a maximum of three credits.

123. Theatre Practicum: Performance. Open to Theatre majors only. THE 230, 339; or consent of instructor (1)f.

Participation in a Theatre Department mainstage production in the area of performance. May be repeated to a maximum of three credits.

150. Drama as Performance. (3)h.

Performance lies at the heart of dramatic literature. This course combines traditional forms of literary analysis with informal, in-class student readings to develop a critical and imaginative appreciation of drama. No special expertise in acting required, but employs performance as means of understanding
the text. Material is drawn from a wide range of periods, styles and cultures.

204. Fundamentals of Debate and Forensics. (3).
Theories, structure and skills of debate and forensics. Research, library and note-taking skills. Practice of competitive speaking skills and of research and oratorical skills as applied to National Competitive Intercollegiate Debate and Forensics. National debate topics and Michigan Intercollegiate Speech League activities. Students demonstrate abilities in classroom debates and in forensics activities. Also listed as COM 204.

210. Introduction to Public Speaking. (3).
Practical introduction to public speaking, exploring its basic tenets through speeches given in the classroom. Also listed as COM 210.

213. Oral Interpretation of Literature. (3)f.
Oral communication of prose and poetry. Analysis of texts, methods of meeting problems inherent in their presentation, group and individual reading before the class, criticism, and possible public performance. Also listed as COM 213.

214. Stage Costuming. (3)f.
Introduction to methods and materials of costume construction.

215. Stagecraft. (3)f.
Introduction to materials and methods of scenery and property construction, including metalworking, painting and rigging.

216. (202). Stage Lighting, Sound and Management. (3)f.
Introduction to theory and mechanics of lighting and sound for the stage; management techniques necessary in mounting a stage performance.

221. Acting: Voice and Movement. (2)f.
Designed to expand the physical and vocal imagination, promote spontaneity demand self-extension, break patterns, tap dormant resources, and generate relaxation, self-confidence and trust. Understanding the body and voice through the principles and theories of Alexander, Linklater, Laban, Skinner, Lessac, and others. Lecture and laboratory.

225. Acting for Non-Majors. (3)f.
Exploration of play through theatre games, exercises, and creative problem solving. Investigating the nature of play, how it shapes creative expression, frees the imagination to enhance group interactions and stimulates the flow of fresh ideas. Readings, text study, rehearsal outside of class time. Intended for non-theatre majors. Lecture and laboratory.

230. Acting I: Introduction to Acting. Theatre concentration or consent of instructor; THE 221. (3)f.
Introduction to the process of acting through movement, games, improvisation, monologues and scene work designed to free the actor vocally, physically and emotionally. Fundamentals of text analysis and rehearsal technique. Reading, projects and rehearsals outside of class time. Lecture and laboratory.

Examination of the development of African American theatre from Ante-Bellum to the 1950’s. Important classical plays and playwrights; exploration of African aesthetics; the function of theatre and art in the African world and in African American culture. Students participate in serious analysis of theatre produced and performed by African people primarily in the U.S. Attendance at performances may be required. Also listed as AFA 239.

240. Music and the Theatre. (3)h.
Use of music in theatrical production; major emphasis on the period from the seventeenth century to the present. Music performed in lyric theatre, opera, operetta, music halls, minstrelsy, the American musical, and films. Theatrical history and musical heritage. Also listed as MUS 240.

241. Modernism. At least sophomore standing. (3)h.
Emergence of the modern movement in theatre and art from the end of the 19th century to the present, and the aesthetic characteristics shared by each. Also listed as ART 241.

Contemporary Black dramas and dramatists in America since 1950, and the production of Black theatre in America today. First segment includes literature, sociology, mythology, and music behind the plays studied. Theatre segment considers the operation and recent flourishing of Black theatre in America. Attendance at performances and participation in performance activities may be required. Also listed as AFA 242.

251. (250). Fundamentals of Stage Makeup. (2)f.
Theory and practice of both two and three dimensional character makeup for the theatre. Lecture and laboratory. Also listed as ART 251.

252. Two-Dimensional Computer Art. ART 141 or consent of instructor: (3)f.
Introduction to digital graphic design fundamentals and use of computer software in studio practice. Survey of major computer graphics software programs, including page layout, vector drawing, animation, and bit-map imaging. Also listed as ART 252 and COM 252.

271. Introduction to Theatre Design. (3)f.
Introduction to basic elements of design and application of these elements to theatrical design. Emphasis on interpreting dramatic text and communicating ideas visually. Also listed as ART 271.
372. Film Genre. (3)f.
Examination of a selected film genre (the gangster film, the western, science fiction, war films, Film Noir, etc.) or selected topical focus. Viewing, discussion and writing about film. Class time may be extended to accommodate screenings.

275. (175). Clothing in Western Culture. (3)h.
Historical examination of fashion and clothing of Western culture as a reflection of social mores, gender roles, and political and economic events from Egyptian times to the present. Also listed as WGS 275.

300. History of Western Theatre I. ENG 112 and at least sophomore standing. (3)h/wc1.
The theatre as an institution; the drama, methods, conventions, and physical conditions of the stage as drama’s medium. Characteristic types of plays, theatre buildings, theatre organization and management, stage and scenic production, and acting examined in their contemporary philosophical, political and social settings; antiquity to the Renaissance. Lecture/lab.

301. History of Western Theatre II. ENG 112 and at least sophomore standing. (3)h/wc1.
Continuation of THE 300. Lecture/lab.

302. Modern Theatre History. ENG 112 and at least sophomore standing. (3)h.
History of the modern theatre, from 1875 to the present. Continuation of THE 301.

303. United States Theatre History. HIS 221 or consent of instructor (3)h/cs3.
Examination of performance in the United States as an attempt to forge an “American” identity as part of political, national, cultural, social, esthetic and economic developments. Also listed as HIS 323.

304. Advanced Public Speaking. COM 204 or 210; or consent of instructor (3)f.
Advanced communication theory related to public speaking with a special emphasis on persuasion theory. Advanced delivery and presentation techniques applied to a variety of settings. Also listed as COM 304.

311. Summer Theatre Practicum. Consent of instructor (3)f.
Students working in summer stock companies in performance, technical or design position may apply for credit by securing a department coordinator and an on-site supervisor.

320. Introduction to Directing: Principles. At least junior standing and THE 230, 339; or consent of instructor: (3)f.
Examination of the principles underlying the art of directing: script analysis, staging, audition, and rehearsal techniques. Beginning scene work. Lecture and laboratory.

331. Voice and Diction. THE 221. (2)f.
Theories and practice designed to equip the student with proper speech for the American stage through a fundamental understanding of phonetics and articulation. Lecture and laboratory.

333. Movement for the Theatre. THE 221. (2)f.
Fundamentals of theatre movement; may focus on some or all of the following areas: circus skills, stage combat, fencing, mime, tumbling, juggling, masks, martial arts, Greek choral movement. Lecture and laboratory. May be repeated once for credit. Each election must emphasize a different topic. Also listed as DAN 333.

Movement and vocal production for music theatre. Basic modes of show dance including ballet, tap, jazz, clogging, and adagio partnering. Speech level singing, song as monologue, and musical analysis. Examination of rehearsal and audition techniques. Culminates in scene study and performance. May be repeated to a total of 9 credits. Also listed as MUS 334.

336. Creative Learning. EDU 301-303 or consent of instructor (3).
Creative activities for early childhood, elementary, and middle school children through the integration of art, music, play and drama. Techniques of planning, presenting, and evaluating creative learning experiences for the classroom. Also listed as EDU 336 and MUS 336.

338. Dialects for the Stage. THE 221, 230, 331. (2)f.
Exercises, projects, drills, and scene study designed to equip the actor with clear, articulate command of the major regional and foreign stage dialects. Lecture and laboratory.

339. Actor’s Studio. THE 221, 230; or consent of instructor (3)f.
Scene study in modern and contemporary texts tailored to meet the needs of individual actors. Lecture and laboratory. Reading and rehearsals outside class time. May be repeated to a total of 9 credits.

345. Classical Styles Workshop. THE 221, 230, 339; or consent of instructor (3)f.
Team taught by performance and design faculty. Major stylistic periods from a social context which dictates fashion, movement and acting styles. Rehearsal and performance techniques culminate in period scene study. Lecture and laboratory. Prior or concurrent enrollment in THE 331 recommended but not required.

350. Screened: Sex and Gender in the Theatre. ENG 112. (3)h.
Examination of the manner in which theatrical works reflect, re-enforce, challenge and re-vision sex and
gender roles in a variety of periods and cultures. Topics include: the politics of re-presentation, the theatrical tradition of cross-dressing, performance art, and the relationship of theatre art to pornography and voyeurism. Also listed as WGS 350.

351. **Improvisation for the Theatre.** THE 221, 230. (3).
Techniques of improvisation explored in exercises, theatre games, scenes, and projects. Lecture and laboratory.

352. **Scene Study: Shakespeare.** THE 221, 230, 339; or consent of instructor (3).f.
Scenes, monologues, sonnets, verse study (scansion, music, imagery, diction, rhetoric), historical research. Lecture and laboratory.

368. **Teaching Speech in Middle and Secondary Schools.** Prior or concurrent election of EDU 303. (3).
Methods, materials and objectives of speech education in middle and secondary schools; modern trends in instruction; problems and procedures in teaching and directing theatre, debate, discussion, and other speech activities. Scheduled for the winter of odd-numbered years. Also listed as COM 368 and EDU 368.

370. **Costume Design for the Theatre.** THE 271 or consent of instructor (3).f.
Application of theories and techniques of costume design to specific problems of the play. Student produces renderings for costume designs using various media. Lecture and laboratory. Also listed as ART 380.

372. **Philosophy in Film and Literature.** One course in philosophy. (3) h/vi2.
Work of such directors as Ford, Huston and Curtiz within the genres of the western, film noir, and "tough" investigative thriller; the manner in which these and other filmmakers worked within and against the conventions of these forms to help destroy the polarity between art and entertainment. Ways in which visually dissimilar genres are intimately related philosophically; philosophical issues regarding gender. Tragedy and comedy in Kafka and in several cinematic works. Also listed as PHL 372.

380. **Scene Design for the Theatre.** THE 271 or consent of instructor (3).f.
Three-dimensional design for the stage. Design and execution of three-dimensional scale models, scenic renderings appropriate to the play. Use of various media. Lecture and laboratory. Also listed as ART 380.

385. **Lighting Design for the Theatre.** THE 216, 271; or consent of instructor (3).f.
Advanced course in the theories and aesthetics of lighting design for theatre, opera and dance. Emphasis on lighting as a theatrical art form, and the method of executing this vision successfully. Lecture and laboratory.

390. **Playwriting.** Consent of instructor. (3).f.
Principles and practice of modern dramatic composition. Group analysis of characterization, story, plot structure, dialogue, and other dramaturgical elements in the one-act play. Also listed as ENG 309.

391. **Directed Reading.** To be arranged. (1-3).

392. **Collective Playwrights Workshop.** Consent of instructor and THE 230. (3).f
Improvational techniques, exercises and scenes, culminating in the performance of a script developed by the class through improvisation. Lecture and laboratory.

393. **Honors Independent Study.** Open only to Honors Students in Theatre. (3).
Independent study in preparation for senior honors thesis.

399. **Special Projects in Theatre.** To be arranged. (1-3).
Supervised work in any of the performance or design/technical areas. Projects tailored to the academic or aesthetic requirements of the student and, where applicable, to the cooperating external agency.

401. **Seminar in Acting Auditions.** Consent of instructor and a lower-level course appropriate to the area elected. (1-3).f.

402. **Seminar in Acting Classics.** Consent of instructor and a lower-level course appropriate to the area elected. (1-3).f.

403. **Seminar in Theatre History.** Consent of instructor and a lower-level course appropriate to the area elected. (1-3).f.

404. **Seminar in Scene Design.** Consent of instructor and a lower-level course appropriate to the area elected. (1-3).f.

406. **Seminar in Directing.** Consent of instructor and a lower-level course appropriate to the area elected. (1-3).

407. **Seminar in Oral Interpretation.** Consent of instructor and a lower-level course appropriate to the area elected. (1-3).f. Also listed as COM 407.

408. **Seminar in Lighting Design.** Consent of instructor and a lower-level course appropriate to the area elected. (1-3).f.

409. **Seminar in Major Theatrical Figures and Associated Styles.** Consent of instructor and a lower-level course appropriate to the area elected. (1-3).f.
Seminar in Dialects. Consent of instructor and a lower-level course appropriate to the area elected. (1-3) f.

411. Special Projects in Acting. Consent of instructor and a lower-level course appropriate to the area elected. (1-3) f.

412. Special Projects in Theatre History. Consent of instructor and a lower-level course appropriate to the area elected. (1-3) f.

413. Special Projects in Scene Design. Consent of instructor and a lower-level course appropriate to the area elected. (1-3) f.

414. Special Projects in Costume Design. Consent of instructor and a lower-level course appropriate to the area elected. (1-3) f.

415. Special Projects in Directing. Consent of instructor and a lower-level course appropriate to the area elected. (1-3) f.

416. Special Projects in Oral Presentation. Consent of instructor and a lower-level course appropriate to the area elected. (1-3) f.

Also listed as COM 416.

417. Special Projects in Lighting Design. Consent of instructor and a lower-level course appropriate to the area elected. (1-3) f.

418. Special Projects in Improvisational Performance. Consent of instructor and a lower-level course appropriate to the area elected. (1-3) f.

419. Seminar in Costume Design. Consent of instructor and a lower-level course appropriate to the area elected. (1-3) f.

420. Directing II: Practice. THE 320 or consent of instructor (4) f.

Scene work culminating in a public performance of a final directing project. Lecture and laboratory.

425. Senior Seminar. Senior standing; Theatre major or minor (3) f.

Portfolio, resume, audition and interview preparation for students entering the job market.

430. Opera Workshop. Junior/senior standing and consent of instructor; concurrent election of MUS 151, 152, 251, 252, 351, 352, or 451. (1) f.

Study of opera through live performance of acts, scenes, or segments of standard operatic repertoire. Also listed as MUS 430.

434. American Drama. At least junior standing, a 300-level course in literature or theatre history; or consent of instructor (3) h.

Development of American Drama with attention to literary and theatrical elements, including historical and cultural influences and theatrical conventions. Emphasis on major playwrights and movements, marginal voices, and the relationship of popular entertainment to serious drama. Also listed as ENG 434.

449. Folklore and Storytelling. At least junior standing. (3).

A study of folklore and its relationship to the storytelling process. Emphasis on techniques of preparing and telling stories. Course involves attendance at the Michigan Storytellers’ Festival. Also listed as EDU 449.

495. Honors Thesis I. THE 393 and consent of Theatre Department. Open only to Honors Students in theatre. (4).

Credit and grade for THE 495 is not given until successful completion of THE 496. Also listed as HON 495.

496. Honors Thesis II. Prior or concurrent election of THE 495 and consent of Theatre Department. Open only to Honors Students in theatre. (4).

Also listed as HON 496.

Graduate Courses in Theatre

505. American’s Contribution to Theatre. Graduate standing. THE 303 or consent of instructor (3).

Not open to students with credit for THE 405.

534. American Drama. Graduate standing, a 300-level course in literature or theatre history; or consent of instructor (3).

See THE 434 for description. Not open to students with credit for ENG/THE 434. Also listed as ENG 534.

549. Folklore and Storytelling. Graduate standing. (3).

See THE 449 for description. Not open to students with credit for EDU/THE 449. Also listed as EDU 549.

Women’s and Gender Studies (WGS)

540 F David M. French Hall
(810) 766-6883

Director: Judy Rosenthal

Program faculty: Ananthakrishnan Aiyer (ANT), Jennifer Alvey (ANT), Jami Anderson (PHL), Bob Barnett (EDU), Jan Bernstein (ENG), Jacob Blumner (ENG), Carolyn Campbell (AAS), Linda Carty (SOC), Nora Faires (HIS), Mary Jo Finney (EDU), Jan Furman (ENG), Susan Gano-Phillips (PSY), Gilbert Gee (HCR), Carolyn Gillespie (THE), Kazuko Hiramatsu (LIN), Adam Lutzker (ECN), Peggy Kahn (POL), Mary Jo Kietzman (ENG), Mary B. Killeen (NUR), Brenda Knaack (NUR), Suha Kridli (NUR), Mari-anne McGrath (PSY), Derwin Munroe (POL), Adele Newson (AFA), Teddy Robertson (HIS), Lois Rosen (ENG), Judy Rosenthal (ANT), Amy Sarch (COM),
Beverly Smith (ANT), Traki Taylor (EDU), Catherine Villanueva-Gardner (PHL), Sapna Vyas (EDU), Chris Waters (ART), Kathleen Woehrle (SWK), Jan Worth (ENG), Jackie Zeff (ENG).

Programs in Women’s and Gender Studies

A Minor in Women’s and Gender Studies is available.

Minor in Women’s and Gender Studies

The Women’s and Gender Studies minor has two main aims: to analyze the historical and contemporary experience of women and to examine how women’s and men’s lives have been structured culturally, economically, politically and socially. Courses in the minor are concerned with the changing nature and relationship of what society considers “feminine” and “masculine.” Women’s and gender studies also recognize differences among women and men on the basis of class, race, ethnic identity and sexual orientation.

The Women’s and Gender Studies minor is interdisciplinary. It draws on recent scholarship in many fields. This work demonstrates that traditional scholarship has neglected both the study of women’s agency and creativity and the analysis of women’s oppression. Women’s and gender studies enrich existing disciplines by correcting these omissions and bringing new perspectives to bear.

Systematic knowledge of women’s rich and varied traditions and of social structures affecting women and men should help students act more thoughtfully and vigorously in their public and personal lives. The insights and experiences that students bring to these courses constitute an important contribution to this developing body of knowledge.

Women’s and gender studies provide a strong foundation for students wishing to undertake work in such areas as education and teaching, medicine and health services, law and politics, personnel and affirmative action, social work and social services, union and community organizing, and writing and the performing arts.

Requirements. Twenty-one credits distributed as follows:

A. Core Courses (9 credits).
WGS 200, 399; SOC/WGS 474.

B. Courses with focus on women of color or non-Western women (3-9 credits).
AFA/SOC/WGS 359; ANT/WGS 378; SOC/WGS 376.

C. Additional electives (3-9 credits).
AFA/WGS 401, 402; ANT 359/WGS 358; ART/WGS 410; COM/LIN/WGS 284; EDU/WGS 440; ENG/WGS 228, 337; HIS/WGS 250, 370, 371; HIS 457/SOC 357/WGS 457; PHL/WGS 264; POL 331/SOC 362/WGS 331; PSY/WGS 363; SOC/WGS 354; THE/WGS 175, 350. ENG 298 and 299 also may be taken as electives when offered on themes of women’s writing.

Courses in Women’s and Gender Studies (WGS)

167. Race, Gender and Sexuality. (3)h/vi2.
Critical analysis of theories of race, gender, sexual identity. Gender and sex roles; racism, sexism and hetero-sexism; concepts of beauty; racial and sexual stereotypes; social issues such as affirmative action, violence, racial and sexual harassment, pornography. Also listed as PHL 167.

200. Introduction to Women’s Studies. (3)cs3.
Introduction to the field of women’s studies and to scholarly and other writing about women’s lives and gender as a social structure and process. Examination of the feminist reconstruction of knowledge; differences among women based upon race/ethnicity, class, sexual orientation; cultural representation of women; divisions of labor based upon gender and race; politics of women’s personal lives; women’s activism. Focus upon women in the U.S.

Overview of the major genres, publishing activities, goals and concerns of female writers from the Anglophone, Francophone and Dutch Caribbean. The Caribbean Women Writers’ Project; the ways in which anticolonial discourse, issues of exile and sanctuary, and revisions of the literary tradition of the Caribbean are manifested in their literature. Also listed as AFA 216.

Survey of literature by women from Africa, the Caribbean, North America, and Europe. Focus on the works and experiences of writers and the genres that shaped their experiences. Selected works from genres such as the Buildungsroman, the mature novel, drama, and/or non-fictional prose. Also listed as AFA 218.

228. Women and Literature. Prior or concurrent election of ENG 112. (3)h/vi2.
Study of writing by women in order to explore the concerns of women writers, recurrent themes in their work, and feminist approaches to literature. Readings include historically important works by women as well as contemporary literature. Also listed as ENG 228.

250. The History of American Women. At least sophomore standing. (3)s/cs3.
Examination of the evolution of women’s experience in the United States from 1600 to the present, paying particular attention to the economic, reproductive and sexual, familial, and communal roles; participation in public life; and the means by which women have expressed their culture. Also listed as HIS 250.
264. Introduction to Feminist Theory. At least sophomore standing. (3)h/vi2.

Introduction to some of the main perspectives in feminist thought, including liberal feminism, Marxist feminism, radical feminism, socialist feminism. Application of these theories to one or more social issues of particular interest to feminists, such as affirmative action, procreative freedom, motherhood. Also listed as PHIL 264.

275. (175). Clothing in Western Culture. (3)h.

Historical examination of fashion and clothing of Western culture as a reflection of social mores, gender roles, and political and economic events from Egyptian times to the present. Also listed as THE 275.

284. Gender and Communication. At least sophomore standing. (3)s.

Analysis of gender/communication issues, including how women and men use language differently, how women and men are portrayed in language, and how language reflects and recreates social reality. Also listed as COM 284 and LIN 284.

331. Women and Work. POL 100 or SOC 100, or consent of instructor. (3)s.

Women’s paid employment and job segregation by sex: relation of women’s paid work to women’s family work, nature of women’s jobs and occupations, and a variety of state policies that influence women’s employment (e.g. anti-discrimination law, maternity and parental leave). White women and women of color in the advanced capitalist economy of the United States. Also listed as POL 331 and SOC 362.

337. Topics in Women’s Literature. Sophomore course in literature or consent of instructor. (3)h/vi2.

Intensive study of the concerns and achievements of selected women writers as they explore a common theme, genre, or question. Topics may vary (e.g. Life Writings, Portrait of the Artist as a Young Woman, Marriage and the Novel). May be elected twice. Also listed as ENG 337.

350. Scripted: Sex and Gender in the Theatre. ENG 112. (3)h.

Examination of the manner in which theatrical works reflect, re-enforce, challenge and re-vision sex and gender roles in a variety of periods and cultures. Topics include: the politics of re-presentation, the theatrical tradition of cross-dressing, performance art, and the relationship of theatre art to pornography and voyeurism. Also listed as THE 350.

354. Sociology of the Family. SOC 100. (3)s/vi2.

The family as a social institution: its place in the social structure; its internal dynamics. Comparative analysis of evolution of modern family patterns in the United States and other societies. Also listed as SOC 354.

359. The Black Family. SOC 100. (3)s/cs3.

Sociological and social-psychological analysis of the Black family in America. Impact of changes in race relations and of urbanization on the Black family. Assessment of various stereotypes existing in mass media and in sociological and psychological literatures. Also listed as AFA 359 and SOC 359.

363. Psychology of Gender. One of: PSY 227, 237, 326, 336, 345. (3)s.

Psychological, sociological, and cultural factors influencing the development of gender roles and gender differences in cognition, social behavior, personality and motivation. Family and work conflicts and changing gender roles in contemporary American society; similarities of both sexes in these areas. Also listed as PSY 363.

370. Women in Western Societies. HIS 111, 113; or consent of instructor (3)s.

Women in Europe since the seventeenth century; ways in which historical process is illuminated by questions of gender. Women’s role in high and low culture, in elite and laboring society, since early modern times, and how the great events and large-scale changes of history affected women’s lives and gender relations. Women in a variety of societies from Russia to Spain. Also listed as HIS 370.

371. Family, Sex and Marriage in Early Modern Europe. A course in world/western civilizations, junior standing; or consent of instructor (3)s.

Changing notions of family, sexuality, marriage and gender between the Renaissance and the Industrial Revolution. Life cycles of early modern people; differences due to class, nationality, ethnicity; ways gender relations shaped pre-modern notions of society and power. Also listed as HIS 371.

376. Sex, Work, and International Capital. SOC 100 or consent of instructor: (3).

Analysis of significance of women’s labor to international capital. Cross-cultural perspective. Examines social construction of “third world” and “development” and potential as well as limits of these categories in understanding ideological and material conditions of lives of women across race, class and national boundaries in the world of work. Also listed as SOC 376.

378. Sex and Gender in Cross-Cultural Perspective. ANT 100. (3)s/cs2.

Comparison of gender divisions in various societies; social roles of men, women and other categories. African, Asian, and Native American conceptualizations of gender, in comparison with data from Western cultures. Cultural construction of femaleness, maleness, and sexual behaviors and their relationships (or lack of relationship) to gender stereotypes. Also listed as ANT 378.
391. Directed Reading in Women’s and Gender Studies. Consent of instructor. (1-4).

Directed for students wishing to explore particular interests, including community-based projects in women’s and gender studies, not available through other courses. May be reelected to a total of 6 credits.

399. Seminar in Women’s and Gender Studies. WGS 200 and SOC 474, or two other 300-level courses in Women’s and Gender Studies. (3).

Advanced seminar engaging students in reading of key texts and development of individual projects within a broadly defined thematic area central to women’s and gender studies. Capstone course for the Women’s and Gender Studies Program.

410. Women as Artists. At least junior standing. (3h).

History of the art produced by women artists, from 1550 to the present. Topics include the historical slighting of women artists, feminist imagery, politics and contemporary feminist criticism. Figures include Gentileschi, Vigee-Lebrun, Kauffman, O’Keefe, Cassatt, Chicago, and Nevelson. Also listed as ART 410.

440. Girls, Culture, and Education. At least junior standing. (3).

Interdisciplinary introduction to empirical research and critical inquiry on the education of girls in the U.S. Study of contemporary educational thought on the gendered social and cultural context of schooling. Also listed as EDU 440.

457. The Family in Historical Perspective in Europe and America. At least sophomore standing. (3s).

Evolution of the family between 1600 and the present in Europe and America, including the peasant family, pre-industrial urban family, wage-earning nuclear family, and contemporary household. Social, economic and demographic factors that influence the forms families have taken, the quality of family life, and ideas about the family. Also listed as HIS 457 and SOC 457.

474. Gender and Society. SOC 100, at least junior standing; or consent of instructor. (3s).

Nature and causes of sex stratification in society. Cross-cultural regularities in sex role development. Freudian and neo-Freudian perspectives, Marxist perspectives, structural functionalism, and radical feminism. Interpersonal and institutional processes which operate to keep women and men in their place in American society. Alternatives to structured sexual inequality in societies. Also listed as SOC 474.

Graduate Courses in Women’s and Gender Studies (WGS)

540. Girls, Culture and Education. Graduate standing. (3).

See WGS 440 for description. Not open to students with credit for EDU/WGS 440. Also listed as EDU 540.

574. Gender and Society. SOC 100, graduate standing; or consent of instructor. (3).

See WGS 474 for description. Not open to students with credit for SOC/WGS 474. Also listed as SOC 574.
The School of Education and Human Services prepares students for careers in education and the human services by offering degrees that blend a broad liberal education with preparation for professional roles. The School offers a variety of baccalaureate degrees, master’s degrees and certification programs. Currently the School is comprised of a Department of Education and the Department of Social Work. The Department of Education provides basic teacher education preparation and master’s degree programs. The Department of Social Work provides baccalaureate level preparation for social work practice.

Mission Statement

The primary mission of the School of Education & Human Services is to prepare and to collaborate with teachers, administrators, social workers, and other professionals to serve the diverse educational and human service needs of Mid-Michigan, particularly the Greater Flint Metropolitan Region.

Academic Regulations and Procedures

All regulations of the University of Michigan-Flint apply to students in the School of Education and Human Services. The student should note these regulations printed in earlier sections of this Catalog. Specific rules and regulations adopted by the faculty of the School of Education and Human Services are presented in the following sections.

Admission

Because of the varied nature of the programs offered through the School of Education and Human Services, admission procedures, as well as many other policies are established by the individual departments. For information on these requirements and procedures, consult the departmental sections of this Catalog.

Course Load

A normal undergraduate program consists of approximately 15 credits each semester. With the consent of the faculty advisor, a student may carry up to 18 credits in a semester plus nine in each spring or summer term. In exceptional cases the Committee on Academic Standards may permit students of superior scholarship to elect more than the maximum number of credits. A student who is employed should so inform the faculty advisor and should limit the course load accordingly. Students working full time should expect to take less than a full time course load.

Advising System

The advising system is based on the premise that students are responsible for maintaining and recording their own progress. However, working closely with a departmental advisor assists students to effectively plan their courses of study.

Grading System

The following grading system is used in the School of Education and Human Services: A, excellent; B, good; C, fair; D, poor; E, failure; P, pass; F, fail; I, incomplete; N, no credit; W, officially withdrawn (without penalty). The following scale is used in calculating grade point averages:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
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<tbody>
<tr>
<td>A</td>
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<td>A-</td>
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<td>D</td>
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<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grade point averages are computed by dividing total honor points (course credits multiplied by course grade points) by total credits. The computation is limited to points and credits earned at the University of Michigan-Flint.

The report of I (incomplete) may be made by the instructor if the student is passing but unable to complete the coursework within the specified time. An I may be made up while a student is not enrolled and must be made up by the end of the fifth week of the next semester in which a student is enrolled or one calendar year from when the I was given, whichever is first. If for sufficient reason the student cannot remove the incomplete by one of the above deadlines, the Dean of SEHS may grant an extension of the time upon request from the student and the instructor. It is the student’s responsibility to ask the instructor for an extension of time and file
the required form with the Registrar prior to the deadline. Failure to make up the grade within the time allotted results in the I being automatically changed to a grade of E, F or N as applicable. The grade N, which signifies neither credit nor grade point value, is used in some courses. For these courses the lowest grade for which credit is earned is one of the following: C, C-, D, D-. The use of this grading system in a course is indicated in course listings and in the course schedule and is announced at the beginning of these courses. Students should be aware that although N grades do not affect the grade point average, the accumulation of an excessive number of Ns is considered insufficient progress toward a degree. Therefore, N grades in excess of a total of nine credits at the University of Michigan-Flint are recorded as E, and are calculated into the grade point average.

A grade once reported (with the exception of I) may be changed only to correct a demonstrable clerical error and then only with the approval of the Dean. After the end of the semester a copy of the official grade report is mailed to each student at the address of record.

Recognition of Superior Scholarship
Graduating seniors with cumulative grade point averages of at least 3.5 but less than 3.75 are recommended for the degree "with honors" and those with cumulative grade point averages of at least 3.75 are recommended for the degree "with highest honors." In computing averages, only courses taken at the University of Michigan-Flint are included, and only complete terms or semesters are counted.

See "Undergraduate Honors" in the "Academic Policies of the University" section of this Catalog for information regarding campus- and system-wide honors recognition.

Distinguished scholarship is also recognized by awards offered by the faculty of the University of Michigan-Flint and by other organizations.

Credit Without Grade (Pass/Fail)
The provision for credit without grade (pass/fail) is intended to encourage students to attempt courses outside their major fields of interest. Subject to the following regulations, a student may elect a limited number of courses without concern for the cumulative grade point average.

The following conditions must be met unless a course is offered only on a Pass/Fail basis:

A. The student has accumulated 55 or more credits.
B. The student has a GPA of 2.0 or better.
C. Only one course may be elected pass/fail per semester.
D. The election does not put the student over the four class pass/fail election limit.
E. The course is outside the student’s concentration and outside any elected minor.
F. The course may not be used to fulfill general education requirements (except for a foreign language).

If a student intends to elect a course for credit without a grade, this must be indicated on the course election request form. The decision should be made in consultation with an academic advisor. This option may not be elected after the end of the first two weeks of the semester, nor changed to credit with grade after the announced deadline for dropping classes.

Students choosing the credit without grade option are expected to complete all assigned work and examinations of the course. If in the judgment of the instructor a grade of C or better is earned, the work is reported as "Pass," and the credits for the course are received. If the grade earned is less than C, the report is "Fail," and the course appears on the transcript without grade designation and without credits.

Courses elected for credit without grade are not included in the calculation of the grade point average.

Credit by Examination
A maximum of three courses may be passed by examination, and only courses offered by the University of Michigan-Flint can be used. Certain courses are excluded, as determined by the departments.

Students who feel that they have the necessary background to pass a course by examination should request an interview with the chair of the appropriate department to assess competence. The department then sets up an examination committee. Having received written approval from the department chair and the committee, the student registers at the Office of the Registrar and thereafter takes the examination. The appropriate letter grade is entered on the student's record as if the course had been taken conventionally.

Credit without grade cannot be earned by this means, and ordinarily a student may attempt credit by examination in a given course only once. Entering freshmen should see also the section on the Advanced Placement Program.

Academic Standing
A student in the School of Education and Human Services is expected to maintain a grade point average consistent with the requirements prescribed by the department or program in which the student is enrolled.

The academic records of all students whose grade point averages fall below a 2.0 are reviewed at the end of each semester by the Committee on Academic Standards. According to individual circumstances, students with deficient academic records may be placed on warning or required to withdraw. Students on warning must make substantial improvement during the following semester in order to continue in the program or department. While students may maintain university enrollment with a 2.0 grade point average, higher grade point averages are required for admission to, and completion of, programs offered in the School. Students should consult the specific grade point requirements of their programs noted in the departmental sections of the Catalog.
Appeal to the Committee on Academic Standards

Students who believe that they are unreasonably affected by a policy of the School of Education and Human Services may appeal to the Committee on Academic Standards. Petition forms are used to request exceptions in individual cases; information can be obtained from advisors or from the office of the Dean School of Education and Human Services.

Changes in Academic Rules and Degree Requirements

1. Changes made in general degree requirements, including general education requirements, and specific major and minor requirements go into effect the Spring term following approval and apply to all students admitted to the University that term or thereafter. In non-Catalog-publication years, these changes will be published in a special addendum of the Catalog, to be made available to all advisors and students through the Academic Advising Center, and through the on-line version of the Catalog.

2. All other academic rules and regulations go into effect the term after which they are approved. (Publication may be in the Catalog, the Schedule of Courses, or through the Academic Advising Center.)

3. Continuously enrolled students (those who are enrolled for classes Fall or Winter) are entitled to fulfill the requirements in effect the first semester in which they were admitted to the University. Others are required when they reenroll to fulfill the requirements in effect for newly admitted students.

4. Exceptions to these guidelines may be granted in some circumstances, when approved by the governing faculty of the unit affected. If such an exception is approved, it is the responsibility of the department or program requesting the exception to publicize the approved changes by circulating the information to academic advisors and to students affected by the changes.

Student Grievance Procedures

A. The general procedure for resolving student grievances in matters of dispute between student(s) and instructor(s) regarding classroom instruction, arbitrary and/or inconsistent application of classroom policies and procedures including assignment of grades, or allegations of discrimination shall be as follows. For a discussion of discrimination, see the section on discrimination under Student Rights Policy in this Catalog.

1. The instructor(s) shall be consulted directly in an effort to resolve the dispute.

2. Should the dispute not be resolved, the student may refer the problem to the instructor's department or program chair within 30 days of the start of the next regular academic semester (excluding Spring or Summer term). The Chair will work with the student and the instructor to resolve the dispute.

3. If a resolution is not reached through discussion with the department or program chair, a written complaint shall be submitted within fourteen school days to the chair, who shall, within fourteen school days, return to the student(s) a written decision. This decision shall represent the conclusion of at least a majority of the full-time, regular teaching faculty of that department or program. The student may appeal decisions of the department or program faculty to the Committee on Academic Standards of the SEHS. The Committee shall then consider all evidence and testimony and shall render its decision not later than one month after submission of the appeal. Its decision shall be binding on both the student and the instructor and shall be final.

B. Decisions on matters which involve department or University policies, where the Academic Standards Committee's decision is the original decision, may be appealed to the Dean and the Executive Committee, whose majority decision is final.

Education (EDU)

430 David M. French Hall
(810) 762-3260
FAX (810) 762-3102
Website: http://www.flint.umich.edu/departments/edu
Chair: Sue Woestehoff
Director of Educational Field Experiences: Appointment Pending
Coordinator for Academic Advising: Lora D. Beckwith
Education Department Registrar: Vicki L. Tonda
Admissions Evaluator: Cheryl M. Godmar
Principal Secretary: Coleen M. Beamish
Certification Secretary: Ina L. Tonks
Receptionist: Tonia Stanley

Professors Barry M. Franklin, C. Jack Maynard, Sue Woestehoff; Associate Professor Ann Towsley; Assistant Professors Kimberly Browning, Rose Casement, Li-Ling Chen, Mary Jo Finney, Louis Hilton III, Beverly Schumer, Traki Taylor, Sapna Vyas, and Eric Worch.
The Department of Education is the basic teacher education unit at the University of Michigan-Flint. Program offerings are designed to assist prospective elementary and secondary teachers in acquiring the skills and abilities necessary for excellence in teaching and to meet requirements for Michigan Teacher Certification. All programs offered by the Education Department are approved by the Michigan Department of Education, Office of Professional Preparation Services, P.O. Box 30008, Lansing, MI 48909, (517) 373-3310.

Programs in Education

Seven programs are available: the General Program for Elementary Teacher Certification (Bachelor of Science), the General Program for Elementary Teacher Certification (Bachelor of Arts), the Bachelor of Music Education, the Bachelor of Science in Art Education, the Honors Program in Elementary Education (Bachelor of Science), and the General Program for Secondary Teacher Certification (Bachelor of Arts or Bachelor of Science). In addition, a specialization is offered in Early Childhood Education.

The Education Department also offers graduate programs in Early Childhood Education, Literacy (K-8), Literacy (7-12), and Urban Education. In addition, a graduate program in Educational Administration is offered in collaboration with the University's Program in Public Administration. Those interested in these programs should refer to the "Graduate Study" section of this Catalog.

Program in Elementary Education (Bachelor of Arts)

Area Options. One of the two required area options must be in a foreign language.

Requirements.  
A. Completion of the requirements for the Bachelor of Arts degree from the University of Michigan-Flint.  
B. Completion of 128 credits, at least 92 of which must be in non-education courses, including:  
   1. A course in United States history. (See the list of acceptable courses in the Education Department office.)  
   2. PSY 100 and 237.  
   3. MTH 115.  
   4. CSC 123.  
   5. SCI 125 or 126.  
   6. A course in the history or culture of an American ethnic minority group. (See the list of acceptable courses in the Education Department office.)  
   7. A course in the study of the English language. (See the list of acceptable courses in the Education Department office.)  
   8. A major and a minor, or three minors.  
C. Completion of the following courses in professional education, to be taken in the student’s third and fourth years:  
   1. EDU 301, 302, 303, 333, 335, 342, 349, 359.  
   2. Two courses from: EDU 331, 336, 340, 343, 345, 356, 400, 421, 432, 438, 440, 448, 449, 474, 481, 482.  
D. Completion of all requirements in the section, "General Requirements for Teacher Certification."

Program in Elementary Education (Bachelor of Science)

Area Options. Students may choose any two area options.

Requirements.  
A. Completion of the requirements for the Bachelor of Science degree from the University of Michigan-Flint.  
B. Completion of 128 credits, at least 81 of which must be non-education courses, including:  
   1. A course in United States history. (See the list of acceptable courses in the Education Department office.)  
   2. PSY 100 and 237.  
   3. MTH 115.  
   4. CSC 123.  
   5. SCI 125 or 126.  
   6. A course in the history or culture of an American ethnic minority group. (See the list of acceptable courses in the Education Department office.)  
   7. A course in the study of the English language. (See the list of acceptable courses in the Education Department office.)  
   8. A major and a minor, or three minors.  
C. Completion of the following courses in professional education, to be taken in the student’s third and fourth years:  
   1. EDU 301, 302, 303, 333, 335, 342, 349, 359.  
   2. Two courses from: EDU 331, 336, 340, 343, 345, 356, 400, 421, 432, 438, 440, 448, 449, 474, 481, 482.  
D. Completion of all requirements in the section, "General Requirements for Teacher Certification."

Honors Program in Elementary Education

Area Options. One of the two required area options must be in a foreign language, as stated in the University Honors Scholar Program.

Requirements.  
A. Completion of all requirements of the elementary education Bachelor of Science program, to include:  
   1. EDU 391 (3 credits) and 394 (1 credit).  
   2. An education course in the 400 series taken with consent of the Honors Faculty Advisor.
B. EDU 495 and 496, Honors Thesis I and II.
C. All requirements of the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Education Department’s Honors Program. See the Honors Program Director for this information.

Elementary Education Majors and Minors
For teacher certification, a grade point of 2.75 or better is required in each major and minor. Grades for courses taken at other institutions are also computed.

A. Fine Arts. A major consists of 36 credits in art, music, and theatre, as follows:
1. Core courses. ART 120; ART/EDU/MUS/THE 336; MUS 100; THE 100 (12 credits).
5. Electives. Six additional credits in a single discipline chosen from Art, Music, or Theatre.

A minor consists of 24 credits in art, music, and theatre, as follows:
1. Core courses. ART 120; ART/EDU/MUS/THE 336; MUS 100; THE 100 (12 credits).
5. Electives. Three additional credits in a single discipline chosen from Art, Music, or Theatre.

B. Foreign Language. A minor in French or German consists of twenty credits in FRN/GER 211, 212, 301, 303, 310; and three credits of electives at the 300 level. A minor in Spanish consists of twenty credits in SPN 211, 212, 301, 303, 310 or 319; and three credits of electives at the 300 level. (Foreign language courses used to fulfill this foreign language minor may not also be used to fulfill requirements for a major or minor in language arts.)

C. General Science. A major consists of thirty-six (36) credits, a minor of twenty-four (24) credits. Majors and minors should distribute credits as follows: (a) SCI 125, 126; (b) AST 131, 133 or PHY 110; (c) ENV 100 or CHM 130, 131; (d) GEO 150* or 202; (e) BIO 103 or 104; and (f) additional courses selected from anthropology, astronomy, biology, chemistry, environmental science, physical geography, physics, psychology or with the rubric SCI if they carry natural science general education credit. Not more than four courses should be elected in any one department for a major. Not more than three courses should be elected in any one department for a minor. In addition, General Science major/minor students must elect EDU 340 as part of their Education course requirements.

*Students selecting GEO 150 may not also use that course to fulfill major/minor requirements in the Social Studies.

D. Language Arts. A major consists of 36 credits, a minor of 24 credits. Included are any courses listed as English (exclusive of any courses numbered below 111), comparative and general literature, Great Books, journalism, linguistics, modern foreign languages, philosophy, communication, or speech. Not more than four courses should be elected in modern foreign languages for a major. Not more than three courses should be elected in modern foreign languages for a minor. In addition, students must elect EDU 448 as part of their Education course requirements or ENG 448 as part of their Language Arts major/minor requirements.

E. Mathematics. A major consists of 30 credits, a minor of 20 credits. Included are courses in computer science, mathematics (exclusive of any courses numbered below 111), and statistics. Courses selected must include MTH 121, MTH 112 or 115, and three credits in computer science. A grade of C (2.0) or better is required for MTH 112 or 115 and 121.

F. Social Studies. A major consists of 36 credits, consisting of 6-12 credits from each of the four disciplines below and including:
1. Economics. ECN 201, 202; up to six additional credits may be elected.
2. Geography. GEO 115; 3-9 credits selected from GEO 116, 150* or 151*, 216, 285.
   *May not be counted toward the Social Studies major and the general education requirement in the natural sciences or the General Science major or minor. Either 150 or 151 may be elected, but not both.
3. History. HIS 220 or 221; 3 additional credits in non-U.S. history; up to six additional credits may be elected.
4. Political Science. POL 100, 120. (If more than 6 credits are elected, POL 230, 311, 345, 380, 437 are recommended.)

A minor consists of 24 credits, distributed as follows:
   *May not be counted toward the Social Studies minor and the general education requirement in the natural sciences or the General Science major or minor.
3. History. HIS 220 or 221; three additional credits in non-U.S. history.
4. Political Science. POL 100, 120.
In addition, Social Studies major/minor students must elect EDU 345 as part of their Education course requirements.

**Endorsement in Early Childhood Education**

Students in elementary education may wish to obtain Michigan certification in early childhood education. Completion of the following program meets the requirements for the elementary teaching certificate with a certificate endorsement in early childhood education.

**Area Options.** Students may choose any two area options.

**Requirements.**

A. Completion of the general education requirements for the Bachelor of Science degree.

B. EDU 301, 302, 303, 333, 335, 342, 349, 359.

C. One course selected from EDU 336, 340, 343, 345, 448, 481.

D. Two minors chosen from fine arts, language arts, foreign language, general science, mathematics, and social studies.

E. A 33 credit program in early childhood education, to include:
   2. One course chosen from EDU 336, 448, 449; MUS 100, 180; MUS/EDU 185; art education; music education.
   3. One course chosen from EDU 331, 356, 421, 430, 438, 457.
   4. Three courses chosen from AFA 219, 270, 359; ANT/SOC 325/PSY 361; HCR 120; HIS 306, 334; LIN 200; MAS 321; PSY 230, 309, 328, 336, 340, 363; SOC 340, 354.

*Credits used to meet requirements in the early childhood program (item E) may not be used to meet requirements in items C and D immediately above.*

**Secondary Education Teacher's Certificate Programs**

Students wishing to qualify for the Michigan Secondary Provisional Certificate should consult the appropriate departmental advisor.

Requirements in non-education coursework for Teacher's Certificate Program majors and minors are stated in the various departmental sections. Programs available and their advisors are:

- **Art (K-12):** Ms. Watkins
- **Biology:** Dr. Pace
- **Chemistry:** Dr. Kren
- **Computer Science (minor only):** Dr. R. Shantaram
- **Earth Science:** Dr. Repic
- **English:** Dr. Rosen
- **French (see Foreign Language):** Dr. O'Donnell
- **General Science:** Dr. Kren
- **German (see Foreign Language):** Dr. O'Donnell
- **History:** Dr. Hanashiro

- **Mathematics:** Dr. Wyneken
- **Music (K-12):** Dr. Alexander
- **Physics:** Dr. Boys
- **Political Science:** Dr. Perlman
- **Psychology:** Dr. Bronstein
- **Social Studies:** Dr. Hanashiro
- **Spanish (see Foreign Language):** Dr. O'Donnell
- **Speech (see Theatre):** Dr. Gillespie

**Area Options.** For students working toward the Bachelor of Arts degree, one of the two required area options must be in a foreign language. All students should consult the requirements for their Teacher's Certificate major about possible additional required area options.

**Requirements.**

A. PSY 100 and 237.

B. CSC 123.

C. A course in United States history. (See the list of acceptable courses in the Education Department office.)

D. A course in the history or culture of an American ethnic minority group. (See the list of acceptable courses in the Education Department office.)

E. The departmental prerequisites for the Teacher's Certificate Program selected.

F. Completion of a Teacher's Certificate Program major and Teacher's Certificate minor.

G. Satisfactory completion of at least 124 credits of which at least 100 shall be taken in non-education courses and at least 24 in education courses.

H. In the student's third and fourth years, the following professional courses are required:
   1. EDU 301, 302, 303.
   2. One of the following special methods courses: EDU 360, 361, 363, 364, 365, 368.
   3. EDU 359 and 369.
   4. EDU/ENG 410.

I. Completion of the requirements listed in the section, "General Requirements for Teacher Certification."

For the teaching of certain subjects, the North Central Association of Colleges and Schools requires a preparation that might be in excess of the requirements for the certification minor. Its requirements, which apply to teachers in any school that is a member of the North Central Association, are revised from time to time.

It is recommended that students request a copy of the North Central Association publication, *Policies and Criteria*, available from the North Central Association, 950 Victors Way, Suite 50, University of Michigan, Ann Arbor, Michigan 48108-2736; (734) 998-9300.
A student cannot complete a Teacher’s Certificate Program (major or minor) in the interdisciplinary field of social studies and also complete a major or minor in history or political science.

A student may complete a Teacher's Certificate Program in the interdisciplinary field of general science and a minor in a discipline in the same field. The coursework must meet the requirements for the Teacher's Certificate Program and for the minor, and courses counted in the concentration cannot count in the minor.

In exceptional circumstances, modifications in the requirements for certificate programs and for minors may be made with the approval of the student's academic advisor and the Chair of the Education Department.

General Requirements for Teacher Certification
Before they can be considered candidates for teacher certification, students must complete a written application and be admitted formally to a teacher certificate program (TCP). If a teacher education student has been away from the University for one calendar year or more, the student must reapply for admission to the teacher certificate program and must satisfy the admission and degree requirements in effect at the time of readmission.

There are two admission periods each year, in January and in September. Deadlines for applying are January 15 and September 15. Applications are available through the Education Department.

At the time of applying, the student must have formulated a reasonably firm academic plan. The choice of certificate level (elementary/secondary) should be firm, major(s) and minor(s) should be identified, and a probable completion date should be projected.

A student must be admitted to a certificate program before registering for EDU 301, 302, 303.

Students not admitted to a teacher certificate program may enroll in education courses which do not have EDU 301, 302, 303 as prerequisites. Admission is selective. Enrollment decisions will be based upon student qualifications as well as faculty and program resources.

Requirements for Admission.
A. Admission to the University of Michigan-Flint.
B. Completion of at least 55 semester hours of coursework.
C. An overall grade point average (GPA) of 2.75 or better. The GPA will be computed using ALL courses which are potentially transferable to UM-Flint, including courses for which the student has received a grade below a "C."
D. A grade point average of 2.75 or better in each major and minor teaching area; at least 18 hours completed in the major, 12 hours completed in the minor.
E. Mastery of basic skills evidenced by passing the Basic Skills Test portion of the Michigan Test for Teacher Certification. (See the Education Department for the Michigan Test for Teacher Certification registration bulletin.)
F. Completion of PSY 100 or equivalent with a grade of C (2.0) or better.
G. Completion of PSY 237 or equivalent with a grade of C (2.0) or better.
H. Completion of CSC 123 with a grade of C (2.0) or better.
I. Completion of MTH 115 with a grade of C (2.0) or better (Elementary Education students only).
J. Completion of SCI 125 or 126 with a passing grade (Elementary Education students only).

Requirements for Completion.
Students must have a 2.75 or better grade point average in education courses and must maintain grade point averages specified above in order to apply for admission to student teaching, to be eligible to enter student teaching, and to apply for certification.

Students should plan to have at least one regular semester between the time of taking EDU 303 and the time of student teaching.

Any student who elects a required education course more than five years before enrolling in student teaching must take the course again or satisfy a competency evaluation given by the instructor. This policy includes all required education courses except those used to satisfy the five hours of elementary teaching electives for the Bachelor of Science program. Students who have been away from the University for one calendar year or more must follow the readmission guidelines noted earlier in this section.

To be eligible for admission to student teaching, students must attend a mandatory student teaching orientation meeting during the semester prior to placement in student teaching. Three orientation meetings will be scheduled at varying times during the first four weeks of class in the Fall (September) and Winter (January) semesters. Application deadlines for applying for student teaching are January 31 and September 30. The orientation meeting schedule will be posted on bulletin boards throughout campus. Students should regularly check these bulletin boards or call the Department of Education at 762-3260.

Prospective teachers must be of good moral character, have suitable personality traits and aptitude for teaching, and possess good physical and mental health. The Michigan Teacher Certification Administrative Rules impose the following conditions on teacher certification:

Rule 101. "The state board may refuse to grant or renew, or may revoke or suspend for a fixed term, or may impose reasonable conditions on, a teaching certificate pursuant to these rules for the following reasons:
(a) Fraud, material misrepresentation, or concealment in the application for a certificate.
(b) Failure or ineligibility of the applicant or certificate holder to meet the criteria for eligibility for the certificate.
(c) Conviction, as an adult, of an act of immoral conduct contributing to the delinquency of a child, or of a felony involving moral turpitude."
Certificate applicants are required to sign a statement declaring that the conditions stated in Rule 101 do not apply to them. They must also take the following oath of allegiance prescribed by the laws of Michigan:

"I do solemnly swear (or affirm) that I will support the Constitution of the United States of America, and the Constitution of the State of Michigan, and that I will faithfully discharge the duties of the office of teacher according to the best of my ability."

To be recommended for a teaching certificate, the student must:

A. Complete degree requirements in a prescribed curriculum in education for the state elementary or secondary provisional certificate.
B. Maintain a 2.75 or better overall grade point average; a 2.75 or better grade point average in education courses and a 2.75 or better grade point average in each major and minor teaching area.
C. Elementary education students must earn a grade of C (2.0) or better in each of the following education courses: EDU 301, 302, 333, 335, and 342 and achieve a grade of "Pass" in EDU 303.
D. Secondary education students must earn a grade of C (2.0) or better in each of the following education courses: EDU 301, 302, 410, and the required secondary methods course. They must also achieve a grade of "Pass" in EDU 303.
E. Pass the Michigan Test for Teacher Certification (MTTC) in Basic Skills prior to admission. Candidates for an elementary teaching certificate must pass the Elementary Education examination prior to certification and may take appropriate subject area tests if they are seeking additional certification areas. Candidates for secondary teaching certificates must pass the appropriate subject area examination for each subject area in which they are to be certified prior to certification.
F. Earn a satisfactory rating in Student Teaching.

Certificate Requirements in Other States
The teacher's certificate issued by the State of Michigan is valid only in the state of Michigan. A student who plans to teach in a state other than Michigan should become acquainted fully with the certification requirements of that state before entering the senior year. The student should then consult an advisor regarding the courses which must be elected in order to meet these requirements.

Many states now require that the applicant pass a test before a teaching certificate is issued. For information, addresses of state departments of education are available from the office of the Education Department Registrar.

Certification for Students Holding Bachelor's Degrees
A student who has completed a bachelor's degree at an approved institution may meet state requirements for teacher certification without earning a second degree. Such students should contact the Education Department Registrar for information concerning a coursework evaluation.

Institutional Report Card on the Quality of Teacher Preparation for the University of Michigan-Flint

In response to the Title II - Higher Education Act, Sections 207, Accountability for Programs that Prepare Teachers, the University of Michigan-Flint provides the following Institutional Report Card on the Quality of the Teacher Preparation Program.

Pass Rate. The pass rate on the State of Michigan’s teacher certification assessments for student who complete a teacher education program at the University of Michigan – Flint is 100% for all certification programs. This pass rate is equal to or exceeds the pass rate for all other Michigan colleges and universities that prepare teachers.

Program Information.

- There are 811 students enrolled in the teacher preparation program.
- Students are required to complete a minimum of fourteen (14) weeks or 490 hours of supervised student teaching as part of the culminating program requirement.
- The faculty-student ratio in the supervised student teacher experience is 1-18 (one full-time faculty member is responsible for supervising a maximum of twelve student teachers in supervised practice teaching).

Accreditation Statement. The teacher education program at the University of Michigan-Flint is approved by the Michigan Department of Education to offer programs in elementary education, early childhood education, selected secondary education programs, and selected programs that prepare teacher for teaching in all grades.

Program Designation. The teacher education program at the University of Michigan-Flint has not been designated as low performing by the Michigan Department of Education.

Courses in Education

Techniques, materials, and methods available to the elementary teacher with little or no musical experience. Provides students with basic understanding of music theory, playing recorder, movement to music, listening activities, simple percussion instruments, and composing. Also listed as MUS 180.

185. Music in Early Childhood. (3).
Study of musical growth and development in children from birth through kindergarten. Techniques, materials, and methods for introducing music to children. Highly recommended for early childhood education concentrations. No prior musical experience necessary. Also listed as MUS 185.
235. **Foundations of Early Childhood Education.** (3).
Principles and philosophy of early childhood education.
Needs, interests, abilities, motivations, and developmental characteristics of the young child, as indicated by the latest research; emphasis on development as it influences learning. Methods of studying and evaluating behavior of the child and practical experiences in these methods.

300. **Methods and Materials.** ART 101 (MCC). (4).
Application of skills and information learned in studio classes to teaching. Development of sequential art curriculum for elementary, middle and secondary teaching, production of instructional resource files, assessment of artwork, current issues in art education. Clinical experiences in elementary, middle and secondary classrooms. Also listed as ART 300.

301. **Psychological Foundations of Education.** PSY 100; prior admission to teacher education program; at least junior standing; prior or concurrent election of EDU 303. (3).
Study of instruction, motivation, discipline, assessment, cognition, and affective development as applied to teaching.

302. **Social Foundations of Education.** Prior admission to teacher education program; at least junior standing; prior or concurrent election of EDU 303. (3).
Critical issues in education. Topics include organization, control and support of schools; problems of culture and race; teacher organizations; and alternatives in education.

303. **Observation and Reflections on Teaching as a Profession: Field Experience/Seminar.** Prior admission to teacher education program; at least junior standing. (3).
Field placement in elementary, middle or secondary school, accompanied by seminar designed as introduction to teaching profession. Students learn about teaching by participating in a public school classroom under the guidance of a mentor/teacher. Emphasis on use of critical thinking, reflection and clinical observation to describe and analyze the role of classroom teachers in teaching and learning. Graded Pass/Fail.

331. **Urban Education: Conflicts and Strategies for Change.** At least junior standing. (3).
Current social, economic and educational conflicts affecting urban education in America. Intended to aid students in developing systematic individual strategies for change in urban education. Also listed as AFA 331.

333. **The Integrated Language Arts: Reading, Writing, and Oral Language.** Prior or concurrent election of EDU 303. (3).
Examination of the interrelated nature of reading, writing, speaking and listening. Includes strategies and techniques for developing language arts skills using an integrated instructional approach in elementary and middle schools.

335. **Literacy Learning in the Elementary and Middle School.** Prior or concurrent election of EDU 303. (3).
Familiarization of prospective elementary and middle school teachers with important aspects of reading instruction. Emphasis on current views of the reading process as it relates to instructional strategies and techniques for improving student learning.

336. **Creative Learning Experiences.** Prior or concurrent election of EDU 303. (3).
Creative activities for early childhood, elementary and middle school children through the integration of art, music, play and drama. Techniques of planning, presenting and evaluating creative learning experiences for the classroom. Also listed as ART 336, MUS 336 and THE 336.

337. **Methods and Materials for Teaching the Young Child.** EDU 303. (3).
Techniques of selecting, planning, organizing, providing and evaluating educational experiences appropriate to the developmental level of young children. Emphasis on the role of the teacher in providing opportunity and guidance needed for young children to grow and develop.

338. **Working with Parents in Early Childhood Environments.** Prior or concurrent election of EDU 303. (3).
Study of the principles involving the role of parents as partners in the child's education: the components of effective home-school relationships, the history of family life and parent involvement, and the importance of collaboration between the school and home. Field-based; students interact with parents in school and home setting.

340. **Teaching Science in the Elementary and Middle School.** Prior or concurrent election of EDU 303. (3).
Teaching strategies based on how children learn science. Experiences with content and materials drawn from modern elementary and middle school science programs.

342. **Mathematics Learning and Curriculum in the Elementary and Middle School.** MTH 115 or equivalent; prior or concurrent election of EDU 301 and 303. (3).
Developmental sequence for K-8 curriculum topics with emphasis on how children learn mathematics through hands-on lab work. Materials, techniques and experience needed to bridge the gap between concrete and abstract representations of mathematical concepts.

343. **Applied Mathematics Teaching Methods in the Elementary and Middle School.** EDU 342. (3).
Students plan and teach mathematics concepts to elementary school students using mathematics models and manipulatives introduced in EDU 342. New topics include planning, integrating manipulatives, and problem solving with textbook sequences, choosing worthwhile mathematical tasks, developing discourse
in the classroom, and integrating mathematics with other elementary school topics.

345. Teaching Social Science in the Elementary and Middle School. Prior or concurrent election of EDU 303. (3). Objectives, materials, organization and content for instruction in the social sciences in the elementary and middle school grades. Adaptation to special school conditions; contributions of research.

349. Student Teaching in the Elementary School. EDU 301, 302, 303, 333, 335 and 342 with grades of C (2.0) or better; concurrent election of EDU 359. Open only to students with 105 or more credits who have completed application process and been formally admitted to a teacher certification program. (At the time of application students must have passed the State of Michigan basic skills tests and have grade point averages of at least 2.75 overall and at least 2.75 in education courses and in major and minor subject areas to be eligible to student teach. Application procedures, which include mandatory attendance at an orientation meeting, are posted outside the Education Department in September for students seeking Winter semester student teaching and in January for students seeking Fall semester student teaching.) (3-10). Full-time teaching internship in a classroom for 14 weeks under the joint supervision of University and school personnel. Designed to develop the special knowledge and skills required of teachers through supervised full-time participation in classroom work. Weekly seminar provides opportunity for discussion and evaluation of the student teaching experience. Additional clinical experiences and independent study may be required on an individual basis where deemed necessary by University and school personnel. Students should keep other course elections to a minimum during the semester of student teaching. Graded Pass/Fail.

356. Educational Tests and Measurements. EDU 303 or consent of instructor. (3). Measurement by the teacher of pupil ability and achievement. Emphasis on construction and use of teacher-made tests and the analysis and interpretation of test scores.

359. Student Teaching Seminar. Concurrent election of EDU 349 or 369. (2). Group discussions, projects and activities designed by students in student teaching to aid in looking beyond the details of the student teaching experience and in conceptualizing the teaching and learning process. Graded Pass/Fail.

360. Teaching Mathematics in Middle and Secondary Schools. Prior or concurrent election of EDU 301 and 303 or consent of instructor. (3).

361. Teaching English in Middle and Secondary Schools. Prior or concurrent election of EDU 303. (3). Outstanding problems in the teaching of English composition, literature and language in middle and secondary schools. Required of all candidates for the secondary teacher's certificate with a major or minor in English. Strongly recommended that this course be completed prior to student teaching in secondary English. Should be elected as EDU 361 by English majors in the teacher's certificate program; may be elected as ENG or EDU 361 by English minors in the teacher's certificate program. Also listed as ENG 361.

363. Teaching Social Science in Middle and Secondary Schools. Prior or concurrent election of EDU 303. (3). Outstanding problems in the teaching of social science in middle and secondary schools. General and specific objectives, trends in methods, materials of instruction and their uses, provision for individual differences, evaluation of pupil progress, procedures in curriculum construction, contributions of research.

364. Teaching Science in Middle and Secondary Schools. Prior or concurrent election of EDU 303. (3). Teaching strategies and objectives of science education as related to the middle and secondary school student, the science curriculum, and the science teacher. Practical experience through peer group interaction.

365. Teaching Foreign Languages in Middle and Secondary Schools. FRN or GER or SPN 212; prior or concurrent election of EDU 303. (3). Designed for prospective teachers of foreign language in the middle and secondary schools. Classroom layout for foreign language instruction. Teaching pronunciation and grammar. Teaching demonstrations by class members. Choosing and using textbooks; various theories of foreign language teaching; testing language skills. Also listed as FRN 365, GER 365 and SPN 365.

367. Teaching Ethnic Minorities. At least junior standing. (3.)

368. Teaching Speech in Middle and Secondary Schools. Prior or concurrent election of EDU 303. (3). Methods, materials and objectives of speech education in middle and secondary schools; modern trends in instruction; problems and procedures in teaching and directing theatre, debate, discussion, and other speech activities. Also listed as COM 368 and THE 368.
369. Student Teaching in the Secondary School. EDU 301, 302, 303, and the methods course in the major with grades of C (2.0) or better; concurrent election of EDU 359. Open only to students with 105 or more credits who have completed application process and been formally admitted to a teacher certification program. (At the time of application students must have passed the State of Michigan basic skills tests and have grade point averages of at least 2.75 overall and at least 2.75 in education courses and in major and minor subject areas to be eligible to student teach. Application procedures, which include mandatory attendance at an orientation meeting, are posted outside the Education Department in September for students seeking Winter semester student teaching and in January for students seeking Fall semester student teaching.) (3-10).

Full-time teaching internship in a classroom for 14 weeks, under the joint supervision of University and school personnel. Designed to develop the special knowledge and skills required of teachers through supervised full-time participation in classroom work. Weekly seminar provides opportunity for discussion and evaluation of the student teaching experience. Additional clinical experiences and independent study may be required on an individual basis where deemed necessary by University and school personnel. Students should keep other course elections to a minimum during the semester in which they take student teaching. Graded Pass/Fail.

375. Community Building Through Educational Involvement. ANT 100 or SOC 100 or AFA 201 or SWK 200; at least junior standing; or consent of instructor. (3). Participation and observation in schools and community-based organizations, integrated with an interdisciplinary seminar on urban social issues and cultural variation. Skills required for various forms of community action; techniques including qualitative research methods, assessment, planning, intervention, and evaluation. Also listed as AFA 375 and SWK 375.

381. Teaching General Music, Grades K-8. Interview with music faculty. (3). Development of essential competencies for teaching elements of music, musical literacy, movement to music, listening activities, and works appropriate for grades K-8. Discussion of current methodologies. Observation by students in various school music situations. Also listed as MUS 381.

382. Methods and Materials for Teaching Secondary School Performance Classes. MUS 130, 142, 144, 371. (3). Organization, methods, materials and testing procedures for secondary vocal and instrumental performance groups. Basic objectives, principles and minimum standards of music education, teaching-learning environment, relationship of music to total school curriculum, recruiting and public relations. Laboratory experiences in conducting vocal and instrumental groups. Also listed as MUS 382.

391. Independent Study. Consent of instructor. (1-3). Research, readings, or special projects tailored to academic needs and interests of the student. May be reelected to a maximum of four credits.

392. Fieldwork in School and Youth-Work Settings. Consent of instructor. (1-9). Field assignments to fit student needs and interests; supervised by agency and University personnel. Periodic conferences and written work.

394. Honors Research Methods. Open only to Honors Program students in elementary education. (1). Individual tutorial course to help the student design, conduct and analyze educational research appropriate to the honors thesis. Graded ABC>N.

395. Community Practicum in Early Childhood Education. EDU 235, prior or concurrent election of 303, 451; PSY 237. (3). Supervised field experience for early childhood education students. Training involves 120 clock hours in a community agency that works with children and/or families. Weekly seminars.

399. Africana Studies for Teachers. AFA 201 or 220 or consent of instructor. (3). Overview of Africana Studies content useful to teachers of Public Schools. Also listed as AFA 399.

400. Classroom Management. At least junior standing. (3). Theory and practice. Mastery of fundamentals of classroom discipline and management. Emphasis on low profile techniques to focus student attention on lesson content. Graded ABCD>N.

410. Improvement of Reading in the Middle and Secondary School. Prior or concurrent election of EDU 303 or consent of instructor. (3). Designed to acquaint middle and secondary school teachers with the nature of the reading process, reading curriculum, methods of teaching reading for special content, classroom diagnostic and remedial procedures, materials and equipment, and current reading programs at the middle and secondary school levels. Also listed as ENG 410.

411. Middle School Teaching. EDU 303. (3). In-depth analysis of the middle school, with special emphasis on the students, curriculum and instruction, and governance issues. Foundation for meeting the challenges of teaching grades 6-8.
412. Writing for Middle and Secondary School Teachers.  
Prior or concurrent election of EDU 303 or consent of instructor. (3).
Rationale, theory and methods for teaching composition to middle and secondary school students in both language arts and content area fields. Concepts of the writing process; techniques for generating, responding to, and evaluating writing; writing across the curriculum; structuring writing courses and programs. Requires field experience in local schools or preparation of an in-service presentation. Also listed as ENG 412.

415. Technological Applications in Science Education. At least junior standing. (3).
Examination of how technological tools support new ways of thinking and learning; for preservice teachers. Roles of robotics, LOGO computer software, web page authoring, and laboratory probeware in the learning process. Use of technology as representational and expressive aids for critical thinking and problem solving. Students explore these tools to think, analyze, and design.

421. Instructional Technology I. At least junior standing. Prior or concurrent election of EDU 303. (3).
Introduction to use of instructional technology in classroom management and instruction in various content areas. Basic components of computer and other technology; basic application programs appropriate for classroom instruction. Students develop a HyperCard program and review commercial software programs; required laboratory work beyond class time. Graded ABCD>N.

423. Instructional Technology II. EDU 421 or consent of instructor. (3).
Advanced course in use of instructional technology in classroom management and instruction in various content areas. Use of advanced computer technology and design, selection and production of other interactive multimedia hardware and software. Topics include: networks, telecommunications, authoring programs, CD-ROM, interactive CD-ROM, presentation devices, and laser disc players. Required laboratory work beyond class time. Graded ABCD>N.

430. The Nature and Needs of the Learning Disabled Child. Prior or concurrent election of EDU 333 and 335, or consent of instructor. (3).


432. Disability and Classroom Teaching. Prior or concurrent election of EDU 301 and 303 or consent of instructor. (3).
Introduction to and critique of the theory and practice of inclusive education, or the education of all students with disability in the regular classroom. Philosophy and goals of inclusive education as they relate to general school and classroom level practices that support the success of all students regardless of ability; skill development in current inclusion strategies.

Designed to prepare certified and pre-certified teachers in multicultural education. Emphasis on design, development, and practical implementation of teaching strategies, theoretical constructs, and curriculum. Also listed as MAS 438 and PUB 438.

440. Girls, Culture, and Education. At least junior standing. (3).
Interdisciplinary introduction to empirical research and critical inquiry on the education of girls in the U.S. Study of contemporary educational thought on the gendered social and cultural context of schooling. Also listed as WGS 440.

[441. Legal and Familial Issues in the Education of the Learning Disabled. EDU 430, 431. (3).]

448. Children's Literature. At least junior standing. (3).
Survey of content and literary merit of books read by the elementary school child. Common and divergent elements of the various forms of literature. Criteria to be considered in selecting books for children. Also listed as ENG 448.

449. Folklore and Storytelling. At least junior standing. (3).
Study of folklore and its relationship to the storytelling process. Emphasis on techniques of preparing and telling stories. Course involves attendance at the Michigan Storytellers' Festival. Also listed as THE 449.

450. Leadership Theory and Practice. At least junior standing. (3).
Theory and practice of supervision and management functions in public administration; attention to private sector management practices. Traditional and innovative group leadership and motivation techniques. Relationships with superiors, subordinates, peers, clients, customers. Computer-assisted and group practice of skills which induce rather than coerce productivity, including conflict resolution and negotiation. Highly clinical. Not open to students who have completed EDU 201 or EDU 400. Also listed as PUB 450.

451. (232). Field Work in Early Childhood Education. EDU 235, 301, 303, and 337. (3).
Teaching internship in a pre-primary classroom under the joint supervision of University and school personnel. Designed to develop special knowledge and skills required of early childhood teachers through supervised classroom
work. Weekly seminar provides opportunity for discussion and evaluation of the field experience. Graded Pass/Fail.

452. Sociology of Education. SOC 100, senior standing; or consent of instructor. (3).
Critical examination of schools and schooling in American society. Contemporary relationship of education to political, economic and social structures of society. Alternative perspectives on education. Also listed as SOC 452.

474. Adolescent Literature. At least junior standing. (3).
Survey of the content and literary merit of books read by middle and high school students. Consideration of criteria for the selection of reading material; emphasis on approaches for teaching with such materials in a variety of school contexts. Also listed as ENG 474.

481. Literacy Assessment in the Elementary/Middle School. EDU 335 or consent of instructor. (3).
Examination of the role of assessment in students’ reading and writing in the K-8 classroom. Informal assessment measures, individualized and small group instructional strategies, standardized testing, and their function in students’ literacy development.

482. Schools and Communities. At least junior standing. (3).
The role of schools in building community. Emphasis on interplay between schools and community agencies in provision of educational and social services to youth, parents and community members. Concrete programs and policies for connecting schools and communities. Also listed as PUB 482 and SWK 482.

495. Honors Thesis I. EDU 394. Open only to Honors Program students in elementary education. (4).
Credit and grade for EDU 495 is not awarded until successful completion of EDU 496. Also listed as HON 495.

496. Honors Thesis II. Prior or concurrent election of EDU 495. Open only to Honors Program students in elementary education. (4).
Also listed as HON 496.

Social Work (SWK)

Social work is a professional art, based on an eclectic, scientific body of theory, incorporating practice, knowledge, and skill, and fused to specific ethics with inherent social value assumptions. The profession is oriented toward helping in the resolution of diverse individual and social problems, the provision for meeting broad human and community needs, and the enhancement of personal or social functioning. The primary goal of the social work program is to prepare students for beginning professional social work practice.

As part of a regional campus of the University of Michigan, the social work program’s mission is to prepare students to become generalist social work professionals, by enhancing their commitment to social justice, responsible citizenship, and the value of human diversity. The educational experience the program offers provides students with opportunities to cultivate and develop technical and intellectual foundations necessary for service in the public sector and/or graduate study.


Programs in Social Work

Two concentration programs are offered, both leading to the Bachelor of Arts degree: the Program in Social Work and the Honors Program in Social Work.

Requirements for Admission

Students must show evidence of suitability for the profession of social work and the ability to complete successfully the social work program through:

A. Application to the program after completion of a minimum of 45 semester hours.
B. A minimum grade point average of 2.4.
C. At least two letters of reference provided on letterhead detailing scholarly potential, general character, and potential for social work practice. If the student transfers from another social work program, one letter should be from a faculty member associated with the program.
D. Satisfactory evidence of pre-established commitment to social welfare, through, for example, appropriate volunteer experience or employment experience.
E. A two to four page personal statement of interest regarding motivation and goals for seeking undergraduate social work education and evidence of suitability and fitness for the profession of social work and the ability to complete the undergraduate social work program.
F. Successful completion of SWK 200 and an additional course in social work with a grade of C (2.0) or better.

Program in Social Work

The concentration in Social Work requires 60 credits of social work and related courses. The program includes several hours of approved cognate and elective courses, which should be selected
which should be selected from the approved list in consultation with a Social Work Departmental Advisor. It is strongly recommended that 300 level courses in social work, substance abuse and criminal justice be taken in the junior year, and that 400 level courses in social work be taken in the senior year.

**Prerequisites.** SOC 100; PSY 100; BIO 104 or equivalent.

**Area Options.** One of the two required area options must be in a foreign language.

**Requirements.** A total of 60 credits as follows:

A. SWK 200, 250, 310, 311, 320, 325; SOC 354 (21 credits).

B. One course from each of the three groups (9 credits):
   1. AFA/PSY 219; AFA/SOC 359; SOC 270, 474.
   2. ANT 340; SOC 340, 470.

C. Professional Block (30 credits).
   1. SWK 399, 400, 420, 421, 430, 431 (18 credits).
   2. CRJ 185 or SAT 202 (3 credits).
   3. One course from SWK 300, 313, 350, 351, 388.
   4. Six credits in cognate and elective courses approved by the advisor.

**Approved Cognates and Electives.** This list is not complete but may be used as a guide. Substitution should be made only in consultation with a social work advisor.

- CRJ 185, 289, 382, 388, 389.
- ECN 201, 479.
- ENV 289, 305.
- HCR 305, 368, 376, 384, 403, 479, 487.
- POL 120, 305, 309, 313, 329, 375, 428.
- PSY 227, 351, 363.
- SAT 202, 307, 308.

**Honors Program in Social Work**

**Prerequisites.**

A. Grade point average of 3.5 or better for the first 55 credit hours.

B. SWK 200.

**Requirements.**

A. Completion of all requirements for the Generalist Program in Social Work, including SWK 250, normally elected in the sophomore year.

B. Completion of a statistics requirement by electing SOC 215, PSY 301, or an equivalent approved by the advisor. Recommended for the sophomore year.

C. Completion of SWK 310 and SWK 391 (3 each) in the junior year.

D. SWK 495 and 496, Honors Thesis I and II (4 each).

E. Completion of all requirements of the University Honors Scholar Program.

Prospective Honors Program students are urged to acquaint themselves as early as possible with the requirements above as well as with the particular procedures for acceptance into the Social Work Department’s Honors Program. See the departmental honors advisor or the Honors Program Director for this information.

**Minor in Substance Abuse Treatment and Prevention**

This program has been put on moratorium status. See the Social Work Department for further information.

**Minor in Gerontology**

An interdisciplinary minor in Gerontology is also available. See the Health Care section of this Catalog for a full description and a listing of the requirements.

**Minor in Corrections**

This program has been put on moratorium status. See the Social Work Department for further information.

**Courses in Criminal Justice (CRJ)**

See the Criminal Justice section of this Catalog.

**Courses in Social Work (SWK)**

**200. Introduction to Social Work.** (3)s/vi2.

Historical, philosophic overview of social welfare and professional social work. Survey of traditional areas of social work practice and roles. Basic assumptions in social work treatment. Graded ABCDD->N.

**250. Methods of Research and Evaluation.** SWK 200. (3)s/ar2.

Specific methodologies and procedures available for generation and analysis of information from the social and behavioral sciences. Provides the student with a foundation of research knowledge in three areas: methodology, data interpretation, and research writing. Graded ABCD->N.

**300. Mental Illness and Social Work Practice.** SWK 200. (3)s/vi2.

Social attitudes and cultural values that have determined contemporary legislation and social welfare
policies that address the needs of the chronically mentally ill. How social work values have played a significant role in changing social consciousness from that of “asylums” to “moral” treatment.

[305. Social Work Problems: Vietnam Veterans. SWK 200 or consent of instructor. (3)s.]

310. Social Welfare Policy and Services. SWK 200, junior standing; or consent of instructor. (3)s.

Historical interrelationship of social work, social services, and social welfare with attention to procedures, policy, problems, and issues in financial assistance, poverty, health, leisure, housing, children, family, and drug and corrections programs.

311. Introductory Social Work Techniques. SWK 320 with a grade of C (2.0) or better, admission to the Social work program. (3).

Basic social work concepts and skills: interviewing, rapport, verbal/nonverbal communication, client acceptance, nonjudgmental listening, authority, and interpersonal influence. Assessment of problems, needs, referrals. Social work ethics and professional role performance process integrated throughout the course.

313. Social Work with Aged. SWK 200 or consent of instructor (3)s.

Forces and conditions that contribute to the recognition of aging as a problem in U.S. society, and resultant social welfare policies. Specific social work practice issues in casework, group work, and community organization in relationship to specific social provisions for the elderly.

314. Death, Dying and Bereavement. (3)s.

Death, dying and bereavement in the United States. Analysis of experiences of individuals at different stages of the life cycle: social and cultural values with American society affecting death-related encounters, attitudes and practices. Assessment of task-based approaches to coping and ritualistic practice. Also listed as HRC 314.

320. Human Behavior in the Social Environment I: Micro Systems. SWK 200, BIO 104; or consent of instructor. (3)s.

Foundation knowledge of human behavior and environment influences. Social systems theory introduced and used to conceptualize interaction between the individual and the social environment. Overview of human development from conception through aging within the context of family and micro social groups.

325. Human Behavior in the Social Environment II: Macro Systems. SWK 320. (3)s.

Foundation knowledge of human behavior and environment influences. Social systems theory used to explore interactions between and among groups, organizations and communities. Strengths perspective used to further highlight the experience of oppressed populations in American culture.

350. Patterns of Domestic Violence. SWK 200 or consent of instructor (3)s.

Nature of human aggressiveness and patterns of interpersonal violence; cultural history of violence in America and impact on early socialization; violence within the family with attention to risk groups: abused children, battered partners, women, the emotionally and physically disabled, and the aged; professional response as advocacy for intervention.

351. Protective Services. SWK 200 or consent of instructor SWK 350 recommended. (3)s.

Public, legislative, and professional responses to patterns of violence. History of federal, state, and local programs and policies in protective services. Role of social work in the private/public welfare sector, the courts, and community teams. Future of protective services in America.

375. Community Building Through Educational Involvement. ANT 100 or SOC 100 or AFA 201 or SWK 200; at least junior standing or consent of instructor (3).

Participation and observation in schools and community-based organizations, integrated with an interdisciplinary seminar on urban social issues and cultural variation. Skills required for various forms of community action; techniques include qualitative research methods, assessment, planning, intervention and evaluation. Also listed as AFA 375 and EDU 375.

388. Introduction to Corrections. CRJ 185, SOC 382 or 384, junior standing; or consent of instructor: (3)s.

Historical development of correctional services including jails, detention, juvenile and adult probation, diversion, training schools, prisons, parole and aftercare. Roles, goals, organization and issues in each service. Also listed as CRJ 388.

389. Correctional Practice. SWK 200, CRJ/SWK 388, junior standing; or consent of instructor (3)s.

Analysis of social work skills and concepts in corrections. Emphasis on professional role, values, classification, assessment, and treatment planning in correctional settings. Also listed as CRJ 389.


Directed reading or research study by qualified students under instructor’s supervision. By special arrangement only.

399. Field Practicum Planning Seminar. SWK 311 with a grade of C (2.0) or better (1).

Instructional guidance in preparation for the Practice Skill Instruction courses (SWK 430, 431). Review of basic practice skill techniques to include assessment and intervention theory through a preview exposure to different agency settings. Students round out experience by negotiating and documenting a plan for translating field instruction objectives into the proposed placement activities.
400. **Integrative Seminar in Social Work.** SWK 200, 310, 311; senior standing; concurrent election of SWK 420 and 430 or 421 and 431. Open only to students with Social Work concentration or consent of instructor (3).

Integration of learning from throughout the total curriculum of the Social Work program. Exploration, integration and assessment of the role of generalist social work.

420. **Social Work Intervention I.** SWK 399 with a grade of C (2.0) or better; concurrent election of SWK 430. Open only to students with Social Work concentrations or consent of instructor (3).

Social work practice skills focusing on processes and techniques in delivering service within the framework of individuals and families. Offered fall semester only.

421. **Social Work Intervention II.** SWK 420 with a grade of C (2.0) or better; concurrent election of SWK 431. (3).

Continuation of SWK 420 but with a shift in focus to skills, processes, and techniques appropriate to working with groups and in community organizations and planning. Offered winter semester only.

430. **Field Instruction I.** SWK 250, 399; concurrent election of SWK 420. Open only to students with Social Work concentrations or consent of instructor: (4).

Student placement for 16 hours a week in a social service setting, with experience in supervised observation and provision of appropriate service to agency clientele. Students are also required to attend a weekly seminar. Offered fall semester only.

431. **Field Instruction II.** SWK 430; concurrent election of SWK 421. (4).

Continuation of SWK 430. Offered winter semester only.

482. **Schools and Communities.** At least junior standing. (3).

The role of schools in building community. Emphasis on interplay between schools and community agencies in provision of educational and social services to youth, parents and community members. Concrete programs and policies for connecting schools and communities. Not open to students with credit for EDU/PUB/SWK 482. Also listed as EDU 582 and PUB 582.

**Graduate Course in Social Work**

582. **Schools and Communities.** At least junior standing. (3).

The role of schools in building community. Emphasis on interplay between schools and community agencies in provision of educational and social services to youth, parents and community members. Concrete programs and policies for connecting schools and communities. Not open to students with credit for EDU/PUB/SWK 482. Also listed as EDU 582 and PUB 582.

**Courses in Substance Abuse Treatment (SAT)**

202. **Problems of Substance Abuse.** (3)s.


307. **Drug Substance Abuse: Causes and Effects.** SAT 202 and at least junior standing. (3).

Problem of substance abuse; factors contributing to the likelihood of substance abuse. Effects of abuses of alcohol, opiates, barbiturates and amphetamines from psychological, physiological, socio-cultural and pharmacological viewpoints.

308. **Social Prevention of Substance Abuse.** SAT 202 or consent of instructor (3).


411. **Social Work Techniques in Substance Abuse I.** SAT 308, senior standing, concurrent election of SAT 413, consent of instructor (3).

[412. **Social Work Techniques in Substance Abuse II.** SAT 411, concurrent election of SAT 414, senior standing. (3).]

[413. **Social Work Practicum in Substance Abuse I.** SAT 308, senior standing, concurrent election of SAT 411. (3).]

[414. **Social Work Practicum in Substance Abuse II.** SAT 413, concurrent election of SAT 412. (3).]
The School of Health Professions and Studies prepares students for careers in health related fields by offering degrees that blend liberal education and professional preparation leading to the Bachelor of Science in Administration of Services to the Aged, Environmental Health, Health Care Administration, Health Education, Health Science, Medical Technology and Radiation Therapy, the Bachelor of Science in Nursing, the Master of Science in Anesthesia, the Master of Science in Health Education, the Master of Science in Nursing, and the Master of Physical Therapy. Professional preparation in the disciplines comprising the School of Health Professions and Studies is provided, with attention to societal issues, health care delivery models, and factors influencing the relationships among health care professionals and clients. The school strives to provide the highest quality education in collaboration with all campus instructional units and health care professionals in the community who provide clinical experiences for students. A director oversees each of the departments in the school. The Office of the Dean for the School of Health Professions and Studies provides required administrative services.

Admissions
Because of the varied nature of the programs offered through the School of Health Professions and Studies, admission procedures, as well as many other policies and procedures, are established by the individual departments/programs. Admission to the School of Health Professions and Studies is accomplished by successful application to a specific program within the School of Health Professions and Studies.

Academic Regulations and Procedures

Grading System
The following grading system is used in the School of Health Professions and Studies: A, excellent; B, good; C, fair; D, poor; E, failure; I, incomplete; W, officially withdrawn (without penalty). The following scale is used in computing grade-point averages:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
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Grade point averages are computed by dividing total honor points by total credits. The computation is limited to points and credits earned at the University of Michigan-Flint and to credits transferred from other schools and colleges of the University of Michigan.

The report of I (incomplete) may be made by the instructor if the student is unable to meet the course requirements within the specified time. An (I) incomplete may be made up while a student is not enrolled and must be made up by the end of the fifth week of the next semester (fall or winter) in which a student is enrolled. If, for sufficient reason, a student cannot remove the incomplete within the five-week period, an extension request form must be approved by both the course instructor and the Department Director and forwarded to the Office of the Registrar. Failure to either make up the grade within the allotted time or to have an extension approved will result in the I being automatically changed to a grade of E.

A grade once reported (with the exception of I) may be changed only to correct a demonstrable error.

After the end of the semester a copy of the official grade report is mailed to each student at the address of record.

Credit Without Grade
(Pass/Fail)
The pass/fail option applies only to specific courses so designated in the course schedule by individual SHPS departments. Courses elected for credit without grade are not included in the calculation of the grade point average.

Changes in Course Elections
(Drop/Add)
Changes in course elections include dropping and adding courses. To make a course change, a student must obtain a drop/add form from the office of the academic advisor and have it signed by the academic advisor, and by the instructor or instructors concerned. The student continues to be registered in the class of original choice until the drop/add form, properly signed, has been returned to the Office of the Registrar.
New courses may be elected before the end of the second week of the semester with the consent of the instructor; a course may not be dropped without a final grade after the Friday of the seventh full week of classes. Any student who seeks an exception to these deadlines must do so by a petition to the Academic Standards Committee of the School of Health Professions and Studies. A request to drop a course without a final grade after the deadline is considered only on medical grounds or for other compelling reasons.

Permission to drop a course after the deadline is not granted merely because the student is doing unsatisfactory work. If a student drops a course without official approval, the grade of E is recorded.

Granting withdrawal from a SHPS program (with or without intention to return) is a prerogative of the individual SHPS departmental faculty.

Recognition of Superior Scholarship
For those students with 45 graded hours or more completed at UM-Flint, graduating seniors with a cumulative grade point average of 3.5 or higher are recommended for the degree “with honors,” and students with a cumulative grade point average of 3.75 or higher are recommended for the degree “with high honors.” For students in the Physical Therapy Program, the grade point average is computed on the basis of all courses taken after admission to the professional preparation program.

Students who have completed less than 45 graded credit hours, but have met the requirements for graduation and have a cumulative grade point average of 3.5 or higher, will receive the Academic Distinction Award.

See "Undergraduate Honors" in the "Academic Policies of the University" section of this Catalog for information regarding campus- and system-wide honors recognition.

Distinguished scholarship is also recognized by awards offered by the faculty of the University of Michigan-Flint and by other organizations.

Academic Standing
A student in the School of Health Professions and Studies who maintains a grade point average of at least 2.0 for courses elected while enrolled in the University is generally considered to be in good academic standing. However, individual program standards may be higher. Grade point average requirements for graduation also vary.

The academic records of all students whose grade point average falls below C (2.0) are reviewed at the end of each semester by the Academic Standards Committee of the School of Health Professions and Studies. According to individual circumstances, students with deficient academic records may be placed on warning or required to withdraw. Students of individual programs which have established policies and procedures to determine academic discipline do not normally come before the Academic Standards Committee unless the grade point falls below C (2.0).

Appeals Procedure
Students in the School of Health Professions and Studies who believe they have been unfairly treated may appeal to the School of Health Professions and Studies Student Appeals Committee. For problems involving a faculty member, the appeal procedure should be initiated after consultation with the faculty member whenever possible.

Students in programs with written policies and procedures related to academic performance, clinical competency, and ethical standards should follow procedures established by the program prior to contacting the School of Health Professions and Studies Student Appeals Committee.

Anesthesia (ANE)

See Graduate Study.

Health Care (HCR)

402 William R. Murchie Science Building
(810) 762-3172
FAX (810) 762-3003

Director: Dr. Suzanne Selig

Principal Secretary: René Marx
Professor Suzanne Selig; Assistant Professors, Kristine Mulhorn, Shandowyn Parker; Adjunct Professors Cyrus Farrehi, Leonard Fleck, Philip Singer; Adjunct Assistant Professors William Christensen, Dan Coffield, Joan Cowdery, Marc Dedenbach; Adjunct Instructors Julie Aultman, Jennifer Bacolor, Dan Borton, Molly Brennan, Clifford Burks, Colleen Ciavarella, Chris Clolinger, Theresa Landis, Sherri Leet, Reuben Pettiford, Brooke Purves, Sharon Sheldon, Polly Sheppard, Christopher Swanson, Mark Valacak, Patty Wren.

The health care curriculum is designed to serve health professionals and other students who are involved or interested in (1) community health education or the education or training of others in health care; (2) administration, management or supervision in provision of health services; (3) further understanding of human behavior and institutional aspects of related professional activities; and (4) an understanding of the complex set of chemical, biophysical and geophysical factors that are involved in environmental health problems.

Programs in Health Care

Five concentration programs are offered, leading to the Bachelor of Science degree: Health Care Administration, Health Education, Health Care (Health and Human Behavior), Administration of Services to the Aged, and Environmental Health.
Also offered is a Joint BS/MPA program. (See the “Graduate Study” section of this Catalog.) All programs require 124 semester credit hours for graduation. For some programs as specified below, up to 30 credit hours may be earned for students who have achieved professional status through a previous degree or certification in a health care profession. This typically involves previous study at a community college leading to an associate’s degree or certification through a hospital-based training program. Previous certification is not required. Students preparing for entry-level positions who are new to the health field are encouraged to consider either a second major or a program minor outside of health care to complement the focus of the health care option selected. Minors in Health Care Administration, Health Education and Behavior, Gerontology, and Environmental Health are also available although primarily intended for students outside the department. Students must have a grade point average of at least 2.0 overall and 2.0 within their major to qualify for a degree in the Health Care Programs.

Program in Health Care Administration
The Bachelor of Science in Health Care Administration is intended for credentialed and licensed health care professionals as well as others who want to prepare for a career in health care administration. It is designed to serve those preparing for general or specialized administrative responsibilities in health care.

Requirements.
A. General education requirements.
   ENG 111-112 (6), Fine Arts (3), Humanities (9), Social Sciences (9), Natural Sciences (8), Area Options (17-18).
B. Health care core (12 credits):
   1. HCR 300; HCR 402 or 315.
   2. Two of: HCR 304, 368, 420, 479, 487.
C. Health Care Administration (30 credits).
   1. HCR 376.
   2. Two of: HCR 305, 319, or 418.
   3. Four courses selected from:
      Human Resources: BUS 341 or PSY 334;
      BUS 346; HCR 427.
      Data Management and Decision Making: ECN 469;
      HCR 301, 378.
      Planning, Regulating, and Finance: HCR 403 or 385;
      HCR 410, 477.
   4. Internship or Co-op: HCR 390 or 392 (3-6 credits).
   5. Electives in health care: (6-9 credits).
D. Electives to complete the total of 124 credits or if applicable, up to thirty (30) credits in professional courses may be transferred and applied to this total.

Program in Health Care
The program in Health Care has one track, Health and Human Behavior. This track is primarily designed to enhance students’ understanding of aspects of patients’ and clients’ behavior, as well as to provide knowledge and an understanding of institutional aspects of health professional activities.

Requirements.
A. General education requirements. ENG 111-112 (6), Fine Arts (3), Humanities (9), Social Sciences (9), Natural Sciences (8), Area Options (17-18).
B. Electives to complete the total of 124 credits or if applicable, up to thirty (30) credits in professional courses may be transferred and applied to this total.
C. Health care core (12 credits).
   1. HCR 300; HCR 402 or 315.
   2. Two of: HCR 304, 368, 420, 479, 487.
D. Health and Human Behavior (30 credits).
   1. Institutional and Behavioral Perspectives. Three of:
   2. Issues and Problems. Three of:
      ANT 372; HCR 314, 331, 350, 360, 407; PSY 309, 375;
      SAT 308; SOC 354.
   3. Internship or Co-op. HCR 390 or 392 (3-6 credit hours).
   4. Electives in health care (6-9 credits).

Program in Health Education
The B.S. in Health Education is designed for those who are interested in community health education as well as credentialed health professionals who are preparing to train others in their own specialty.

Requirements.
A. General education requirements. ENG 111-112 (6), Fine Arts (3), Humanities (9), Social Sciences (9), Natural Sciences (8), Area Options (17-18).
B. Electives to complete the total of 124 credits or, if applicable, up to thirty (30) credits in professional courses may be transferred and applied to this total.
C. Health care core (15 credits).
   1. HCR 300, 315 and 368.
D. Health Education (27 credits).
   1. HCR 380, 384, 385, 386.
   2. Internship or Co-op. HCR 390 or 392 (3-6 credit hours).
   3. Health Care selectives.
      One course in Health Care Administration.
      Two courses in Health and Human Behavior.
   4. Electives in health care (3-6 credits).
Program in Administration of Services to the Aged

Program Faculty: Professor Suzanne Selig; Assistant Professor Kristine Mulhorn;

The B.S. in Administration of Services to the Aged is designed to prepare graduates to work in a variety of administrative positions in an expanding number of settings which provide services to our aging population. The increased number of elderly and the complex issues facing this population requires individuals knowledgeable in gerontology along with administrative knowledge and talent to provide administrative support for needed services. This degree program provides a balanced education in the areas of aging and administration.

Requirements.
A. General Education Requirements (50 credits).
   1. English 111, 112; MUS 100 or ART 120; PHL 101 and 3 additional Humanities credits; PSY 100; SOC 100; HCR 368.
   2. Values Inquiry: HCR 304, SOC 354, POL 120.
   3. Second Area Option: (to be selected by student).
B. Health Administration/Aging (33 credits).
   HCR 300, 314, 315, 376, 378, 385, 407, 477, 487; BUS 330, 341; BUS 344 or HCR 319.
C. Gerontology (27 credits).
   1. SOC 372.
   3. SWK 313, 314.
   4. PSY 237.
   5. PSY 347.
   6. ANT/SOC 413 or HCR 390.
D. Recommended Electives to total 124 credits.
   BUS 346; HCR 420, 421; CSC 121, 123; COM 210; ANT 401; NUR 209, 352, 353, 355.

Program in Environmental Health

Program Faculty: Professors Virgil Cope (Chemistry), Richard Hill-Rowley (Earth and Resource Science), William Marsh (Earth and Resource Science), Suzanne Selig (Health Care); Assistant Professor Richard Frazee (Chemistry); Adjunct Instructor Mark Valacak (Health Care).

The program in Environmental Health is designed to present an understanding of the complex set of chemical, biophysical and geophysical factors that are involved in environmental health concerns. A program of study is offered in conjunction with the departments of Biology, Chemistry, and Earth and Resource Science. After completing a set of core courses, students concentrate in Environmental Toxicology with a biochemical focus or in Environmental Planning with a geophysical or planning focus.

Environmental Toxicology prepares students to deal with the complex public health issues associated with the effects of toxic substances present in both the natural and man-made environments. Environmental Planning allows students to develop further expertise in geophysical systems and the gathering and processing of geographic information or in the broader planning context where many environmental health decisions are made.

The Environmental Health option is designed to prepare students for careers in environmental protection, consulting, testing, and planning in both public and private sector agencies. Course selection can be designed to meet the educational qualifications of the Michigan Department of Licensing and Registration requirements for registration as a sanitarian.

Requirements.
A. General education requirements to include BIO 167, 168; CHM 160, 161, 162; MTH 120 (or its equivalent); PHY 110 or 143.
B. A course in statistics. HCR 402/BIO 404 or PSY 301 or BUS 211.
C. Environmental Health Core (29 credits).
   HCR 300, 301, 315, 420, 421 (3 each).
   CHM 380 (3) and 381 (1).
   GEO 151 (4); PUB 422 (3); RPL 486 (3).
D. Election of either the Environmental Toxicology (18-20 credits) or the Environmental Planning concentration (18 credits).
E. Seminar. HCR 428 (1-3).
F. Electives to complete the total of 124 credits.

Concentration in Environmental Toxicology
A. Eleven credits to include: BIO 326 (4); CHM 220 (3), 231 (1), 382 (3).
B. Six to eight credits from: BIO 327 (4), 328 (4), 425 (3), 435 (4), 450 (4), 436 (3); CHM 385 (1).

Concentration in Environmental Planning
A. Twelve credits to include: GEO 304 (3), 331 (3); HCR 376 (3), 410 (3).
B. Either 1 or 2 as follows (6 credits):
   1. Two of: GEO 265, 303, 404, 431, 441; RPL 370.
   2. Two of the following: ECN 376; GEO 285; RPL 311, 312; SOC 330.

Minors in Health Care
Minors are available in Gerontology, Health Care Administration and Health Education and Behavior. These minors provide coursework in the basic components of these programs and are available to all students of the School of Health Professions and Studies, the College of Arts and Sciences, the School of Education and Human Services and the School of Management. However, if either the minor in Health Care Administration or Health Education and Behavior is combined with another health care concentration, only nine credits may be credited toward both the concentration and the minor.
Minor in Gerontology
An interdisciplinary selection of courses designed to: 1) provide a minor in conjunction with any major within UM-Flint; 2) provide a transcript designation in social gerontology to professionals and practitioners who have already graduated and are involved or interested in the field of aging.

Requirements. At least eighteen credits, as follows:
A. HCR 350.
B. SWK 313; HCR/SWK 314 or PSY 244.
C. PSY 347.
D. HCR 378 or HCR/POL 306.
E. One from: HCR 390, PSY 360, PSY 394.

Minor in Health Care Administration

Requirements. Completion of 18 credits, distributed as follows:
A. HCR 300, 305, 376 (3 each).

Minor in Health Education and Behavior

Requirements. Completion of 18 credits, distributed as follows:

Minor in Environmental Health
The Minor in Environmental Health provides a basic introduction to the field of environmental health. It is designed to supplement degree work in fields such as chemistry, biology, health care, earth and resource science, or public administration.

Requirements.
A. 16 to 18 credits as follows:
   HCR 315 (3), 420 (3), 421 (3) and 428 (1-3);
   RPL 486 (3), and PUB 422 (3).
B. Completion of 1, 2 or 3 (5-7 credits):
   1. CHM 402 (1), 380 (3), 381 (1).
   2. GEO 303 (3), 331 (3).
   3. BIO 335 (4), 436 (3).

Graduate Courses in Health Education (HED)

See the Graduate Study section of this Catalog.

Courses in Health Care (HCR)

101. Physical Fitness. (1).
Lecture and physical activity focused on cardiovascular endurance, muscular strength, flexibility and body composition following American College of Sports Medicine guidelines. Proper warm-up/cool-down techniques, contraindicated exercises, overuse injury treatment, caloric intake and expenditure, proper nutrition, stress management techniques, exercise motivation, and various modes of activity. May be repeated to a total of three credits.

102. Weight Training. (1).
Lecture and physical activity focused on development of muscular strength and endurance following American College of Sports Medicine guidelines. Weight machines and free weight used along with information of proper warm-up/cool-down techniques, major muscle groups and functions, movement terminology, planes of motion, and high-risk exercises. May be repeated to a total of three credits.

103. Aerobic Conditioning. (1).
Introduction to aerobic conditioning as a component of overall health and physical fitness. Students participate in aerobic activities including walking, running, swimming, biking, aerobic dance and use of cardiovascular exercise equipment. American College of Sports Medicine guidelines for quality and quantity of exercise followed. May be repeated to a total of three credits.

104. Volleyball. (1).
Provides students opportunity to learn about, experience and play volleyball. Skill techniques and tactics taught and practiced in drills; recreational and competitive rules taught and applied. May be repeated to a total of three credits.

105. Basketball. (1).
Provides students with an opportunity to learn about, experience and play basketball. Skill techniques and tactics will be taught and practiced in drills. Recreational and competitive rules will be taught and applied to various play situations. May be repeated to a total of three credits.

106. Beginning Golf. (1).
A step-by-step process for learning basic swing fundamentals for the game of golf. Lectures and practice for different aspects of golf including putting, chipping, full swing fitness, rules and etiquette. Proper selection and club fitting. May be repeated to a total of three credits.

107. Stress Management. (1).
Identification of stressors, stress responses, and stress management strategies including relaxation techniques for
coping to minimize the negative effects of stress (e.g., loss of ability to adjust, fatigue, anxiety, lower productivity). Students learn to create a sense of personal power and balance through a holistic approach to well-being. May be repeated to a total of three credits.

Designed to provide information and enhance one's experience so the student can achieve greater fundamentals for learning and playing the game of golf—short-game, bunker play, full swing, target and mental awareness, ball trajectory, videotape and 9 hole playing lesson.

120. Medical First Responder. ENG 112. (4).
Introduction to technical knowledge and skills required to effectively perform basic emergency medical care (first aid). Lectures and in-class hands-on practice of techniques. Successful completion of the course results in certification in Community CPR, AED and Emergency Response through the American Red Cross.

201. Introduction to Health Careers. (1).
Overview of health careers including job functions and responsibilities, academic prerequisites; designed to assist students in making appropriate health field career choice.

300. Health Care in the United States. At least junior standing or consent of instructor. (3)s.
Status, institutions, attitudes and behavior related to health care in the United States. Delivery of services; evolution, structure and dynamics of health professions. Personal and institutional aspects of the health care system and their effects on such areas as planning, public policy, the sick role, physician-patient relationships, death and dying, the hospital, and health care politics.

301. Computer Applications in the Health Sciences. CSC 121 and at least junior standing or consent of instructor. (3).
Introduction to the use of computers in the health sciences. Hardware and software concepts, overall systems structures, and visits to local health care facilities emphasizing computing. Reports and/or term paper(s) generally required.

304. The Ethics of Health Care. PHL 162, PHL/NSC 168, or PHL 261. (3)h/v2.
Ethical and philosophical issues arising in and from the health care system. Problems and conflicts posed by interpersonal, professional and client relationships. Questions dealing with the right to live, the right to die, informed consent, sterilization, abortion, and human experimentation, and the just allocation of limited resources. Does not count as a prerequisite for philosophy courses, nor toward the Philosophy major or minor. Also listed as PHL 304.

305. Public Policy and Health Care. HCR 300 and a course in political science; or consent of instructor. (3)s.
Health care policies and policy-making processes; trends in health care policy and their political, economic and social implications. The ideological basis for United States health care reform efforts will also be discussed. Also listed as POL 305.

306. Politics of Aging. POL 120. (3).
Examination of political institutions and policy making processes that impact legislation affecting the aged, including legislators, interest groups, political parties, voters. Analysis of entitlement programs for the aged, including federal and state level regulation and implementation of Medicare, Medicaid, social security. Political attitudes of baby boomers and the aged toward the health care system. Also listed as POL 306.

308. Activities and Programs for the Elderly. (3).
Concepts, theories and programming related to activities for the elderly. Art and music therapy, creative writing; assessment techniques, resource utilization, leadership styles and motivation; development, standards and regulations related to activity programs. Activities designed to enhance health status and performance of aging persons; emphasis on balance between rest, exercise and nutrition, play, physical and mental health, self-maintenance techniques.

314. Death, Dying and Bereavement. (3)s.
Death, dying and bereavement in the United States. Analysis of experiences of individuals at different stages of development in the human life cycle; social and cultural variables with American society affecting death-related encounters, attitudes and practices. Assessment of task-based approaches to coping and ritualistic practice. Also listed as SWK 314.

315. Introduction to Epidemiology. HCR 300; MTH 090 (110) taken at UM-Flint within the last two years with a grade of C (2.0) or better or placement into MTH 111 on the mathematics department placement test; at least junior standing. (3).
Basic concepts and tools necessary to describe and understand how diseases are distributed in populations. Levels of prevention, risk factors, and study designs emphasized.

319. Public Personnel Administration. At least junior standing. (3)s.
Selection and management of personnel in public organizations; evolution and development of merit systems. Effects of municipal unionization and collective bargaining on personnel relations in the public sector. Accountability and productivity of public employees. Also listed as PUB 319.

325. Aspects of Women’s Health. A course in anatomy and/or physiology and a course in psychology. (2).
Physical and mental health issues of women. Anatomic and physiologic changes during development, pregnancy, and menopause. Medical-surgical disorders including infections and
cancer. Sexual dysfunction, eating disorders, and the special needs of females in therapy. Women and violence, including sexual assault, abuse, and incest. Also listed as NUR 351.

330. Medical Anthropology. A course in anthropology or HCR 300. (3)cs/1.
Anthropological perspective on the relationship and interaction of biological, environmental, and socio-cultural factors in health, disease and illness. Man's health behavior in both traditional and contemporary cultures as encountered in health care delivery by medical systems and medical institutions. Also listed as ANT 330 and INT 330.

331. Global Health. HCR 300 or consent of instructor. (3).
Issues in public health from a global perspective. Diseases and health conditions common to developing countries and factors which affect them, including epidemiology and social, economic and political considerations. Identification of appropriate interventions for improving health conditions in the developing world. Global burden of disease, current measurement issues of health and disability and the impact of diminishing resources on health and patterns of AIDS and other diseases of pandemic proportion are addressed. Also listed as INT 331.

350. Health and Aging. SOC 100, at least junior standing; or consent of instructor. (3).
Relationships between health and aging. Definition of aging, historical and cross-cultural views of normal aging, a profile of the aged, acute and chronic illness and its implications, health care services for the aged. Importance of nutrition and exercise.

360. Issues in Maternal and Infant Health. HCR 300, at least junior standing; or consent of instructor. (3).
Current issues affecting maternal and infant health, including important risk factors for mother and infant, current legislation affecting programs, ethical issues, and future directions.

368. Sociology of Health and Illness. SOC 100. (3)x.
Sociological view of health, illness, and the delivery of medical care. Social and social-psychological factors involved in being ill; social relationships and organizations associated with medical treatment; roles of providers and patients; and national health care systems. Also listed as SOC 368.

376. Health Care Administration. HCR 300, at least junior standing; or consent of instructor. (3).
Administration of hospitals and managed care organizations. Extended care facilities and visiting nurse associations. Decision-making, organizational structure, trustee and medical staff relationships, third party payor relationships, and fiscal management of the health care institution.

378. Organization and Administration of Long-Term Care. HCR 300, 376; or consent of instructor. (3).
Types and functions of long-term care organizations (e.g., nursing homes, hospitals, visiting nurses, clinics) and related providers. Students participate in a critical analysis of long-term care administration relating to reimbursement, resource use, monitoring, quality mechanisms, and ethical/legal issues.

380. Strategies in Health Education. At least junior standing. (3).
Provides an overview of the field of health education and describes basic strategies for the design, implementation and evaluation of health education programs.

384. Issues in Program Implementation. HCR 300 and at least junior standing. (3).
Various issues which affect implementation of health programs, including resource allocation, educational strategy selection, marketing and public relations, grantsmanship, and political forces which affect change.

385. Health Care Program Evaluation. HCR 300 and at least junior standing. (3).
Developing a frame of reference for research and evaluation of health care programs. Research and evaluation methods, including setting objectives, measurement of attitudes, and presenting evaluation reports.

386. Media and Materials in Health Care Education. At least junior standing. (3).
Guides students toward acceptance of the proper role and place of media in the health education process, and improves the students' skills in the selection, production, use and evaluation of media in health education.

388. Directed Studies. Consent of instructor. (1-3).

390. Administrative/Teaching Internship in Health Care. Consent of instructor. (3-6).
Work assignment in a health care agency as an intern who observes and participates in agency activities under the supervision of both agency and school staff. Internship experiences and related readings discussed in seminars.
392. **Health Care Cooperative Experience.** At least junior standing and consent of instructor and co-op coordinator. 

Job assignment planned jointly by the student, the supervisor, and the Coordinator of Cooperative Programs at the beginning of the cooperative work experience. Duties involved should relate to the student's academic program and should increase in responsibility and difficulty during the period of the assignment. Preparation of a paper related to the work experience and problems encountered and handled. **Graded Pass/Fail.**

394. **Special Topics in Health Care.** At least junior standing. (3.)

402. (302). **Biostatistics.** Strong preparation in high school or college algebra and eight credits of biology. (4).

Analysis of quantitative data from biological sources, using basic statistical procedures to elucidate biological phenomena. Mathematical derivations and probabilistic theory not stressed; emphasis on the selection and interpretation of statistical tests commonly used by biologists. Prior knowledge of statistics not necessary. Lecture and recitation. **Also listed as BIO 404.**

403. **Evaluation of Services and Programs.** At least junior standing and a course in statistics. (3)s.

Formulation, implementation and evaluation of the programs of public agencies. Role and conduct of research in the program process; techniques of effective evaluation and report presentation. **Also listed as PUB 403.**

407. (307). **Race, Health and Illness.** HCR 300, SOC 100, at least junior standing; or consent of instructor. (3).

Relations among race, ethnicity and health for African Americans, Asian Americans, Latinos, Native Americans and white Americans. Individual and institutional-level explanations of these patterns of health and illness including biology, culture, racial discrimination and social class.

410. **Health Care Planning and Regulatory Processes.** HCR 300, 376 or consent of instructor. (3).

Theory, skills, and applications of health planning. Health planning in the public sector, and strategic planning in the private sector. Health insurance reform, stakeholder analysis, conditions, quality management, and survival strategies. **Also listed as PUB 410.**

418. **Budgeting in Public and Nonprofit Organizations.** At least junior standing. (3)s.

Budgetary process in the public sector and nonprofit organizations, with emphasis on application to policy problems. Budgeting as a management and policy-making tool.

Planning-programming-budgeting system and cost-benefit analysis. **Also listed as PUB 418.**

420. **Environmental Health.** At least junior standing or consent of instructor. (3).

Systematic approach to the understanding of and control measures for the major environmental health problems of the late twentieth century in industrialized and developing countries. Reviews health issues, explores basic scientific understandings of causes, and examines current and possible future approaches to control.

421. **Occupational Health and Safety.** (3).

Introduction to the nature of work-related disease and injuries in the United States. Noise, radiation, ergonomic, biological and chemical hazards discussed in terms of recognition, assessment, and control of workplace hazards. Current regulations, standards, personal protective equipment, monitoring equipment, and career opportunities are covered in the course.

424. **Employment, Law, and Public Policy.** At least junior standing. (3)s.

Federal and state statutes and Supreme Court decisions relative to employee rights, civil rights and equal employment opportunity, examined from the perspective of employers, employees and public policy. Progressive discipline, wrongful discharge, sexual harassment, discrimination, and EEO compliance for supervisors and managers. **Also listed as PUB 424.**

427. **Personnel Selection and Evaluation.** PSY 100 and a course in statistics. (3)s.

Lecture/seminar. Basic concepts of prediction and evaluation of job performance (with emphasis on reliability and validity), job analysis and criteria development, varieties of selection procedures, including aptitude and achievement measures, personality and motivation measures, interviews and application forms. Effects of government regulation and societal values on selection and evaluation. **Also listed as PSY 427 and PUB 427.**

428. **Seminar in Environmental Health.** HCR 420 or consent of instructor. (1-3).

476. **Applications in Health Care Administration.** Senior standing, HCR 376, at least two additional courses in health care administration. (3.)

477. **Financial Management in Health Care.** HCR 300, 376; at least junior standing; or consent of instructor. (3).

Examination of the financial workings of hospitals, including third party payor reimbursement methods and requirements; budgeting, working capital analysis, long-term resources and obligations, and external reporting. **Also listed as PUB 477.**
479. **Economics of Health Care.** ECN 202; HCR 300; or consent of instructor. (3)s.
Economic analysis of the health care industry and governmental policies in health care. Use of economic tools to determine the probable effects of various proposals on the pattern of health care produced and on the allocation of resources both within the industry and in the economy generally. Also listed as ECN 479 and PUB 479.

487. **Legal Issues in Health Care.** HCR 300, at least junior standing; or consent of instructor. (3)s.
Legal issues, restraints and problems arising from the organization and delivery of health care services. Liability and malpractice; definitions of death; informed consent; and health care personnel in court. Also listed as PUB 487.

**Graduate Courses in Health Care**

500. **Human Health and Disease.** Graduate standing. (3).
Survey of selected major chronic and acute human diseases, with emphasis on predisposing factors and general mechanisms of damage and disability, as well as prevention and treatment. Required for all students in the M.S. in Health Education and Health Care Administration option of the MPA program who have not had HCR 315 or an equivalent course.

502. **Biostatistics.** Strong preparation in high school or college algebra, eight credits of biology, and graduate standing. (4).
See HCR 402 for description. Additional work required. Not open to students with credit for BIO 404 or HCR 402 or its equivalent. Also listed as BIO 504.

504. **Ethics in Health Care in Physical Therapy.** Admission to the entry level or post-entry level program in physical therapy; or consent of instructor. (3).
Ethical and philosophical issues which impact upon physical therapy practice and research. Conflicts and issues arising out of interpersonal, professional and client relationships. Also listed as PTP 591.

505. **Health Policy.** Graduate standing. (3).
Comprehensive analysis of the health policy process in the United States with comparisons to foreign health systems. Systematic and critical review of major ideological influences that have shaped health policy. Other issues include policy implementation and management, policy evaluation, and the impact of government health policy on providers, insurers, industry, labor and consumers. Also listed as PUB 505.

506. **Research Methods.** Graduate standing. (3).
Research designs and evaluative models used in health and public administration studies. Special emphasis on developing skills in research analysis and problem identification (research question development). Also listed as PUB 506.

507. **Ethics Seminar for Physical Therapy.** HCR/PHL 304 or consent of instructor; admission to the entry level or post-entry level program in physical therapy. (2).
Seminar focusing on moral issues related to rehabilitation and clinical decision making for physical therapists. Also listed as PTP 507.

508. **Evaluation of Services and Programs.** Graduate standing, a course in statistics. (3).
See HCR 403 for description. Not open to students with credit for HCR/PUB 403. Also listed as PUB 508.

509. **Health Care Planning and Regulatory Processes.** Graduate standing, HCR 300, 376; or consent of instructor. (3).
See HCR 410 for description. Not open to students with credit for HCR/PUB 410. Also listed as PUB 509.

517. **Race, Health and Illness.** Graduate standing; HCR 300, SOC 100, or consent of instructor. (3).
See HCR 407 for description. Not open to students with credit for HCR 407.

518. **Budgeting in Public and Nonprofit Organizations.** Graduate standing. (3).
See HCR 418 for description. Not open to students with credit for HCR/PUB 418. Also listed as PUB 518.

524. **Employment, Law, and Public Policy.** Graduate standing. (3).
See HCR 424 for description. Not open to students with credit for HCR/PUB 424. Also listed as PUB 524.

527. **Personnel Selection and Evaluation.** Graduate standing; PSY 100 and a course in statistics. (3).
See HCR 427 for description. Not open to students with credit for HCR/PSY/PUB 427. Also listed as PSY 527 and PUB 527.

577. **Financial Management in Health Care.** Graduate standing; HCR 300, 376; or consent of instructor. (3).
See HCR 477 for description. Not open to students with credit for HCR/PUB 477. Also listed as PUB 577.

579. **Economics of Health Care.** Graduate standing; ECN 202; HCR 300; or consent of instructor. (3).
See HCR 479 for description. Not open to students with credit for ECN/HCR/PUB 479. Also listed as ECN 579 and PUB 579.

581. **Health Education and Community Resources.** Admission to the entry level or post-entry level program in physical therapy; or consent of instructor. (2).
Appropriate health education strategies for families, support groups, and communities. Identification, utilization and evaluation of community and other resources. Also listed as PTP 592.

587. Legal Issues in Health Care. Graduate standing; HCR 300, or consent of instructor. (3).
See HCR 487 for description. Not open to students with credit for HCR/PUB 487. Also listed as PUB 587.

588. Independent Study in Health Care. Consent of instructor. Open only to students in Health Care Administration MPA or other graduate level health care programs. (1-3).
Directed reading or research on a topic relevant to health care/health care administration, under instructor's supervision, by special arrangement only.

590. Internship. Graduate standing. Consent of instructor. (3).
Students intern in agencies under supervision of agency personnel and faculty, meet in seminars to discuss field experience and related readings. Also listed as PUB 590.

593. Practicum in Research Design. Graduate standing and completion of 18 hours in the MPA program. (3).
Development of a research design for the Practicum in Applied Research project, working with the instructor and project readers. Also listed as PUB 593.

595. Practicum in Applied Research. PUB 539 or 593. (3).
Implementation of the research design developed in HCR 593. Research conducted in close consultation with a faculty advisor and results presented in a substantial paper demonstrating integration of important topics of public administration. Also listed as PUB 595.

Medical Technology (MTP)

Medical Technology is a health care profession involving the production of diagnostic clinical data. Medical Technologists, also known as clinical laboratory scientists, analyze biological specimens to produce accurate, reliable diagnostic test results reflecting patient health status. Physicians rely on the clinical laboratory data provided by Medical Technologists to determine the presence, absence, extent or cause of a disease. Clinical laboratory professionals are essential members of the health care team, uncovering scientific facts leading to the accurate diagnosis and timely treatment of disease and promoting the health and well-being of those receiving medical treatment. Medical Technologists use their educational experience developing the analytical skills and scientific understanding necessary to function effectively in a clinical laboratory environment.

The Bachelor of Science in Medical Technology is designed to provide a broadly based background including specific biology and chemistry course program requirements as well as an opportunity to elect courses from humanities and social sciences. The four years of undergraduate study may be followed by a clinical internship year in a hospital or other clinical setting offering an accredited program in Medical Technology. Internship graduates are then eligible to take a nationally recognized certification examination conducted by the Board of Registry of the American Society of Clinical Pathologists (ASCP).

Graduates of Medical Technology programs are eligible for employment in a variety of work settings. Persons are needed to fill the available positions in clinical practice settings of diagnostic laboratories in hospitals, public health agencies and clinics. Career options also exist outside the traditional clinical laboratory. Graduates with backgrounds in clinical laboratory science occupy positions as medical research and development technologists, technical representatives for medical product and medical equipment companies, and other biomedically-related positions in business and industry.

The degree program in Medical Technology is also suitable as a foundation for students preparing for graduate studies in a subdiscipline or another health-related area or for pre-professional training in one of the medical sciences. Students intending to pursue graduate studies in a subdiscipline are encouraged to select a program minor which encompasses subject matter in the subdiscipline of interest.

Program in Medical Technology

A concentration program in Medical Technology is offered, leading to the Bachelor of Science degree.

Program in Medical Technology

Requirements.
A. Completion of general education requirements including 3 credits of mathematics in the analytic reasoning area option.
B. Biology courses. BIO 111 (Organismal Biology), BIO 113 (Principles of Biology), BIO 326 (Cell Biology), BIO 328 (Genetics), BIO 425 (Immunology), BIO 432* (Mammalian Physiology), BIO 435 (MiFHiology), BIO 437 (Mycology), BIO 450 (Parasitology).
C. Chemistry courses. CHM 160, 161, 162, and 163 (Principles of Chemistry); CHM 230, 231; and 232, 233 (Organic Chemistry) or 3-6 additional credits in upper level chemistry.

D. MTP 201, 301, 302.
E. Four credits in physics.
F. Four credits in computer science.
G. Electives to complete a total of 124 credits.
H. Medical terminology and statistics courses are recommended.
I. A cumulative grade point average of at least 2.7.

* Note: Substitution of BIO 327 for BIO 432 qualifies a student to declare a minor in biology as well as a major in Medical Technology. However, BIO 432 (Mammalian Physiology) is strongly recommended for Medical Technology majors. Other courses providing preparation in clinical research/laboratory science include BIO 438 (Medical Microbiology), BIO 467 (Molecular Biology of Prokaryotes), MTP 401 (Clinical Correlation of Lab Data), and CHM 302 (Laboratory Safety).

Courses in Medical Technology (MTP)

201. Introduction to Medical Technology. (1).
Overview of the field of medical technology and examination of the role of the medical technologist as a member of the health care team. Sessions on current issues and field visits to laboratory settings. Graded Pass/Fail.

301. Introduction to Hematology. BIO 326. (2).
Basic theories, principles, and techniques of clinical hematology. Lecture and laboratory participation.

302. Introduction to Immunohematology. BIO 326 and 425. (2).
Basic theories, principles and techniques of blood banking and coagulation. Lecture and laboratory participation.

320. Medical Terminology. (2).
Analysis of medical terms and components as foundation for recognition of medical language encountered in various health care settings. Specific anatomical, physiological and pathological terminology included.

321. Medical Terminology. Admission to the program in physical therapy or consent of instructor. (1).
Introduction to medical language used in health care settings with focus on terms describing disease states and diagnostic procedures. Also listed as PTP 363.

Individual work for qualified students under the supervision of the instructor. Problems may involve search of original literature, experimentation, and analysis of results.

394. Special Topics in Clinical Laboratory Sciences. MTP 201. (1).
Discussion of current issues in Medical Technology such as laboratory regulations, quality assurance and other topics such as hemostasis, clinical microscopy and current laboratory instrumentation.

401. Clinical Correlation of Laboratory Data. At least junior standing. (2-3).
Lectures on principles of pathophysiology and how abnormalities of disease are revealed through laboratory data. Liberal use of case studies and practical application of laboratory data. Emphasis placed on cost effective use of laboratory testing.

Graduate Course in Medical Technology

See MTP 401 for description. Not open to students with credit for MTP 401.

Nursing (NUR)

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Assistant Director for Graduate Program: Dr. Thomas Schaal
Administrative Assistants: Marge Hathaway, Denise Shourd
Student Services Assistant: Maris Gilles
Principal Secretary: Lynn Thompson

Associate Professors Janet Barnfather, Mary Killeen, Kathleen Moore, Mary Periard, Thomas Schaal; Assistant Professors Janice Brady, Linda Knecht, Ellen Woodman; Clinical Assistant Professors Brenda Knaack, Patty Schaal, Maureen Tippen; Clinical Instructor Carol Rossman; Lecturers Constance Creech, Bonnie Hudson, Brenda Knaack, Sharon Richards; Adjunct Professor John Thornburg; Adjunct Assistant Professor Mary McAlindon;
Colarossi, Sandra Cook, Sandra Cooper, Eric Dewar, Randall Dishow, Christie Eppler, Carol Grubba, Diane Gutchak, Carol Higgins, Amir Mahjoob, Cynthia Meredith, Judith Mikhail, Katherine Nerreter, Rhonda Newberry, Deborah Sarsfield, Sandra Smith, Kay Taylor, Cathy Weigel, Bonita Whaite, Jason Whiting, Paula Wollin, Michelle Yaste, Lynn Zink.

Opportunities in the field of Nursing are evolving in new, challenging directions as health care settings expand and diversify. A generation ago, nurses were primarily prepared for work in hospitals. Today, a myriad of challenging opportunities are available. Through the study of theory, research and practice the Bachelor of Science in Nursing (BSN) student prepares to provide health care to people across the lifespan with awareness of the exigencies of gender, culture, and ethnicity. Theoretical and clinical learning experiences prepare the student to provide care for the acutely and chronically ill and also to instruct clients in health promotion, and disease and injury prevention. BSN students also develop administrative skills necessary to manage the health care needs of clients in a variety of settings. For today’s professional nurse, a four-year Bachelor of Science degree in Nursing is essential.

The general education component of the Bachelor of Science in Nursing program, which includes arts, sciences and humanities, provides the student with an academic background promoting development of a well-rounded individual. Students are challenged to develop high level analytical and critical thinking skills. Upon completion of nursing program and general education requirements, the University of Michigan-Flint awards the Bachelor of Science in Nursing degree.

Career opportunities for professional nurses are continually expanding and include: hospitals, clinics, physicians’ office practices, home health care agencies, schools, parish churches, businesses, the military, pharmaceutical companies, insurance companies, health maintenance organizations, wellness centers, fitness centers, and community and public health agencies. Nurses are finding opportunities in the fields of business, law and many sectors of the government. The Bachelor of Science in Nursing degree is the foundation for graduate study in nursing. Graduate programs in Nursing include specializations as: Nurse Practitioner programs, areas of nursing theory, and preparation for a doctoral program in nursing.

Accreditation

The National League for Nursing has granted full eight-year accreditation to the baccalaureate program in nursing at the University of Michigan-Flint Department of Nursing. You may contact them for information at: National League for Nursing Accrediting Commission, 350 Hudson Street, New York, New York 10014; telephone 1-800-669-1656. The Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing, has granted pre-approval to the baccalaureate program in nursing at the University of Michigan-Flint Department of Nursing. You may contact them at CCNE, One DuPont Circle, NW, Suite 530, Washington, DC 20036-1120; telephone (202) 463-6930.

Department of Nursing Memberships

The University of Michigan-Flint Department of Nursing is a Member Agency in the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, and holds memberships in the American Association of Colleges of Nursing and the Michigan League for Nursing.

Programs in Nursing

A concentration program is offered leading to the Bachelor of Science in Nursing degree. This program has two tracks. (1) The University of Michigan-Flint/Hurley Medical Center Basic BSN Program is for students who are earning their Bachelor’s degree as they prepare for licensure as a Registered Nurse (RN). A pre-nursing program is available for these students. (2) The RN/BSN Program, or Registered Nurse Program, is for the student who is a graduate of a state-approved nursing program and already holds a license to practice as Registered Nurse in Michigan.

The Department of Nursing also offers a Master of Science in Nursing Program with two tracks: Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner. See the Graduate Study section of this Catalog for further information.

The Pre-Nursing Program

This program is for students who plan to enter the Basic BSN program. Students seeking admission to the Pre-Nursing Program must meet University of Michigan-Flint admission requirements. Application may be made at any time after the beginning of the senior year of high school. The requirements for freshmen are 4 years of high school English, 3 years of mathematics, 2 years of science (including 1 year physical science) and 3 years of social sciences. The Department of Nursing highly recommends high school college preparatory courses in biology, chemistry, English, and mathematics.

Upon admission to the University, Pre-Nursing Program students are enrolled in the College of Arts and Sciences. Students entering the Pre-Nursing Program in the College of Arts and Sciences should be aware that such admission does not insure their acceptance in the Basic BSN Program. Admission to the Basic BSN Program is selective. Priority is given to University of Michigan-Flint students. To learn details of the application and selection processes, prospective applicants are encouraged to attend Department of Nursing Information Meetings. These are held regularly throughout the school year. Contact the department for scheduled times.

Prerequisite courses for the Basic BSN program.

A. Before APPLYING TO the Basic BSN Program, candidates must complete the following courses with a grade of C- or better:
Students admitted to the University of Michigan-Flint/Hurley Medical Center Basic BSN Program are charged according to a tuition schedule specific to BSN students, and this fee structure is used for all courses taken while in the program. Students need additional funds for uniforms, medical equipment and professional textbooks. During some semesters, students need the use of an automobile to travel to their clinical assignments. A pre-entrance physical examination, immunizations, CPR certification, and health insurance will be required at the student's expense. Students must meet health requirements as mandated by their clinical sites.

Requirements.

A. Completion of all prerequisite courses.

B. Completion of general education requirements as found in the General Education Program section of this Catalog. Recommended area options are Analytic Reasoning and Values Inquiry because program requirements fulfill parts of these area options. A minimum of 50 general education credits is required.

C. Core Nursing Curriculum:

Semester One: NSC 209 (3) Nutrition; NSC 233 (3) Pharmacology; NUR 202 (3) Health Assessment; NUR 221 (3) Introduction to Professional Nursing; NUR 222 (3) Fundamentals of Professional Nursing Practice.

Semester Two: NSC 207 (2) Disease Process; NUR 223 (4) PNC for Hospitalized Adults; NUR 224 (4) PNP with Hospitalized Adults; SOC 210 (3) Social Research or PSY 201 (4) Research Design or SWK 250 (3) Methods of Research.

Semester Three: NUR 303 (2) PNC for Groups; NUR 305 (2) PNC for Families; NUR 306 (1) PNP with Families; NUR 325 (3) PNC for Childbearing Families; NUR 326 (3) PNP for Childbearing Families.

Semester Four: NUR 323 (3) PNC for Mental Health; NUR 324 (3) PNP for Mental Health; NUR 327 (3) PNC for Childbearing Families; NUR 328 (3) PNP with Childbearing Families.

Semester Five: NUR 401 (3) PNC in Community Health Nursing; NUR 402 (3) PNP in Community Health Nursing; NUR 407 (2) Issues and Trends; NSC 415 (2) Epidemiology.

Semester Six: NUR 403 (3) PNC for Leadership and Management; NUR 404 (3) PNP with Leadership and Management; NUR 421 (3) Synthesis of Knowledge for PNC; NUR 422 (3) Synthesis of Knowledge for PNP.

D. Two nursing electives (4 credits total) from NUR 350-399, 499.

The curriculum is designed for full-time students to complete in three years after acceptance into the Basic BSN Program. Graduates of this program are eligible to apply to take the NCLEX-RN examination for licensure as a Registered Nurse.
Interruption of Program

Students who elect to withdraw from their program may experience a delay before reinstatement, due to enrollment limits. Students who remain enrolled without interruption in their program are given priority in assignment to clinical courses. Any student considering interruption of the program should discuss this with his/her academic advisor in advance.

Readmission to the Program

Students at the University of Michigan-Flint who are not enrolled for either a fall or winter semester must make application for readmission through the Office of Admissions and to the Student Affairs Committee of the Department of Nursing. Decisions on applications for readmission are dependent upon availability of space in clinical nursing courses and the student’s previous academic standing. The student may be required to make adjustments according to the curriculum in effect for the semester into which they are readmitted.

Honors Program in Nursing
(For Basic BSN Program Students)

The Honors Program in Nursing affords exceptional nursing students opportunities to demonstrate leadership in nursing administration, education and research through guided independent study, experiences, and research above the regular curriculum. Students must be admitted to the University Honors Program before consideration for the Honors Program in Nursing. Further information may be obtained from the section entitled University Honors Program in this Catalog. Honors Program students who wish to earn the Bachelor of Science in Nursing must complete nursing program prerequisites and apply and be accepted to the UM-Flint Nursing Program and the Honors Program in Nursing. These students must maintain University of Michigan-Flint Honors Program standards, complete all University Honors Program requirements for graduation, and all Department of Nursing requirements for the BSN. In addition, students in the Honors Program in Nursing, with the guidance of an Honors Advisor, design an independent program of study to define, explore and test an area of nursing practice, education, and administration through nursing courses open only to honors students. The following are required:

1. Membership in the National Student Nurses’ Association.
2. NUR 494 (3) Independent Research Plan Development.
3. NUR 494 (4) Honors Thesis I.
4. NUR 496 (4) Honors Thesis II.
5. NUR 498 (1) Independent Study Community Service.

Registered Nurses: RN/BSN Program
For Students Who Already Have an RN License

Persons interested in applying for admission to the RN/BSN Program should contact the Department of Nursing office to obtain the appropriate forms and information. An application to the University must be completed and returned to the University of Michigan-Flint Office of Admissions. (This may be done online.) Official copies of transcripts must be sent to the Office of Admissions. The Performance Evaluation and proof of Michigan RN license must be sent to the Department of Nursing. All materials should be received no less than one month prior to the term for which the candidate is seeking admission. The University of Michigan-Flint has a revolving admission policy, which allows prospective students to be admitted in fall, winter, spring or summer. RN students completing prerequisites to the RN/BSN Program will be admitted to the School of Health Professions and Studies (SHPS) as a pre-nursing major. Formal admission to the RN/BSN Program is determined by the Department of Nursing upon completion of all prerequisite courses.

Degree requirements must be completed within seven years of admission to the RN/BSN Program. A minimum of 120 credit hours is required. Credit in nursing and in non-nursing courses may be acquired through transfer of credits, credit by examination (CBE), and by course enrollment. Students must earn a 2.3 semester and cumulative grade point average to be eligible for progression from semester to semester when enrolled in core nursing courses. A grade of C- or higher must be earned in all required or elected nursing courses and prerequisite courses. Students are required to participate in periodic program assessment, which enables the Department to test the efficacy of the curriculum.

Credit by Examination

The earning of credit by examination (CBE) is based on the premise that the knowledge and skills acquired through course completion may be validated in other ways. Passing a standardized examination validates mastery of subject matter of the course. Credit may be earned by successful completion of the examinations for NSC 207, 209, and 233. Each examination may be taken no more than twice. If a student does not pass an exam on the second attempt, enrollment in the course is required. There is a fee for each exam attempt.

Advanced Placement

In an effort to support transition to the Bachelor of Science in Nursing Program, the Department of Nursing will validate 32 credits from your RN program as University of Michigan-Flint institutional credit. Additionally, 62 credits may be transferred from a community college; 75 from a 4-year institution.

Requirements.

A. Prior to beginning the Core Nursing Curriculum, the following prerequisite courses must be completed:

- ENG 111 (3) and 112 (3); BIO 167 (4) and 168 (4);
- PSY 100* (3) and 237 (3); SOC 210 (3) or PSY 201
Lecture courses: NSC 207, 209, 233 and 415; NUR 221, each credit earned. Clinical and lab course credit is a 3:1 ratio, two 60-minute hours of contact per week for each credit earned. Practicum course credit is a 2:1 ratio, two 60-minute hours of contact per week for each credit earned. Independent study credit is a 3:1 ratio.

B. NSC 233 (3) and 209 (3). Credit must be earned for these before beginning the last two semesters of the Core Nursing Curriculum.

C. Completion of general education requirements as found in the General Education Program section of this Catalog. Recommended area options are Analytic Reasoning and Values Inquiry because program requirements fulfill parts of these area options. A minimum of 50 general education credits is required.

D. Completion of the Core Nursing Curriculum: NUR 300 (3), 303 (2), 304 (I), 305 (2), 306 (I), 401 (3), 402 (3), 403 (3), 404 (3), 407 (2), 421 (2), and NSC 415 (2).

The Core Nursing Curriculum for the RN/BSN student is designed to be completed in four semesters on a part-time basis. Courses are all available online or on campus. NUR 402 and NUR 404 are clinical courses and each requires nine hours per week in the clinical setting.

E. Two nursing electives (4 credits total) from NUR 350-399; 499 (1-2 each).

Clinical, Practicum, Lecture and Independent Study Course Credit: Basic BSN and RN/BSN

Lecture course credit is a 1:1 ratio, which is standard for the University of Michigan-Flint: for each credit earned, one 50-minute hour is allocated. Practicum course credit is a 2:1 ratio, two 60-minute hours of contact per week for each credit earned. Clinical and lab course credit is a 3:1 ratio, three 60-minute contact hours per week for each clinical credit earned. Independent study credit is a 3:1 ratio.


Nursing Support Courses (NSC)

168. Introduction to Bioethics. Open to all University students. (3). h/v/1.

Introduction to classical ethical theories and their application to contemporary medical issues. Emphasizes acquisition of critical reasoning skills essential to providing ethical solutions to problems healthcare personnel encounter. Does not count as a prerequisite for any philosophy course, nor toward any philosophy major or minor. Also listed as PHL 168.

207. Disease Processes and the Human System. BIO 167 and 168. (2).

Addresses disease and disease process by reviewing normal function, then moving to the more common variations from normal (disease). Includes the concepts of systems, adaptation, and the health-illness continuum. Offered on campus in winter; online in fall.

209. Basic Nutrition for Health Care Practitioners. Open to all University students. (3).

Part I: Basic principles of nutrition science. Macronutrients and micronutrients are defined, including sources, functions, deficiency states, toxicity states, and intake recommendations. Part II: Nutrition therapy in the hospitalized and nonhospitalized client, emphasizing treatment and prevention. Part III: Nutrition throughout the life cycle. Course provides general information in the science of nutrition and translates that information into healthy food choices in both health and disease. Offered on campus in fall; online in winter and spring.

233. General Principles of Pharmacology. BIO 167 and 168 (or completion of one and concurrent election of the other). (3).

A one-term course designed to introduce students to the fundamental principles of drug action, and to present the essentials of how major drugs are used therapeutically in various disease states. Identification and assessment of adverse drug responses or drug-drug interactions. Offered on campus in fall; online in winter.

415. Epidemiology and Professional Nursing Practice. Basic BSN Program, Semester 5; RN/BSN Program, Semester 1 or consent of instructor. (2).

Basic epidemiological methods used to determine the most prevalent health problems in contemporary American society. A diversity of health problems explored using the epidemiological framework. Adaptation mechanisms of individuals, families, aggregates and communities studied. Role and responsibilities of the professional nurse in regard to health promotion and disease prevention explored and analyzed.

Courses in Nursing (NUR)

202. Health Assessment. Basic BSN Program, Semester 1; RN/BSN Program, prior or concurrent with NUR 300. (3).

Laboratory course. Learn interviewing and physical assessment skills, using Gordon’s Functional Health Patterns as a framework for assessment of the physiologic, psychologic, sociocultural and spiritual systems of the individual. Utilize and expand current skills as well as gain new skills. RN/BSN.
221. Introduction to Professional Nursing. Basic BSN Program, Semester 1. (3).

Introduces the conceptual models, scientific knowledge, principles, beliefs, and skills that distinguish nursing as a profession. Provides bases for application of learned knowledge, beliefs and skills in NUR 222, its companion course.

222. Fundamentals of Professional Nursing Practice. Basic BSN Program, Semester 1. (3).

Basic clinical skills practiced in the learning laboratory applied to clients in the clinical setting.


Primary focus on care of adults experiencing physiological changes that result in a deviation from optimum wellness. Students continue to explore the nursing process, functional health patterns and the systems perspective in the care of adult patients in a variety of settings.

224. Professional Nursing Practice with Hospitalized Adults. Basic BSN Program, Semester 2. (4).

Clinical practice time in contact with clients. Experience in a variety of health care settings that involve adults across age, cultural and wellness continuums.

300. Transition to Professional Nursing Practice. RN/BSN Program, semester I. (3).

Introduces the RN to nursing theory, professional issues, and the role of the professional nurse.

302. Practicum: Professional Nursing Practice. RN/BSN Program, Semester 1. (1).


Provides a basic theoretical framework of the structure and function of small groups for two major purposes: to facilitate understanding of small group dynamics and to aid in applying small group concepts to nursing practice.

304. Professional Nursing Practice with Groups. RN/BSN Program. (1).

Application of concepts learned in NUR 303 to the clinical area. Students expected to apply information from NUR 303 in actual and simulated groups.


Introduces students to concepts and theories applicable to the family and family nursing. Emphasis on the relationships between individual, family and health and the role and responsibility of the nurse in caring for families.


Students apply the nursing process as it relates to the family system with families in their home environment.


Introduction to concepts and theories, roles, responsibilities and skills of the professional nurse in caring for clients and families experiencing an actual or potential mental illness and/or emotional problem. Relationship between emotional, social, physical, spiritual health patterns and clients with a psychiatric and/or an emotional illness explored. Biological theory, systems thinking emphasized.

324. Professional Nursing Practice for Clients with Mental Health Problems. Basic BSN Program, Semester 4. (3).

Within a variety of clinical settings, students have the opportunity to develop the competencies required to care for individuals, families and groups with psychiatric or emotional disorder(s). Focus on the nursing process, application of nursing theories and models of practice, systems thinking, and appropriate theoretical nursing interventions and evaluations.


326. Professional Nursing Practice for Childbearing Families. Basic BSN Program, Semester 3. (3).

Focus on implementation of the nursing process with childbearing families in the clinical setting. Exploration of the relationship of functional health patterns, the systems perspective and the expanding family.


Designed to assist the learner in providing nursing care for childrearing families. Health needs of children of varying ages and in various states of health examined within a family context. Emphasis on wellness, functional health patterns, promotion of the growth and development of children with altered health states and the functioning of the family as a unit.
328. **Professional Nursing Practice with Childrearing Families.** *Basic BSN Program, Semester 4.* (3).

Students use the nursing process in providing health promotion activities or nursing care to a variety of childrearing families with healthy children and with children who are experiencing acute and chronic health problems. Emphasis on functional health patterns, outcome based care, critical thinking and promotion of growth and development of the childrearing family.

351. **Issues in Women’s Health.** *Open to all University students.* (2).

Focus on the unique physical and mental health issues of women. Anatomic and physiologic changes during development, pregnancy and menopause. Medical-surgical disorders including infections and cancer. Sexual dysfunction, eating disorders, and the special needs of females in therapy. Women and violence, including sexual assault, abuse and incest. Also listed as HCR 325.

352. **Health Assessment of the Older Adult.** *BIO 167, 168; NUR 202; or consent of instructor.* (2).

Builds on the learner’s basic knowledge of health assessment with specific application to the older adult. Enables the student to recognize normal changes associated with aging and their implications for optimal functioning. Identifies and explores deviations from normal; appropriate interventions and available referral sources identified.

353. **Functional Assessment of the Older Adult.** *Basic BSN Program; RN/BSN Program; or consent of instructor.* (2).

Identities and dispels common myths associated with aging. Specialized valid and reliable assessment tools introduced to accurately assess functional status of clients. Impact of diminished functional level of the client on family and community. Referral sources and resources. Student performs a functional assessment on an older adult and develops an intervention plan.

354. **Assessment and Management of the Elder Patient with Dementia.** *Basic BSN Program, RN/BSN Program; or consent of instructor.* (2).


357. **Teaching Strategies.** *Basic BSN Program; RN/BSN Program; or consent of instructor.* (2).

Focus on the teaching-learning process, Preparation for effective teaching, use of teaching as part of the nursing process, exploration of teaching strategies, materials and evaluation. Assignments relate to student’s work setting or specific areas of interest.

359. **Human Sexuality.** *Open to all University students.* (2).

Overview of human sexuality. Concepts and issues related to male and female sexuality within today’s society. Students should develop a heightened awareness of the impact of biopsychosocial changes on sexual functioning. Nursing sexual health assessment and plan of care for individual male and female clients conducted as a requirement.

361. **Health Promotion Across the Life Span.** *Basic BSN Program; RN/BSN Program; or consent of instructor.* (2).

Health, health promotion, and issues facing society related to present day concepts of health. Synthesis of nursing concepts and frameworks and other theories relevant to practice as a nurse dealing with the issues of health promotion in today’s society. Role and responsibilities of the nurse related to health promotion in the population across the life span.

365. **Camp Nursing.** *Basic BSN Program, Semester 3; RN/BSN: Completion of 200-level nursing courses. Consent of Instructor.* (2).

Classroom and clinical experience focusing on meeting primary, secondary and tertiary health needs in a camp setting. Roles and responsibilities of a professional nurse in camp settings. Students spend approximately one week at various residential specialty camps.

369. **Transcultural Care.** *Open to all University students.* (2).

Unique interaction of culture and cultural values with health beliefs and the impact these have on the utilization of the health care system. Leininger’s Theory of Culture Care Diversity and Universality and the Sunrise Model are used as a basis for studying the relationship between culture and health. The various approaches necessary to provide culturally congruent care are explored.

371. **Spiritual Dimensions of Professional Nursing Practice.** *Basic BSN Program; RN/BSN Program; or consent of instructor.* (2).

Interdependence of body, mind and spirit and the effects this interdependence has on an individual’s health outcomes. Synthesis of nursing concepts and frameworks and other theories relevant to professional nursing practice within the spiritual dimension are explored.

373. **Introduction to Computers in Nursing.** *Open to all University students.* (2).

Assists novice computer users in developing computer skills useful in the school and practice settings. Includes instruction and hands-on experience for commonly used applications such as Word and
Excel and introduces concepts and use of mail-merge, e-mail, literature searching, and the Internet.

**374. Exploring Health and Healing.** *Basic BSN Program; RN/BSN Program; or consent of instructor* (2).

Broadens the student’s perspective from that of illness and cure to that of health and healing. Exploration of culturally diverse beliefs and traditions regarding healing, current knowledge of the mind-body-spirit relationship, and complementary modalities for healing.

**377. Advanced Trauma Nursing.** *RN/BSN Program.* (2).

Broadens the student’s perspective of trauma nursing from that of psychomotor skills to expansion of knowledge relative to the pathophysiologic processes in patients with acute injuries. Focus on enhancing complex decision making skills through expanding trauma nursing knowledge regarding psychophysiologic concepts.

**379. Adolescent Health Nursing.** *Basic BSN Program, Semester 3 or later; RN/BSN Program.* (2).

Focus on adolescent health issues. Utilizes knowledge from several disciplines, including nursing, public health, social work, and adolescent development to increase the student’s knowledge of adolescent health care.

**381. International Nursing.** *Basic BSN Program, Semester 4 or later; RN/BSN Program. Consent of instructor.* (2).

Provides the student with the opportunity to experience a direct relationship with health care consumers from various cultural backgrounds. Emphasis on providing direct care to the population and examination of the culture, with a focus on nursing practice based on a systems perspective.

**383. Nursing Management of the Critically III Adult.** *Basic BSN Program, Semester 3 or later; RN/BSN Program.* (2).

Focuses on the collaborative medical and nursing management of adult clients suffering from conditions commonly treated in critical care units. Covers content areas found on the CCRN certification exam from a holistic nursing perspective. Emphasis on pathophysiology of conditions, diagnostic testing, collaborative medical and nursing management, and communication with the client, family, and health care team. For RNs planning to take the CCRN exam and Basic BSN Program students who desire a more in-depth background in medical surgical nursing.

**385. Adolescent Pregnancy.** *Basic BSN Program, Semester 3 or later; RN/BSN Program.* (2).

In a seminar format, students explore developmental theories, discuss the implications of adolescent pregnancy on the teen, her family, partner, offspring, and society. Research related to teen parenting styles and sexual attitudes explored. Existing intervention programs discussed.

**399. Directed Study.** At least sophomore standing in nursing and petition to Student Affairs Committee. (1-4).

With the assistance of a faculty member, student develops behavioral objectives and an action plan appropriate to the topic being studied. May be based on experience or directed reading. May be used when a student has, through prior coursework or experience, met most but not all of the objectives of a course. This identified area of study, when combined with the previous learning experience(s), is considered equivalent to a course in the nursing department.

**401. Professional Concepts in Community Health Nursing.** *Basic BSN Program, Semester 5; RN/BSN Program.* (3)

Promotion and maintenance of the health of society. Based on the synthesis of nursing, other theories and public health principles. Emphasis on the role and responsibilities of the professional nurse in the community.

**402. Professional Practice in Community Health Nursing.** *Basic BSN Program, Semester 5; RN/BSN Program.* (3)

Clinical experiences arranged in organized health agencies and community facilities. Students use a synthesis of nursing, public health and other theories (e.g. system theory) in meeting the needs of individuals, families, groups, aggregates and communities in a community setting.

**403. Professional Nursing Concepts for Leadership and Management.** *Basic BSN Program, Semester 6; RN/BSN Program.* (3)

Theoretical framework for nursing leadership and management within the health care nursing system. The systems approach to administrative concepts related to leadership theory, principles of organization, and the management process.

**404. Professional Nursing Practice with Leadership and Management.** *Basic BSN Program, Semester; RN/BSN Program.* (3)

Clinical course with the focus on the health care system rather than on clients. The student analyzes the professional role of the nurse as it interacts with the health care system.

**407. Nursing Issues and Trends.** *Basic BSN Program, Semester 4; RN/BSN Program.* (3)

Selected professional, political, social and ethical issues affecting current and future nursing practice. Strategies for individual and collective participation in decisions that influence professional nursing practice and health-care delivery.

**421. Synthesis of Knowledge for Professional Nursing Concepts.** *RN/BSN Program (2), Basic BSN Program, Semester 6.* (3)

Provides guided opportunity to synthesize knowledge about nursing care for individuals, families...
and communities with complex problems. Faculty will assist students in the synthesis of knowledge related to various dimensions of professional nursing with an emphasis on proactive clinical judgment, self-assessment, inquiry and the role and responsibilities of the professional nurse.

422. Synthesis of Knowledge for Professional Nursing Practice. Basic BSN Program, Semester 6. (3).
Guided opportunity to synthesize knowledge about complex nursing care for individuals, families and communities. Students provide care for a group of clients under the guidance of a preceptor in hospital and community setting. Students will select one client to care for over the entire semester. Emphasis on proactive clinical judgment, self-assessment, inquiry and the role and responsibilities of the professional nurse.

494. Independent Research Plan Development. Consent of Department Chair Open only to Department of Nursing Honors Program students. (3).
An area of nursing to explore in NUR 495 and 496 honors courses is defined and validated through a literature search. A thesis and detailed plan of how that topic will be explored is prepared for review by the Honors Program Council. This plan will include a time schedule, budget, and terminal outcomes. This approved body of work becomes the basis for NUR 495 and 496.

495. Honors Thesis I. Permission of the Honors Council or its designate. Consent of Department Chair Open only to Department of Nursing Honors Program students. (4).
An off-campus opportunity to independently carry out approved activities outlined in the NUR 494 plan in one or more areas of nursing research, education and administration. Summer between Junior and Senior Year

496. Honors Thesis II. Permission of the Honors Council or its designate. Consent of Department Chair Open only to Department of Nursing Honors Program students. Prior or concurrent election of NUR 495. (4).
After NUR 495, the student returns to campus and evaluates the detailed plan executed in NUR 495, and completes the thesis begun in NUR 494. The completed thesis is presented to a faculty review group consisting of the student’s Nursing Honors Advisor, a member of the Honors Council, and a faculty member with expertise in the thesis topic. Members of the review group have equal responsibility for evaluating the thesis and making recommendations. All theses must meet the criteria established by the Honors Program and Honors Program in Nursing. Senior Year

498. Independent Study Community Service. Consent of Department Chair Open only to Department of Nursing Honors Program students. (1).
One credit of community service per a written plan approved by the Honors Faculty Advisor. May be taken at any time after entering the program.

499. Independent Study in Nursing. Basic BSN Program; RN/BSN Program, completion of 200-level nursing courses and consent of instructor (1-4).
Under the guidance and with the approval of a selected faculty member, student develops behavioral objectives appropriate to the topic being studied and a plan of action to achieve objectives. May be based on experience, directed reading, study or research. May not be used as a substitute for required courses, but may be used to fulfill nursing elective requirements.

Master of Science in Nursing
See the Graduate Study section of this Catalog.

Nursing Development and Research

516 Classroom Office Building
(810) 762-3420
Director: Dr. Mary E. Periard
The office of Nursing Development and Research is organized to meet the needs of nurses for continued learning beyond their basic preparation. The Office works cooperatively with Genesee, Lapeer, and Shiawassee health care institutions/agencies, as well as state-wide professional organizations, to provide conferences and workshops for health care professionals.

Instructors for continuing education programs include state and national leaders, specialists in health care agencies, and University of Michigan-Flint faculty. Participation in continuing education programs is open to health care professionals in hospitals, home health and community health agencies, nursing homes, health care organizations, industry, and schools.

Continuing Education Credit
The Office of Nursing Development and Research is approved as a provider of continuing education in nursing by the Michigan Nurses’ Association, which is accredited as an approver of continuing education in nursing by the American Nurses’ Credentialing Center Commission on Accreditation. Availability of continuing education credits for other health care professionals is dependent upon the content of the specific program and the requirements of the professional organization/provider.
Radiation Therapy (RTT)

540D David M. French Hall
(810) 237-6502
FAX (810) 762-3003

Director: Peggy Smith

The Bachelor of Science in Radiation Therapy is designed to provide both academic and clinical education at the University of Michigan Health System.

The profession of Radiation Therapy involves the use of high energy radiation in the treatment of disease, especially cancer. Radiation therapy may be used alone or in combination with surgery or chemotherapy. As a team member the radiation therapist administers the radiation to the exact area of the patient’s body that is prescribed by a physician. In order to effectively treat the patients, various types of equipment are utilized, such as high energy linear accelerators. In addition, radiation therapists monitor the patient’s progress while they are receiving radiation therapy, observe signs of any complication, and determine when treatment should be withheld until a physician is consulted.

The Bachelor of Science in Radiation Therapy is a four year, 137 credit, baccalaureate degree program that is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Upon successful completion of the program requirements, the graduate is eligible to take the radiation therapy certification examination given by the American Registry of Radiologic Technologists (ARRT).

The structure of the Radiation Therapy program includes two years of general education requirements and pre-professional courses. The professional program begins in the Fall of the junior year and continues for 24 consecutive months through August of the senior year. The third year includes professional courses at University of Michigan-Flint and the fourth year, offered primarily at University of Michigan Health System in Ann Arbor, consists of additional professional courses and the clinical practicum. During the 15 month clinical practicum, classroom and clinical experiences are primarily provided Monday through Friday from 7:30am to 4:30pm with four hours clinical time one Saturday per month. However, the student will never exceed forty hours of combined classroom and clinical time per week.

University of Michigan-Flint students applying to the program can obtain an application by contacting the Program Office, 540 French Hall. The Radiation Therapy Program Directory must receive completed applications, including all references by February 1 of the calendar year of the intended fall semester enrollment. Students will be admitted in the Fall term only. In order to be admitted to the program all general education courses must be successfully completed. Students applying to the program who are not UM-Flint students at the time of application must also submit a completed UM-Flint application including any transfer transcripts, indicating “Radiation Therapy” as the proposed field of study. Forms to apply for admission to the University are available from the Office of Admissions, the Program Director, and also online at www.flint.umich.edu.

All qualified applicants will be invited to interview with the Admissions Committee. However, should the number of applications to the program far exceed the number of positions available (15 positions each year), the program’s Admissions Committee reserves the right to limit the number of interviewed applicants to two times the number of positions available in the class.

Requirements for admission:

A. Completion of all general education and pre-professional courses with no grade lower than a C as follows:
   1. ENG 111, 112; COM 281 or 284.
   2. BIO 167, 168; CHM 140; PHY 143, 145.
   3. MTH 111, 120; CSC 121.
   4. PSY 100; SOC 100.
   5. Fine arts course.
   6. PHL 162.
   7. MTP 320.
   8. Values inquiry/humanities course.
   9. HCR 120, 300, 304, 407.

   All of these courses may be taken at UM-Flint, or equivalent courses with a minimum of a C may be transferred from another accredited institution. In some instances specific courses may be waived in consultation with the Program Director.

B. Student observation of 16-20 hours in a Radiation Therapy Department. To be eligible for clinical observation the student must have completed a minimum of 20 pre-professional credits. All clinical observation experiences will be arranged through the Program Director.

C. Acceptance to the University of Michigan-Flint and completion of the program application.

D. Three references, one from an individual actively involved in the applicant’s educational process, i.e., instructor, advisor, mentor; one from the current supervisor at the applicant’s place of employment, and one from an individual commenting on the applicant’s character.

E. Self-reported ability to perform all the following technical standards which, after admission, will be documented by a physician:
   1. Have sufficient strength to assist patients in transferring from a wheelchair or cart to the treatment couch. This will involve lifting at times.
   2. Have sufficient strength, coordination and dexterity to lift and position cerrobend blocks, electron cones and wedges up to 45 pounds to a height of 5’5”.
   3. Have sufficient visual acuity to set machine field sizes, set monitor units on the machines, align treatment fields in dimly lit room, place blocks, review radiographs, view port films and monitor patients on a close-circuit television during treatment.
   4. Have sufficient auditory capability to hear warning bells in the treatment rooms and hospital fire alarms, as well as to monitor patients during treatment.
5. Be capable of effective and concise verbal communication with patients, their families and other health care workers.

6. Be physically, intellectually and emotionally able to respond to emergency situations, providing first aid, CPR and patient care until a physician or nurse arrives.

7. Be capable of handling stressful situations, making informed decisions and giving emotional support to patients and their families.

8. Be capable of understanding and applying clinical instructions given from departmental personnel.

Once admitted into the program the student must earn a minimum grade of a B- in all courses and the clinical practicum.

Program in Radiation Therapy

A concentration program in Radiation Therapy is offered, leading to the Bachelor of Science degree.

Pre-Professional Courses and General Requirements

**Freshman year**

*Fall:* BIO 167 (4) ENG 111 (3) MTH 111 (3) PHL 162 (3) PSY 100 (3)

*Winter:* BIO 168 (4), CSC 121 (1), ENG 112 (3), MTH 120 (3) PHY 143 (4)

**Sophomore year**

*Fall:* CHM 140 (3) HCR 300 (3) MTP 320 (2), PHY 145 (4) and one course in values inquiry/humanities (3)

*Winter:* COM 281 or 284 (3), fine arts course, HCR 304 (3) HCR 407 (3) SOC 100 (3)

*Spring/Summer:* HCR 120 (4)

**Junior year**

*Fall:* HCR 301 (3), 315 (3), 376 (3); RTT 301 (2) 311 (2)

*Winter:* HCR 368 (3) 487 (3); RTT 315 (1), 321 (3), 341 (3)

*Spring/Summer:* RTT 401 (10)

**Senior year**

*Fall:* RTT 402 (6), 423 (3), 431 (3)

*Winter:* RTT 403 (6), 432 (3), 433 (2), 444 (3)

*Spring/Summer:* RTT 404 (10)

**Courses in Radiation Therapy**

301. **Introduction to Radiation Therapy.** *Admission to professional program in radiation therapy.* (2).

Introduction to activities and responsibilities of the radiation therapist. Orientation to school and hospital policies; career insights; overview of techniques in radiation therapy; essentials of procedures needed in the care of radiation oncology patients; review of medical terminology specific to the field.

311. **Patient Care and Management.** *HCR 120, admission to professional program in radiation therapy.* (2).

Patient care techniques with emphasis on those necessary in the care and examination of oncology patients, especially those receiving radiation therapy. Psychological considerations, management of emergencies, infection control, examination, medical-surgical asepsis and tube management.

315. **Seminar in Radiation Oncology.** *Admission to professional program in radiation therapy.* (1).

Literature search of topics related to radiation oncology with written analysis of case studies on various malignancies; port film analysis for recognizing anatomy on films. Major research paper, oral presentation required. *Graded Pass/Fail.*

321. **Technical Radiation Oncology.** *RTT 301.* (3).

Fundamental principles of atomic structure and matter, production and properties of radiation, interactions of photons. Particulate radiation and measurement; radiation therapy treatment units; tumor localization. The role of the radiation therapist in disease management.

341. **Oncologic Pathology.** *BIO 167, 168; admission to professional program in radiation therapy.* (3).

Disease concepts including inflammatory process, neoplasm, types of growth, causative factors, behavior of tumors, staging procedures. Case study analyses to determine carcinogenic factors, diagnostic procedures, staging, prognosis, methods of spread.

401. **Clinical Practicum I.** *Admission to professional program in radiation therapy.* (10).

Supervised experience in the practice of radiation therapy technology; emphasis on patient care and management. Observation and participation in simulation procedures and delivery of radiation treatment to patients in the Radiation Oncology Department of University of Michigan Medical Center and Providence Hospital. *Graded Pass/Fail. Offered at the University of Michigan Health System in Ann Arbor.*

402. **Clinical Practicum II.** *RTT 401.* (6).

Continued supervised experience in simulation procedures and treatment delivery to patients. Emphasis on treatment planning, brachytherapy, submission of quality assurance reports. *Graded Pass/Fail. Offered at the University of Michigan Health System in Ann Arbor.*

403. **Clinical Practicum III.** *RTT 402.* (6).

Continued supervised experience in simulation procedures and treatment delivery to patients. *Graded Pass/Fail. Offered at the University of Michigan Health System in Ann Arbor.*
404. Clinical Practicum IV. RTT 403. (10).
Continued supervised experience in simulation procedures and treatment delivery to patients. Graded Pass/Fail. Offered at the University of Michigan Health System in Ann Arbor.

423. (323). Radiobiology. BIO 167, 168; admission to professional program in radiation therapy. (3).
Biophysical principles of ionizing radiation and effects on living tissue; emphasis on radiosensitivity and response to radiation; review of cell biology. Hyperthermia as treatment modality, cellular response to heat, methods of heating, interactions of heat and radiation.

431. (331). Radiation Physics I. PHY 143, 145; admission to professional program in radiation therapy. (3).
Fundamental principles of atomic structure and matter, production and properties of radiation, interactions of photons, particulate radiation, measurement of radiation and of absorbed dose. Discussion of different radiation therapy treatment units. Offered at the University of Michigan Health System in Ann Arbor.

432. (332). Radiation Physics II. RTT 331; admission to professional program in radiation therapy. (3).
Principles of radiation safety and quality assurance, need for radiation protection, detection and measurement of radiation, regulatory agencies and regulations, personnel monitoring and practical radiation protection. Types and storage of brachytherapy sources, use and care of applicators, leak testing and surveys and accident procedures. Laboratory exercises included. Offered at the University of Michigan Health System in Ann Arbor.

Basic concepts of clinical dosimetry including use of isodose charts, treatment planning, field defining apparatus and wedges; different methods of dosimetric calculations. Emphasis on conformal therapy, MLC dosimetry, three-dimensional treatment planning. Offered at the University of Michigan Health System in Ann Arbor.

Overview of radiation oncology and its role in medicine as compared with surgery and chemotherapy. Discussion of tumors including locations etiology, detection, staging, grading and treatment; oncologic emergencies. Offered at the University of Michigan Health System in Ann Arbor.
Preparation for a career in management requires a broadly-based, balanced liberal education. The University of Michigan-Flint program emphasizes an understanding of economic, social, political and cultural environments, coupled with the acquisition of necessary problem solving, decision making, and leadership skills. Attention is given to achieving a balance between immediate use of acquired skills in the real world and providing the student with creative and innovative techniques for dealing with future challenges.

Bachelor of Business Administration (BBA) programs prepare students for careers in management, accounting, finance, marketing, human resource management, operations management and public administration, and for graduate study in management, accounting, finance, marketing, law, or related fields. The Master of Business Administration (MBA) program is designed for individuals who show high promise as managers. Structured to offer close support for its students’ next ten years in management, the MBA program provides a solid background for higher levels of responsibility. For further information on the MBA program, see the “Graduate Study” section of this Catalog.

The Operations Management Skills Certificate Program is offered in cooperation with Flint area industry and health care facilities to develop the management knowledge and skills of those interested in selling goods and services. The Salesmanship Certificate Program is offered to enhance the knowledge and skills of those interested in selling goods and services. The Bachelor of Science degree in Managerial Engineering is administered through the Department of Physics and Engineering Science and is intended to provide the engineering science student with basic managerial insights and skills. See the Engineering Science section of this Catalog for more information.

Requirements for Admission

Students may declare a business major and be admitted to the School of Management upon admission to the University. Requirements to complete the BBA program are those in effect at the time of admission to the School of Management. During the freshman and sophomore years, students complete most of the general education requirements. In addition, the following requirements are satisfied before enrollment in 300 and 400-level business courses:

A. BUS 105, 201, 202, 211, 250.
B. ECN 201, 202.
C. MTH 117 or 120, and 118 or 121.

(The requirement to complete MTH 117 or 118 may be satisfied by placement examination into MTH 118 or 121. Also, the mathematics requirement may be fulfilled with two calculus courses.)

D. At least a 2.2 overall grade point average during the first 55 completed semester hours and a grade point of 2.0 or better in each of the above required courses.

Important note: Enrollment in most business courses is restricted to students admitted to the School of Manage-
ment, students minoring in business, marketing, or organizational behavior/human resources management, or students whose programs list business courses as either requirements or electives. The only business courses students may take without regard to these conditions are BUS 201, 202, 211, 250, 290, 321, 330, and 341. Nonetheless, students must meet the prerequisites for these courses.

Admission to the MBA Program

Admission to the MBA program is based on a review of the applicant’s job experience, as indicated by a resume; a bachelor’s degree from an accredited college or university as indicated by transcripts; scores on the Graduate Management Admission Test (GMAT); and letters of recommendation. A complete description of the MBA program, including admissions requirements, is presented under the Master of Business Administration Program in this Catalog section. All of these requirements may be discussed and questions answered by contacting the MBA Office.

Advising System

The advising system is based on the premise that students are responsible for maintaining and recording their own progress. However, working closely with our advising staff keeps students on track with regard to prerequisites for later classes, the proper sequence in which to take classes, and which electives are most advantageous for your career goals.

The School of Management Undergraduate Programs Office generally is open from 8:00 a.m. to 6:30 p.m. Monday through Thursday, and from 8:00 a.m. to 5:00 p.m. Friday. Students are encouraged to contact the office for information or appointments.

Part-Time Study

The School of Management provides students with flexibility in class scheduling. It is possible to complete the BBA degree requirements on either a full- or part-time basis. The program can be completed with classes scheduled either during day or evening hours. Some classes are also offered on Saturdays. Although the sample BBA programs presented in a subsequent section are designed for full-time students, about half of all students in the School are part-time participants in the program.

Each term the School of Management also enrolls a large number of students who are not candidates for degrees. Most of these non-candidate for degree (NCFD) students already possess a bachelor’s degree and seek to enhance professional skills or to qualify for graduate work.

Academic Regulations

All regulations of the University of Michigan-Flint apply to students in the School of Management. The student should note these regulations printed in earlier sections of this Catalog. Specific rules and regulations adopted by the faculty of the School of Management are presented in the following sections.

Grades and Scholastic Requirements

Grades are assigned by letters, some with + and - suffixes. In computing grade point averages, the following scale of grade equivalents is used by the School of Management undergraduate program:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<td>C</td>
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<td>C-</td>
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<tr>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grades of P (pass), and F (fail) do not affect any grade point average. Of these, only the grade of P earns credit toward graduation.

Cumulative grade point averages are computed by dividing the total number of honor points earned by the total number of credit hours attempted. Three cumulative grade point averages are important to business students. The first average includes all courses taken at the University of Michigan-Flint. The second average includes all courses offered by the School of Management (those courses listed with a BUS prefix). The third average applies to all courses taken in a student’s concentration at the University of Michigan-Flint.

Each of these averages must be maintained at 2.0 or higher for the student to be in good academic standing or to receive a degree.

Any student whose grade point average in any of the three areas falls below 2.0 is referred to the Academic Review Committee of the School of Management. The student is given a warning (placed on academic probation) for the next major semester. If the student’s deficient GPA should reach 2.0 or better at the end of this probationary term, the student is removed from warning status. However, if the deficient GPA should be the same or lower at the end of the probationary term, the student would normally not be allowed to register for the next major semester. (The exception to this rule is if the student’s grade point deficiency can be explained by extraordinary circumstances, in which case he/she may petition the Academic Review Committee to be allowed to continue.) If the student’s deficient GPA should improve significantly without reaching the minimum 2.0, the student may be placed on “warning continued” for one additional semester.

A student placed on warning or warning continued may register for a maximum of nine credit hours for a major semester, and a maximum of six credit hours in spring/summer terms. Students whose deficient GPAs do not improve will be asked to withdraw from the Univer-
sity for at least one major semester. Students who are withdrawn for a major semester must petition the School of Management to be readmitted. If the Committee grants the petition, they are readmitted on warning status.

**Incomplete Work**

A student whose work is incomplete in a minor way at the end of a term, or who is unavoidably absent from the final examination for a reason considered excusable by the instructor, may receive an I (incomplete). Work must be completed and submitted, or the final examination taken, within the six-week period which begins on the last day of examinations for the term in which the incomplete is given.

If a student fails to complete the required work, or if the instructor does not grant the privilege, then the final grade is an E, unless the quantity and quality of all work completed merits a passing grade, as determined by the instructor.

In extenuating circumstances, the Academic Review Committee may grant an extension of time. A student’s petition must be endorsed by the instructor and received by the Committee before the expiration of the specified six-week period.

**Pass/Fail Option**

*(Credit Without Grade)*

This provision is used by the School of Management only for BUS 290, Introduction to Cooperative Work Experience and the MBA Selected Reading courses, MGT 502, 503 and 504. Students may elect a limited number of pass/fail courses as non-business electives without concern for the effect on the cumulative grade point average.

**Credit By Examination**

The School of Management acknowledges proficiencies obtained outside its regular courses by permitting students to obtain credit by examination for not more than three upper-division (300- and 400-level) courses (nine credits). Students who believe they are qualified to receive such credit should make arrangements through the Director of Academic Programs. If the request is approved, students must register for courses through the Office of the Registrar and pay the regular fees. The examination is given at a time and place agreed upon between students and the Director of Academic Programs. Results are reported within ten working days after the examination.

A grade of C (2.0) or better must be obtained on this examination in order for credit to be earned. The letter grade earned (A, B, C or E) is recorded on the transcript.

Only courses offered by the School of Management in at least one term of the current academic year may be chosen for credit by examination. Credit in management cooperative program courses, and others as decided by the faculty, cannot be earned by examination.

**Appeals on Academic Matters**

Students who believe they have been unfairly affected by a policy or practice of the School of Management may ask that the matter in question be reviewed.

Many problems can be resolved by consultation with members of the faculty. This must be the initial step in all problems involving a faculty member. Any problem which is not resolved in this way may be appealed to the Dean’s Office of the School in writing. Student appeals are reviewed by the Director of Academic Programs. If, after review, the problem still remains, it may be appealed to the Dean and the Executive Committee. At this stage of the appeal, two students from the School of Management may be present in the discussion and resolution of the grievance, one designated by the appealing student and one designated by the Executive Committee. The students present do not vote. The decision of the Executive Committee shall be final.

In problem situations involving discrimination or sexual harassment charges, the student should consult with the Affirmative Action Coordinator or the Dean. Formal complaints must be filed with the Affirmative Action Coordinator. In those cases where discrimination or sexual harassment is alleged, findings of the Affirmative Action Coordinator are reported to the Dean and included as evidence to the Executive Committee in its review and rendering of a decision.

The initial step for an undergraduate student who seeks a review of a policy or practice not directly involving a faculty member is to ask (petition) for such a review by the Academic Review Committee; a graduate student should request a review by the MBA Committee.

If the problem is not satisfactorily resolved by the appropriate Committee, the student may submit the issue to the Executive Committee by filing a written petition. Appeal to this Committee is the final step in the appeal process for a student who requests a waiver of any School rule or policy.

The student’s petition should clearly indicate the request or grievance and provide supporting evidence relevant to the case; a prompt hearing and timely decision will follow. Details and petition forms are available from the Undergraduate Management Programs office or the MBA Program office.

**Recognition of Superior Scholarship**

On the basis of the last 58 credits completed, students with grade point averages of 3.6 or higher are recommended for the degree “with high distinction,” and students with grade point averages of 3.2 or higher are recommended for the degree “with distinction.”

In computing averages, only courses taken at the University of Michigan-Flint are included, and only complete terms are counted.

Each year the faculty chooses outstanding students for special awards and academic honors provided by several outside organizations. These awards and honors
are available in accounting (provided by Dupuis & Ryden, the Saginaw Valley Chapter of the Institute of Management Accountants and Becker CPA Review), finance and banking (the Flint Bankers Award provided by Citizens, NBD, and Michigan National Banks, and Academic Honors provided by the Detroit Chapter of the Financial Executives Institute), marketing (provided by the Detroit Chapter of the American Marketing Association), and to the graduating senior with the highest business grade point average (provided by the Wall Street Journal).

Beta Alpha Psi is a national scholastic and professional accounting fraternity. The primary objective of the fraternity is to encourage and give recognition to scholastic and professional excellence in the field of accounting. This includes promoting the study and practice of accounting; providing opportunities for self-development and association among members and practicing accountants; and encouraging a sense of ethical, social, and public responsibility. Membership in Beta Alpha Psi includes those persons of good moral character who have achieved scholastic and/or professional excellence in the field of accounting. Minimum scholastic requirements for student initiates are a B (3.0) average overall and a B average in accounting courses including at least one intermediate financial accounting course.

Students are also eligible for election to membership in Beta Gamma Sigma, the national scholastic honorary society for students of business and management. Election to membership in Beta Gamma Sigma is limited and is the highest scholastic honor that a student in a school of business or management can achieve.

Cooperative Education Program

Cooperative education is designed to integrate classroom instruction, career goals, and off-campus work experience. Students are employed on either a part-time or full-time basis in a supervised work situation in business, industry, or social and governmental agencies.

The School of Management offers several courses which provide academic credit for successful completion of appropriate work experience, and which include evaluation by both the employer and the Cooperative Education and Career Center staff, participation in scheduled seminars and meetings with the staff and faculty members, and accomplishment of learning objectives.

Students who have participated in cooperative education experiences find them to be rewarding in terms of experience and skills gained. Students are exposed to the realities of the workplace, complete job assignments, and learn to manage time and work demands for both classroom studies and employment. Cooperative education fulfills one of the key attributes employers seek in students - career related experience prior to graduation. Students may begin to explore co-op opportunities as early as the sophomore year. It is extremely important to start the application process prior to acquiring 55 credits hours. In order to enroll in the program, students must consult with the program staff and meet the following requirements:

A. Prior or concurrent enrollment in BUS 290, Introduction to Cooperative Work Experience.
B. Completion of 55 credits prior to job placement.
C. A minimum 2.50 grade point average.

Filing of an application is a commitment to enroll in specified courses for academic credit upon job placement. For further information, see “Cooperative Education and Career Center” in the “Experiential Education” and “Student Life and Services” sections of this Catalog.

Management Certificate Programs

The Office of Extension and Continuing Education, in cooperation with the School of Management, offers four programs for those interested in developing management knowledge and skills. The courses included in the program are not applicable to specific course requirements for a Bachelor of Business Administration (BBA) degree at the University, but the course credit earned counts for general elective credit in most, if not all, University of Michigan-Flint degree programs, including the BBA. The four programs include the Operations Management Skills Certificate Program in industry, the Health Care Administration Operations Management Skills Certificate Program in health care administration, the Small Business Management Certificate Program, and the Salesmanship Certificate Program.

For admission and certificate requirements, see the “Extension of Credit Courses” described under “Extension and Continuing Education” in the “Programs of Study” section of this Catalog.

Student Organizations

Students in the School of Management are represented by student-run organizations which serve the specialized needs of persons interested in business and management: the Business Club, the Beta Alpha Psi/Accounting Club, and the Finance Club. Further information is available from officers of the clubs or from the Undergraduate Management Programs Office.

Student Representation on School of Management Committees

Juniors and seniors currently registered for at least nine credits of course work and in good academic standing in the School of Management are eligible for service as student members on the Academic Review, Undergraduate Program, and Spring and Summer Interim committees. Further information is available from the Undergraduate Management Programs Office.
Bachelor of Business Administration (BBA)

364 David M. French Hall
(810) 762-3307

Dean: Dr. Fred E. Williams
Academic Advisor: Ms. Kathleen Rosebohm

Programs in Business

Seven concentration programs are offered, all leading to the Bachelor of Business Administration degree: the Concentration in General Business, the Concentration in Accounting, the Concentration in Finance, the Concentration in Marketing, the Concentration in Operations Management, the Concentration in Organizational Behavior and Human Resources Management, and the School of Management Honors Program. A Minor in Business, a Minor in Marketing, a Minor in Organizational Behavior and Human Resources Management, and certificate programs in Operations Management Skills for industry and health care administration, Small Business Management, and Salesmanship are also available.

Requirements for the BBA Degree. To be eligible for the Bachelor of Business Administration degree, students in all programs must satisfy the following requirements:

A. Completion of specific course requirements in English, mathematics, economics, computer science, and business administration, totaling 120 or more credits.

B. Completion of at least 48 credit hours in business courses, including at least 36 credits in upper-division courses.

C. Achievement of minimum grade point averages of 2.0 in the overall college work, 2.0 in courses taken in the School of Management, and 2.0 in the concentration program.

D. Completion of at least 30 credits after admission to the School of Management.

E. Completion of at least 30 credit hours of business courses at the University of Michigan-Flint.

F. Completion of at least 60 credits in courses other than business, including the general education requirements.

G. Completion of at least 45 credits while enrolled at the University of Michigan-Flint (in residence).

H. Registration as a degree candidate at the University of Michigan-Flint for the last 30 credits (senior year enrollment).

I. Completion of the following courses: ENG 338; CSC 151; CSC 152.

J. Completion of a two-course, non-business focus from any one of the following topic areas: Economics, Communications, Computer Science, Foreign Language, History, or International Studies. Specific listings of approved courses in each topic area are posted in the Undergraduate Management Program office.

K. Completion of the following School of Management core courses: BUS 201, 202, 211, 250, 313, 330, 341, 361, 371, 381, 489.

L. Completion of the additional requirements for the concentration in general business, accounting, finance, marketing, operations management, or organizational behavior and human resources management, as detailed below.

Concentration in General Business

Requirements. In addition to the requirements for the BBA degree specified above, the concentration in general business requires 18 additional credits in business, at least 15 of which are in courses numbered 300 or above.

Concentration in Accounting

Objectives. The primary objective of the program in accounting is to educate students for professional careers in public, managerial, and governmental accounting. Graduates of the program are also prepared for advanced study in accounting, management, law, or related fields.

Preparation for a successful professional career in public practice, private industry, government, or non-profit organizations should include a broadly-based, balanced liberal education. The total accounting program curriculum emphasizes development of understanding of the social, ethical, economic, legal, and regulatory environments and development of problem solving, decision making, communication, and leadership skills, in addition to business and accounting knowledge.

Requirements. In addition to the completion of the requirements for the BBA degree specified above, the concentration in accounting requires 21 credits distributed as follows:

A. BUS 320, 321, 322, 323, 421, 424.

B. One elective from: BUS 422, 423, 425.

Students planning to take the CPA examination must take BUS 423 or 425 as their accounting elective. (Students may elect to take the one-credit BUS 324 and an additional accounting elective to meet the CPA requirements.)

The School of Management offers a BBA (Accounting Concentration)/Master of Business Administration (MBA) to students who have demonstrated strong academic performance and capabilities. This program is particularly appropriate for students wishing to become a
certified public accountant in a state that requires 150 hours of university education to take the CPA exam. The state of Michigan recently passed such legislation that will become effective in 2003. Some other states have passed legislation with earlier effective dates. The BBA (Accounting Concentration)/MBA Joint Program requires approximately 150 semester hours to complete. The Accounting Faculty is available to consult with students wishing to pursue careers in accounting. (See also BBA/MBA Joint Program in the Graduate Study -- School of Management section.)

Concentration in Finance

Requirements. In addition to the requirements for the BBA degree specified above, the concentration in finance requires 18 credits as follows:

A. BUS 363, 461, 468.
B. Three electives from: BUS 316, 321, 365, 369, 462, 463, 466, 467; ECN 314.

Concentration in Marketing

Requirements. In addition to the requirements for the BBA degree specified above, the concentration in marketing requires 18 credits in marketing.

A. Required marketing courses: BUS 332, 338, 438.

Concentration in Operations Management

Requirements. In addition to the requirements for the BBA degree specified above, the concentration in operations management requires 15 credits as follows:

A. BUS 316 or 413 or 473.
B. BUS 373 or 472.
C. Three electives from: BUS 359, 385, 432, 443, 461, 467 (if the student takes more than two courses from requirements A. and B. above, the additional courses also may be counted as electives).

Concentration in Organizational Behavior and Human Resources Management

Requirements. In addition to the requirements for the BBA degree specified above, the concentration in organizational behavior and human resources management requires 15 credits as follows:

A. BUS, 344, 443, 445, 449.
B. One elective from: BUS 346, 347, 359, 385.

Sample Calendars

Students should carefully plan their programs of study to meet the general education requirements and prerequisites for advanced courses. Sample calendars meeting the pre-business and the general business, accounting, finance, marketing, organizational behavior and human resource management, or operations management requirements follow.

Freshman/Sophomore Years

In the freshman/sophomore curriculum, such courses as principles of psychology, sociology, American government, public address, and logic are recommended. A good preparation in mathematics is needed for many business courses.

Freshman Year
Fall Semester
English composition; fine arts; mathematics (MTH 117 or 120); social science* (psychology or sociology); BUS 105; CSC 151.
Winter Semester
English composition; mathematics (MTH 118 or 121); CSC 152; social science; two humanities courses.

Sophomore Year
Fall Semester
BUS 201, 250; ECN 201; natural science
Winter Semester
BUS 202, 211; ECN 202; humanities; natural science.

General Business Curriculum
(Two Years of Professional Management Education)

Junior Year
Fall Semester
BUS 313, 330, 341; ENG 338; second area option.
Winter Semester
BUS 361, 371; non-business focus; business elective; second area option.

Senior Year
Fall Semester
BUS 381; non-business focus; two business electives; second area option.
Winter Semester
BUS 489; business elective; three free electives.

Accounting Curriculum
(Two Years of Professional Accounting Education)

Junior Year
Fall Semester
BUS 313, 320, 321, 341; ENG 338.
Winter Semester
BUS 322, 361, 371, 381; non-business focus.

Senior Year
Fall Semester
BUS 323, 330, 421; non-business focus; second area option.

Winter Semester
BUS 424, 489; one accounting elective*; two courses for second area option.
*Students planning to take the CPA examination are advised to take BUS 425, Advanced Accounting, or BUS 423, Accounting in Government and Nonprofit Organizations, as their accounting elective.

Finance Curriculum
(Two Years of Professional Finance Education)

Junior Year
Fall Semester
BUS 313, 341, 361; ENG 338; second area option.

Winter Semester
BUS 330, 363, 371; non-business focus; second area option.

Senior Year
Fall Semester
BUS 381, 461; finance elective; non-business focus; second area option.

Winter Semester
BUS 468, 489; two finance electives; free elective.

Marketing Curriculum

Junior Year
Fall Semester
BUS 313, 330, 341; ENG 338; second area option.

Winter Semester
BUS 332, 361, 371; non-business focus; second area option.

Senior Year
Fall Semester
BUS 338*, 381; non-business focus; marketing elective; second area option.
*A course in psychology is a prerequisite for BUS 338.

Winter Semester
BUS 438, 489; two marketing electives; free elective.

Organizational Behavior and Human Resources Management Curriculum
(Two years of Professional OB/HRM Education)

Junior Year
Fall Semester
BUS 313, 330, 341; ENG 338; second area option.
Selection

Admission is selective. Selection is made on the basis of performance in the Freshman/Sophomore Honors Program. A student may also be admitted after establishing a record of superior performance in the regular program.

Advising

An honors advisor and an advisor from the student's major area assist the student in planning a challenging and coherent academic program. This program is tailored to the needs and interests of the student.

Curriculum

The School of Management Honors Program builds upon the Freshman/Sophomore University Honors Program but offers greater flexibility and more emphasis on independent study. It includes an opportunity for off-campus study and an honors thesis. Participants enroll in the School of Management Honors Program. On completion they are named School of Management Honors Program Scholars, and have such recorded on their transcripts and diplomas.

The honors curriculum consists of all regularly required courses in the chosen concentration and the following:

Junior Year

A. Junior Honors Seminar: Permits in-depth study of philosophical, ethical, and/or research issues in business and management. Students may meet this requirement by successfully completing any junior year course or through independent study. An honors course requires regular registration; in addition to meeting the specified course requirements, the honors student plans with the instructor and carries out a study project involving extra work during the semester. Suggested courses include BUS 316, 342, 358, 359, and 385.

B. An independent research course: Enrollment for three credits in BUS 391 under the Senior Research Thesis advisor, to allow the student to plan research for the Senior Research Thesis. During the semester the student conducts an in-depth literature search and prepares a detailed research plan. A thesis proposal and a budget of expenses to be incurred is prepared for review by the Honors Program Council of the University of Michigan-Flint. If approved, it becomes the plan of action for the Senior Research Thesis.

Senior Year

A. Off-Campus Research Project: During the summer between the junior and senior years or during the academic year the student has an opportunity for off-campus research. The Senior Research Thesis serves as the focus during the off-campus study period. This period may include study at another institution here or abroad, employment in the intended profession, or independent study. The student ordinarily enrolls for four credits in BUS 495 but may earn additional credits through transfer or independent study.

B. Senior Research Thesis: On return to the University of Michigan-Flint, the student completes the writing of the thesis under BUS 496. The criterion for the thesis is that it be of publishable quality. The Honors Scholar presents the completed thesis to a faculty review group, which includes the advisor, a member of the Honors Council, and a member of the School of Management faculty, or where appropriate, an outside department. Each member of the review group has equal responsibility for the evaluation.

C. Senior Honors Seminar: HON 390 (3 credits) provides students with the opportunity to relate their area of study to other disciplines. The seminar involves reading, discussion, presentations by faculty and students, and oral and written reports.

Honors Electives

The Honors Scholar normally completes 15 credits of honors electives during the four years of college study. At least nine credits must be taken in the freshman and sophomore years. Remaining honors electives are taken during the junior and senior years.

Any course can be an honors elective. The student arranges with the course instructor to provide additional assignments that broaden and deepen the student's knowledge of the subject area. It is expected that such additional work will go well beyond normal course requirements, typically requiring 15 hours of outside work.

Eight credits of honors electives must be outside the student's field of concentration but not necessarily outside the School of Management. Students should consider courses in the social sciences, mathematics, and computer science areas which underlie the management sciences.

Honors Scholars must demonstrate, by examination, a reading proficiency in a foreign language.

Honors Program Scholarships

All students in good standing in the program receive financial aid.

Minors for Management Students

Students in the School of Management may elect minors in any College of Arts and Sciences department offering such work, virtually without restriction, or the Minor in Organizational Behavior and Human Resources Management which follows.
SOM Minors for CAS Students

With the permission of the major department, any student enrolled in a College of Arts and Sciences program may complete one of the following minors.

Minor in General Business

Prerequisites. ECN 201, 202; and a course in statistics (e.g., BUS 211).

Requirements. Completion of 24 credits as follows, with a grade of C or better in each course: BUS 201, 202, 250, 313, 330, 341, 361, 371.

Minor in Marketing

Prerequisite. ECN 201.

Requirements. Completion of 21 credits as follows, with a grade of C or better in each course.
A. BUS 200 or 201, 330, 341.
B. A course in statistics (e.g., BUS 211).

Minor in Organizational Behavior and Human Resources Management

Prerequisite. A course in statistics (e.g., BUS 211).

Requirements. Completion of 18 credits for students outside SOM, 15 credits for SOM students, with a grade of C or better in each course, as follows:
A. BUS 200 or 201 (not required for SOM students).
B. BUS 341*, 344, 445, 449.
C. One elective from: BUS 346, 348, 443.

*If the minor in OB/HRM is combined with a BBA concentration, only BUS 341 may be credited toward both the concentration and the minor.

Courses in Business (BUS)

105. Understanding Business. (3).

The role and functions of business in society. How the business world affects the lives of us all; careers in business. Required for incoming freshmen and transfer students with less than 24 credit hours. Not open to students with 55 or more credits.

200. Accounting for Non-Accountants. (3).
Introduction to financial and managerial accounting for students whose backgrounds include little or no prior knowledge of the subject. Emphasis on what the numbers in financial statements really represent and on financial statement analysis. Usefulness of accounting information as a valuable tool in managerial planning, control, and decision making. Does not meet the requirements for business courses in the BBA program. Offered at irregular intervals.

Introduction to the utilization of an accounting system to generate financial statements. Emphasis on interpreting and using the information reported in the financial statements to understand and evaluate the financial results and position of an entity. Foundation course for students planning to do further work in accounting; survey course for others.

202. Principles of Managerial Accounting. At least sophomore standing; BUS 201. (3).
Analysis of accounting information used internally by nonprofit as well as profit oriented management to aid in planning, controlling, and decision making.

206. Personal Finance. At least sophomore standing. (3).
Introduction to personal money management, including budgets, home purchases, insurance, savings and investments. Emphasizes money management but includes topics of current interest. Does not meet requirements for business courses in BBA programs. Offered at irregular intervals.

211. (311). Business Statistics. Completion of CSC 121 or equivalent; MTH 117, 118 (or mathematics equivalent). (3)ar2.
Elementary principles and techniques for analyzing numerical data. Central tendency, dispersion, correlation, inference from random samples, and graphical presentations. Laboratory problems based on business and economic data. Students in this course may not also receive credit for a course in general statistics.

230. Marketing for the Firm. Admission to SBM Program. (3).
Basic principles with emphasis on their application by small business. Identification and analysis of markets, channels of distribution, consumption patterns, behavior of consumer and industrial groups, marketing of services, credit policies, and government regulations as they affect advertising, promotion, pricing, competition, etc. May include market research, advertising planning, sales force management, and international marketing. Case studies. Does not meet requirements for business courses in BBA programs. Not open to students who have completed BUS 330 or equivalent.
240. Organization and Management. Admission to OMS or SBM Program. (3).
Basic principles and concepts of internal organization and management in solving management problems. Formal and informal organization and their modification by social and organizational behavior; how individuals and groups influence and are influenced by their organizations. Emphasis on individual and small group behavior. Does not meet requirements for business courses in BBA programs.

Legal environment of business and principles of law involved in contracts and agency.

Changing role of business with focus on interrelated value issues, trade-offs, and resource allocation and program evaluation problems inherent in complex decisions involving business, public, and government. Includes public regulations; public ownership; protection of consumers, investors, and other groups; policies toward labor; taxes; tariffs; conservation. Credit toward a degree not granted for both BUS 255 and BUS 358 or 359. Does not meet requirements for business courses in BBA programs.

260. Corporation Finance. BUS 200 and admission to OMS or SBM Program. (3).

270. Management of Operations. Admission to OMS or SBM Program. (3).
Basic concepts and quantitative tools employed by managers in planning, scheduling and controlling of operations. Application of basic concepts of economic analysis (cost behavior, break-even determination, and capacity decisions) in selection and management of operation processes. Does not meet requirements for business courses in BBA programs.

280. Management of Human Resources. BUS 240; admission to OMS or SBM Program. (3).
Requirements in planning, organizing, and controlling personnel function in business organizations including principles and procedures relating to recruiting, selection, placement, and training of employees; employee services; morale; motivation; wages; hours. Development and effective use of human resources. Does not meet requirements for business courses in BBA programs.

289. Small Business Management. Any three of BUS 200, 230, 250, 260, 280; admission to SBM Program. (3).
Exploration of problems and opportunities. Entrepreneurship and new venture initiation, a framework for analyzing new ventures, and the business plan. Focus on establishing and operating a small business, including personal business factors, sources of funds, financial and administrative controls, organizing human resources. Emphasis on strategy and planning. Small business cases discussed from owner/general manager point of view. Does not meet requirements for business courses in BBA programs.

290. Career Planning and Cooperative Education Preparation. At least sophomore standing. (1).
Preparation for cooperative work experience, including job search techniques, resume writing, interviewing, and interpersonal relationships. Graded Pass/Fail.

300. Business Communications. Admission to OMS or SBM Program. (3).
Analysis and practice in writing messages used to communicate in business. Fundamentals of appearance, style and language, tone and psychology of effective business communications. Techniques of clarity, correctness, brevity, and handling of logic. Does not meet requirements for business courses in BBA programs.

307. History of Business in America. At least junior standing. (3).

313. Introduction to Management Science. BUS 211; CSC 121 or equivalent; at least junior standing. (3).
Quantitative approaches to management decision making. Decision theory, inventory and production models, linear programming, dual problem, sensitivity analysis, game theory, queuing, simulation, dynamic programming, Markov processes, PERT/CPM. Use of computer packages.

316. Business Conditions Analysis. ECN 201, 202; BUS 211 at least junior standing. (3).
Causal factors at work in the cyclical process; time series and index numbers. National and regional data sources. Techniques of forecasting; applications to business conditions, prices and sales.

320. Cost Accounting. Two semesters of accounting and at least junior standing. (3).
Collecting, analyzing and controlling cost of manufacturing a product or rendering a service. Particular emphasis on cost accounting systems, allocations, and providing different costs for different purposes in helping shape business strategy.

321. Intermediate Accounting I. Two semesters of accounting and at least junior standing. (3).
Introduction of accounting theory and focus on problems.
associated with acquisition, maintenance, depreciation and replacement of assets. Also includes income statement, balance sheet, current assets, investments, plant assets, and natural resources.

322. Intermediate Accounting II. BUS 321; at least junior standing; or consent of instructor. (3).
Continues with accounting theory and practice. Intangible assets, long-term investments, long-term debt, stockholders' equity, pension plans, leases, income taxes, changes in financial position, analysis of statements, and current accounting issues are covered.

323. Federal Income Taxation. Two semesters of accounting; at least junior standing. (3).
Basic concepts (applicable to all taxpayers) of tax management, exempt incomes, deductions, cost recovery, tax accounting methods, credits, property transactions, tax research and planning. Introduction to income taxation of corporations.

324. Introduction to accounting practices of government and nonprofit entities. BUS 201; at least junior standing. (1).
Accounting cycle; governmental accounting; budget process; principles of fund accounting; accounting for educational institutions, health care and welfare organizations; use of accounting data.

330. Introduction to Marketing Management. ECN 201; at least junior standing. (3).
Introduction to marketing from managerial viewpoint. Markets; consumer behavior; product policies; pricing strategy; wholesaling, retailing, and channels of distribution; promotional strategies, personal selling, sales management, advertising, and sales promotion; related topics.

331. Personal Selling. BUS 330; at least junior standing. (3).
Basic principles of personal selling applicable to any product, concept or service. Examination of persuasive personal communication and oral presentations by students.

332. Marketing Research. BUS 211, 330; CSC 151; at least junior standing. (3).
Methods of determining organizational requirements for information, and for reducing available data to develop needed additional information. Use of computer to perform hands-on data analysis required.

336. Advertising Management. BUS 330, 332, 338; at least junior standing. (3).
Management of advertising, media, preparation of advertisements, use of research, campaigns, budgets, advertising agencies.

338. Consumer Behavior. A course in psychology; BUS 330, 332 (or concurrent election); at least junior standing. (3).
Study of macro and micro consumer behavior. Emphasis on basic determinants of how and why consumers purchase needed products and services. Analysis of current consumer movement and of consumer buying problems.

341. Organizational Behavior. A course in sociology or psychology; at least junior standing. (3).
Application of basic behavioral science concepts and research to management of organizations. Emphasis on determinants and consequences of individual behavior, interpersonal communications, group and intergroup behavior, as they influence effectiveness of management.

344. Human Resource Management. BUS 341 (or concurrent election); at least junior standing. (3).
Organization, training, motivation, and direction of employees. Designed to be helpful to any student who may be called upon to supervise work of others.

346. Contemporary Labor-Management Issues. At least junior standing. (3).
Economic, social and legal problems in negotiating the collective bargaining agreement. Detailed consideration of issues of collective bargaining and administration of the contract through grievance procedures and arbitration. Basic exploration of compensation planning and administration.

347. Managing Projects and Teams. At least junior standing. (3)
Examination of the creation, management, and impact of teams in the contemporary work world. Different types of teams are discussed with an emphasis on problem-solving teams (e.g., process improvement teams, re-engineering teams, special project teams). Addresses issues of selection, role assignment, team facilitation, group dynamics, conflict and empowerment. Project management issues such as planning and controlling large-scale projects are also addressed.

351. Business Law II. At least junior standing. (3).
Principles of law involved in partnerships, corporations, sales, warranties, bailments, and negotiable instruments.

358. Business and Government. ECN 201, 202; at least junior standing. (3).
Relationships between business and government. Maintaining competition by antitrust laws, policies toward labor and agriculture, public regulation, public ownership, protecting consumers and investors, conservation, and moderating competition.
359. Business and Society. *At least junior standing.* (3).
Business-related problems in such areas as ethics, social responsibilities, pollution, crime, urban crisis, discrimination, education and politics.

361. Financial Principles. *BUS 202, 211; at least junior standing.* (3).
Basic presentation of instruments of managerial finance, legal nature of the corporation, technical features of stocks and bonds, and principles of capitalization. Analysis of policy problems involved in financing business corporations, management of working capital, surplus and dividend determination, business combinations, and business reorganizations. International aspects.

363. Investments. *BUS 361; at least junior standing.* (3).
Types and distinguishing features of securities available to today's investor. Overview of the institutional framework which affects security trading. Concepts of efficient and inefficient market theories. Computer application of valuation and rates of return.

365. Portfolio Theory and Security Analysis. *BUS 313, 363; CSC 151; at least junior standing.* (3).
Emphasis on linear programming as a tool for constructing optimal portfolios and the Capital Asset Pricing Model for analyzing price changes of securities. Review of empirical literature and applications; examination of computer applications.

369. Personal Financial Planning. *At least junior standing.* (3).
Major financial decisions faced by individuals. Housing and home financing, insurance, retirement, and death planning. Introduction to various personal computer software packages. *Not open to students who have completed BUS 206.*

371. Operations Management. *BUS 313; at least junior standing.* (3).
Management of operations, including design of product or service; process selection; facility location and layout; job design and work measurement; learning models; forecasting, scheduling, inventory and quality control; project management; operating information systems. Case studies.

Management of service operations; forecasting, routing, service facility design and layout; service quality; queuing theory; capacity planning; data envelopment analysis; yield management. Case studies used to enhance the real world application of the methodologies discussed.

381. Management Information Systems. *CSC 151, 152; at least junior standing.* (3).
Introduction to use of computers and computer-based information systems in operation, management, and decision making functions. Management information systems, model-based decision support systems, fundamentals of computer equipment and software, data structure and data bases, systems analysis and design, data communication systems. Extensive use of cases.

Exploration of the opportunities, difficulties, and risks inherent in conducting international business, which differs from domestic business due to cultural differences, political conflicts with foreign governments, foreign governmental restrictions on trade and investment, foreign economic and market conditions, foreign exchange, marketing issues, and strategic considerations. Trade and foreign investment patterns around the world; regional and cooperative agreements among countries that may affect a firm’s ability to conduct business in particular regions of the world.

391. Directed Research in Business. *At least junior standing,* admission to School of Management, good academic standing, at least one basic course in the area of study, and consent of instructor.
Independent study elected in management science, accounting, marketing, organizational behavior or industrial relations, business environment, finance, operations management, international business, or general business administration. Research project, jointly designed by the student and an appropriate instructor and submitted in writing; approval required before registration. Supervised by the instructor until completion. Only larger projects are approved for two or three hours of credit. *A maximum of three hours of directed research in business can be used to meet graduation requirements.*

392. Management Cooperative Experience. *At least junior standing; admission to Management Cooperative Program.* (3).
Job assignment, planned by student, supervisor, and Coordinator of Cooperative Programs. Duties involved should relate to student's academic program and should increase in responsibility and difficulty during period of the assignment.

393. Advanced Management Cooperative Experience. *BUS 392; at least junior standing.* (3).
Continuation of work experience, with evaluation of assignment planned and completed as for BUS 392.

413. (312). Statistical Methods and Business Applications. *BUS 211, 313.* (3).
General multivariate techniques such as multiple regression, multivariate analysis of variance, factor analysis, discriminant
analysis, principal components; business research methods such as sample survey, questionnaire construction and analysis. May include time series forecasting and/or statistical quality control.

421. (428). Accounting Information Systems. BUS 320, 381; at least junior standing. (3).
Technology and methods underlying financial record keeping systems; flow charting of financial and cost data movements; attention to accounting applications of computing systems and computer-assisted decision models. Decision making using accounting data for cost analysis, budgeting, capital investment analysis, and planning and control. Extensive use of cases.

422. (329). Federal Income Taxation-Advanced Topics. BUS 323; at least senior standing or consent of instructor. (3).
Advanced federal income tax concepts, related to corporations, shareholders, “S” corporations, partnerships, trusts and estates.

423. Accounting in Government and Nonprofit Organizations. BUS 201; at least junior standing. (3).
Comprehensive review of accounting practices of government and nonprofit entities. Accounting cycle; government accounting; budget process; principles of fund accounting; accounting for educational institutions, health care and welfare organizations; use of accounting data.

424. Auditing. BUS 211, 320, 321, 322; BUS 421 (or concurrent election); CSC 151; senior standing. (3).
Financial and operational auditing theory, objectives, and procedures required for careers in public, managerial, and governmental accounting. Auditing procedures and standards, internal control, statistical sampling, audit of electronic data processing systems, audit reports, professional ethics, and auditor's legal and societal environment.

425. Advanced Accounting. BUS 321, 322; at least junior standing. (3).
Accounting for business combinations and consolidated statements, partnerships, installment sales, segment and interim reporting, governmental/fund accounting, and other topics.

430. Marketing of Services. BUS 330; senior standing. (3).
Strategies involved in marketing of services. External environmental and internal control factors as applied to professional, financial, educational, entertainment, health care, governmental, religious, non-profit, and other organizations, institutions and agencies.

431. Sales Management. BUS 330; at least junior standing. (3).
Management of the sales force. Sales organization; selection, training, compensation, and supervision of salespersons; sales analysis and control.

432. International Marketing. BUS 330; senior standing. (3).
International marketing and its role in multinational firms. Appraising international marketing opportunity; product, price, promotion and distribution policies; analysis of the foreign marketing environment.

435. New Product Development. BUS 330, 332; at least junior standing. (3).

436. Industrial Marketing. BUS 330; senior standing. (3).
Marketing of products not intended for the consumer market. Emphasis on the differences in strategy for these products. Reciprocity, vendor analysis, value analysis, and other topics unique to industrial markets. *Offered at irregular intervals.*

438. Marketing Applications. BUS 330, 332, 338; one marketing elective; senior standing. (3).
Application of marketing theory to contemporary marketing problems. Project approach utilized to develop student's ability to integrate all major areas of marketing. Students assigned to groups that work with local organizations with specific marketing concerns.

443. Interpersonal and Communication Skills. Senior standing. (3).
Experiential focus on developing skills necessary for effective management. Self-presentation, interpersonal influence, counseling, feedback and performance appraisal, process observation, bargaining and negotiating.

445. Staffing, Training and Compensation. BUS 341, 344; at least senior standing. (3).
Approaches and practices to select, train and compensate employees to ensure organizational effectiveness and employee satisfaction. Topics include recruitment methods and tools including measurement of validity and reliability, staffing tools such as the employment interview and training systems (e.g., needs analysis, development, and evaluation) as well as compensation systems that attract, retain, and motivate good employees. Lecture, discussion and project management format.
449. **Organizational Theory and Contemporary Issues.** *BUS 341, 344, 443; senior standing.* (3).
Examination of contemporary developments and trends (hot topics) that affect organizational behavior and human resource management and the exploration of how to effect organization-wide change. Projects include in-depth interview with practicing human resource manager, in-basket exercise, challenge team building. Capstone course for OB/HRM majors.

461. **Financial Management Application and Strategy.** *BUS 361; senior standing.* (3).
Linking facts, theory, and systematic implementation through study of actual decision situations, financial problems, and business scenarios. Stress on working capital planning and management, capital structure analysis and planning, capital budgeting, and episodic financial decision; computer solutions.

462. **Management of Working Capital.** *BUS 361; knowledge of a spreadsheet program; senior standing.* (3).
Basic processes, principles, tools and concepts of working capital management. Cash management, inventory management, financial forecasting, financial ratios in predicting bankruptcy, interest rate risk, and foreign exchange risk; accounting for each topic and applications of quantitative techniques.

463. **Theory and Structure of Options and Futures Markets.**
*BUS 361, 363 (or concurrent election); senior standing.* (3).
History, theory, institutional structure, and contribution to the economy of options and futures markets. Roles of arbitrage, hedging and speculation as tools in routine operations of domestic and multinational corporations.

466. **International Finance.** *BUS 361; senior standing.* (3).
Balance of payments, history of international monetary system, exchange rate determination, foreign exchange exposure, hedging strategies and international capital markets. Cost of capital, capital budgeting, capitalization policies, and techniques for dealing with exchange rate exposure and working capital issues.

467. **Financial Statement Analysis.** *BUS 321, 361.* (3).
For accounting and finance students. Uses and interpretation of public accounting statements and economic data from the markets. Use of quantitative methods to analyze, forecast, and examine market reactions to data. Emphasis on real world cases and communication of results through brief written reports and presentations.

468. **Management of Financial Institutions.** *BUS 361, 363 (or concurrent election); senior standing.* (3).
Analysis of managerial strategies prudent for banks, credit unions, life and property and casualty insurance companies, investment and finance companies, and pension funds. Liquidity policies and asset-liability management techniques.

472. **Advanced Operations Management.** *BUS 211, 313, 371.* (3).
Distribution models, scheduling, inventory control, facility planning, production systems analysis (using computer simulation), flexible manufacturing. Discussion of real-world cases; use of computer software to solve more challenging problems; multiple criteria decision making.

489. **Management Policy and Strategy.** Senior standing; completion of all business core courses.* (3).
Integration of an organization's functional areas from the viewpoint of the chief executive officer. Processes of managing and exercising judgment in evaluation and execution of action plans.

495. **Honors Thesis I.** Consent of Dean of the School of Management. Open only to School of Management Honors Program students. (4).
Credit and grade for BUS 495 is not given until successful completion of BUS 496.

496. **Honors Thesis II.** Prior or concurrent election of BUS 495 and consent of Dean of the School of Management. Open only to School of Management Honors Program students. (4).

499. **Senior Seminar.** Consent of instructor. (3).
Specific topic announced in advance of registration. Offered at irregular intervals.

585. **Management Theory and Practice.** Open only to students in the Physical Therapy program. (2)g.
Introduction to noted theorists in management. Focus on the organization rather than individual patients and families. Individual, small group, and macro issues of organizational life; organizational functions of marketing, budgeting, recruitment, and human resource managing. Contemporary issues facing the health care industry. Course readings from broad management literature; discussions focus and apply theories to the field of physical therapy.

**Master of Business Administration**

See Graduate Study.
GRADUATE PROGRAMS AND COURSES
The Office of Graduate Programs
221 David M. French Hall
Phone: (810) 762-3171
Fax: (810) 766-6789
Web site: www.flint.umich.edu/departments/graduate
Dean: Dr. Beverly J. Schmoll
Administrative Associate: Ann Harper Briggs
Principal Secretary: Pam Radatz

The Office of Graduate Programs coordinates graduate programs offered by the University of Michigan-Flint. It acts as the admissions office for Flint graduate programs and provides the contact between the several academic units of the University of Michigan-Flint and the Horace H. Rackham School of Graduate Studies of the University of Michigan.

The University of Michigan-Flint offers nine graduate degree programs: the Master of Science in Biology (MS) through the College of Arts and Sciences; the Master of Liberal Studies in American Culture (MLS) and the Master of Public Administration (MPA) through the Horace H. Rackham School of Graduate Studies; the Master of Arts in Education (MA) through the School of Education and Human Services; the Master of Science in Anesthesia (MS), the Master of Science in Health Education (MS), the Master of Physical Therapy (MPT), and the Master of Science in Nursing (MSN) through the School of Health Professions and Studies; and the Master of Business Administration (MBA) through the School of Management.

Students who have been admitted into other Rackham programs and are in good standing may register for graduate courses at the University of Michigan-Flint, but are advised to seek assistance as to procedures from their respective campuses.

Information on graduate degree programs offered by the University of Michigan-Flint is available in the Office of Graduate Programs.

Admission
Students who have earned the bachelor's degree at an accredited college or university in the United States, or its equivalent in another country, are considered for admission without regard to sex, color, religion, national origin or ancestry, age, marital status, handicap, or Vietnam-era veteran status. See the appropriate section below for admission information specific to the various degree programs.

Application Deadlines
Application deadlines for the MLS, MPA, MS in Health Education, and MS in Biology are:

<table>
<thead>
<tr>
<th>Date</th>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>July 15, 2001</td>
<td>Fall 2001</td>
</tr>
<tr>
<td>November 15, 2001</td>
<td>Winter 2002</td>
</tr>
</tbody>
</table>

Application deadlines for the clinical track of the MS in Anesthesia are October 1st (for early review) and February 1st for the following Fall semester. Applications received after February 1st for the clinical track of the MS in Anesthesia are considered if space is available. For the non-clinical track in Anesthesia, applications are received at any time.

The application deadline for the MPT program is February 1st for the following Fall semester.

Application deadlines for the MBA are 60 days prior to the start of Fall and Winter semesters. Later applications may be considered only if space permits.

The MSN program reviews applications on a rolling basis with a priority deadline of May 1st for the following fall semester. Applications received after May 1st are considered if space is available.

The application deadlines for the MA in Education are 45 days prior to the start of each Fall and Winter semester and Spring and Summer term. Later applications will be accepted if space permits and all materials are complete at the time of submission.

Application Fees
The application fees for graduate programs are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>MLS</td>
<td>$55</td>
</tr>
<tr>
<td>MPA</td>
<td>$55</td>
</tr>
<tr>
<td>MS in Health Education</td>
<td>$50</td>
</tr>
<tr>
<td>MSN</td>
<td>$50</td>
</tr>
<tr>
<td>MA in Education</td>
<td>$50</td>
</tr>
<tr>
<td>MPT</td>
<td>$30</td>
</tr>
<tr>
<td>MS in Anesthesia</td>
<td>$30</td>
</tr>
<tr>
<td>MBA</td>
<td>$20</td>
</tr>
<tr>
<td>MS in Biology</td>
<td>$50</td>
</tr>
</tbody>
</table>

The application fee is non-refundable and does not apply to any other University fee. A check or money order payable to the University of Michigan-Flint should be fastened inside the application. For purposes of identification, the applicant’s name and Social Security number are to be written on the front of the payment. All fees are subject to change without prior notice.

Graduate Extension
Individuals holding bachelor’s degrees who want to elect graduate courses or those seeking admission to a graduate program but not yet enrolled in a graduate program may elect to take courses as a Non-candidate for Degree through Graduate Extension.
Applicants must complete a Graduate Extension application for each semester in which they seek to enroll for Graduate Extension courses and submit proof of a bachelor’s degree with transcripts or diploma. The instructor’s signature and the Graduate Extension advisor’s signature are required on the form, NCFD Graduate Student Request for Approval to Elect a Graduate Course(s).

Graduate Extension students are not eligible for Financial Aid. Graduate Extension students are subject to all UM-Flint rules and regulations concerning add/drop, disenrollment/cancellation, late fee charges and penalties.

In general, a maximum of six (6) graduate semester hours may apply toward a master’s degree. Any exception to the six hour rule must be approved in writing by the program director. Exceptions are not granted for the MLS and MPA programs.

To apply as a Graduate Extension student, all materials related to the admission process for graduate extension must be processed through:

Office of Graduate Programs
The University Of Michigan-Flint
221 David M. French Hall
Flint, Michigan 48502-1950
Phone: (810) 762-3171
Fax: (810) 766-6789

International Applicants
Individuals from other countries may apply for admission to the University of Michigan-Flint. Applicants are advised to submit a completed application at least six months prior to the semester for which they are applying. The following documents must be received before a decision on admission can be made:

A. A completed application with payment of fee (see Application Fees above).

B. Transcripts from post-secondary school(s) (college/university). Applicants with credit from countries other than the U.S. or Canada must apply for a course-by-course credit evaluation through an approved credentialing service. There is a fee for this service. Contact the Office of Graduate Programs for a listing of approved agencies.

C. A notarized statement from the financial sponsor verifying that the applicant has funds, excluding transportation to and from abroad, to cover living expenses while attending the University of Michigan-Flint. Costs vary depending upon the graduate program. No financial aid is available to international students.

D. For any applicant whose native language is not English, evidence of proficiency in English is required. Official score reports from either the Test of English as a Foreign Language (TOEFL) or the Michigan English Language Assessment Battery (MELAB) must be submitted. Applicants who take the TOEFL must take the TOEFL exam that includes the Test of Written English (TWE).

Thesis
Students enrolled in a graduate program for which a thesis is a degree requirement will be charged a $25.00 thesis fee the semester the thesis/practicum is elected. Students should contact their academic program for specific thesis guidelines.

Scholarships/Fellowships/Grants
The following scholarships/fellowships/grants are available for students enrolled in a graduate program at the University of Michigan-Flint.

The Graduate Student Grant
The Carl and Sarah Morgan Graduate Student Scholarship
The University of Michigan-Flint Rackham Graduate Fellowship (MLS and MPA Programs)
Coleman J. Ross Jr. and Lois R. Ross Scholarship (MPT Program)
The Esther C. Stone Graduate Student Scholarship for Academic Excellence
Emmalyn Ellis Freeman Nurse Practitioner Scholarship (MSN Program)
Ralph M. and Emmalyn E. Freeman Graduate Program Scholarship
Ralph M. and Emmalyn E. Freeman Physical Therapy Scholarship (MPT Program)
Virginia Wilson Memorial Scholarship (MPT Program)

For specific information regarding Scholarships/Fellowships/Grants refer to “Financial Aid” in the “General Information” section of this Catalog or contact the Office of Graduate Programs, 221 David M. French Hall, or the Office of Financial Aid and Scholarships, 277 University Pavilion.
Admission to the Program

To begin in Spring or Summer term, students must apply for Regular Admissions no later than March 15. To begin in Fall or Winter term, applications must be received no later than July 15 or November 15, respectively. Conditional Admission may be granted if all prerequisites are not completed. Applications for this program may be obtained from the Office of Graduate Programs.

Admission Criteria

A. Bachelor of Science degree in Biology or a related life science (e.g., zoology, botany) from an accredited institution.
B. Two or more letters of recommendation.
C. Minimum overall GPA of 3.0 and a minimum GPA of 3.0 in required prerequisite undergraduate courses or their equivalents.
D. Submission of a written statement delineating personal goals for graduate study.
E. A personal interview may be conducted by the graduate admissions committee of the Biology faculty of the UM-Flint.
F. General and advanced GRE Scores.
G. Application Fee.

Prerequisites. Students must complete the following courses or their equivalents prior to Regular Admission to the program:
A. Cell Biology, Ecology, Genetics.
B. Organic Chemistry.
C. Pre-Calculus Mathematics.
D. General Physics.
E. Statistics (preferably, Biostatistics) recommended.

Transfer or NCFD Course Credit
All students, with approval of the graduate committee, may transfer in or take as an NCFD up to two graduate level courses (8 maximum credits) in biological sciences. No more than two courses (8 maximum credits) of cognate, transfer, or NCFD credits may be applied toward completion of this degree.

Program Requirements

A. Graduate Core Curriculum (12 credits).
   BIO 501, Current Topics in Cellular and Molecular Biology
   BIO 502, Current Topics in Organismal Biology
   BIO 503, Current Topics in Ecology and Evolutionary Biology
B. Completion of Plan A or B below.

Plan A, Thesis Option
1. An original research project report (thesis) designed and completed in cooperation with the student’s advisor, including an oral defense of the thesis (6 credits). Thesis design must be approved by the student’s individual thesis committee.
2. Additional graduate-level courses in biology to complete a minimum total of 30 credit hours. Course elections must be approved by the Biology Graduate Committee. With permission of that committee, any core curriculum course may be reelected once for credit, and up to two courses (8 credits maximum) of graduate level courses in non-biological science may be applied toward the degree.

Plan B, Non-Thesis Option
1. Non-thesis research (2 credits).
2. Additional graduate-level courses in biology to complete a minimum total of 32 credit hours. Course elections must be approved by the Biology Graduate Committee. With permission of that committee, any core curriculum course may be reelected once for credit, and up to two courses (8 credits maximum) of graduate level courses in non-biological science may be applied toward the degree.

Grading System
The following grading system is used by the MS in Biology program. Courses in which grades of D or E are earned cannot be used in fulfillment of degree requirements.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>9</td>
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<tr>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
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<tr>
<td>B</td>
<td>5</td>
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<tr>
<td>B-</td>
<td>4</td>
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<tr>
<td>C+</td>
<td>3</td>
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<tr>
<td>C</td>
<td>2</td>
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<tr>
<td>C-</td>
<td>1</td>
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<tr>
<td>D</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
</tr>
</tbody>
</table>

Cumulative grade point averages are computed by dividing the total number of honor points earned by the total number of credit hours attempted. A final grade point average of at least 5.0 is required for successful completion of the MS in Biology program.

Graduate Courses in Biology (BIO)

Survey, review and presentation of recently developed information, concepts, techniques and methods in cellular and molecular biology. Lecture and laboratory.
502. **Current Topics in Organismal Biology.** Admission to the graduate program in biology. (4).

Survey, review, presentation and discussion of recently developed information, concepts, techniques and methods in the biology of whole organisms. May involve detailed study of a limited taxonomic group of organisms. Lecture and laboratory.

503. **Current Topics in Ecology and Evolutionary Biology.** Admission to the graduate program in biology. (4).

Survey, review and presentation of recently developed information, concepts, techniques and methods in ecology and evolutionary biology. Lecture and laboratory.

504. **Biostatistics.** Strong preparation in high school or college algebra, eight credits of biology, and graduate standing. (4).

Analysis of quantitative data from biological sources, using basic statistical procedures to elucidate biological phenomena. Mathematical derivations and probabilistic theory not stressed; emphasis on the selection and interpretation of statistical tests commonly used by biologists. Prior knowledge of statistics not necessary. Lecture and discussion. Not open to students with credit for BIO 404 or HCR 402 or its equivalent. Also listed as HCR 502.

520. **Invertebrate Biology.** Graduate standing; BIO III, 113, 327; or consent of instructor (4).

Functional morphology and biology of the major groups of invertebrate animals. Lecture and laboratory.

521. **Mammalogy.** Graduate standing; BIO 111, 113, 327; or consent of instructor. (4).

Study of the major groups of mammals; natural history, physiology, anatomy, and systematics of all living orders; North American mammals classified to family. Students are responsible for species identification from field and skull characters of most Michigan mammals. Labs in the field encompassing techniques commonly used in mammalogy; required trip to Detroit Zoo. Not open to students with credit for BIO 421.

531. **Comparative Animal Physiology.** Graduate standing; BIO 111, 113, 326; or consent of instructor. (3).

Detailed comparative study of invertebrate and vertebrate physiology with special emphasis on environmental and energy interrelationships. Lecture. Not open to students with credit for BIO 431.

534. **Human Anatomy.** Graduate standing; BIO 111, 113, 326, 432; consent of instructor (6).

Detailed study of the gross structure of the human body. Laboratory involves cadaver dissection. Lecture and laboratory. Not open to students with credit for BIO 434.

537. **Mycology.** Graduate standing, BIO III, 113, 326; BIO 435 recommended. (4).

Introduction to the kingdom Fungi. Fungal physiology, growth, classification, and genetics. Role of fungi in the environment and their importance to man in causing some problems and solving others. Lab required for graduate credit. Not open to students with credit for BIO 437.

541. **Renal Physiology.** Admission to the graduate program in anesthesia or consent of instructor (1).

Detailed study of renal physiology as a foundation course for nurse anesthesia students. Lecture. Also listed as ANE 541.

542. **Endocrine Physiology.** Admission to the graduate program in anesthesia. (1).

Detailed study of the anatomy, physiology and major diseases of the endocrine system of the human. Assessment of function, description of major clinical manifestations and effects of the anesthetic process on the endocrine hypothalamus, pituitary, thyroid, parathyroid, adrenal and pancreas. Lecture. Also listed as ANE 542.

543. **Limnology.** Graduate standing; BIO 111, 327, and consent of instructor (4).

Interactions of biotic communities with their physical and chemical environments examined in both natural and polluted lakes and streams. Lecture, lab, and field trips. Not open to students with credit for BIO 443.

544. **Neuroanatomy and Physiology.** Admission to the graduate program in anesthesia. (3).

Principles of neuroanatomy and neurophysiology as a foundation course for nurse anesthesia students. Lecture and laboratory. Also listed as ANE 544.

550. **Parasitology.** Graduate standing; BIO 111, 113, 328 or consent of instructor (4).

Study of the major groups of parasitic protists and animals, with particular emphasis on those infecting man and the higher vertebrates. Lecture and laboratory. Not open to students with credit for BIO 450.

560. **Conservation Biology.** Graduate standing; BIO III, 113, 326, 327 (4).

Examination of the principles underlying attempts to conserve biodiversity. Conservation values and ethics, global biodiversity, species conservation, community level conservation, and management and design of preserves.

567. **Molecular Biology of Prokaryotes.** Graduate standing; BIO 111, 113, 326, 328, 435; CHM 220 or 230; consent of instructor (4).

Survey of the molecular biology of procaryotic organisms. DNA replication, DNA repair and recombination, and mechanisms regulating gene expression at the transcriptional and post-tran-
581. **Field Studies in Biology.** Graduate standing: BIO 111, 327; consent of instructor (4).

Lectures on, and individual study of, the flora, fauna, and geology of a selected area of the country, culminating in a field trip to that region. Each student is given a special problem to investigate. Lecture and laboratory.

582. **Neuroscience.** Graduate standing: BIO 111, 113, 326, 432; BIO 434/PTP 410; consent of instructor (4).

Principles of neuroanatomy and neurophysiology as a foundation course for physical therapy students. Also suitable for other students wishing a solid framework for understanding the structure and function of the nervous system. Lecture and laboratory. Not open to students with credit for BIO 482.

583. **Special Topics.** Graduate standing; consent of instructor (1-4).

In-depth examination of selected topics of special interest to biologists. Course content, format and prerequisites vary with the topic presented. Additional work required.

597. **Non-Thesis Research.** Admission to the graduate program in biology; consent of instructor (1-2).

Independent study for graduate students in Plan B option (2 credits required).

598. **Graduate Thesis.** Admission to the graduate program in biology; consent of instructor (1-6).

Independent study for graduate students in Plan A option (6 credits required).

Rackham School of Graduate Studies Programs

The University of Michigan-Flint offers two graduate degree programs through the Horace H. Rackham School of Graduate Studies: the Master of Liberal Studies in American Culture (MLS) and the Master of Public Administration (MPA), with concentrations in Criminal Justice Administration, Educational Administration, Health Care Administration, and Administration of Nonprofit Agencies.

Admission to Rackham School Programs

Admission applications are available from the Office of Graduate Programs, 221 French Hall. The procedure for admission includes filing a completed application, one official transcript from each college and university attended, three letters of recommendation, a statement of purpose, and an application fee. A cumulative undergraduate 3.0 grade point average is expected of each applicant, although this should not prevent a highly motivated applicant with a somewhat lower average from applying. Each program has additional requirements, which are described under the program listing. (Application deadlines are listed under the “Graduate Study” section of this Catalog.)

There are four types of admission:

Regular: Applicants who satisfy all admission requirements of the Horace H. Rackham School of Graduate Studies and of the program may be given regular admission.

Conditional: Applicants who have yet to satisfy one or more of the requirements may be given conditional admission.

Probationary: In exceptional circumstances, applicants who do not meet the required minimum grade point average for the number of credits specified may, with the approval of program faculty be granted probationary admission.

Non-Candidate for Degree (NCFD): In exceptional circumstances, applicants who wish to take courses for graduate credit but who are not candidates for a degree may be granted NCFD admission if qualified.

Readmission

Students who have not been enrolled in Graduate School for one year (12 months) must apply for readmission. Readmission is dependent upon program approval. Before readmission can be finalized for international stu-
students, proof of adequate funding is required in order to obtain the appropriate visa documents. Readmission applications are available from the Office of Graduate Programs, 221 French Hall.

Grading System

The following grading system is used by the MLS and MPA programs. The letter grade system is used for all courses except for PUB 590: Internship in which a graduate student may receive a “S” or “U” grade. Courses in which grades of D, E or U are earned cannot be used in fulfillment of degree requirements.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>9</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>A-</td>
<td>1</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
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<tr>
<td>B</td>
<td>5</td>
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<tr>
<td>B-</td>
<td>4</td>
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<tr>
<td>C+</td>
<td>3</td>
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<td>C</td>
<td>2</td>
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<tr>
<td>C-</td>
<td>1</td>
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<tr>
<td>D</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
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</table>

Cumulative grade point averages are computed by dividing the total number of honor points earned by the total number of credit hours attempted. No honor points are generated by the earning of either an “S” or a “U” grade, and such grades are not calculated in a graduate student’s grade point average. A cumulative graduate grade point average of “B” (5.00) is required for all graduate courses taken for credit and applied toward the master’s degree. A minimum cumulative final graduate grade point average of at least B (5.0) is required for successful completion of the MLS and MPA programs.

Academic Standing and Academic Discipline

To maintain satisfactory academic standing, a student must have a minimum cumulative graduate grade point average of “B” (5.00) for all graduate courses taken for credit and applied toward the degree program in which the student is enrolled.

A student whose cumulative graduate grade point average falls below a “B” (5.00) in a given term or half term will be placed on probation for the following term or half term, or may be denied permission to register. A student whose cumulative graduate grade point average falls below a “B” average for two successive terms or half terms may, upon the recommendation of his or her graduate program director and with the consent of the Dean of Graduate Programs and Research, be granted a final opportunity to correct the scholastic and/or academic deficiency.

Transfer of Credit

Up to six (6) hours of graduate credit completed in residence at another accredited institution or in an approved graduate extension program(s), which includes UM-Flint Graduate Extension, may be accepted for transfer into the MLS and MPA programs. Transfers are made in accordance with the policies of the Horace H. Rackham School of Graduate Studies. Please contact the Office of Graduate Programs for more information concerning transfer of credit.

Time Limit to Complete Degree

A student must complete all work toward the master’s degree within six consecutive years from the date of first enrollment in the graduate program. In certain circumstances, students may request an extension of time to complete the program. Requests are made by completing a Petition of Waiver Regulation form. Students submit completed forms with required signatures to the Office of Graduate Programs, 221 French Hall.

Degree/Diploma Application

To be considered for a master’s degree, MLS and MPA students must complete the formal Degree/Diploma Application. Completed applications should be submitted to the Office of Graduate Programs, 221 French Hall, early in the semester in which all degree requirements will be fulfilled.

Academic Policies and Procedures

Contact the Office of Graduate Programs or refer to the Student Handbook of the Horace H. Rackham School of Graduate Studies for further information concerning academic policies and procedures.

Master of Liberal Studies in American Culture

Program Director: Dr. Jacqueline Zeff

Program Faculty: Mr. Charles Bailey (Social Work), Dr. Linda Catty (Sociology), Dr. Nora Faires (History), Dr. Bruce Rubenstein (History), Dr. Frederic J. Svo-boda (English), Dr. Jacqueline Zeff (English), Dr. Jacob Blumner (English), Dr. Robert W. Bannett (English), Dr. Larry Koch (Sociology).

The Master of Liberal Studies (MLS) in American Culture invites students to examine their lived experience through an intellectual lens that highlights the key ideas, institutions, behaviors, and preoccupations that have helped to shape the American character. David A. Hollinger and Charles Capper observe in their preface to The American Intellectual Tradition: “If a tradition is a
family of disagreements, the American intellectual tradition is a very extended family.” The MLS Program provides students with a sustained opportunity to understand and contribute to that “family” of disagreements -- and agreements -- we call American culture by drawing on concepts from the humanities, the social sciences, and the arts.

The Program is distinguished by several special if not unique features. Students are drawn from a wide diversity of academic backgrounds and even wider array of professional and personal aspirations. Many of our students already hold the professional positions they seek and are looking to strengthen their expertise as teachers, policy makers, artists. Others, near or anticipating retirement, are drawn to the MLS Program because it offers an opportunity for personal enrichment and lifelong learning, a kind of second chance at liberal education. To accommodate the working professional, all MLS core seminars and many elective courses are offered in the evening and a systematic planning schedule is designed for the part-time student. Finally, a recurring emphasis on interdisciplinary research distinguishes its academic core and final product, the thesis.

Limited financial aid and scholarship support is available for students in the MLS program. Contact the Office of Graduate Programs for information at (810) 762-3171.

Admission Requirements

A. See “Admission to Rackham School Programs” for general admission requirements.

B. Twenty-four credits in the humanities and the social sciences as an undergraduate.

Program Requirements. Thirty credits, distributed as follows:

A. Core courses (9 credits): Three from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>AMC 501</td>
<td>The Mind of America</td>
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<tr>
<td>AMC 502</td>
<td>American Institutions</td>
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<tr>
<td>AMC 503</td>
<td>The American Character</td>
</tr>
<tr>
<td>AMC 504</td>
<td>The United States in Comparative Perspective</td>
</tr>
</tbody>
</table>

B. MC 591  Thesis

C. Approved Electives (15 credits). Select courses from at least two departments:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AMC 501</td>
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<td>The American Character</td>
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<td>AMC 504</td>
<td>The United States in Comparative Perspective</td>
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<td>AMC 590</td>
<td>Directed Research</td>
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<td>AMC 598</td>
<td>Selected Topics</td>
</tr>
<tr>
<td>AMC 599</td>
<td>Cross-Cultural Research</td>
</tr>
<tr>
<td>ANT 555</td>
<td>Anthropological Interpretation of American Socio-Cultural Systems</td>
</tr>
<tr>
<td>ART 509</td>
<td>American Ethnic and Cultural Diversity</td>
</tr>
<tr>
<td>ART 521</td>
<td>History of American Art, 1875-1920</td>
</tr>
<tr>
<td>ECN 521</td>
<td>American Economic History</td>
</tr>
<tr>
<td>ECN 524</td>
<td>Labor Economics</td>
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<tr>
<td>EDUCHE 549</td>
<td>Folklore and Storytelling</td>
</tr>
<tr>
<td>ENG 509</td>
<td>American English</td>
</tr>
<tr>
<td>ENG 532</td>
<td>The American Novel</td>
</tr>
<tr>
<td>ENG 533</td>
<td>American Poetry</td>
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<tr>
<td>ENGTHE 534</td>
<td>American Dramatic</td>
</tr>
<tr>
<td>ENG 535</td>
<td>American Film I</td>
</tr>
<tr>
<td>ENG 536</td>
<td>American Film II</td>
</tr>
<tr>
<td>HIS 510</td>
<td>The Birth of the American Republic</td>
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<tr>
<td>HIS 519</td>
<td>History of Sport in the United States</td>
</tr>
<tr>
<td>HIS 530</td>
<td>American Indian History</td>
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<tr>
<td>HIS 531</td>
<td>American Urban History</td>
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<tr>
<td>HIS 535</td>
<td>Black America Since the Civil War</td>
</tr>
<tr>
<td>HIS 536</td>
<td>Exploring Community History</td>
</tr>
<tr>
<td>MUS 522</td>
<td>Jazz in American Culture</td>
</tr>
<tr>
<td>MUS 555</td>
<td>American Music</td>
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<tr>
<td>PHL 543</td>
<td>American Philosophy</td>
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<tr>
<td>POL 501</td>
<td>American Political Thought</td>
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<tr>
<td>POL 537</td>
<td>Problems in American Foreign Policy</td>
</tr>
<tr>
<td>POL 541</td>
<td>Comparative Social Policy</td>
</tr>
<tr>
<td>SOC 545</td>
<td>Ethnicity in American Society</td>
</tr>
<tr>
<td>SOC 558</td>
<td>Religion in American Society</td>
</tr>
<tr>
<td>SOC 562</td>
<td>Work in American Society</td>
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<tr>
<td>SOC/EDU 569</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>SOC 570</td>
<td>Social Stratification</td>
</tr>
<tr>
<td>SOC 571</td>
<td>Social Movements in America</td>
</tr>
<tr>
<td>SOC/SGS 574</td>
<td>Gender and Society</td>
</tr>
<tr>
<td>THE 505</td>
<td>America’s Contribution to Theatre</td>
</tr>
</tbody>
</table>

Courses in American Culture (AMC)

499. Selected Topics. Upper division undergraduate standing, consent of instructor. (1-3).

Different topics each semester, to be announced in advance of registration. May be taken more than once, but not so as to repeat a topic.

500. Thesis Writing and Research. Graduate standing. (3).

Formal instruction on how to create a master’s thesis. Research methodology, literature searches and surveys, research questions and problem statements. Guest speakers from various disciplines share research expertise.

501. The Mind of America. Graduate standing. (3).

Examination through literature, philosophy, and the arts, of several topics which, taken together, provide an overview of America’s intellectual life as a response to, and comprehension of, the American experience.


Examination of the major social institutions in American society, their development, change, and future.
503. **The American Character.** *Graduate standing.* (3).

Examination of the question, “Is there an American character?” Analyzes the changing definitions of the American character in the context of the major structural principles around which American society is organized.

504. **The United States in Comparative Perspective.** *Graduate standing.* (3).

Encompasses two general approaches: comparison with other societies to achieve an understanding of American culture and the examination of the image of America in the eyes of the world.

509. **Directed Research.** *Graduate standing and consent of instructor* (1-3).

*Up to three hours total credit.*

509. **Thesis.** *Graduate standing and consent of instructor* (3).

Research, to be done under the supervision of a member of the program faculty. The research prospectus and the final paper must be submitted to both the supervisor and at least one other faculty member for approval.

506. **Selected Topics.** *Graduate standing and consent of instructor* (1-3).

See AMC 499 for description.

506. **Cross-Cultural Research.** *Graduate standing and consent of instructor* (1-3).

May be taken in conjunction with a university study abroad program, with approved faculty supervision.

**Master of Public Administration**

**Program Director:** Ellis Perlman

**Program Faculty:** William Brown (Sociology), John Dobbs (Education), Barry Franklin (Education), Peter Gluck (Political Science), Kristine Mulhom (Health Care), Tveitk Nas (Economics), Ellis Perlman (Political Science), Mark Perry (Economics), Albert Price (Political Science), Kathryn Schellenberg (SOC), Suzanne Selig (Health Care), David Wigston (BIO).

The Master of Public Administration Program (MPA) is designed to provide advanced education in administration for persons employed in the public or nonprofit sectors, as well as for those seeking entry to careers in administration. This interdisciplinary program addresses the educational needs of those with specialized, technical, or liberal arts degrees, and of those seeking to expand or update their administrative education. The program draws upon faculty and courses in economics, education, health care, political science, psychology and sociology.

The curriculum is designed around a basic core of courses in administration, which should be taken early in the student’s program. The core is supplemented by clusters of more specialized courses in administrative functions and processes and analytical methods. An applied research project and, for those with less than two years administrative experience, an internship, are also part of the curriculum.

The program is designed for the part-time student, with courses offered primarily after 5:30 p.m., Monday - Thursday.

The Master of Public Administration (MPA) degree is available as a general program or with specific concentrations in Administration of Nonprofit Agencies, Criminal Justice Administration, Educational Administration, or Health Care Administration.

**Requirements for Admission**

See “Admission to Rackham School Programs” above for general admission requirements. Those seeking admission to the MPA program are expected to have a knowledge base involving understanding of the operation of public institutions, microeconomic principles, and basic analytical tools. Students are encouraged to fulfill the economic principles requirement through ECN/PUB 571, and the analytical requirement through ECN/PUB 580, but undergraduate courses in microeconomic principles and statistics are acceptable.

**MPA General Program**

**Knowledge Base.**

A. A course in government or public sector administration or relevant experience.

B. PUB/ECN 571 or a course in microeconomic principles taken within the last five years.

C. PUB/ECN 580 or a course in statistics taken within the last five years.

**Requirements.** Thirty-nine credits (forty-two credits for students requiring an internship), as follows:

A. **Core Courses** (15 credits).
   - PUB 500, 501; PUB/HCR 506; two from: PUB 502, PUB/ECN 571, PUB/POL 510.

B. **Administrative Functions and Processes** (12 credits).
   - From PUB 503, 504, 520, 521; PUB/ECN 573; PUB/HCR 518, 524; PUB/POL 519, PUB/POL 522.

C. **Analytical Methods** (6 credits).
   - From PUB 523; PUB/ECN 570,580; PUB/HCR 508; PUB/HCR/PSY 527.

D. **Applied Research** (6 credits).
   - PUB/HCR 593, 595.

E. **Internship** (0-3 credits).
   - PUB 590. The internship is not required of those students who are practicing administrators or who have had two years or more experience in an administrative capacity.
MPA Concentration in Administration of Nonprofit Agencies

The concentration in Administration of Nonprofit Agencies is designed to serve principally those who seek advancement in careers in the not-for-profit sector. The concentration also will serve, and is appropriate for, those with bachelor’s degrees but no current or previous relevant employment. The Nonprofit Administration option might be of particular interest to those with undergraduate degrees in social work, sociology, economics, health care, political science, business, psychology, or communications.

Knowledge Base. Same as for the General Program.

Requirements. Thirty-nine credits (forty-two credits for students requiring an internship), as follows:

A. Core courses (15 credits).
   PUB 500, 501, 502; PUB/HCR 506; one from: PUB/ECN 571, PUB/POL 510.

B. Administrative Functions and Processes (12 credits).
   From: PUB 520, 525, 540; one from: PUB 503, 504; PUB/ECN 573; PUB/HCR 518.

C. Analytical Methods (6 credits).
   From PUB 523; PUB/ECN 570, 580; PUB/HCR 508; PUB/HCR/PSY 527.

D. Applied Research (6 credits).
   PUB/HCR 593, 595.

E. Internship (0-3 credits).
   PUB 590. The internship is not required of those students who are practicing administrators or who have had two or more years of experience in an administrative capacity.

MPA Concentration in Criminal Justice Administration

The primary objective of the concentration in Criminal Justice Administration is to provide advanced education in administration and policy analysis to persons already employed in agencies in the criminal justice system. The educational needs of those with specialized, technical, or liberal arts degrees, and others with limited or outdated training in administration are addressed. Designed to serve those seeking to update knowledge to deal with the more complex and numerous tasks facing professionals in the criminal justice system, the concentration includes study of contemporary developments in criminal justice administration, most notably the interdependence between pre-prosecutorial and post-prosecutorial agencies and functions and the close relationship between administration and policy.

Knowledge Base. Same as for the General Program.

Requirements. Thirty-nine credits (forty-two credits for students requiring an internship), as follows:

A. Core Courses (15 credits).
   PUB 500, 501; PUB/HCR 506; two from: PUB 502, 503, PUB/ECN 571, PUB/POL 510.

B. Administrative Functions and Processes (12 credits).
   PUB 504; PUB/POL 530; two from: PUB 533, PUB/CRJ 532, PUB/HCR 518, PUB/POL 519, 528, SOC 585.

C. Analytical Methods (6 credits).
   From: ECN 569; ECN/HCR 579; PUB 523; PUB/ECN 570, 580; PUB/HCR 508; PUB/HCR/PSY 527.

D. Applied Research (6 credits).
   PUB 539, PUB/HCR 595.

E. Internship (0-3 credits).
   PUB 590. The internship is not required of those students who hold full-time employment in agencies in the criminal justice system.

MPA Concentration in Educational Administration

The program concentration in Educational Administration equips the educational administrator with concepts and tools, and provides an informed perspective on the range of problems and responsibilities confronting education today. Most Michigan school districts require a teaching certificate and classroom experience for appointment to an academic administrative post. However, this is no longer a State-mandated requirement, and each district sets its own standard. It is advisable that applicants to the Educational Administration concentration find out what standard is in effect for districts in which they might want to apply for an administrative position.

Knowledge Base. Same as for the General Program.

Requirements. Thirty-nine credits (forty-two credits for students requiring an internship), as follows:

A. Core Courses (12 credits).
   PUB 500, 501, and PUB/HCR 506; one from: PUB 502, PUB/POL 510, PUB/ECN 571.

B. Administrative Functions and Processes (15 credits).
   PUB/EDU 550, 563, 564, 566; one from: PUB 503, PUB/EDU 565, 567.

C. Analytical Methods (6 credits).
   PUB/EDU 568; one from PUB/ECN 580, PUB/EDU 585.

D. Applied Research (6 credits).
   PUB/EDU 593, 595.

E. Internship (0-3 credits).
   PUB 590. The internship is strongly recommended. It is required of those students who lack administrative experience. It is not required of those who hold full-time employment in an administrative capacity or have previous administrative experience in an educational organization.
MPA Concentration in Health Care Administration

The primary objective of the program concentration in Health Care Administration is to provide advanced education in administration and policy analysis to persons already employed within the health care field. The concentration addresses the educational needs of those with specialized, technical, or liberal arts degrees, and others with limited or outdated education or training in administration. It also incorporates contemporary developments in the area of health care administration and policy. The concentration serves those seeking to retool and update knowledge to deal with the more complex and numerous tasks facing professionals in the health care system.

Knowledge Base. Same as for the General Program.

Requirements. Thirty-nine credits (forty-two credits for students requiring an internship), as follows:

A. Core courses (15 credits).
   PUB 500, 501; PUB/HCR 506; two from: PUB 502, PUB/ECN 571, PUB/POL 510.

B. Administrative Functions and Processes (12 credits).
   1. HCR 500 (required if the student has not taken HCR 315 or equivalent); HCR/PUB 505.
   2. Additional credits from: PUB 400, 504; PUB/HCR 509, 518, 524, 577, 587; PUB/POL 519, 522.

C. Analytical Methods (6 credits).
   From: ECN 569, ECN/HCR 579; PUB 523; PUB/ECN 570, 580; PUB/HCR 508; PUB/HCR/PSY 527.

D. Applied Research (6 credits).
   PUB/HCR 593, 595.

E. Internship (0-3 credits).
   PUB 590. The internship is not required of students who hold full-time employment in agencies of the health care system.

Joint BA/MPA Program

Joint bachelor/master programs are available for students in bachelor programs in economics and political science. For each program, up to nine (9) credits taken during the student’s senior year may be applied toward the credits required for the MPA.

Joint BA/MPA Programs, Emphasis in Budgeting

Admission requirements.
1. Completion of 87 to 90 undergraduate credits toward a concentration in Political Science or Economics, including the prerequisites below.
2. Minimum GPA of 3.25 at the beginning of the junior year; minimum GPA of 3.35 after 90 credit hours.

Prerequisites. MTH 118 or 121; BUS 201, 202; a course in statistics.

Requirements.
1. Option A or B below.
3. In the senior year, up to nine (9) credits to be applied to the MBA, selected from: PUB/HCR 418; PUB/ECN 471; one of PUB 425, PUB/HCR 403,424, 477, 487, PUB/HCR/PSY 427, 473, PUB/POL 420.
4. MPA program requirements.

Option A, BA in Economics
1. All requirements of the General Program in Economics, including ECN 395 and at least three from ECN 356, 372, 424, ECN/ENV 374, 376.
2. Political science (15 credits). POL 120, 311 or 312; POL/PUB 301, 309 or 316; at least one additional course.

Option B, BA in Political Science
1. All requirements of the General Program in Political Science, including POL 309 or 316; 311 or 312, and at least one from POL 322, 323, 327, 329, 420.

Graduate Courses in Public Administration (PUB)

500. Politics, Policy, and Public Administration. Graduate standing. (3).
   Examination and critique of concepts of American public administration, and of political, economic, legal and institutional contexts in which policy decisions are made and implemented.

   Organizational structure and its impact on behavior in an administrative environment; role of individuals in organizations; individual goals and organizational goals; selected facets of organizational life, including decision making, leadership, innovation and motivation.

   Theories of organization and behavioral science concepts and their application to the organization and management of service-providing agencies in the public sector; applications of systems analyses and other approaches to the design and delivery of services.

   Personnel administration in governmental and quasi-public organizations, including affirmative action, accountability, professionalization, resi-
dency requirements, productivity, and unioniza-
tion and collective bargaining.

504. Ethical Issues in Public Administration. Graduate standing; a course in public administration; or consent of instructor. (3).

Examination of ethical issues in administrative decision making and administrative actions, with emphasis on administrative processes in a democratic political system.

505. Health Policy. Graduate standing. (3).

Comprehensive analysis of the health policy in the United States, with comparisons to foreign health systems. Systematic and critical review of major ideological influences that have shaped health policy. Policy implementation and management, policy evaluation, and the impact of government health policy on providers, insurers, industry, labor and consumers. Also listed as HCR 505.


Research designs and evaluative models used in health and public administration studies. Special emphasis on developing skills in research analysis and problem identification (research question development). Also listed as HCR 506.

508. Evaluation of Services and Programs. Graduate standing, a course in statistics. (3).

Formulation, implementation and evaluation of the programs of public agencies. Role and conduct of research in the program process; techniques of effective evaluation and report presentation. Not open to students with credit for HCR/PUB 403. Also listed as HCR 508.

509. Health Care Planning and Regulatory Process. Graduate standing, HCR 300, 376; or consent of instructor (3).

Theory, skills and applications of health planning. Health planning in the public sector and strategic planning in the private sector. Health insurance reform, stakeholder analysis, conditions, quality management, and survival strategies. Not open to students with credit for HCR/PUB 410. Also listed as HCR 509.

510. Intergovernmental Relations. Graduate standing. (3).

Current developments and trends in intergovernmental relations. Legal and political opportunities and constraints affecting administration in state and local governments. Impact of intergovernmental relations on public policy and delivery of services. Also listed as POL 510.

518. Budgeting in Public and Nonprofit Organizations. Graduate standing. (3).

Budgetary process in the public sector and nonprofit organizations, with emphasis on application to policy problems. Budgeting as a management and policy-making tool. Planning-programming-budgeting system and cost-benefit analysis. Not open to students with credit for HCR/PUB 418. Also listed as HCR 518.

519. Law and Administrative Processes. Graduate standing. (3).

Legal foundations of public administration. Development of regulatory agencies, right to a hearing, delegation of power, judicial review, rulemaking and adjudication, efforts to reform administrative regulation, zoning, and land use planning.

520. Resource Development and Administration. Graduate standing. (3).

Principles and practices in fundraising and development; proposal writing and presentation; long-range development planning; membership recruitment and retention; fees and pricing of services; special event fundraising; operation of profit-making ventures by nonprofit organizations.

521. Entitlement Program Law and Policy. Graduate standing. (3).

Examination of regulations and policies that guide federal and state agencies in the implementation of entitlement programs, including Social Security, Medicare, Medicaid, Supplemental Security Income, and Workers’ Compensation. Eligibility requirements and termination procedures, court challenges to these processes, and recent reform proposals. Not open to students with credit for PUB 421.

522. Environmental Law and Public Policy. Graduate standing; POL 120 or consent of instructor (3).

Political and administrative aspects of environmental regulation, including major legislation, administrative regulations, and litigation involving environmental issues. Actions of the Environmental Protection Agency (EPA) and the Occupational Safety and Health Administration (OSHA) involving the internal environment of the workplace. Not open to students with credit for POL/PUB 422. Also listed as POL 522.

523. Accounting in Government and Non-Profit Organizations. Graduate standing; BUS 201 or consent of instructor. (3).

Accounting practices of government and not-for-profit entities. Accounting cycle; government accounting; budget process; principles of fund accounting; accounting for educational institutions, health care and welfare organizations; use of accounting data. Not open to students with credit for PUB 423.
524. Employment, Law, and Public Policy. Graduate standing. (3).

Federal and state statutes and Supreme Court decisions relative to employee rights, civil rights and equal employment opportunity examined from the perspective of employers, employees and public policy. Progressive discipline, wrongful discharge, sexual harassment, discrimination, and EEO compliance for supervisors and managers. Not open to students with credit for HCR/PUB 424. Also listed as HCR 524.

525 Legal and Regulatory Issues in Nonprofit Administration. Graduate standing. (3).

Analysis of principal legal issues affecting nonprofit organizations, including liability, contracts, personnel procedures, labor-management relations, incorporation and bylaws, tax exemption and reporting requirements, and political advocacy. Examination of legal issues in relations with federal, state and local government and in negotiation of government contracts. Not open to students with credit for PUB 425.

527. Personnel Selection and Evaluation. Graduate standing; PSY 100 and a course in statistics. (3).

Lecture/seminar. Basic concepts of prediction and evaluation of job performance (with emphasis on reliability and validity), job analysis and criteria development, varieties of selection procedures, including aptitude and achievement measures, personality and motivation measures, interviews and application forms. Government regulation and societal values on selection and evaluation. Not open to students with credit for HCR/PSY/PUB 427. Also listed as HCR 527 and PSY 527.

528. Criminal Justice and the Constitution. Graduate standing; POL 120 or consent of instructor (3).

 Constitutional questions involving the process of law and the procedural rights of the accused. Court decisions related to searches and seizures, wire-tapping and electronic eavesdropping, the law of arrest, police interrogations and confessions, right to counsel, double jeopardy. Students deliver oral arguments and prepare briefs of pending and simulated court cases. Not open to students with credit for POL/PUB 428. Also listed as POL 528.

530. The Administration of Justice. Graduate standing, a course in American government. (3).

Criminal justice as public administration. Policy outputs of the major actors of criminal justice including police, prosecutors, judges, defense attorneys, parole boards, and the legislature. Organization theory, bureaucratic decision-making, political environment, and budgetary constraints. Not open to students with credit for POL/PUB 430. Also listed as POL 530.

532. Policing Contemporary Society. Graduate standing; CRJ 185. (3).

Administrative and operational aspects of modern policing such as organization and development of police, recruitment practices, socialization processes, and community relations (including community policing). Political and economic nature of policing as the foundation for critical review of policy and societal issues related to policing. Not open to students with credit for CRJ/PUB 432.

533. Incarceration, Community Corrections, and Public Policy. Graduate standing. (3).

Review of law, policy, administrative practices, value assumptions and expectations regarding corrections; examination or prison and jail policies and their impact; examination and assessment of alternatives to incarceration. Not open to students with credit for PUB 433.

534. Administration of Trial Courts. Graduate standing. (3).

Concepts and issues in administration of trial courts. Examination of performance standards, judicial independence, court financing, court reform, access to justice and other issues. Not open to students with credit for PUB 434.


Designed to prepare certified and pre-certified teachers in multicultural education. Emphasis on design, development, and practical implementation of teaching strategies, theoretical constructs, and curriculum. Not open to students with credit for EDU/MAS/PUB 438. Also listed as EDU 538. Graded ABCD>N.

539. Problems in Criminal Justice Administration. Graduate standing. (3).

Detailed investigation of specific areas of interest to criminal justice practitioners, from the perspective of policy analysis and public administration. Topics may include court management, prison reform, juvenile justice, or the federal system of criminal justice.

540. Volunteerism and the Independent Sector. Graduate standing. (3).

Origins of nonprofit organizations; their social, political, economic, cultural and ideological roles in American society. Major types of nonprofit organizations and their characteristics; current trends in the independent sector. Not open to students with credit for PUB 440.

541. The Welfare State in Comparative Perspective. Graduate standing; POL 100 and one HIS, POL or SOC course numbered 200 or higher; or consent of instructor (3).

Historical and contemporary social policy in the United States and Europe. The historical emergence of welfare states, different types of welfare
564. **School Finance and Business Administration.** *Graduate standing.* (3).

Principles and issues of public school finance: theory, revenues, expenditures, federal and local finance issues. Overview of principles and practices governing management of business affairs in educational institutions, including accounting, auditing, reporting, and applications of electronic data processing as a management tool. Also listed as EDU 564.

565. **Supervision.** *Graduate standing.* (3).

Critical analysis of the purpose and functions of organizational supervision. Principles, practices and strategies in the supervision of personnel. Supervisory terms, tasks and perspectives, particularly in school district organizations. Also listed as EDU 565.

566. **Curriculum Development.** *Graduate standing.* (3).

Assessment and understanding of the principles involved in curriculum development and design; practices and skills necessary in the organization and implementation of scope and sequence curriculum planning. Internal and external influences impacting curriculum development. Also listed as EDU 566.

567. **The Principalship.** *Graduate standing.* (3).

Administrative leadership responsibilities and functions of the school building principal. Knowledge and skills for program administration; personnel selection, supervision and evaluation; curriculum planning; joint decision-making; consensus problem-solving; community relations; human relations; staff/student motivation. Emphasis on application of skills and behaviors through simulated problem-solving techniques such as in-basket and case study exercises. Also listed as EDU 567.

570. **Public Finance.** *Graduate standing.* (3).

Analytical methods applied to the problems of government finance. Effects of revenue and expenditure proposals on the allocation of resources, distribution of income, and administration of government. Not open to students with credit for ECN/PUB 471. Also listed as ECN 570.

571. **Public Economics.** *Graduate standing.* (3).

Application of economic tools to public decision-making; emphasis on welfare economics and microeconomic foundation of public expenditure analysis; issues and problems in project evaluation and application of cost-benefit techniques. Also listed as ECON 571.

572. **Occupations and Professions.** *Graduate standing,* SOC 100. (3).

Role structure of occupations. How people are recruited into and socialized by their occupations. Theories of work and occupations. Not open to students with credit for PUB/SOC 466. Also listed as SOC 566.

573. **Financial Management for Public and Nonprofit Organizations.** *Graduate standing.* (3).

Theory and practice of financial management for public sector agencies; overview of financial markets, investments, technical features of stocks, bonds and investments; time value of money and capital budgeting analysis; emphasis on risk management techniques. Not open to students with credit for ECN/PUB 473. Also listed as ECON 573.
577. Financial Management in Health Care. Graduate standing; HCR 376 or consent of instructor (3).

Financial workings of hospitals, including third party payor reimbursement methods and requirements; budgeting; working capital analysis; analysis of financial positions; capital requirements and budgeting; external reporting requirements. Not open to students with credit for PUB/HCR 476. Also listed as HCR 577.

578. Instructional Practice and Evaluation. Graduate standing. (3).

Contemporary theories of instruction and evaluation with and their application to classroom practice. Emphasis on the building and central office administrator as an instructional leader. Also listed as EDU 568.

579. Economics of Health Care. Graduate standing, ECN 202; HCR 300; or consent of instructor (3).

Economic analysis of the health care industry and governmental policies in health care. Use of economic tools to determine the probable effects of various proposals on the pattern of health care produced and on the allocation of resources both within the industry and in the economy generally. Not open to students with credit for PUB/ECN/HCR 479. Also listed as ECN 579 and HCR 579.

580. Quantitative Methods for Public Administration. Graduate standing. (3).

Application of statistical techniques to problem-solving. Forecasting and time series; regression; correlation; variance; cost-benefit analysis. Computer methods used in solving problems of public policy and of health care administration. Not open to students with credit for PUB/ECN 480. Also listed as ECN 580.

582. Schools and Communities. At least junior standing. (3).

The role of schools in building community. Emphasis on interplay between schools and community agencies in provision of educational and social services to youth, parents and community members. Concrete programs and policies for connecting schools and communities. Not open to students with credit for EDU/PUB/SWK 482. Also listed as EDU 582 and SWK 582.


Introduction to the principles and practices of applied research for administrators. Topical coverage of both qualitative and quantitative data and analytic methods. Also listed as EDU 585.

587. Legal Issues In Health Care. Graduate standing, HCR 300 or consent of instructor (3).

Legal issues, restraints, and problems arising from the organization and delivery of health care services. Liability and malpractice; definitions of death; informed consent; and health care personnel in court. Not open to students with credit for PUB/HCR 487. Also listed as HCR 587.

589. Independent Study in Public Administration. Consent of instructor (3).

Directed reading or research in a topic relevant to public administration.

590. Internship. Graduate standing and consent of instructor (3).

Students intern in agencies under supervision of agency personnel and faculty, and meet in seminars to discuss field experience and related readings. Not required of students with two or more years experience in administration.

593. Practicum in Research Design. Graduate standing. Open only to students who have completed at least 18 hours in the MPA program. (3).

Development of a research design for the Practicum in Applied Research project, working with the instructor and project readers. Also listed as HCR 593.

595. Practicum in Applied Research. PUB 539 or 593. (3).

Implementation of the research design developed in PUB 593. Research conducted in close consultation with a faculty advisor and results presented in a substantial paper demonstrating integration of important topics of public administration. Also listed as HCR 595.

School of Education and Human Services

The University of Michigan-Flint’s School of Education and Human Services offers a Master of Arts (MA) degree in Education with concentrations in Early Childhood Education, Literacy (K-8), Literacy (7-12), and Urban and Multi-Cultural Education.

Master of Arts in Education

Director: Dr. Eric Worth

Program Faculty: Dr. Anita Barry (English), Dr. Janice Bernstein (English), Dr. Kim Browning (Education), Dr. Linda Carty (Sociology), Dr. Rose Casement (Education), Dr. Li Ling Chen (Education), Dr. Mary Jo Finney (Education), Dr. Barry Franklin (Education), Dr. Susan Gano-Phillips (Psychology), Dr. Karen Hamilton (Education), Dr. Louis Hilton (Education), Dr. C. Jack Maynard (Education), Dr. Marianne McGrath (Psychology), Dr. Lois Rosen (English), Dr. Beverly Schumer (Education), Dr.
The Master of Arts Degree in Education offers specializations in literacy (K-8), literacy (7-12), early childhood education, and urban/multicultural education. These degree programs provide advanced study for persons who wish to enhance their knowledge base and professional background in educational fields that have an urban focus.

The Master of Arts Degree Program is designed to offer students:

- an awareness of the unique characteristics and needs of diverse student populations in an urban setting
- an understanding of principles of motivation and learning and how these translate into the classroom
- an awareness of the historical, sociological, political, and philosophical factors that promote equal educational opportunity
- an opportunity to examine school and classroom environments and develop strategies that will both improve instruction in elementary and secondary school settings and enhance University/school partnership opportunities
- enhanced skills as instructional decision makers
- theoretical and practical information on both integrated and discipline based curriculum models
- pedagogical-content knowledge necessary to make appropriate instructional decisions
- exposure to current research and theory in education
- knowledge and experience with a variety of educational research techniques
- an opportunity to enhance multidisciplinary understandings through integrated and cross-discipline study

Admission Requirements

The number of individuals admitted into the Master of Arts in Education program is limited. Applications for admission must be received 45 days prior to the start of each Fall and Winter semester and Spring and Summer term. Later applications will be considered if space permits and all materials are complete at the time of submission. Admission is selective and is determined by the Education Department Graduate Committee. Applicants must meet the following requirements to apply for admission:

A. Bachelor’s degree from an accredited institution.
B. A valid teaching certificate. (Individuals with unique expertise in the area of specialization may have this requirement waived.)
C. 3.0 or higher undergraduate grade-point requirement
D. Completion of an application form for the Master of Arts in Education (available in the Office of Graduate Programs, 221 FH). This application must be accompanied by:
   - An official transcript from each college or university attended
   - Three letters of recommendation
   - A personal statement of purpose
   - A copy of a currently held teaching certificate (certified teachers only)
   - A $50 application fee

Transfer of Credit

Up to six (6) hours of graduate credit (which includes UM-Flint Graduate Extension) may be accepted for transfer into Master of Arts in Education programs. Students seeking to transfer credits that are not designated as program requirements or electives should contact the program director.

Grading System

The following grading system is used by the Master of Arts in Education program. Courses in which grades of D or E are earned cannot be used in fulfillment of degree requirements.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>9</td>
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<td>A</td>
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<td>A-</td>
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<td>E</td>
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Cumulative grade point averages are computed by dividing the total number of honor points by the total number of credit hours attempted. A final grade point average of at least 5.0 is required for successful completion of the Master of Arts in Education.

Academic Rules and Regulations

Contact the Office of Graduate Programs for further information concerning academic rules and regulations. The Master of Arts in Education requires 33 hours of course work at the graduate level. All graduate level courses are numbered 500 and above and are open only to graduate students except by special permission.

General Program Overview

A. Core Education Courses

Each student will be required to complete core education coursework. This coursework is designed to present contemporary issues in the social and psychological foundations of education with a focus that is particularly relevant to teachers in an urban community, and to provide support for the evaluation and execution of educational research.
B. Educational Specialization Strand.
   The Master’s degree offers students the opportunity to specialize in one of three areas of study: Literacy, Early Childhood Education, and Urban Education. Each student will choose one of these specializations and complete the designated requirements.

**Literacy Specialization**

The Literacy Specialization offers courses that focus on issues and practices related to an integrated language arts curriculum. This material will be considered in terms of learners from diverse backgrounds and school settings. This specialization has an elementary (K-8) and secondary (7-12) track and is designed to allow students who have Michigan teaching certificates to complete coursework necessary to add a certificate major endorsement in reading. This endorsement will allow students to teach reading as a special subject in grades K-12. The program complies with the guidelines on Advanced Reading Education of the International Reading Association.

**Early Childhood Education Specialization**

This specialization is designed for those who have the elementary teaching certificate and who currently have or are seeking careers as educators of young children, birth through eight years of age. It will focus on educational issues and practices appropriate for this population. Michigan teaching certificate holders who do not have the early childhood endorsement (coded ZA in Michigan) will be assisted in planning a program that leads to the early childhood endorsement. The program complies with the standards of the National Association for the Education of Young Children.

**Urban/Multicultural Specialization**

The Urban Education Specialization includes courses that focus on content and issues that are of particular interest to teachers seeking knowledge about urban communities and diverse populations. The courses in this specialization involve background study in history and culture as well as examinations of educational topics, materials, and strategies pertinent to the understanding of teaching in a pluralistic society. This specialization will be appropriate for both elementary and secondary educators.

C. Cognate Courses.

Non-education courses are requirements that have been designated to support and enhance the specialty learnings.

D. Research Project/Seminar.

All students will enroll in a research seminar and will subsequently develop a research project or thesis that is tailored to the area of specialization that the student has chosen. A non-thesis option is under consideration; contact an advisor for further information.

**Literacy Specialization (K-8)**

This program is developed for individuals who hold elementary teaching certificates. Upon successful completion of the degree program and the Michigan Test for Teacher Certification in Reading, graduates with teaching certificates from the State of Michigan will be eligible for a certificate endorsement in reading (BR). This endorsement will enable individuals to teach reading as a special subject in grades K-8. Individuals who wish to pursue a research career, coordinative/administrative position and/or doctoral degree in education are encouraged to select the thesis option.

**Prerequisites.** EDU 333, 335 or equivalents.

**Requirements.**

A. Core education courses (6 credits).
   EDU 520 or 530; 561

B. Literacy strand (18 credits).
   1. EDU 537, 541, 545, 546,
   2. Two from: EDU 535, 543, 544, 547, 548, 549, 574, 599.

C. Cognate course (6 credits).
   Two from: LIN 520, 521; PSY 500.

D. Capstone course (3 credits).
   EDU 560.

**Literacy Specialization (7-12)**

This program is developed for individuals who hold secondary teaching certificates. Upon successful completion of the degree program and the Michigan Test for Teacher Certification in Reading, graduates with teaching certificates from the State of Michigan will be eligible for a certificate endorsement in reading (BR). This endorsement enables individuals to teach reading as a special subject in grades 7-12. Individuals who wish to pursue a research career, coordinative/administrative position and/or doctoral degree in education are encouraged to select the thesis option.

**Prerequisites.** EDU/ENG 410 or 510 or equivalent.

**Requirements.**

A. Core education courses (6 credits).
   EDU 520 or 530; 561.

B. Literacy strand (18 credits).
   1. EDU 537, 541, 545, 546,
   2. Two from: EDU 535, 543, 544, 547, 548, 549, 574, 599; EDU/ENG 512; ENG 532, 533; ENG/THE 534.

C. Cognate courses (6 credits).
   LIN 520, 521.

D. Capstone course (3 credits).
   EDU 560.

**Early Childhood Education Specialization**

This program is developed for individuals who hold elementary teaching certification and have or are seeking careers as teachers of young children, birth through eight years of age. Individuals with backgrounds in child development who do not hold teaching certificates may
also be considered for enrollment in the program. Upon successful completion of the degree program and the Michigan Test for Teacher Certification in Early Childhood Education, graduates with teaching certificates from the State of Michigan will be eligible for a certificate endorsement in early childhood education (ZA). Individuals who wish to pursue a research career, coordinative/administrative position and/or doctoral degree in education are encouraged to select the thesis option.

Requirements.

A. Core education courses (6 credits)
   EDU 520 or 530; 561.

B. Early childhood education strand (18 credits).
   1. EDU 555, 556, 557, 558 (may be repeated once)
      (12-15 credits).
   2. Elective courses (3-6 credits)
      EDU 501, 532, 543, 547, 548, 549, 551, 552,
      553, 554, 599.

Students who do not have the State of Michigan Early Childhood Endorsement (ZA) and who wish to receive it with this degree program must elect two courses from EDU 551, 552, and 553. Students who already have the ZA endorsement can elect any 3-6 credits from the list.

C. Cognate courses (6 credits).
   Two from: LIN 520, 521; PSY 500.

D. Capstone course (3 credits).
   EDU 560.

Urban/Multicultural Education Specialization

This program is developed for elementary and secondary teachers. Other individuals working in or planning to work in schools or service agencies in urban or multicultural settings may also be considered. Courses are designed to provide theoretical knowledge and practical skills necessary to understand the demands of teachers and human service professionals in a pluralistic society. Individuals who wish to pursue a research career, coordinative/administrative position and/or doctoral degree in education are encouraged to select the thesis option.

A. Core education courses (9 credits).
   EDU 520, 530, 561.

B. Urban/multicultural education strand (18 credits).
   1. EDU 501, 503, 566, 570.
   2. Two from: EDU 532, 538*, 540, 547, 549, 573,
      582, 599.
   *Students who have not taken EDU 438 must elect EDU 538.

C. Cognate courses (3 credits).
   One from: ANT 570; HIS 530, 531, 536; LIN 520;
   PUB 568; SOC 545, 569, 570; SOC/WGS 574.

D. Capstone course (3 credits).
   EDU 560.

Graduate Courses in Education (EDU)

500. Classroom Management. Graduate standing. (3).
   Theory and practice. Mastery of fundamentals of classroom discipline and management. Emphasis on low profile techniques to focus student attention on lesson content. Not open to students with credit for EDU 400. Graded ABCD>N.

501. Instructional Issues in Multicultural Education. Graduate standing; EDU 438/538. (3).
   Exploration of issues and concepts of multicultural education. Special emphasis on problems and prospects of teaching to diverse groups and accounting for diverse learners from a variety of perspectives.

502. Structuring the Classroom for Success. Graduate standing. (3).
   Developing upon a foundation based on the articulation of students' personal teaching philosophies, exploration and critique of methods for providing classroom environments that enable learning while emphasizing affective development.

503. Educational Equality. Graduate standing. (3).
   Intensive investigation of the interplay among the issues of race, class and gender as they exist in schools today. Additional emphasis on critique of approaches aimed at the alleviation of problems associated with these themes.

505. Seminar in Mathematics Teaching. Graduate standing. (3).
   Current conceptions and new directions in mathematics, along with attention to issues of diversity.

510. Improvement of Reading in the Middle and Secondary School. Graduate standing; EDU 301, 302, 303; or consent of instructor (3).
   Designed to acquaint middle and secondary school teachers with the nature of the reading process, reading curriculum, methods of teaching reading for special content, classroom diagnostic and remedial procedures, materials and equipment, and current reading programs at the middle and secondary school levels. Not open to students with credit for EDU/ENG 410. Also listed as ENG 510.

512. Writing for Middle and Secondary School Teachers. Graduate standing; EDU 301, 302, 303; or consent of instructor (3).
   Rationale, theory and methods for teaching composition to middle and secondary school students in both language arts and content area fields. Concepts of the writing process; techniques for generating, responding to, and evaluating writing; writing across the curricula; structuring writing courses and programs. Requires field experience in local schools or preparation of an in-service presentation. Not open to students with credit for EDU/ENG 412. Also listed as ENG 512.
Current conceptions and new directions in science, along with attention to issues of diversity.

516. Technological Applications in Science Education. Graduate standing. (3).
How technological tools support new ways of thinking and learning. Assists preservice and inservice teachers of grades 5-12 in evaluating the role of technology, such as robotics, software, web page authoring and laboratory probeware, in the learning process. Not open to students with credit for EDU 416.

520. Contemporary Issues in Educational Policy in a Pluralistic Society. Graduate standing. (3).
Inquiry into historical, philosophical, and social forces that impinge upon contemporary educational policy. Topics include relationships between education and issues of gender, race and class, school reform, and other factors which influence educational thought and practice. Analysis of conflicting points of view emphasized in interpretation of current educational issues and problems.

521. Instructional Technology I. Graduate standing, EDU 301, 302, 303 or consent of instructor (3).
Introduction to use of instructional technology in classroom management and instruction in various content areas. Basic components of computer and other technology; basic application programs appropriate for classroom instruction. Students develop a HyperCard program and review commercial software programs; required laboratory work beyond class time. Not open to students with credit for EDU 421. Graded ABCD>N.

523. Instructional Technology II. Graduate standing, EDU 421 or consent of instructor (3).
Advanced course in use of instructional technology in classroom management and instruction in various content areas. Use of advanced computer technology and design, selection and production of other interactive multimedia hardware and software. Topics include: networks, telecommunications, authoring programs, CD-ROM, interactive CD-ROM, presentation devices, and laser disc players. Required laboratory work beyond class time. Not open to students with credit for EDU 423. Graded ABCD>N.

525. Seminar in Social Studies Teaching. Graduate standing. (3).
Current conceptions and new directions in social sciences, along with attention to issues of diversity.

530. Contemporary Issues in Learning and Teaching. Graduate standing. (3).
Critical examination of issues of learning, instruction, motivation, assessment, and student diversity pertinent to K-12 educational contexts. Topics investigated from cognitive-developmental, cognitive science, social constructivist, and motivational perspectives. Specific emphasis on facilitating the application of psychological research to problems of practice at classroom and school levels.

532. Disability and Classroom Teaching. Graduate standing. (3).
Introduction to and critique of the theory and practice of inclusive education, or the education of all students with disability in the regular classroom. Philosophy and goals of inclusive education as they relate to general school and classroom level practices that support the success of all students regardless of ability; skill development in current inclusion strategies. Not open to students with credit for EDU 432.

535. Seminar in Literacy. Graduate standing. (3).
In-depth study of particular issues related to literacy, with topics chosen by the instructor, varying from semester to semester. Specific emphasis on emerging issues, current research, and new perspectives on literacy.

537. Literacy Instruction for Students Identified with Special Needs. Graduate standing. (3).
Introduction to and critique of current practices in literacy (reading, writing, listening, speaking) instruction for children identified as having special instructional needs. Focus on the current theories and understandings of child development and literacy acquisition that support practices in literacy instruction. Use this theoretical framework to investigate literacy practices that will support the success in the area of literacy for all students.

Designed to prepare certified and pre-certified teachers in multicultural education. Emphasis on design, development, and practical implementation of teaching strategies, theoretical constructs, and curriculum. Not open to students with credit for EDU/MAS/PUB 438. Also listed as PUB 538.

540. Girls, Culture, and Education. Graduate standing. (3).
Interdisciplinary introduction to empirical research and critical inquiry on the education of girls in the U.S. Study of contemporary educational thought on the gendered social and cultural context of schooling. Not open to students with credit for EDU/WGS 440. Also listed as WGS 540.

541. Literacy Assessment in the Elementary/Middle School. EDU 545. (3).
Examination of the role of assessment in students’ reading and writing in the K-8 classroom. Informal assessment measures, individualized and small group instructional strategies, standardized testing, and their function in students’ literacy development. Not open to students with credit for EDU 481.
542. **Literacy Assessment in the Secondary School.** *EDU 545. (3).*

Examination of the role of assessment in students’ reading and writing in the secondary classroom. Informal assessment measures, individualized and small group instructional strategies, standardized testing, and their function in students’ literacy development.

543. **Reading and Writing Development of Young Children.** *Graduate standing. (3).*

Focus on the development of young children’s literacy in the home, the developmental patterns of reading and writing that precede conventional literacy, and the ways in which this development may be fostered.

544. **Technology: Focus on Literacy Learning and Instruction.** *Graduate standing. (3).*

Focus on the impact of technology on reading, writing, and literacy development. Emphasis on computers, but other technologies also considered. Readings and discussion of theoretical and research literature; hands-on use and evaluation of various software packages that support the processes of reading and writing.

545. **Foundations of Literacy.** *Graduate standing. (3).*

Overview of the reading process with emphasis on theoretical perspectives and their application to classroom instruction. Language acquisition, word recognition, comprehension, reading-writing connections, and methods of enhancing all student’s literacy. Emphasis on study of practices relevant to contemporary classroom.

546. **Integrated Language Arts throughout the Curriculum: Theory into Practice.** *Graduate standing. (3).*

Current approaches to an integrated language arts curriculum, including such topics as connecting literacy instruction to all content areas, whole language, interdisciplinary teaching, materials selection to meet the needs of diverse learners, and authentic assessment. Students apply concepts and methods to unit, course, and curriculum design.

547. **Multicultural Children’s Literature.** *Graduate standing. (3).*

Study of multicultural literature for elementary and middle school children. Focus on literature by and about African Americans, Asian Americans, Native Americans, and Hispanic Americans.

548. **Children’s Literature.** *Graduate standing. (3).*

Survey of content and literary merit of books read by the elementary school child. Common and divergent elements of the various forms of literature. Criteria to be considered in selecting books for children. *Not open to students with credit for EDU 448 or ENG 448. Also listed as ENG 548.*

549. **Folklore and Storytelling.** *Graduate standing. (3).*

Study of folklore and its relationship to the storytelling process. Emphasis on techniques of preparing and telling stories. Course involves attendance at the Michigan Storytellers’ Festival. *Not open for students with credit for EDU/THE 449. Also listed as THE 549.*

550. **Leadership Strategies.** *Graduate standing. (3).*

The role of the administrative leader in public organization. Administrative leadership responsibilities and constraints; strategies for achieving group consensus and for making and implementing decisions about policy and process. Also listed as PUB 550.

551. **Advanced Supervised Field Experience in Infant-Toddler Settings.** *Graduate standing. (3).*

Field experience in appropriate infant-toddler setting with joint supervision and advisement from the University and infant-toddler personnel. During weekly seminar sessions, students explore a variety of issues and theories that influence developmentally appropriate practices.

552. **Advanced Supervised Field Experience in Pre-Primary Settings.** *Graduate standing. (3).*

Field experience in appropriate pre-primary setting with joint supervision and advisement from the University and preschool personnel. During weekly seminar sessions, students explore a variety of issues and theories that influence developmentally appropriate practices.

553. **Advanced Supervised Field Experience in Primary Settings.** *Graduate standing. (3).*

Field experience in appropriate primary setting with joint supervision and advisement from the University and preschool personnel. During weekly seminar sessions, students explore a variety of issues and theories that influence developmentally appropriate practices.

554. **Administration, Organization and Operation of Early Childhood Programs.** *Graduate standing. (3).*

Introduction to basic principles of administration, organization, and operation of various types of early childhood educational settings. Special emphasis on licensing requirements, selection of materials and equipment, identifying personnel, supervising staff and volunteers, program evaluation, program models, staff development, and community relationships.

555. **Developmental Assessment of Young Children’s Learning.** *Graduate standing. (3).*

Focus on analyzing and evaluating assessment and testing practices in the early childhood classroom, documenting student skills and knowledge, and interpreting program outcomes. Emphasis on communicating assessment results, integrating assessment results from others, and becoming an active participant in development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.

Comprehensive study of developmentally appropriate integrated curriculum for children pre-kindergarten through third grade. Special emphasis on the relationship between curricular content and current research and theory regarding children’s intellectual, social, emotional and physical development.

557. Understanding and Working with Parents of Young Children. Graduate standing. (3).

Systematic study of effective communication techniques, strategies for establishing and maintaining collaborative relationships with families, and positive involvement techniques to be used with parents and parent figures of normal and exceptional children. Examination of factors such as socioeconomic conditions, ethnicity, culture and language as they influence the self-definition of parents and their goals for children. Specific sessions devoted to working with parents of exceptional children.


Group study of a variety of topics and questions of fundamental importance and interest to the field of early childhood education; topics may change. Consideration of historical context of issues; examination of educational and professional implications.

560. Master’s Project. Graduate standing; at least 24 credit hours in specialization. (3).

Research, conducted under the supervision of a member of the graduate education faculty, that investigates an issue, problem, or approach in the student’s field of study.

561. Research Seminar. Graduate standing; a course from specialization strand. (3).

Seminar providing support for professional development and evaluation and execution of research.


Systems approach to examination of educational administrative leadership tasks, personnel management, and organizational structures which determine interaction within the school organization and between the school and the community. Emphasis on strategies for organizational change in decision making, program design, two-way communication, performance evaluation, staff motivation and morale issues. Particular attention to the area of community relations and involvement of parents, community groups and civic organizations in planning and assessment of school objectives. Also listed as PUB 562.

563. Introduction to School Law. Graduate standing. (3).

Administrative, legal and statutory factors related to educational institutions. Legal aspects of evaluating staff personnel and students; court decisions regarding teacher academic freedom and student rights; legal issues of race, religion, liability, tort and contracts. Also listed as PUB 563.

564. School Finance and Business Administration. Graduate standing. (3).

Principles and issues of public school finance: theory, revenues, expenditures, federal/local finance issues. Overview of principles and practices governing management of business affairs in educational institutions, including accounting, auditing, reporting, and applications of electronic data processing as a management tool. Also listed as PUB 564.

565. Supervision. Graduate standing. (3).

Critical analysis of the purpose and functions of organizational supervision. Principles, practices and strategies in the supervision of personnel. Supervisory terms, tasks and perspectives, particularly in school district organizations. Also listed as PUB 565.

566. Curriculum Development. Graduate standing. (3).

Assessment and understanding of principles involved in curriculum development and design; practices and skills necessary in organization and implementation of scope and sequence curriculum planning. Internal and external influences impacting curriculum development. Also listed as PUB 566.

567. The Principalship. Graduate standing. (3).

Administrative leadership responsibilities and functions of the school building principal. Knowledge and skills for program administration; personnel selection, supervision and evaluation; curriculum planning; joint decision-making; consensus problem-solving; community relations; human relations; staff/student motivation. Emphasis on application of skills and behaviors through simulated problem-solving techniques such as in-basket and case study exercises. Also listed as PUB 567.

568. Instructional Practice and Evaluation. Graduate standing. (3).

Contemporary theories of instruction and evaluation with their application to classroom practice. Emphasis on the building and central office administrator as an instructional leader. Also listed as PUB 568.

569. Sociology of Education. Graduate standing; SOC 100 or consent of instructor. (3).

Critical examination of schools and schooling in American society. Contemporary relationship of education to political, economic and social structures of society. Alternative perspectives on education. Not open to students with credit for EDU/SOC 452. Also listed as SOC 569.


Investigation of the development and expansion of
urban schooling in the U.S. from the mid-19th century to the present. Special emphasis on organization and administration of schools in central cities.

571. **Equity and Excellence.** Graduate standing. (3).
Investigation of the historical and contemporary competition between equity and excellence in the schools. Focus on the issues and values related to these movements and their effect on urban schools and diverse student populations.

572. **Students in Urban Schools.** Graduate standing. (3).
Seminar with rotating topics. Focus on problems encountered by students, and current views on solutions. Among the issues to be covered: marginality, substance abuse, delinquency, violence.

573. **Seminar in Urban Education.** Graduate standing. (3).
In-depth study of particular issues related to urban education; topics to vary semester to semester. Among the topics to be included: school restructuring, school-community relations.

574. **Adolescent Literature.** Graduate standing. (3).
Survey of the content and literary merit of books read by middle and high school students. Consideration of criteria for the selection of reading material; emphasis on approaches for teaching with such materials in a variety of school contexts. Not open to students with credit for EDU/ENG 474. Also listed as ENG 574.

582. **Schools and Communities.** Graduate standing. (3).
The role of schools in building community. Emphasis on interplay between schools and community agencies in provision of educational and social services to youth, parents and community members. Concrete programs and policies for connecting schools and communities. Not open to students with credit for EDU/SWK 482. Also listed as PUB 582 and SWK 582.

585. **Applied Research Methods for Administrators.** Graduate standing. (3).
Introduction to the principles and practices of applied research for administrators. Topical coverage of both qualitative and quantitative data and analytic methods. Also listed as PUB 585.

590. **Africana Studies for Teachers.** Graduate standing; AFA 201 or 220 or consent of instructor (3).
Overview of Africana Studies content useful to teachers of public schools. Not open to students with credit for AFA/EDU 399. Also listed as AFA 590.

599. **Independent Study in Education.** Graduate standing; consent of instructor and advisor (3).
Directed reading or research in a topic relevant to the student’s area of specialization. May not be repeated.

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### School of Health Professions and Studies Programs

The University of Michigan-Flint offers four graduate degree programs through the School of Health Professions and Studies: the Master of Science in Anesthesia (MS), the Master of Science in Health Education (MS), the Master of Science in Nursing (MSN), and the Master of Physical Therapy (MPT).

### Academic Rules and Regulations

See the School of Health Professions and Studies section of this Catalog for academic rules and regulations pertaining to graduate programs offered by the School.

### Master of Science in Anesthesia

**Department of Anesthesiology**

Hurley Medical Center

(810) 257-9264

FAX (810) 760-0839

Website: http://www.hurleymc.com/programs/anaesthes/index.htm

402 William R. Murchie Science Building

(810) 762-3172

FAX (810) 762-3003

**Director:** Francis R. Gerbasi, CRNA, Ph.D.

**Educational Coordinator:** Agnes Hagan, CRNA, MS

**Secretary:** Debra McFarlan

**Technical Assistant:** Kathleen Wyatt

**Program Faculty:** Francis Gerbasi (Anesthesia), Kristine Mulhom (Health Care), Steve Myers (Biology), Shan Parker (Health Care), Suzanne Selig (Health Care), Harland Venill (Chemistry).


**Clinical Faculty:** Felix Beltran, James Chapman, Dorothy Dillard, Bruce Hausauer, James Santala, Robert Treat, Barbara Watson, Leslie Wizauer.

The Master of Science in Anesthesia is offered through the Department of Health Care in the School of Health Professions and Studies in conjunction with Hurley
Medical Center. The 24 month track enables a registered nurse holding a Bachelor of Science degree in nursing (BSN) or a BS in a basic science to become a certified registered nurse anesthetist (CRNA). A second, non-clinical track is for nurse anesthetists with bachelor’s degrees seeking graduate preparation in anesthesia.

The anesthesia program combines academic and clinical anesthesia courses taught at Hurley Medical Center and the University of Michigan-Flint. The program is dedicated to its graduates’ achievement of full professional competency. These competencies include selection and administration of preoperative medication, anesthesia, and management of post-anesthetic recovery. Graduates are eligible to sit for the National Certification Examination.

The curriculum provides current knowledge and skills required of a nurse anesthetist to enter into anesthesia practice. Classroom and clinical experience exceed the minimum requirements of the Council on Accreditation for Nurse Anesthesia Educational Programs.

The anesthesia program is open only to registered nurses who meet specific admission requirements. The anesthesia program has received full accreditation status granted by the Council on Accreditation for Nurse Anesthesia Educational Programs through 2003, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. Council for Accreditation for Nurse Anesthesia Educational Programs, 222 S. Prospect Ave., Ste. 304, Park Ridge, IL 60068-4010, (847) 692-7050.

A Master of Science in Anesthesia degree is also offered on a non-clinical track for nurses with bachelor degrees who have already successfully completed a nurse anesthetist program. The curriculum design includes 32 semester hours and mirrors the two year program excluding the clinical education and practice component. This track is designed for the working nurse anesthetist and may be pursued on a part-time basis.

**Admission to the MS in Anesthesia Program**

Admission applications are available from the Office of Graduate Programs or from the Health Care Department office. Students who have earned the bachelor’s degree at an accredited college or university in the United States, or its equivalent in another country, are considered for admission without regard to sex, color, religion, national origin or ancestry, age, marital status, or handicap.

Admission procedures include filing a completed application, an official transcript from each college or university attended, a copy of State of Michigan RN licensure, certificate of current advanced cardiac life support, GRE scores, three letters of recommendation from: immediate registered nurse supervisor, Director of Nursing School, and RN or CRNA co-worker; and submission of a professional autobiography delineating personal goals of graduate study. Applicants must have at least one year of experience as a graduate nurse in a critical care area. Minimum overall grade point averages of 3.0 overall and in required prerequisite undergraduate courses are required. A personal interview is conducted by the admissions committee comprised of faculty of the University of Michigan-Flint and Hurley Medical Center. Normally eight to ten students per year are admitted into the two-year clinical track leading to the Master of Science in Anesthesia and CRNA designation. An additional non-clinical track for the practicing CRNA is also available.

**Drug-Free Learning Environment**

To assure a drug-free learning environment which provides the public with safe anesthesia care, the Anesthesia Program has adopted a policy which prohibits the unlawful manufacture, distribution, dispensation, possession or use of an illegal and/or controlled substance and/or alcoholic beverages. Anesthesia students will have a drug/alcohol screen along with their entrance physical examination as required by Hurley Medical Center. Drug/alcohol screening may be requested of a student at any time during the program if there is cause to believe that substance abuse is affecting a student’s ability to perform his/her duties.

**Admission Criteria**

A. Licensure as a registered nurse in the State of Michigan.

B. Bachelor of Science degree in nursing (BSN) or a basic science (such as a BS in Biology) from an accredited institution.

C. Minimum of one year experience in a critical care nursing area in the following rank, order of preference SICU, MICU, CCU, PACU, Surgery and/or Emergency Department.

D. Professional academic competence confirmed by three letters of recommendation from: immediate registered nurse supervisor, Director of Nursing School, and CRNA or RN co-worker.

E. Overall GPA of 3.0 and a minimum average of 3.0 in the required prerequisite undergraduate courses (or their equivalents).

F. Submission of a professional autobiography delineating personal goals for graduate study.

G. Personal interview to be conducted by faculty of the UM-Flint/Hurley Medical Center Anesthesia Program.

H. Current Advanced Cardiac Life Support Certificate (ACLs) and current Pediatric Advanced Life Support (PALS).

I. GRE Scores.

J. Application Fee.

**Academic Prerequisites for the University of Michigan-Flint/Hurley Medical Center MS in Anesthesia Program (24 Month Track)**

Students are required to complete the following undergraduate prerequisites prior to admission into this track:
A. CHM 140; CHM 141 (strongly recommended).
B. CHM 220, Organic Chemistry (or equivalent).
C. Completion of 1 or 2.
   1. BIO 135, 167, 168.
   2. BIO 111, 326, 432.
D. One course in statistics.
E. MTH 111, College Algebra, or demonstrated competence through the math placement test.

Complete information about the clinical and non-clinical tracks is available at the Office of Graduate Programs, the Health Care Department, or the Department of Anesthesia, Hurley Medical Center. Applications for this program may be obtained by contacting the Office of Graduate Programs.

Grading System

The following grading system is used by the MS in Anesthesia program. Courses in which grades of D or E are earned cannot be used in fulfillment of degree requirements.

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Cumulative grade point averages are computed by dividing the total number of honor points earned by the total number of credit hours attempted. A final grade point average of at least 5.0 is required for successful completion of the MS in Anesthesia program.

Courses in Anesthesia (ANE)

500. Professional Components. Admission to the graduate program in anesthesia. (3).


510. Pharmacology I. Admission to the graduate program in anesthesia. (2).

Basic pharmacological agents used in anesthesia practice. Pharmacological properties and physiological effects of these drugs.

511. Pharmacology II. ANE 510. (2).

Accessory drugs used in anesthesia (i.e., sedatives, muscle relaxants). Pharmacodynamics and biological disposition of drugs related to anesthesia practice.

512. Advanced Pharmacology. Admission to the graduate program in anesthesia. (3).

Correlation of basic and clinical pharmacology of adjunct drugs to anesthesia practice. Integration of current research and literature related to adjunct drugs and anesthesia practice.

515. Principles of Anesthesia I. Admission to the graduate program in anesthesia. (3).

Principles of physical assessment. Use of anesthetic equipment and underlying mechanisms of operation. Specific anesthetic techniques. Clinical and professional orientation to anesthesia practice.

516. Principles of Anesthesia II. ANE 515 and admission to the graduate program in anesthesia. (4).

Physiologic, pathophysiologic and pharmacological concepts to determine anesthesia care. Anesthesia for specialty procedures (i.e., obstetrics, outpatient).

520. Regional Anesthesia. Admission to the graduate program in anesthesia. (2).


540. Anatomy and Physiology I. Admission to the graduate program in anesthesia. (2).


541. Renal Physiology. Admission to the graduate program in anesthesia. (1).

Advanced treatment of renal physiology as a foundation course for nurse anesthesia students. Lecture. Also listed as BIO 541.

542. Endocrine Physiology. Admission to the graduate program in anesthesia. (1).

Detailed study of the anatomy, physiology and major diseases of the endocrine system of the human. Assessment of function, description of major clinical manifestations and effects of the anesthetic process on the endocrine hypothalamus, pituitary, thyroid, parathyroid, adrenal and pancreas. Lecture. Also listed as BIO 542.

543. Anatomy & Physiology II. Admission to the graduate program in anesthesia. (2).

Mechanisms underlying cardiovascular physiology. Physiological changes associated with normal and abnormal cardiovascular states. Integration of current cardiovascular research into physiological functions.

544. Neuroanatomy and Physiology. Admission to the graduate program in anesthesia. (3).

Principles of neuroanatomy and neurophysiology as a foundation course for nurse anesthesia students. Lecture and recitation/laboratory. Also listed as BIO 544.
Pathophysiology. Admission to the graduate program in anesthesia. (2).
Pathophysiologic basis of various disease states. Correlation of anesthesia management to pathophysiologic changes. Respiratory disorders, treatment and anesthetic implications.

Applied Chemistry & Physics. Admission to the graduate program in anesthesia. (2).
Theoretical basis of biochemical processes and physical laws related to anesthesia. Current biomedical technology used in anesthesia practice and the chemical/physical mechanisms of operation.

Biochemistry for Anesthetists. One semester of sophomore level organic chemistry (e.g. CHM 220) and admission to the graduate program in anesthesia; or consent of the Chemistry department. (2).
Relationships involving basic biochemical principles and anesthetic agents used in a clinical setting. Focuses on the biological effects of anesthetic agents at the molecular level. Also listed as CHM 551.

Introduction to Research. Admission to the graduate program in anesthesia. (2).
Basic components of research process. Steps in developing a research project. Critical review of research studies. Formation of research questions and hypotheses, literature review and methodology. Exploratory studies, construction and analysis of experiments and other research designs; fundamental statistical concepts for health care research.

Seminar. Admission to the graduate program in anesthesia. (1).

Seminar. Admission to the graduate program in anesthesia. (1).

Seminar. Admission to the graduate program in anesthesia. (1).

Seminar. Admission to the graduate program in anesthesia. (1).

Thesis Development I. Admission to the graduate program in anesthesia. (1).
Development of a masters project which addresses a current area of anesthetic practice.

Thesis Development II. Admission to the graduate program in anesthesia. (1).
Further development of a masters project which addresses a current area of anesthetic practice.

Masters’ Thesis. Admission to the graduate program in anesthesia. (3).
Completion of a masters project which addresses a current area of anesthetic practice.

Clinical Practicum II. Admission to the graduate program in anesthesia. (1).
Continuation of clinical skill development with more advanced clinical anesthesia skills and techniques. Student manages more complicated clinical assignments and patients with various disorders.

Clinical Practicum III. ANE 590. (2).
Continuation of ANE 590 with gradual development of more advanced clinical anesthesia skills and techniques.

Clinical Practicum IV. ANE 591. (2).
Continuation of ANE 591 with gradual development of more advanced clinical anesthesia skills and techniques.

Clinical Practicum V. ANE 592. (2).
Continuation of ANE 592 with gradual development of more advanced clinical anesthesia skills and techniques.

Clinical Practicum VI. ANE 593. (2).
Continuation of ANE 593 with gradual development of more advanced clinical anesthesia skills and techniques.

Master of Science in Health Education (HED)

The Master of Science in Health Education prepares students for positions in community and public health education. This program reflects the dramatic national trend of focusing on wellness, illness prevention, and the promotion of healthy lifestyles. Health education plays a key role in this proactive health care system.

Drawing from expertise in many disciplines and pro-
essions, the MS in Health Education provides instruction in behavior change theory and practice, program planning, marketing, communication, education strategies, and basic research techniques.

Health educators find employment opportunities in a variety of professional positions that include: providing health education directly; coordinating and managing health education programs; educational consulting; and administering activities related to health education.

Job settings include colleges and universities; consumer advocacy organizations; international organizations; consulting firms; state legislative committees; health services delivery organizations like hospitals and managed care plans; federal and state health agencies; business and industry; community organizations; and voluntary health organizations.

The MS in Health Education program is especially designed for the part-time student, offering all the required courses during evenings and weekends on the Flint campus. Most students complete the program in three years.

Admission Requirements

An application packet may be requested from the Office of Graduate Programs. Admission decisions are made by a committee upon review of the following:
A. Baccalaureate degree from an accredited institution.
B. Minimum GPA of 2.8.
C. Written statement of purpose.
D. Prerequisite courses.
E. GRE scores (recommended but not required).
F. Three letters of recommendation.

Transfer Credits and Course Waivers

Up to six graduate credits may be transferred and applied to the program from another accredited institution or taken as a Non-candidate for Degree (NCFD) at UM-Flint. Additional credits will be reviewed for students on an individual basis. This flexibility offers students every opportunity to pursue their interests in health education.

Grading System

The following grading system is used by the MS in Health Education program. Courses in which grades of D or E are earned cannot be used in fulfillment of degree requirements.

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Cumulative grade point averages are computed by dividing the total number of honor points earned by the total number of credit hours attempted. A final grade point average of at least 5.0 is required for successful completion of the MS in Health Education program.

Prerequisites.

A. A course in statistics, e.g., PSY 301, BUS 211, SOC 215 or an equivalent course.
B. BIO 167 or 168 or an equivalent course in anatomy and physiology.
C. COM/THE 210 or an equivalent course in public speaking.
D. PSY 237 or an equivalent course in developmental psychology.

Requirements.

A. Health education foundations (15 credits).
   HCR 500; HED 540, 541, 542; one of HED 543, 544.
B. Methods (15 credits).
   HCR/PUB 503, 506, 508; HED 545; MGT 531, 501 or 543.
C. Electives (6 credits).
   Six additional credits not used in “A” above from:
   HCR 517, PUB/HCR 509, 518, 524, 577; HCR/PSY/PUB 527; HCR/ECN/PUB 579; HED 543, 544.
D. Internship (0-6 credits).
   HED 590. The internship is not required of those currently in professional health education positions.
E. Thesis Preparation Seminar (1 credit).
   HED 594 (optional).
F. Thesis (3 credits).
   HED 595.

Courses in Health Education (HED)

   Admission to the Health Education program or consent of instructor: (3).
   This course will provide a basic overview of theories and strategies used in health promotion which influence behavior change among individuals, organizations, and communities. Theories covered will include the transtheoretical model of stages of change, health belief model, social learning theory, and value expectancy. Strategies will include various educational approaches, mass media, social marketing, focus groups, and normative group processes. Strategies applied to the community and organizations.
541. Program Planning and Program Design. Admission to the Health Education program. (3).

Focus on knowledge and skills needed to plan and design effective health education programs for various populations. Topics will include an examination of methods to identify priorities, strategies to assess community strengths and needs, overview of planning models, program intervention design, implementation, and evaluation.

542. Administration and Management of Health Education Programs. Admission to the Health Education program. (3).

Focus on specific skills needed to administer health education programs including budgeting, effective personnel selection and evaluation, evaluation of program goals and objectives and coordinating activities with other disciplines. Specific topics will include: strategies for program management, conflict management, organizational behavior, quality assurance, and fund-raising.

543. Community Assessment. Admission to the Health Education program. (3).

Provides a broad understanding of the concepts involved in the process of community organization, including assessing the sociopolitical structure of communities, developing strategies for change within a community, and the role of the health educator in this process. Course topics will include: definition of a community, a review of social factors that impact disease, community assessment methods, models of community organization, and strategies of community organizing. Attention will be given to skills to work with diverse groups and the role of formal and informal networks.

544. Health Promotion and Risk Assessment. Admission to the Health Education program. (3).

Provides a foundation for the use of specific risk assessment strategies and provide an understanding of health promotion programs and intervention strategies for disease prevention in various settings. Topics will include: strategies for assessing risk, health behavior of individuals, health promotion intervention strategies, cultural diversity issues, and motivational strategies.

545. Media and Computer Applications for Health Education. Admission to the Health Education program. (3).

Building upon the foundation of psychosocial theories of health-related behavior to understand the use and effectiveness of traditional media (print, radio and television) and new multi-media including interactive video, the Internet, and tailored messages. Practical demonstrations and some “hands on” applications of selected technologies.

548. Directed Studies in Health Education. (1-3).

Directed reading or research on a topic relevant to health care/health education, under instructor’s supervision, by special arrangement only.

590. Internship. Admission to the Health Education program and consent of instructor (3).

Students intern in agencies under supervision of agency personnel and faculty, and attend seminars to discuss field experience and related readings. Not required of those currently in professional health education positions. Graded Pass/Fail.

594. Thesis Preparation Seminar. HCR 403, 500; HED 540, 541: admission to the Health Education program. (1).

Provides an overview of the research process to help students develop realistic timelines, enhance information about the process, and prompt students to use their classwork to prepare for the thesis.

595. Thesis. Graduate standing, HED 594, and consent of instructor. (3).

Research, to be done under the supervision of a member of the program faculty. The research prospectus and the final paper must be submitted to both the supervisor and at least one other faculty member for approval.

Master of Science in Nursing (MSN)

Department of Nursing
517 David M. French Hall
(810) 766-6760
FAX: 810-766-6851

Assistant Director for Graduate Program: Thomas C Schaal, Ph.D., PMHNP, CS
(810-766-6858)

Administrative Assistant: Charlene Hanlon
(810-766-6760)

MSN Web Address: http://www.flint.umich.edu/msn/

Program Faculty: Associate Professors: Janet Barnfather PhD, RN; Mary Killeen PhD, RN; Kathleen A. Moore, RN, PhD; Mary Periard PhD, RN; Thomas Schaal PhD, PMHNP, CS; Assistant Professors: Ellen Woodman PhD, RN; Clinical Assistant Professor II: Patty Schaal, MsN, CFNP; Clinical Instructor II: Carol Rossman MSN, CFNP, CS; Lecturer: Joyce Anderson ND, CFNP, Connie Creech MSN, ANP; Adjunct Faculty: Elizabeth Gale, MSN, FNP; Diane Gutchak MSN, FNP; Eric Dewar MS; Amir Mahjoob MD, MPH; John Thomburg DO, PhD

The University of Michigan-Flint Master of Science in Nursing (MSN) part time program produces skilled nurse practitioners in Primary Health Care. As Advanced Practice Nurses (APNs) the graduates: 1. Make independent and collaborative health care decisions; 2. Engage in active practice as expert clinicians who diagnose, interpret lab findings and x-rays, perform physical exams, take medical histories, treat common illnesses and injuries, prescribe medications (depending on state practice laws) and evaluate outcomes; 3. Demon-
strate leadership as consultants, educators, and beginning researchers; and 4. Participate in legislative and professional activities to promote professional advancement and health-related social policies. Career opportunities for APNs are continually expanding and include positions in hospitals, outpatient clinics, home health care agencies, schools, universities, businesses, nursing homes, wellness centers, employee health programs, physicians office practices, community mental health agencies, public health agencies and private practice.

The program consists of two tracks: the Family Nurse Practitioner (FNP) track and the Psychiatric Mental Health Nurse Practitioner (PMHNP) track. The FNP track prepares advanced practice nurses who provide nursing and selected medical services to individuals, families and groups, emphasizing health promotion and disease prevention across the life span. They manage acute and chronic illnesses and treat minor injuries. Graduates will be eligible to sit for the Family Nurse Practitioner national certification examination. Credentialed to practice independently, they value and seek ongoing consultative relationships with the interdisciplinary health care team.

The Psychiatric Mental Health Nurse Practitioner (PMHNP) track is unique and on the cutting edge of mental health care. Changes in the Michigan Mental Health Code have paved the way for new opportunities for PMHNPs. PMHNPs are capable of medical, pharmacological and psychotherapeutic intervention in acute, crisis and chronic situations, as well as being skilled in disease prevention and health maintenance planning. Credentialed to practice independently, they value and seek ongoing consultative relationships with the interdisciplinary health care team. Graduates will be qualified to sit for the newly created Psychiatric Mental Health Nurse Practitioner certification examination. Course work in Individual/Couple/Family Psychotherapy; Group Psychotherapy and the Consultation process combines the best of the traditional Nurse Practitioner program and Clinical Nurse Specialist program to produce a highly qualified, cost effective practitioner. Clinical experiences include working with current problems encountered in the community such as substance abuse; domestic violence; depression; family stress as well as problems encountered by the chronic and persistent mentally ill population.

The MSN program faculty are sensitive to students busy lives and as such have designed the program for the part time student. Many of the courses are offered during evening hours. The research/theory component has been designed as five (5) one-credit courses, which will culminate in a completed Masters Thesis. Students are permitted to work in pairs to accomplish their scholarly project. Students are expected to complete the program in three years. A “rolling” admission policy allows applications to be submitted throughout the year. Once the student completes the application packet, the packet is reviewed. Upon favorable review of the materials, the candidate is invited for a personal interview with a faculty team comprised of two graduate faculty members. This is followed by a letter to the student supporting the acceptance or rejection of the candidate. The application deadline is May 1 prior to the fall semester.

Transfer Credit

Up to six hours of graduate credit may be accepted for transfer into the MSN program. Transfers are made in accordance with the policies of the MSN graduate program committee.

Mission Statement

The mission of the University of Michigan-Flint’s Masters of Science in Nursing program is to prepare advanced practice nurses who will deliver high quality, cost effective primary health care. Our graduates meet the health care needs of society in general and underserved populations specifically, through theory based nursing practice and scholarly endeavors. The graduate program faculty promote the mission and vision of the University of Michigan-Flint and the University of Michigan-Flint Department of Nursing by supporting the further development of critical thinking, humanistic and scientific inquiry, and understanding human and cultural diversity. The mission is enhanced by faculty maintaining clinical expertise, academic excellence and a sensitivity to our partners in the diverse communities to which we serve.

Admission Requirements

- College level biochemistry course
- College level statistics course
- Completion of the GRE (Graduate Record Examination)
- Current Michigan RN license
- Minimum undergraduate 3.3 grade point average from an accredited BSN program (In exceptional cases, students with a lower grade point average may be accepted.)
- Written statement of professional philosophy and goals
- Three letters of professional reference - including one from the dean or director of applicant’s BSN program
- One year full-time work experience as an RN within the past five years
- Critical care and/or specialization experience is preferred
- Personal interview with members of the graduate faculty

Grading System

The following grading system is used by the MS in Nursing program. Courses in which a D or E are earned cannot be used in fulfillment of degree requirements.

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Cumulative grade point averages are computed by dividing the total number of honor points earned by the total number of credit hours attempted. A final cumulative grade point average of at least 5.0 is required for successful completion of the Master of Science in Nursing program. See student Progression Statement in the Graduate Student Handbook.

**Accreditation**

The curriculum for the University of Michigan-Flint Graduate Nurse Practitioner Program is grounded in criteria for advanced nursing practice developed by five major nursing organizations:

- National Organization of Nurse Practitioner Faculties (NONPF)
- American Nurses Association (ANA)
- American Association of Colleges of Nursing (AACN)
- American Academy of Nurse Practitioners
- National Task Force on Quality Nurse Practitioner Education

The primary accrediting body for this program will be Commission on Collegiate Nursing Education (CCNE). Policies and procedures set for the evaluation of graduate nursing programs will guide the evaluation process.

**Part-Time Curricula**

### Family Nurse Practitioner

**Year One:**

**Fall Semester**

- NSC 503  Graduate Pathophysiology
- NSC 502  Epidemiology
- NUR 501  Health Promotion

**Winter Semester**

- NSC 504  Graduate Pharmacology
- NUR 520  Physical Diagnosis Adult - Theory

**Spring Term**

- NUR 510  Office and Minor Emergency Procedures - Theory & Practicum
- NUR 521  Physical Diagnosis Adult - Practicum

**Year Two:**

**Fall Semester**

- NUR 524  Management of Adult Acute & Chronic Problems - Theory
- NUR 525  Management of Adult Acute & Chronic Problems - Practicum
- NUR 595  Research/Theory I

**Winter Semester**

- NUR 507  Dynamics of Family Counseling
- NUR 531  Women’s Health
- NUR 596  Research/Theory II

**Spring Term**

- NUR 526  Pediatric History & Physical - Theory & Practicum
- NUR 597  Research/Theory III

### Psychiatric Mental Health Nurse Practitioner

**Year One:**

**Fall Semester**

- NSC 503  Graduate Pathophysiology
- NSC 502  Epidemiology
- NUR 501  Health Promotion

**Winter Semester**

- NSC 504  Graduate Pharmacology
- NUR 520  Physical Diagnosis Adult - Theory

**Spring Term**

- NUR 510  Office and Minor Emergency Procedures - Theory & Practicum
- NUR 521  Physical Diagnosis Adult - Practicum

**Year Two:**

**Fall Semester**

- NUR 524  Management of Adult Acute & Chronic Problems - Theory
- NUR 525  Management of Adult Acute & Chronic Problems - Practicum
- NUR 595  Research/Theory I

**Winter Semester**

- NSC 552  Psychopharmacology
- NUR 531  Women’s Health - Theory & Practicum
- NUR 596  Research/Theory II

**Spring Term**

- NUR 560  Psychiatric Diagnosis - Theory
- NUR 561  Psychiatric Diagnosis - Practicum
- NUR 597  Research/Theory III

**Year Three:**

**Fall Semester**

- NUR 570  Individual/Couple/Family - Theory
- NUR 571  Individual/Couple/Family Psychotherapy - Practicum
- NUR 598  Research/Theory IV

**Winter Semester**

- NUR 580  Group Psychotherapy - Theory
- NUR 581  Group Psychotherapy - Practicum
- NUR 599  Research/Theory V

**Spring Term**

- NUR 590  Psychiatric Mental Health Nurse Practitioner Role Seminar
- NUR 591  Psychiatric Mental Health Nurse Practitioner Role - Practicum
Courses in Nursing (NUR)

501. Health Promotion.  *Concurrent enrollment in NSC 502. (2).*

Built on the premise that health is a state of physical, emotional, mental and spiritual well being, not merely the absence of disease prevention explored as they relate to individuals, families, community and cultural groups.

507. Dynamics of Family Counseling. (3).

Designed to assist the Family Nurse Practitioner in thinking about the family system while providing primary health care. Bowen Family Systems Theory and Schaal’s Model of Family Practice provide the theoretical underpinnings along with other mid-range theories. Assessment and intervention in select problems across the lifespan (substance abuse, family violence, depression); appropriate referral process and community resources.


Theory and technical skills basic to the beginning management of common office and emergency situations. Supervised laboratory practice for basic suturing techniques, application of splints and casts, incision and drainage of abscesses, management of the hostile patient, collection of medical evidence and others.

520. Physical Diagnosis Adult Theory. (2).

Theoretical and technical information needed to complete the database and diagnostic work-up of the adult. Emphasis on differential diagnosis and clinical decision-making.

521. Physical Diagnosis Adult - Practicum. (3).

Students gain experience in assessment diagnostic work-up, and written and verbal presentation of clinical data; exposure to diagnostic testing. Collaboration with a clinical preceptor to enhance acquisition of differential diagnostic skills. 12 supervised clinical hours weekly.


Theories and concepts from physical, behavioral and holistic sciences as they relate to diagnosis and management of common acute/chronic episodic health problems for the adult. Special attention to problems endemic to underserved populations. Emphasis on critical thinking in the clinical setting.

525. Management of Adult Acute/Chronic Problems - Practicum. *Concurrent enrollment in NUR 524. (4).*

Application of critical thinking using theories and concepts of physical, behavioral and holistic sciences, as well as medical decision-making applied to diagnosis and management of common acute/chronic episodic health problems of the adult. 16 supervised clinical hours weekly.

526. Pediatric History and Physical - Theory & Practicum. (2).

Draws upon theories and techniques of physical, psychosocial and family systems science to develop a complete database including history, physical examination and developmental profile of the child. Opportunity to apply these skills in well-child environments with emphasis on the underserved at risk pediatric population.

528. Management of Pediatric Acute/Chronic Problems - Theory. (3).

Theoretical and technical information needed for assessment and diagnostic work-up of the pediatric population experiencing acute/chronic episodic health problems. Emphasis on differential diagnosis and clinical decision-making in the pediatric environment.


Students apply theories and concepts of physical, behavioral and holistic sciences, clinical decision-making to diagnosis and management of common acute/chronic episodic problems of the pediatric age group. 16 supervised clinical hours weekly.

531. Women’s Health. (2).

Focus on physical and emotional health of women and men during the childbearing years. Emphasis on the pre-conceptual, prenatal and post-partum experience, and the healthy development of family.

540. Family Nurse Practitioner Role Seminar. (2).

This capstone course provides theoretical insight; a forum to discuss professional, practice, legal, political, business and manage care issues related to the nurse practitioner role. Emphasis on American Nurses Credentialing Center requirements for certification and State of Michigan requirements for practice as an advanced practice registered nurse. Job interviewing/contract negotiating skills to help transition the student to practice as a graduate. Comprehensive examinations are an important component of this course.

541. Family Nurse Practitioner Role - Practicum. (4).

Final practicum synthesizing the learning experience. Continued clinical exposure to enhance professional identity and role development as an independent/interdependent provider of primary care. 16 supervised clinical hours weekly.


Application of previously acquired critical thinking skills to diagnosis and treatment of clients with specific psychiatric disorders. Utilization of clinical case studies to illustrate development of an empirical data base including comprehensive history, physical examination, interpretation of laboratory and nuclear medicine data, DSM-IV multiaxial classification, dynamic formulation. Emphasis on clinical interviewing techniques and selection of appropriate therapies.
561. Psychiatric Diagnosis - Practicum. Taken concurrently with NUR 560. (2).
Advances diagnostic skills by applying the critical thinking pathway to clients currently experiencing psychiatric disorders. Students guided and supervised by clinical preceptors and faculty practitioners.

570. Individual/Couple/Family - Theory. (3).
Introduction to principles and techniques of short-term oriented psychotherapy, couples counseling and family systems psychotherapy. Emphasis on the work of Ellis, Beck, Bums, Perks, Minuchin, Bowen, Paplau and Erickson.

571. Individual/Couple/Family Psychotherapy - Practicum. (4).
Application of the principles learned in NUR 570 to individuals, couples and families experiencing actual or potential mental health problems. Students guided and supervised by clinical preceptors and faculty practitioners.

Introduction to principles and process of Short Term Outpatient Group Psychotherapy. Yalom’s and Gestalt principles of group theory. Phases of group, group process and content, problems arising within groups, medical problems amenable to group work and economics of group therapy.

581. Group Psychotherapy - Practicum. (1).
Application of principles learned in NUR 580 to leading a short-term group. Students supervised by faculty practitioners. Selected group session video taping required.

590. Psychiatric Mental Health Nurse Practitioner Role Seminar. (2).
This capstone course in the Psychiatric Mental Health Nurse Practitioner program is designed to integrate and synthesize the knowledge about the advanced practice role of the psychiatric mental health nurse practitioner. Students will also gain new knowledge of legal, political, business, professional and managed care issues as they relate to the psychiatric mental health nurse practitioner role. The American Nurses Credentialing Center (AACN) requirements for certification will be discussed and review strategies suggested. Contract negotiation will be discussed. Professional organizations as they relate to the functioning of the nurse practitioner will be discussed. Comprehensive examinations are an important component of this course. Theory of the role of psychiatric nurse consultant will complete the student’s formal academic preparation for the advanced practice role.

591. Psychiatric Mental Health Nurse Practitioner Role - Practicum. (3).
Final practicum synthesizing the learning experience. Continued clinical exposure to enhance professional identity and role development as an independent/interdependent provider of psychiatric primary health care. Students guided and supervised by clinical preceptors and faculty practitioners.

595. Nursing Research/Theory I. (1).
Introduction to structure and function of extant theories of nursing as a basis for conceptual framework for nursing. Emphasis on nursing science as foundation for integrating nursing theory, practice and research. Focus on understanding elements of nursing theory, analyzing nursing theories and implementing a specific theory into the research process. Qualitative and quantitative research methods explored. Steps of the research process implemented throughout the curriculum culminating in a completed master’s thesis.

596. Nursing Research/Theory II. (1).
NUR 596 builds upon NUR 595 and is the second of five consecutive research/theory courses. NUR 596 continues to emphasize nursing science as the foundation for integrating nursing theory, practice and research. The focus is on research design; internal and external validity; sampling design; procedures; data collection; reliability and validity of measures and ethical issues with human subjects.

597. Nursing Research/Theory III. (1).
NUR 597 is a continuation of the steps in the research process that includes emphasis on nursing science as a foundation for integrating nursing theory, practice, and research. The course builds on a basic statistics prerequisite and provides an introduction of strategies involved in data analysis, including statistical procedures and interpretation of data for nursing research. Students will apply knowledge of selected descriptive, parametric, and non-parametric approaches to data analysis. Emphasis will be on interpretation of statistical results and on evaluation of published research and its applicability to clinical practice. Computers will be used for introduction to data analysis.

598. Nursing Research/Theory IV. (1).
NUR 598 builds upon NUR 597 and is the fourth of five consecutive research/theory courses. This course is a continuation of the steps in the research process that includes emphasis on nursing science as a foundation for integrating nursing theory, practice, and research. The content and organization of this course reflects the scientific publishing tradition for the last two chapters of a thesis. The focus is on report writing for results and discussion sections of the student’s thesis.

599. Nursing Research/Theory V. (1).
NUR 599 is the fifth of the five-theory/research courses and builds upon NUR 598. This course is the culmination of the steps in the research process that includes emphasis on nursing science as a foundation for integrating nursing theory, practice and research. The content and organization of this
course reflects the last two chapters of the master’s thesis, the integration of the thesis chapters and dissemination of findings.

Nursing Support Courses (NSC)

502. Epidemiology. (1).
Provides a basic understanding of epidemiology as the study of disease within a population and its distribution. Exploration of significant contemporary problems of global and community concern discussed; exploration of current research for theories of probable cause and effect.

503. Graduate Pathophysiology. (3).
In-depth exploration of physiological alterations associated with various disease processes across the lifespan. Provides data for the development of clinical decision-making necessary in the diagnosis and management of disease.

504. Graduate Pharmacology. (3).
In-depth exploration of phases of pharmacokinetics, including those chemical processes that impact on drug absorption, distribution, metabolism and excretion. Highlight on clinical applications of major drug categories in management of illness through safe prescribing, dosing and evaluation of efficacy.

552. Psychopharmacology. (3).
Based on knowledge gained in NSC 504, builds expertise in the pharmacokinetics of drugs used in the treatment of psychiatric disorders. Emphasis on safe management of psycho pharmacotherapy, including concomitant use with other drug classifications and physical disorders.

Master of Physical Therapy (MPT)

Lapeer Street Annex
(810) 762-3373
FAX (810) 766-6668
www.flint.umich.edu/Departments/PT/

Director: Dr. Paulette Cebulski
Administrative Associate: Reva Kidd
Administrative Assistant: AnnMarie Mattie
Academic Secretary: Angela Gooch

Program Faculty: Professors Richard E. Darnell, Lucinda Pfalzer, Beverly J. Schmoll; Associate Professor Paulette Cebulski, Cynthia Kincaid; Assistant Professors Patricia Curatti, Becky Rodda, Donna Fry-Welch; Lecture cum Assistant Jacqueline Drouin; Lecturers, Allon Goldberg.

Physical therapy is a health care profession that provides comprehensive care for patients with physical disabilities or impairments. The physical therapist, practicing in compliance with state law, evaluates the patient’s condition and plans an appropriate treatment program. The objectives of treatment may include relief of pain, prevention or reduction of deformity, and improvement of strength, coordination, skill and functional abilities.

Treatment procedures include many forms of exercise, heat, cold, electricity, ultrasound, and massage. Mechanical and assistive devices also may be used. In administering treatment, physical therapists may be assisted by supportive personnel who work under their supervision. They also may teach the patient, family members, or other persons specific procedures important in continuing the treatment at home.

Physical therapy evaluation and treatment requires an understanding of the principles underlying such treatment and a knowledge of the medical and surgical conditions treated. Physical therapy education is built on a solid foundation in the basic sciences of biology, chemistry, physics, anatomy, physiology and pathology. Study of humanities and behavioral sciences provides an important preparation for the interpersonal relationships that the physical therapist must successfully establish with the patient, family, other health professionals, and members of community agencies interested in health and welfare.

In addition to skill and knowledge, the physical therapist should possess good judgment, initiative, and the ability to accept responsibility. Critical inquiry and problem solving skills are also expected of the practitioner.

Opportunities for employment are varied. Persons are needed to fill positions in hospitals, clinics, rehabilitation centers, school systems, public health agencies, home health care, industrial clinics, nursing homes and other health care facilities. In addition to this need for clinical physical therapists, there is a demand for experienced persons to assume positions with primary responsibility in administration, consultation, teaching and research.

Three concentration programs are offered, each leading to the Master of Physical Therapy degree. The Professional Physical Therapy Program consists of a Pre-Physical Therapy Program and a professional preparation program. The Honors Program in Physical Therapy has two distinct tracks, and can be pursued beginning in the freshman or the junior year. The Post-Professional Physical Therapy program is for the student who has previously completed professional physical therapy education at a baccalaureate or post-baccalaureate level, and has a minimum of two years full-time clinical experience (or equivalent) as a physical therapy practitioner at the time of admission.

Pre-Physical Therapy Program

The purpose of the Pre-Physical Therapy Program is to assist students in making an appropriate career choice and to prepare students academically to enter a professional preparation program at the University of Michigan-Flint or other institutions of higher learning.
Application to the pre-physical therapy program may be submitted any time after the beginning of the senior year of high school. Students who plan to apply are strongly advised to take biology, physics, chemistry and trigonometry in high school. Students at other colleges who intend to transfer to the University of Michigan-Flint Pre-Physical Therapy program apply to the University and should indicate Pre-Physical Therapy as their major. Students in the College of Arts and Sciences (CAS) entering the Pre-Physical Therapy Program must complete an Intra-Campus transfer. All students should be aware that admission to the Pre-Physical Therapy Program does not necessarily insure admission to the professional Master of Physical Therapy (MPT) Program. Admission to the MPT program is highly competitive.

Early application enables the University to advise and assist the student with educational plans. Freshman or transfer application forms are obtained from:

Office of Admissions and Recruitment
245 University Pavilion
University of Michigan-Flint
Flint, Michigan 48502-1950
(810) 762-3300

As part of the Pre-Physical Therapy Program, the physical therapy faculty offers both career counseling and an introductory course, PTP 201, Introduction to Physical Therapy. Academic advising, however, is offered by the Biology Department, College of Arts and Sciences (CAS), and the Academic Advising Center.

Professional Program in Physical Therapy
(Master of Physical Therapy)

The University offers a three year professional preparation program. Students can seek admission to the professional MPT program if they have completed all prerequisite courses or if they can complete all of the prerequisite courses by the start of the fall semester of the year in which they apply. Upon satisfactory completion of required courses in the professional MPT program, students may receive an interim BS in Health Science. With the completion of additional specified course work, students receive the Master of Physical Therapy (MPT), the professional degree for professional practice.

The professional MPT program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (1111 N. Fairfax Street, Alexandria, VA 22314; (703) 706-3245), the national body which accredits educational programs in the profession. The professional MPT program offers the student the advantage of a liberal education in addition to professional preparation in physical therapy.

Students are admitted to the professional Master of Physical Therapy Program in the School of Health Professions and Studies after completion of a minimum of four semesters of study in the College of Arts and Sciences (CAS). These semesters are devoted to fulfilling the general education requirements of the University of Michigan-Flint and the prerequisite requirements for admission into the professional Master of Physical Therapy Program. The professional Master of Physical Therapy Program consists of 3 years of coursework starting Fall Year 3 and continuing through Spring/Summer Year 5 and includes one spring and summer term. These semesters focus on basic medical science and the theory and knowledge of physical therapy.

Clinical education also is an important aspect of the program. Initial exposure to clinical practice occurs in Fall, Year 3 and Fall and Winter Year 4. The student is then placed into full-time clinical experience for two, two-week periods during Winter Year 5. Following the satisfactory completion of all didactic courses, students engage in three, eight-week full time clinical rotations. This full time clinical experience provides students an opportunity to engage in supervised work and study in selected clinical facilities. All course work and clinical education must be successfully completed to fulfill the degree requirements for the professional Master of Physical Therapy.

Students may be assigned to hospitals or other institutions in Flint, other cities in Michigan, or other states. Approximately 123 facilities/agencies at nearly 200 different sites participate in the clinical education program. Students are responsible for arranging transportation and housing for these clinical education experiences. Projected costs for physical therapy students are also available from the Physical Therapy Department.

The curriculum of the professional Master of Physical Therapy Program provides students with multiple opportunities to enhance their learning. A variety of teaching formats are used including, but not limited to: didactic teaching, hands-on laboratory experiences and student group projects and presentations, among others. A modular course curriculum is used, supplemented by a self-instructional audio-visual system, extensive notes and background materials, and the opportunity to pursue independent studies in physical therapy. Students are expected to adequately expose head, trunk and extremities in laboratory sessions with multiple student partners (male/female) in order to become familiar with surface anatomy and to develop handling skills necessary for the practice of physical therapy. Students are also responsible for the provision and appropriate utilization of laboratory attire and for conducting themselves in a professional manner.

The Physical Therapy Department at the University of Michigan-Flint maintains significant and continuing relationships with the Flint community. Of special importance to the department are the member institutions of the Greater Flint Area Hospital Assembly and the Mott Children’s Health Center. Ongoing relationships are maintained also with various departments within the University of Michigan Health System on the Ann Arbor campus of the University of Michigan.

Admission

Students may apply for admission to the professional MPT program upon completion of all prerequisite courses or if they can complete all pre-requisite courses by the start of the fall semester of the year in which they apply. A reasonable plan for completion of remaining course
prerequisites will be required. If the plan is not satisfactorily completed and the candidate is subsequently admitted, admission will be rescinded. Students must also meet all other qualifications for admission to the professional preparation program as listed.

Special consideration may be made also for persons with unique academic and vocational backgrounds. Students with existing baccalaureate degrees are invited to apply and, if admitted, may elect to fulfill the requirements for a second undergraduate degree (BS in Health Science) plus the MPT, or work only toward the professional MPT program. Although a baccalaureate degree is not required to enter the graduate portion of the professional MPT program, students are advised to apply for the degree. Approval for admission to the graduate portion of the professional MPT program is required. Students enter the graduate portion of the MPT after successful completion of the first four semesters of the MPT with an overall GPA of 3.0.

Admission to the program is highly competitive, and students are admitted in the fall semester only. Positions in the class are assigned to those candidates ranking highest among the group eligible for consideration. The number of available spaces in the class is currently 36 full time and 2 part time.

Students who have not fulfilled the prerequisite requirements for the professional MPT in the United States must have their transcripts reviewed and evaluated by a recognized credentialing service. The credential review must 1) identify each credential, 2) give its U.S. educational equivalent and provide the U.S. credit and grade equivalent, and 3) provide a summary of the content of each subject listed. Contact the Office of Admissions and Recruitment for further information. Applicants fall into one of two groups at the time of application:

A. Students currently enrolled in CAS with physical therapy as a declared "Proposed Field of Study." Students in this group must submit an intra-campus application. Initial contact for this should be done in early October. After a substantive review by the Office of Admissions and Recruitment, a Supplemental Application will be required for those students meeting the minimum requirements. Intra-Campus and Supplemental Applications can be obtained only from the Office of Admissions and Recruitment, 245 Pavilion, The University of Michigan-Flint, Flint, Michigan 48502, (810) 762-3300. The biology, chemistry, mathematics and physics requirements must be completed before commencing the professional MPT program. Science courses must include laboratory work. Students are encouraged to fulfill all general education requirements prior to admission. Time is allotted in the professional portion of the professional MPT program to enroll in one liberal arts course. Support services for simultaneous transfer to the University and acceptance into the professional MPT Program are provided by the Office of Admissions and Recruitment. University and Supplemental Applications can be obtained only from the Office of Admissions and Recruitment, 245 Pavilion, The University of Michigan-Flint, Flint, Michigan 48502, (810) 762-3300.

B. Students from other colleges and universities, or other campuses of the University of Michigan. Students in this group must first submit a University Application and designate physical therapy as their "Proposed Field of Study." Initial contact for this should be done in early October. After a substantive review by the Office of Admissions and Recruitment, a Supplemental Application will be required for those students meeting the minimum requirements. Students entering from other colleges and universities or campuses of the University of Michigan should plan to transfer no later than the end of the sophomore year.

The Physical Therapy Department has an early admission process for students willing to make an early decision to come to the University of Michigan-Flint Physical Therapy Program. To be eligible for early admission, students must have an overall pre-requisite science pre-requisite GPA of 3.0. Deadline for submission of the University Application and Early Admission. University and Supplemental Application and all required forms including letters of recommendation are due November 15th. Transcripts of all course work taken at other colleges, universities, or branches of the University of Michigan must also be submitted by November 15th. Students are notified of admissions decisions on or around December 15th.

Regular Admission.

Current UM-F Students. Supplemental Application and all required forms including letters of recommendation are due February 1st. Transcripts of all course work taken at other colleges, universities, or branches of the University of Michigan must also be submitted by February 1st. Students are notified of admissions decisions on or around April 1st.

Transfer Students. Supplemental Application and all required forms including letters of recommendation are due February 22nd. Transcripts of all course work taken at other colleges, universities, or branches of the University of Michigan must also be submitted by February 22nd. Students are notified of admissions decisions on or around April 1st.
Part-Time Professional Master of Physical Therapy Program

The University offers a part-time course of study that, when completed, awards the Master of Physical Therapy (MPT), the professional degree for professional practice. The part-time program is specifically designed to accommodate those students who are unable or who otherwise choose not to attend the University on a full-time basis.

Admission to Part-Time Professional Master of Physical Therapy Program

To be considered eligible for possible admission, students must be able to complete the listed prerequisite courses prior to the start of the fall semester for which they apply and meet all other listed qualifications. Students with existing baccalaureate degrees are invited to apply and, if admitted, may elect to fulfill the requirements for a second undergraduate degree (BS in Health Science) plus the MPT, or work only toward the MPT. Although a baccalaureate degree is not required to enter the graduate portion of the professional MPT, students are advised to apply for the degree. Approval for admission to the graduate portion of the professional MPT is required. For application guidelines, see the section on “Admission” and “Application Deadlines”

Students are admitted in the fall semester only. Positions in the classes are assigned to those candidates ranking highest among the group eligible for consideration. The number of available part-time spaces in each class is currently 2.

The sequence of courses for each student in the part-time program is individualized within a predetermined part-time curriculum plan. The part-time program means a reduced credit load per semester and does not imply a limited number of days per week on campus. Since courses are scheduled according to many constraints in the overall program sequence, students in the part-time track may not be able to fully elect and schedule courses to meet their own personal, employment or other needs.

General Part-time Student Guidelines

Students:
A. Remain in part-time status (as defined by the University) for at least two years.
B. Follow a predetermined part-time curriculum plan which is established following admission to the program.
C. Complete the professional MPT program within a 6 year period.
D. Enroll as a full-time student in Clinical Education I and II (last year of study).
E. Are not eligible for the Physical Therapy Honors Program.

Qualifications for Admission to the Professional Master of Physical Therapy Program

Since the physical therapist works closely with patients who are ill or physically challenged, and also works in cooperation with all types of people, high standards of conduct as well as academic achievement are necessary for success. Selection is made on the basis of academic record, aptitude, and personal qualifications. The Physical Therapy Department is committed in both its admissions process and its educational program to provide reasonable accommodations to maximize opportunities for students with disabilities. Admission is highly competitive.

To be considered for admission, students must meet the following requirements and qualifications by the time they are admitted:
A. Completion of the prerequisite courses for admission.
B. Ability to complete the general education requirements of the University of Michigan-Flint by the end of fall, Year 4 to receive a BS in Health Science.
C. Knowledge of the role of the physical therapist.
D. Grade point average of at least 2.50. (Students admitted to the program have an average grade point of 3.30-3.70.)
E. No grade less than C- (C for transfer students) in the major basic science courses (biology, chemistry, physics) and a science grade point average of at least 2.50.
F. Acceptable expressive and receptive written and oral communication skills, personal maturity, and capacity for leadership.
G. Capacity to complete the course of studies in the usual time schedule independent of personal responsibilities or obligations.
H. Willingness to abide by the policies and procedures of the Physical Therapy Department and the School of Health Professions and Studies.
I. Completion of the appropriate applications to the University and the program.
J. Each applicant will be required to submit one reference form from a licensed physical therapist and a second reference form from a university professor by whom the student has been taught. The forms are supplied with the Supplemental Application.
K. A positive identification with the curriculum design employed in the program.
L. Ability to function well in a collegial setting and in a profession that requires self-motivation, self-regulation, and accountability.
M. Willingness to learn and adopt professional behaviors (generic abilities) acceptable within the physical therapy profession.

To be competitive in the applicant pool, students should volunteer in 3 or more different patient settings in physical therapy under the supervision of a licensed physical
therapist. The clinical experience may be as a student, volunteer or employee in the physical therapy setting. “Different PT settings” refers not to the physical location of different hospitals or treatment facilities but rather to different types of clinical experiences: inpatient versus outpatient, and various types of patient populations such as pediatrics, geriatrics, acute care or long-term rehabilitation care.

Attendance at Physical Therapy Department Admissions Open House is optional, but applicants are urged to attend.

Costs

Students should be aware that they will be required to purchase uniforms, evaluation tools to be used in the classroom or clinical practice, professional liability insurance, and professional textbooks. Clinical Education I and II requires that many of the students go outside the Flint area, some to distant cities in other states. Students must provide their own transportation for travel to all clinical assignments. The student may be required to make his/her own arrangements for housing, as most of the facilities are no longer able to provide housing arrangements. A physical examination, immunizations, TB test and health insurance will be required of students at their expense at appropriate points throughout the program. Students admitted for fall semester 2001 and thereafter must provide proof of CPR certification at the beginning of the fall semester in which they are admitted. Part-time employment is discouraged during the professional part of the professional MPT program because of demands on students by the nature and scheduling of the program. Current estimates for costs which students can anticipate are available to applicants through the Physical Therapy Department. Tuition and fees are subject to change without notice.

Maintenance of Quality

Students are expected to maintain satisfactory performance with regard to their academic standing, clinical practice, and ethical conduct. While engaged in the professional portion of the professional MPT Program, the student is subject to the policies and procedures of the program with regard to the maintenance of quality. Because the student is enrolled in the School of Health Professions and Studies, the student is subject also to the policies and procedures of that school.

Further Information

The University of Michigan-Flint provides complete information and counseling for prospective students, including information on and assistance with housing. In writing for information, the student should indicate educational background, work experience, and educational objectives. The University of Michigan-Flint then sends the student a variety of printed materials designed to provide necessary information.

Trips to the campus for conferences and visits to instructional facilities are the best ways to procure information and to make educational plans. If a visit to the University of Michigan-Flint is feasible, requests for appointments should be made in advance and two or three dates suggested. Appropriate arrangements are made for the visit and the student is so notified.

A student who wishes to discuss the probability of admission should submit an application for admission before the visit to campus. For these services, contact the Office of Admissions and Recruitment.

Applicants with Special Educational Needs

The University of Michigan-Flint is committed to prohibiting discrimination based on disability and is committed to insuring equal access for qualified individuals with disabilities. As prescribed by Section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act and the Michigan Handicappers’ Civil Rights Act, the University of Michigan-Flint will provide reasonable accommodation for academically qualified students with disabilities so that they can fully participate in the University’s educational programs and activities. The University is not required to alter fundamentally the nature or essential curricular components of its programs. The University will insure that the requirements of such programs are not discriminatory in nature.

In order to insure non-discrimination in the admissions process, no prior inquiry is made regarding the applicant’s capacity to successfully complete the course of studies. However, applicants should be aware that a high level of cognitive, psychomotor and affective function is required in classroom, laboratory and clinical education. The Physical Therapy Department at the University of Michigan-Flint educates general practitioners and therefore its graduates must be able to successfully complete the clinical courses in the curriculum. The applicant may use as a point of departure for their consideration the description of job duties of a physical therapist in the Dictionary of Occupational Titles, the American Physical Therapy Association’s Guide to Physical Therapy Practice, as well as the Competency Assessment Report criteria specifically utilized in the Professional MPT Program at the University of Michigan-Flint. All documents are available for review at the Physical Therapy Department. The responsibility for determination of reasonable accommodation in clinical education rests with the specific clinical institutions to which the student is assigned.

Applicants who are admitted are given the opportunity to identify any special needs which require accommodation in order to participate in their educational program. The capacity of the Physical Therapy Department to respond to individual needs is made on a case-by-case basis by the Director of the Physical Therapy Department and the University Accessibility Coordinator, with any special resources needed provided by the University if it is reasonably capable of doing so.

Given the above, the possibility exists that a student may be admitted whose needs cannot be reasonably accommodated. In such rare cases, admission may have to be rescinded. It is also possible that, a student may be...
Admitted, but clinical education may not be available.

Inquiries prior to or during the admissions process or complaints after admission may be addressed to the Accessibility Coordinator, Room 264 UCEN, University of Michigan-Flint, Flint, MI 48502. Phone: (810) 762-3456, TDD (810) 766-6727.

Academic Regulations and Procedures

All regulations of the University of Michigan-Flint apply to students in the Physical Therapy Department, School of Health Professions and Studies. The student should note these regulations printed in subsequent sections of this Catalog. Specific rules and regulations adopted by the faculty of the Physical Therapy Department are presented in the following sections.

Grading System

The following grading system is used for the profession-
al MPT Program: A, excellent; B, good; C, fair; D, poor; E, failure; I, incomplete; W, officially withdrawn (with-
out penalty). The following scale is used in computing
grade-point averages:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
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<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grade point averages are computed by dividing the total
number of honor points by the total credits. The computa-
tion is limited to points and credits earned at the Univer-
sity of Michigan-Flint and to credits transferred from
other schools and colleges of the University of Michigan.
The report of I (incomplete) may be made by the instruc-
tor if the student is unable to meet the course require-
ments within the specified time. An I incomplete may be
made up while a student is not enrolled and must be
made up by the end of the fifth week of the next semes-
ter (fall or winter) in which a student is enrolled. If, for
sufficient reason, a student cannot remove the incomplete
within the five-week period, an extension request form
must be approved by both the course instructor and the
Department Director and forwarded to the Office of the
Registrar. Failure to either make up the grade within the
allotted time or to have an extension approved will result
in the I automatically being changed to a grade of E.

A grade once reported (with the exception of I) may be
changed only to correct a demonstrable error. After
the end of the semester a copy of the official grade report
is mailed to each student at the address of record.

Credit Without Grade (Pass/Fail)

The pass/fail option applies only to specific courses so
designated in the course schedule by individual SHPS
departments. Courses elected for credit without grade are
not included in the calculation of the grade point average.

Changes in Course Elections (Drop/Add)

Changes in course elections include dropping and adding
courses. To make a course change, a student must obtain
a drop/add form and have it signed by the academic
advisor and by the instructor(s) concerned. The student
continues to be registered in the class of original choice
until the drop/add form, properly signed, has been
returned to the Office of the Registrar.

New courses may be elected before the end of the sec-
ond week of the semester with the consent of the instruc-
tor; a course may not be dropped without a final grade
after the Friday of the seventh full week of classes. Any
student who seeks an exception to these deadlines must do
so by a petition to the Academic Standards Committee of
the School of Health Professions and Studies. A request
to drop a course without a final grade after the deadline is
considered only on medical grounds or for other com-
pelling reasons. Permission to drop a course after the
deadline is not granted merely because the student is
doing unsatisfactory work. If a student drops a course
without official approval, the grade of E is recorded.

Granting withdrawal from the Professional MPT
Program (with or without intention to return) is a pre-
rogative of the Physical Therapy Department Faculty.

Recognition of Superior Scholarship

A full-time student who earns a 3.5 grade point average
for any semester receives the honor of being designated
a “University of Michigan-Flint Scholar” for that semes-
ter. In computing averages, only courses taken at the
University of Michigan-Flint or in another school or col-
lege of the University of Michigan are included, and
only complete terms are counted.

Graduating seniors with grade point averages of 3.5
or higher, based on the last 45 credits completed in the
School of Health Professions and Studies and excluding
credits earned on a pass/fail basis, are recommended for
the BS in Health Science “with honors.”

For students in the Physical Therapy Program, the
grade point average is computed on the basis of all cours-
es taken after admission to the professional MPT program.

Distinguished scholarship is also recognized by
awards offered by the faculty of the University of Michi-
gan-Flint and by other organizations.

Academic Standing

The faculty of the Department, acting on behalf of the Uni-
versity, has the responsibility of defining academic stan-
dards and reserves the right to remove from the profession-
al MPT program any student whose academic standing, in
the judgment of the faculty, is regarded as unsatisfactory.
Unsatisfactory academic performance is defined as any student receiving less than a C- (B- if graduate student) or P in any support or core course, less than a 2.5 GPA in any given term (3.0 if graduate student) or less than a 3.0 cumulative grade point average at the conclusion of fall semester, year 4.

The academic records of all students are reviewed at the end of each semester by the administrative staff of the Physical Therapy Department. Students whose academic performance is unsatisfactory will be informed orally and in writing that they are being subjected to the academic discipline policy by the Director of the Department and that the matter will be reviewed at a forthcoming meeting of the faculty and director. The complete policy can be found in the Physical Therapy Department Student Handbook.

Appeals Procedure

Students admitted to the professional MPT program agree to follow established policies and procedures which govern academic performance, clinical competency, and ethical standards. Specific appeals procedures are outlined in the Physical Therapy Department Student Handbook. For problems involving a faculty member, the appeal procedure should be initiated after consultation with the faculty member whenever possible.

For problems of a discriminatory or sexually harassing nature, the student should consult with the Affirmative Action Coordinator or the Dean of the School of Health Professions and Studies. Formal complaints must be filed with the Affirmative Action Coordinator.

General Education and Prerequisite Requirements

Key to Code
(G) indicates a course fulfills the general education requirements
(P) indicates a course is a prerequisite for admission to the program.
(GP) indicates a course fulfills both general education and prerequisite requirements.

A. ENG 112(G).
B. CHM 150(GP), 151(GP), 220(P), 350(P).
C. BIO 111(P), 113 preferred, or 328(P) (UM-Flint students only), 326(P), 432(P).
Transfer students may substitute a two semester, major-track laboratory sequence in general biology for BIO 111, 113 or 328 and 326 and an upper level (300-400 level) mammalian or human physiology course for BIO 432.
D. Two courses in psychology (GP).
E. One course in sociology (GP).
F. MTH 120 (GP).
G. BIO 404 (P), PSY 301 (GP) or SOC 215 (GP).
H. Recommended area option: Values Inquiry, 9 credits (G). For efficient scheduling, it is recommended that the values inquiry courses should also qualify for humanities credit as indicated in the Catalog description. Include courses from both categories.

1. ENG 241; ENG/PHL 373; PHL 160, 162, 165, 261, 266, 268, 271, 320, 376; PHL/WGS 264.
2. ENG 353, 383, 384; ENG/WGS 228, 337; HCR/PHL 304; PHL 163, 262, 364, 374; PHL/TH 372.
I. Fine Arts (one course) (G). Students may be admitted lacking one course from category H or I, if pursuing a baccalaureate degree. If the student does not intend to earn the BS in Health Science, fulfillment of courses in categories H and I is not required.
J. PHY 143 (P); PHY 145 (P). Transfer students may meet the total requirement in physics by eight credits of acceptable physics at another institution.
K. CSC 121 (P) and CSC 123 (P). Students must complete these two courses or their equivalent OR submit a completed Computer Literacy Form included with the Supplemental Application. Transfer students may demonstrate computer literacy with 3 semester hours of computer science credit.
L. A minimum overall prerequisite GPA of 2.50 and a minimum overall science prerequisite GPA of 2.50.

Suggested Program-Professional Master of Physical Therapy

Freshman Year
Fall Semester
BIO 111 (4)(c); ENG 111 (3)(a); MTH 120 (4)(f); CSC 121 (1); PTP 201 (optional)(1)(d).
Total: 12-13 Credits
Winter Semester
ENG 112 (3); PSY 100 (3); SOC 100 (3); BIO 113 (3)(e) (preferred) or 328 (4); CHM 150 (3) and CHM 151 (2).
Total: 16-17 Credits
Spring or Summer
Values Inquiry/Humanities (6).

Sophomore Year
Fall Semester
BIO 326 (4) (g); BIO 404 (4), PSY 301 (3) or SOC 215 (3); CHM 220 or equivalent (3); PHY 143 (4)(h); CSC 123 (1).
Total: 15-17 Credits
Winter Semester
Psychology (3); Fine Arts (3), PHY 145 (4)(i); BIO 432 (4).
CHM 350 (3).
Total: 17 Credits
3rd Year
Fall Semester
Total: 16 Credits
Winter Semester
Fine Arts/Values Inquiry (3), PTP 412/BIO 482 (3), 413/BIO 409 (3), 341 (2), 461/BIO 470 (1), 365 (3), 460 (3).
Total: 15-18 Credits
Spring Term
PTP 346 (2), 381 (3), 382 (3).
Total: 8 Credits

4th Year
Fall Semester
PTP/BIO 323 (2), 331 (1), 414/BIO 485 (3), 415 (4), 421 (3), 441 (2), 450 (3).
Total: 18 Credits

Winter Semester
PTP 532 (1), 540 (5), 544 (3), 551 (3), 561 (1), 570 (3).
Total: 16 Credits

Summer Term
PTP 533 (2), 545 (3) 562 (2), 511 (2).
Total: 9 Credits

5th Year
Fall Semester
PTP 522 (3), 541 (2), 572 (3), 591/HCR 504 (3), 592/HCR 581 (2), 593/BUS 585 (2); elective (may be PTP 596; optional, 1-3)
Total: 15-18 Credits

Winter Semester
PTP 534 (2), 563 (2), 573 (2) 584 (2), 590 (3), 594 (2), 595 (2); elective (may be PTP 596; optional, 1-3)
Total: 15-18 Credits

Spring/Summer
PTP 535 (12)

Key
(a) Students can be exempted from this course by examination.
(b) Requires placement exam. Students who are required to take CHM 140 and 141 for remediation are advised to do so in the summer prior to the freshman year. A college chemistry course must be completed prior to BIO 328.
(c) Must be taken prior to or concurrently with BIO 328.
(d) PTP 201 is a service course to assist students in making appropriate career choices. It is not a requirement for admission to the Physical Therapy Program. Admission to this course does not imply admission to the Physical Therapy Program.
(e) Must be taken prior to BIO 326.
(f) Requires placement exam. Students who are required to take MTH 110 or 111 are advised to do so in the summer term before the freshman year.
(g) A college chemistry course must be completed prior to BIO 326.
(h) Students must have had one year of high school algebra and geometry and one semester of high school trigonometry in order to meet the prerequisites for PHY 143.
(i) Must receive C or better in PHY 143.

Sequence Requirements
Courses in the professional preparation program are intended to be taken in the sequence described. It is important for students to recognize that the Physical Therapy Professional Preparation Program is not a series of courses but rather a professional preparation program in which appropriate sequence is critical for assuring intended educational outcomes. Waiver of courses in Years 3-5 taken prior to admission to the program remains the prerogative of the Physical Therapy faculty.

Honors Scholar Program in Physical Therapy
The honors program in physical therapy has two distinct tracks (1) regular track and (2) third, fourth and fifth year track (Supplemental track). The regular track is designed for students who have been in the University Honors Scholar Program at UM-Flint during the freshman and sophomore year. The third, fourth and fifth year track (Supplemental track) applies to transfer students admitted to the P.T. Department as juniors and to UM-Flint students who have chosen to commence honor program participation in the junior year.

Regular Track
Students are eligible to apply for entrance into the Physical Therapy Honors Program when commencing studies in the Physical Therapy Program. Such students will have:
A. A minimum cumulative 3.5 grade point average and have completed the sophomore year.
B. Reading proficiency in a foreign language as demonstrated by examination or have completed French, German, or Spanish 205 or 211 not later than the end of the first year of the Physical Therapy Program.
C. Successful completion of freshman and sophomore year in the University Honors Scholar Program.

The number of students admitted to the Physical Therapy Honors Program shall not exceed the number of students authorized by the University Honors Scholar Program. The nature and extent of Honors Program scholarships are determined by the University Honors Scholar Program.

Students are informed of the availability of the Physical Therapy Honors Program after admission to the Physical Therapy Program during orientation activities. Upon acceptance into the Physical Therapy Honors Program, the student is assigned an Honors Program advisor from the physical therapy faculty who is a member of the University Honors Scholar Program Council. The faculty member and the student construct the honors study plan.

Students enrolled in the Physical Therapy Honors Program must maintain a 3.5 overall GPA to remain in the Honors Program.

Academic Program
A. Honors Electives. Students complete a minimum of 3 and a maximum of 5 courses taken as special honors elections prior to admission to the Physical Therapy Program. The completion of 5 such courses meets all requirements for the Honors Program in Physical Therapy. If a student must elect such courses after admission to the program, it is the student’s responsibility to arrange for this requirement to be met. Taking a course as a special honors election entails a minimum of 15 hours of extra work over the semester or term, and may be done only with courses whose primary instructors are not members of the faculty of the Physical Therapy Department. Such work is evaluated as satisfactory or unsatisfactory by the instructor and the results reported to the University Honors Scholar Program Director. The evaluation is not used in arriving at a grade for the course.
A service project approved by the University Honors Scholar Program director may be substituted for 1 of the 5 courses.

B. Off-campus study consisting of one of the following: (1) case studies prepared in conjunction with the clinical education program, (2) the conduct of research, or (3) specifically defined learning experiences.

C. Senior Research Thesis. Students admitted to the Physical Therapy Program Honors Program are required to:
   1. Carry out an individual research project in partial fulfillment of the Research Practicum I and II courses with faculty support as necessary and appropriate.
   2. Present findings to a faculty board consisting of the Honors Council representative of the School of Health Professions and Studies or his or her designee, the primary research advisor, and a faculty member from health care or an associated discipline internal or external to the University.
   3. Present findings at a professional forum organized by the Physical Therapy Department and/or the American Physical Therapy Association or any component thereof.
   4. Report the findings in a format suitable for publication and/or platform presentation.

D. Independent Study and Senior Honors Seminar. Students admitted to the Physical Therapy Department Honors Program enroll in an independent study in one of the three years of the program (2 credits) and participate in the Senior Honors Seminar (3 credits, HON 390) in the 4th or (preferably) the 5th year. The major focus of the independent study is to explore one or more areas of practice beyond the scope of professional practice.

Supplemental Track

Admission into the Physical Therapy Honors program for UM-Flint juniors or junior transfer students requires (1) admission to the physical therapy department and (2) fulfillment of the following prerequisites:

Prerequisites.

A. 55 credits (University of Michigan-Flint and/or transfer).

B. 3.5 grade point average based on all courses completed in the freshman and sophomore years.

C. No more than 6 additional credits needed to fulfill general education requirements. One of the two required area options must be in a foreign language.

D. Departmental recommendation for acceptance into the program.

E. Approval by the Director of the University Honors Scholar Program.

F. Those additional non-academic requirements (if any) established by donors of designated scholarships.

Requirements for Completion

A. Completion of requirements for BS in Health Science and the MPT degree.

B. Completion of departmental honors academic program.

C. Grade point average of 3.5 or better.

D. HON 390, Senior Honors Seminar.

E. Those additional non-academic requirements (if any) established by donors of designated scholarships.

With the exception of the above prerequisites and requirements, there is no distinction between the Academic Program components of the regular and supplemental honors scholar tracks.

Post-Professional Program in Physical Therapy

The post-professional program is for the student who has previously completed professional physical therapy education at a baccalaureate or post-baccalaureate level and has a minimum of two years full-time clinical experience (or equivalent) as a physical therapy practitioner at the time of admission. The purpose of this program is to provide the student with an opportunity to enhance skills in an area of interest in physical therapy and to develop clinical research skills. As part of the program, the student also acquires academic experiences equivalent to those offered in the current UM-Flint professional physical therapy professional education program (MPT) if areas of need are identified. This program is not designed to be a series of refresher courses for a person reentering the practice of physical therapy after a leave of absence, nor is it designed to prepare a student for doctoral work in the basic sciences. For the student planning to pursue a professional doctorate, however, it may serve well.

The program consists of five components: (1) a prerequisite core (equivalent to the current professional MPT program); (2) an elective core (area of concentration); (3) a practicum; (4) research (including a thesis); and (5) physical therapy seminar. Most of the in-class learning takes place as part of the requisite core or elective courses. The practicum, research and seminar components are designed to provide experiential learning and ongoing critical review of the body of knowledge in physical therapy.

The student is admitted to the post-professional MPT program (PPMPT) in the School of Health Professions and Studies upon approval of the graduate committee in the Department of Physical Therapy. Prior to admission, the applicant should meet with the chair of the PPMPT program to assess his/her status regarding equivalency with the current professional MPT program, and to develop an educational plan. Students are expected to develop specific goals and objectives to pursue while in the program, so that an individualized educational plan can be developed and presented to the departmental graduate committee. The educational plan must be approved by the graduate committee concurrent with admission.
Program Requirements

The PPMPT is a 36 credit hour program of study for which a minimum of 18 credits must be earned in courses taken for credit at the University of Michigan-Flint. A minimum cumulative grade point average of 3.0 is required to remain in the program. The program must be completed within 6 consecutive years of initial enrollment, though extensions may be granted by petition to the departmental graduate committee. The program of study in the PPMPT has 5 principal components, described below:

Requisite Core: 1-12 Credits

Requisite core requirements enable the student to obtain equivalency with the current professional MPT program offered at the University of Michigan-Flint. The specific content of the professional program is available in the UM-Flint Catalog. Equivalency must be demonstrated for all of the requirements of the professional program, and are evaluated by the chair of the PPMPT program in conjunction with the student. In fulfilling the requisite core requirement, the student may apply up to 12 credits toward the MPT degree. Credit toward the degree is granted only for 400 and 500 level courses. If the student must take a course at the 300 level or below to meet entry level equivalency, the student does not receive credit toward the degree for the course. As an alternative to taking lower level courses, the student may wish to design an independent study that achieves the same objectives and provides graduate credits.

Elective Core: Minimum of 12 Credits

The elective core constitutes an area of concentration for the student. It consists of coursework that helps the student fulfill personal objectives and needs for graduate study in physical therapy. The intent is for the student to pursue intensive study in a specific area of the profession. The principal areas of study include clinical practice, physical therapy theory and related science, physical therapy administration, and education in physical therapy. Other areas may be proposed and developed by the student to meet his/her individual needs, with the approval of the chair of the PPMPT program and of the physical therapy graduate committee.

Practicum: 4-9 Credits

The practicum portion of the PPMPT program is designed to provide the student with experiential learning in the area of concentration that has been chosen for the elective core. Part of this practicum includes classroom teaching, and the balance is related to the specific activities of the area of concentration (elective core). It is the student’s responsibility to propose the experiences for which he/she would like to receive credit in the program. Practicum experiences may include activities such as clinical practice, administrative internships, additional teaching, providing special services, providing continuing education or inservice training, participation in hospital grand rounds, or multidisciplinary meetings in other settings.

At least 2 credits of practicum must be obtained through formal teaching in the student’s area of concentration. This may include teaching in the professional MPT program, teaching in another department or program, teaching a class at the student’s place of employment, or other experiences that involve formal presentation of material, examination of the pupils in the class, and evaluation of the instruction. Practicum credits for teaching are awarded at the rate of 1 credit for each 15 hours of lecture or each 30 hours of laboratory instruction.

Other practicum credits can be obtained on a negotiated basis. The general guideline for these credits is (a) 10 hrs/week for a full term for 3 credits, or (b) 50 hours for one credit. For the student who is not in the education elective core, at least 2 of the practicum credits must be obtained outside of a formal teaching setting. Research activities may not be used to fulfill the practicum requirement. All practicum credits are subject to the approval of the graduate committee.

Research: 3-9 Credits

The student is expected to complete a research project and to write a masters thesis containing at least one manuscript which meets publication standards. In most cases, the manuscript serves as the principal component of the thesis. Research and writing activities occur under the supervision of the student’s research advisor. The research topic that a student may pursue is his/her own choice. However, the student is encouraged to work in a clinical research area and to seek collaboration with a faculty member in an area of mutual interest. Research credits granted toward degree requirements are for non-coursework related activities that are necessary for the conduct of research for the masters thesis. The requirement to conduct a research project and to write the manuscript and thesis is unaffected by the number of credits elected for research in the PPMPT program.

Seminar: Maximum of 6 Credits

Ongoing participation in a regular seminar series is required of the student active in the PPMPT program. The purposes of this requirement are to have the student actively engage in reading and critical review of the literature and to provide a forum for student presentations. The emphasis of this activity is on sharing information and ideas and collegial interaction between students and faculty in the program. Students may register for 1 credit for each term of the seminar, although a maximum of 6 credits may be counted toward the 36 credit hour requirement of the program. If the student is engaged in an equivalent activity elsewhere, he/she may petition the seminar instructor to be excused from participation in a given semester.

Transfer Credits

A maximum of 18 credit hours may be transfer credits, of which a maximum of 12 may be from outside the University of Michigan System. Transfer credits must be from an accredited institution or higher education, or from a profession based institution approved in advance by the departmental graduate committee. Courses for which credit is granted must have an academic structure including evaluation of performance and grading, as well as a structured learning experience.
In some cases, credit toward the degree may be granted for coursework completed prior to entering the post-professional MPT program. Eligible courses would include graduate level courses taken after completion of the student’s professional physical therapy education, provided they have not been used to meet the requirements of any other degree. Any such credit must be approved prior to admission as part of the development of the student’s educational plan. Consistent with University of Michigan-Flint policy, no more than 9 credits taken as a NCFD student may be counted toward the PPMPT program.

Past experience and prior continuing education efforts are recognized and taken into account in the assessment of the student’s requisite core equivalency. Credit toward the program, however, is not granted. Students wishing to build upon their past efforts in order to gain academic credit toward the program can design an independent study that incorporates the experience into an academic format. An independent study contract can then be established with an individual faculty member.

In some cases up to 6 credits toward the degree may be granted for achieving professional certification with competency determined by examination at the completion of the certification process. The professional certification must be in the area of study selected for the elective core and contribute to the educational plan.

**Summary of Credit Requirements for the PPMPT Program**

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<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
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<tr>
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<tr>
<td>UM-Flint resident credits</td>
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<td>Non-Candidate for Degree credits</td>
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<tr>
<td>Transfer credits (total)</td>
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<td>(18 max)</td>
<td></td>
</tr>
<tr>
<td>Transfer credits (non-UM system)</td>
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<td>(12 max)</td>
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<tr>
<td>Requisite core credits toward program</td>
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<td>(12 max)</td>
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</tr>
<tr>
<td>Elective core credits toward program</td>
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<tr>
<td>(4 min, 9 max)</td>
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<tr>
<td>Practicum credits toward program</td>
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<tr>
<td>(9 max)</td>
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<tr>
<td>Research credits</td>
<td>3-9</td>
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<tr>
<td>PT Seminar credits toward program</td>
<td>0-6</td>
</tr>
<tr>
<td>(6 max)</td>
<td></td>
</tr>
</tbody>
</table>

**Admission Requirements**

Application for admission to the PPMPT program is open to physical therapists with (a) a current physical therapy license in the U.S. or its territories, or eligibility for a license in the State of Michigan, and (b) the equivalent of at least 2 years full time clinical work experience in the profession by the time of admission. Students must also take the Graduate Record Examination (GRE) prior to admission. Beginning in 1997, the general GRE requirement will include verbal, analytical, and quantitative sections. The student may apply for regular admission, or for admission as a non-candidate for degree when they intend to take only one or two courses.

Admission decisions are based upon the quality of the application, the availability of space, and the compatibility of the student’s interests with the interests and capacities of the Physical Therapy Department Faculty. For regular admission to the program, the student must have a cumulative grade point average (GPA) of at least 3.0 (or equivalent on a 4.0 scale) for all professional physical therapy courses taken for the professional program. Probationary admission may be considered for students with less than a 3.0 GPA. Up to 10 students are admitted to the program each year, of which a maximum of 4 may be full-time students.

In evaluating applications, the departmental graduate committee considers the applicant’s previous academic record, current GRE scores, statement of purpose, completed recommendations, and educational plan. The educational plan can be developed in conjunction with the chair of the PPMPT program. (The GRE scores and the educational plan are not required of students applying for NCFD status.) In accordance with the policies of the University of Michigan-Flint, admission decisions shall not discriminate on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap, or Vietnam-era veteran status.

Applications to the Post-Professional Master of Physical Therapy Program can be obtained from the Office of Graduate Programs (210 David M. French Hall, University of Michigan-Flint, Flint, MI 48502-2186, (810) 762-3171) or from the chair of the post-professional MPT program (Department of Physical Therapy, University of Michigan-Flint, Flint, MI 48502-2186, (810) 762-3373).

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**Courses in Physical Therapy (PTP)**

**Course in Pre-Physical Therapy**

**201. Introduction to Physical Therapy.** (1).

Overview of physical therapy and its relationship to other health professions; designed to aid the student in making an appropriate career choice. Taught as a service course to the University community; not a component of the professional preparation program of physical therapy.

**Courses in Professional and Post Professional Programs**

**323. Statistical Packages.** A course, or approved background, in probability or statistics; admission to the professional program in physical therapy or consent of instructor. (2).

Introduction to collection and interpretation of data utilizing computer technology. Value and utility of statistical tools and computer technology as a technical adjunct for critical inquiry and decision making in research and practice. Also listed as BIO 323 and SOC 323.
331. Clinical Orientation I. Admission to the professional program in physical therapy. (1).

Planned clinical learning experiences of an introductory nature, coordinated and supervised by academic faculty and clinicians in the Flint area. Emphasis on observation and interaction with patients demonstrating orthopedic problems.

341. Clinical Orthopedics. Admission to the professional program in physical therapy. (2).

Coordinated presentation of information from various health care professionals. Provides foundations for physical therapy courses which develop clinical skills in the evaluation and treatment of orthopedic conditions. Lecture and demonstration.

343. Introduction to Patient Management. Admission to the professional program in physical therapy. (1).

Introduction to basic concepts of body mechanics, transfers, and mobility training.

346. Pharmacology and Medical Diagnostics. Admission to the professional program in physical therapy. (2).

Basic principles of pharmacology and reference sources available to physical therapy practitioners. Drug usages for eight different systems with emphasis on rationale for use, mechanism of action, side effects, implications for treatment. Common laboratory evaluations, specialized neurological and medical imaging.

362. Functional Anatomy and Kinesiology. Admission to the professional program in physical therapy. (5).

Application of gross anatomy to surface anatomy and kinesiology. Basic principles of normal human movement with their application to the analysis and treatment of physical disabilities. Lecture and laboratory experiences.

363. Medical Terminology. Admission to the professional program in physical therapy or consent of instructor. (1).

Introduction to medical language used in health care settings with focus on terms describing disease states and diagnostic procedures. Also listed as MTP 321.

364. Clinical Observation Skills. Admission to the professional program in physical therapy. (1).

Development of systems of observation utilizing all sensory systems. Experiential methods used to develop observation skills; varied approaches to observation are applied in laboratory and public settings.

365. Evaluation Procedures I. Admission to the professional program in physical therapy. (3).

Lecture and laboratory experiences in manual muscle testing, goniometry, posture evaluation, gait evaluation, evaluation of joint integrity, assessing skin thickness, and palpation of anatomical structures. Overview of data collection methods for various anatomical and physiological systems. Relates to content presented in clinical orthopedics.

380. Professional Orientation. Admission to the professional program in physical therapy. (1).

Introduction to physical therapy and to the developments and trends influencing the profession; professional ethics, standards of practice, and relationships with other health care disciplines.

381. Foundation of Teaching and Learning in Physical Therapy. Admission to the professional program in physical therapy. (3).

Introduction to principles of teaching and learning as applied to professional and patient education, patient compliance, and other relevant educational situations. Basic principles of communication applied to health professional/patient interaction and intra- and inter-disciplinary communications.

382. Development and Maturation Throughout Life Stages. Admission to the professional program in physical therapy. (3).

Provides a basic understanding of biological aspects of development, maturation and aging. Addresses the progression of psycho-motor skills throughout life stages and the interaction of psycho-motor development with cognitive and affective development at each phase of development.

385. Impact of Physical Disability on Psycho-Social Dynamics I. Admission to the professional program in physical therapy. (1).

Fundamental elements of the psycho-social dynamics relevant to disability. Focuses on interactions between family, health care professionals and society. Attention given to reactions to disability, adjustments to disability and the role of the therapist as a vehicle for productive adjustment.

400. Independent Study. Admission to the professional or post-professional program in physical therapy. (1-2).

Individually negotiated learning experiences appropriate to the interests and background of physical therapy students.

401. Independent Study in Physical Therapy. Matriculation for bachelor's degree in allied health disciplines, nursing, education, or psychology. (1-5).

Individually negotiated learning experiences appropriate to the interests, capacities, and needs of members of other disciplines. By arrangement.

410. (310). Human Anatomy. BIO III, 113, 326, 432; admission to the professional program in physical therapy or consent of instructor. (6).

Detailed study of the gross structure of the human body. Laboratory involves cadaver dissection. Lecture and laboratory. Also listed as BIO 434.
412. **Neuroscience.** BIO 111, 113, 326, 432, BIO 434/PTP 410; admission to the professional program in physical therapy or consent of instructor. (3).

Principles of neuroanatomy and neurophysiology as a foundation course for physical therapy students. Also suitable for other students wishing a solid framework for understanding the structure and function of the nervous system. Lecture and recitation/laboratory. Also listed as BIO 482.

413. **Lectures in Histology and Organology.** BIO 111, 113, 326; or consent of instructor; admission to the professional program in physical therapy or concurrent enrollment in BIO 410. (3).

Microscopic structure and function of mammalian cells, tissues and organs. Lecture. Also listed as BIO 409.

414. **Pathology.** BIO 111, 113, 326, 432; admission to the professional or post-professional program in physical therapy or consent of instructor (3).

Human structural and functional disorders primarily related to physical therapy. Lecture. Also listed as BIO 485. BIO 425 and BIO 485/PTP 414 cannot both be counted toward a Biology major.

415. **Exercise Physiology.** BIO 111, 113, 326, 432; admission to the professional or post-professional program in physical therapy or consent of instructor. (4).

Detailed study of the physiological basis of exercise. Includes lecture and laboratory.

421. **Evaluation Procedures II. Admission to the professional or post-professional program in physical therapy.** (3).

Data collection methods and interpretation for neurologically based disorders. Includes lecture and laboratory experiences in nervous system evaluation and application to various neurological conditions. Relates to content presented in clinical neurology.

441. **Clinical Neurology.** Admission to the professional or post-professional program in physical therapy. (2).

Coordinated presentation of information from various health care practitioners. Foundation for physical therapy courses which develop clinical skills in the evaluation and treatment of neurological conditions. Lecture and demonstration.

450. **Physical Agents I. Admission to the professional or post-professional program in physical therapy.** (3).

Physical basis and physiological effects of superficial heat and cold, massage, diathermy, ultrasound, and ultraviolet; practice in therapeutic application. Lecture and laboratory experiences.

460. **Introduction to Research.** Admission to the professional or post-professional program in physical therapy or graduate standing. (3).

Introduction to principles and methods of research with special applications to research in physical therapy. Foundation for subsequent research courses in the professional program.

480. **Clinical Embryology.** BIO 111, BIO 434/PTP 410; admission to the professional program in physical therapy or consent of instructor (1).

Lecture and discussion of human embryology with an emphasis on the causes of congenital malformations. Also listed as BIO 470.

### Courses in Graduate Physical Therapy

500. **Independent Study for Physical Therapists.** Graduation from approved school of physical therapy and matriculation toward advanced degree in related fields. (1-5).

Individually negotiated learning experiences appropriate to background experiences and career objectives of PTs matriculating toward advanced degree in related fields. By arrangement.

501. **Independent Study in Physical Therapy.** Open only to students in allied health fields, business, education, psychology, or nursing and matriculating for graduate degrees. (1-5).

Individually negotiated learning experiences appropriate to interests, capacities, and needs of members of other health care professions or related disciplines. By arrangement.

502. **Independent Research.** Matriculation toward advanced degree in physical therapy or related field. (2-10).

Individually negotiated experiences related to the development of new knowledge in the field of physical therapy. By arrangement.

503. **Independent Study for Physical Therapy Students.** Admission to the professional or post-professional program in physical therapy. (1-5).

Individually negotiated learning experiences appropriate to the interests and background of graduate level physical therapy students.

507. **Ethics Seminar for Physical Therapy.** HCR/PHL 304 or consent of instructor; admission to the professional or post-professional program in physical therapy. (1).

Seminar focusing on moral issues for physical therapists. Also listed as HCR 507.

522. **Clinical Screening and Examination.** Admission to the professional or post-professional program in physical therapy. (3).

Introduction to systems review and identification of clinical problems requiring referral and/or collaborative approach. Focus on advanced clinical judgment and decision making.
532. (432). Clinical Orientation II. Admission to the professional or post-professional program in physical therapy. (1).
Continuation of Clinical Orientation I. Emphasis on observation and interaction with patients demonstrating neurological disorders.

533. (433). Clinical Correlations. Admission to the professional or post-professional program in physical therapy. (2).
Series of case presentations and demonstrations related to selected clinical diagnoses. Student-patient interaction and program planning.

534. Clinical Education I. Admission to the professional or post-professional program in physical therapy. (2).
Supervised clinical experience in designated clinical education sites. Two two-week affiliations at two different sites.

535. Clinical Education II. Admission to the professional or post-professional program in physical therapy. (12).
Six months of full-time supervised clinical experiences in health care agencies in Michigan and other states.

540. (440). Physical Therapy Management of Medical/Surgical Conditions. Admission to the professional or post-professional program in physical therapy. (5).
Emphasis on the role of the physical therapist in all three levels of intervention (primary, secondary and tertiary prevention) as health care providers. The course provides the foundation for physical therapy management of patients with conditions and diseases and related problems often addressed by a multi-disciplinary invention approach.

541. (422). Orthopedic Regional Assessment. Admission to the professional MPT program. (2).
Physical therapy exam, evaluation, diagnosis and prognosis of representative orthopedic and medical/surgical conditions commonly seen by physical therapists; review of evaluation procedures, exams, tests and measures. Focus on screening, assessment, data bases and implications for management of patients.

544. (444). Patient Management Techniques & Equipment. Admission to the professional or post-professional program in physical therapy. (3).
Coordinated presentation of techniques for management of functional, physiologic, safety and emergency needs in physical therapy practice to include biotechnological equipment and advances used in physical therapy.

545. (445). Orthotics and Prosthetics. Admission to the professional or post-professional program in physical therapy. (3).
Comprehensive study of orthotics and prosthetics in prevention and treatment. Medical indications, biomechanical basis, and the management of the patient with orthotic or prosthetic needs. Lecture, demonstration and laboratory practice.

551. (451). Physical Agents II. Admission to the professional or post-professional program in physical therapy. (3).
Physical basis and physiological effects of various forms of electrical current and their therapeutic uses. Lecture and laboratory experiences with practice in application.

561. (461). Current Research in Physical Therapy. Admission to the professional or post-professional program in physical therapy. (1).
Introduction to areas of clinical specialization through examination of current research literature. Students present and lead discussion on topics of interest. Application of research processes presented in PTP 460 applied through critical review of published manuscripts with special emphasis on implications for practice.

562. Research Practicum I. Admission to the professional or post-professional program in physical therapy. (2-5).
Supervised experience in designing and conducting a pilot study consistent with research design. Builds on previous research courses.

563. Research Practicum II. Admission to the professional or post-professional program in physical therapy. (2-5).
Continuation of Research Practicum I. Includes completion of a research project, preparation and submission of a publication of manuscript quality, and public presentation of the project.

570. (470). Therapeutic Exercise I. Admission to the professional or post-professional program in physical therapy. (3).
Basic principles and techniques employed in exercise programs. Motor control and motor learning are covered with an emphasis on applying the knowledge to therapeutic exercise. Builds upon principles of exercise physiology, neuroanatomy, and teaching and learning applied to psychomotor activities.

571. (471). Therapeutic Exercise II. Admission to the professional or post-professional program in physical therapy. (2).
Comprehensive approach to physical therapy and treatment of cardiopulmonary conditions. Cardiovascular rehabilitation from the acute to subacute stages and as a preventative medicine tool for high risk patients. Lecture, demonstration, and laboratory experiences.

572. Therapeutic Exercise III. Admission to the professional or post-professional program in physical therapy. (3).
Comprehensive approaches to therapeutic exercise in the treatment of neurological disorders. Builds upon knowledge and skills gained in PTP 421, Evaluation Procedures II; PTP 441, Clinical Neurology; and PTP 570, Therapeutic Exercise I. Lecture, demonstration and laboratory practice.

573. Therapeutic Exercise IV. Admission to the professional or post-professional program in physical therapy. (2).

Incorporation of joint and soft tissue mobilization into regional evaluation and treatment of orthopedic conditions. Students utilize manual therapy techniques as part of a comprehensive approach to evaluation and treatment of body segments.

581. (481). Foundation of Teaching and Learning in Physical Therapy. Admission to the post-professional program in physical therapy or graduate standing. (3).

Introduction to principles of teaching and learning as applied to professional and patient education, patient compliance, and other relevant educational situations. Basic principles of communication applied to health professional/patient interaction and intra- and inter-disciplinary communications.

582. (482). Development and Maturation Throughout Life Stages. Admission to the post-professional program in physical therapy or graduate standing. (3).

Provides a basic understanding of biological aspects of development, maturation and aging. Addresses the progression of psycho-motor skills throughout life stages and the interaction of psycho-motor development with cognitive and affective development at each phase of development.

584. Impact of Physical Disability on Psycho-Social Dynamics II. Admission to the professional or post-professional program in physical therapy. (2).

Continuation of fundamental elements of the psycho-social dynamics relevant to disability. Political, social factors related to disability, cross-cultural considerations, special aspects of disability related to specific life stages and specific disabilities.

590. Physical Therapy Management of Complex Clinical Problems. Admission to the professional or post-professional program in physical therapy. (3).

Clinical judgment and decision making. Clinical problems such as spinal cord injury, stroke, pain and developmental disabilities considered from a holistic perspective with attention given to initial through final discharge decisions.

591. Ethics in Health Care in Physical Therapy. Admission to the professional or post-professional program in physical therapy or consent of instructor (3).

Ethical and philosophical issues which impact upon physical therapy practice and research. Conflicts and issues arising out of interpersonal, professional and client relationships. Also listed as HCR 504.

592. Health Education and Community Resources. Admission to the professional or post-professional program in physical therapy or consent of instructor: (2).

Appropriate health education strategies for families, support groups and communities. Identification, utilization and evaluation of community and other resources. Also listed as HCR 581.

593. Management Theory and Practice. Admission to the professional or post-professional program in physical therapy or consent of instructor: (2).

Basic principles and practices of management, evaluation of management thought, and development of scientific management. Major administrative disciplines, human resource management, motivation, communications, transforming inputs into outputs; analytical models and quantitative tools; and management information systems. Cases used extensively. Also listed as BUS 585.

594. Issues in Physical Therapy. Admission to the professional or post-professional program in physical therapy. (2).

Addresses trends, forces and contemporary issues impacting physical therapy. Exploration of role of physical therapy in the health care industry.

595. Management of Physical Therapy Practice. Admission to the professional or post-professional program in physical therapy. (2).

Application of management theory, principles and practice to physical therapy practice in a wide array of practice settings. Legal concerns, group dynamics, quality assurance, productivity, facility planning and management functions as specifically related to physical therapy practice.

596. Seminar in PT. Admission to the professional or post-professional program in physical therapy. (1-3).

Current research topics and issues in physical therapy. Topics announced before each offering of the course.

597. Practicum in PT. Admission to the professional or post-professional level program in physical therapy. (1-6).

Planning clinical learning experiences in a specialty area of physical therapy in designated clinical education sites.
School of Management Programs

The University of Michigan-Flint offers one graduate degree through the School of Management: the Master of Business Administration (MBA). This is a part-time program offered in the evenings to accommodate working adults. The School of Management is accredited by the International Association of Management Education (AACSB).

Admission to SOM Programs

Admission applications are available from the Office of Graduate Programs, from the MBA Program Office, or on the School of Management MBA website (www.flint.umich.edu/departments/som). Admission procedures include filing a completed application, an official transcript from each college or university attended, a resume’ of work and related experience, three recommendation forms, and the scores on the Graduate Management Admission Test (GMAT). Priority application deadline for fall semester is July 1, and for the winter semester, November 1. Completed tiles received by the deadline receive priority in review; tiles completed after the deadline are reviewed if room is still available.

In making its decision, the Graduate Programs Committee of the School of Management reviews these materials. Business and managerial experience, as indicated by a resume, is also considered. Every effort is made to draw participants from diverse organizations and to balance the composition of the class so that participants are exposed to a wide range of points of view. Admission is to a particular class with a specific starting date. Each class is limited in size.

Master of Business Administration (MBA)

364 David M. French Hall
(810) 762-3163

Dean: Dr. Fred E. Williams
Coordinator of Admissions and Student Services: Janet McIntire

The Master of Business Administration (MBA) Program is designed to educate individuals to think effectively about solutions to challenges faced by management. Its emphasis is on learning and applying the principles of problem solving which lead to effective decision making. Emphasis is also placed on developing skills and techniques required in implementing decisions. The approach to decision making is quantitative and analytical. Participants learn to identify variables important for problem solving, collect and analyze relevant data, evaluate solutions, and make decisions. The curriculum also focuses on leadership, communication, business and society, international business, and working in teams.

The MBA program provides:
A. Understanding of the basic disciplines and skills important to decision making: behavioral science, communications, economics, and quantitative methods.
B. Knowledge of the functional areas of business: accounting, finance, human resource management, marketing, and operations management.
C. Understanding of the environment external to business and the integration of activities within the firm and of the firm within society.
D. Flexibility beyond the fourteen required courses that allows focus of the MBA educational experience in a manner most meaningful to the individual student. A choice from each of the following two groups completes the student’s 48 semester hour MBA curriculum.

1. A course in marketing (MGT 532), contemporary issues in management (MGT 549), finance (MGT 562) operations management (MGT 572 or 573), accounting (MGT 522, 523, 525, or 567), or selected topics in management (MGT 599).
2. A choice of the three one-credit selected readings courses (MGT 502, 503 and 504, as a group), a second course* from the list in group 1. above, or completion of an independent project (MGT 591).

* Because of scheduling constraints, selecting a second course from group 1 might require more than the normal three years to complete the MBA program.

Admission Requirements

Admission to the MBA program is open to qualified graduates of colleges and universities of the United States and elsewhere, whether the bachelor’s degree is in the arts, sciences, engineering, or business administration, and without regard to race, color, age, sex, or creed.

In evaluating applications, consideration is given to the applicant’s academic record, extracurricular activities, work experience, completed recommendation forms, results of the Graduate Management Admission Test (GMAT), and other indications of aptitude and preparedness for graduate study in management.

Admission to the program is not granted until the following materials are submitted and reviewed:
A. Official transcripts of all completed college work.
B. A résumé including work experience and extra curricular activities.
C. Three recommendations from professors and employers.
D. Scores from the Graduate Management Admission Test (GMAT), which is administered by the Educational Testing Service.

Applicants should have a strong quantitative aptitude and at least one year of formal college preparation in mathematics including at least one course in either finite mathematics or calculus.
Admission is granted for a particular starting date. Occasionally, an applicant may be asked to defer starting the program and to join a later class. New cohort groups are formed in both January and September.

Completed applications should be received by the School of Management by the published deadlines. For additional information consult:

Coordinator of MBA Admissions
School of Management
The University of Michigan-Flint
Flint, MI 48502-1950
(810) 762-3163

Grades and Scholastic Requirements

Grades are assigned by letters, some with + and - suffixes. Grades of P (pass) and F (fail) do not affect the grade point average. In computing grade point averages, the following scale of grade equivalents is used by the School of Management MBA program.

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<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
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<tr>
<td>A+</td>
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<td>A</td>
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Cumulative grade point averages are computed by dividing the total number of honor points earned by the total number of credit hours attempted. A final grade point average of at least 5.0 is required for successful completion of the MBA program.

A grade of I (incomplete) is recorded as a failing grade if all work is not satisfactorily completed by the end of the fifth week of the next official semester. Credit toward satisfaction of degree requirements is not granted for courses in which a grade below C (e.g., C-) is received. Courses in which a grade below B is received may be retaken once for credit. In such cases, both the original grade and the grade received when the course is retaken appear on the transcript and are used in determining the student’s grade point average.

Academic Rules and Regulations

See the School of Management section of this Catalog for academic rules and regulations pertaining to graduate programs offered by the School.

Requirements. All requirements must be completed within seven calendar years after the student first enrolls in the program.

A. Satisfactory completion of the following 48 Management credits:
1. Functional.
   MGT 521, 531, 542, 561, 571.
2. External Environment.
   MGT 551, 552, 585.
   MGT 501, 511, 512, 541.
4. Integrateive.
   MGT 581, 589.
5. Focus Electives. One from each group, or two from group a:
   a. MGT 522, 523, 525, 532, 543, 549, 562, 567, 572, 573, or 599.
   b. MGT 502, 503, 504 or 591 or a graduate-level course outside the School of Management approved by the SOM Graduate Programs Committee.

B. An overall grade point average of at least 5.0 is required for program completion. A grade point average of less than B (5.0) constitutes a sufficient basis for probationary status and, if the grade point average is not improved, dismissal from the program. Students with probationary status must make progress toward “good standing.” Failure to do so may result in required reduction in the maximum courses for which the student may be enrolled or other actions.

C. Transfer credit is accepted only in unusual circumstances and then only by approval of the SOM Graduate Programs Committee. Such credit, when approved, is limited to no more than six credits and must have been completed with a grade of B or better in graduate courses while enrolled as a graduate student at an AACSB accredited program, and must not be part of another degree.

D. With the approval of the SOM Graduate Programs Committee, students with appropriate undergraduate coursework may be allowed to take proficiency examinations for no more than two of the following four courses: MGT 511, 512, 521, 531. Passing a proficiency examination does not generate credit toward the 48 credit hours required for completion of the MBA Program. Substitute coursework must be elected from either the MBA elective option courses MGT 502, 503, 504, 522, 523, 525, 532, 543, 549, 562, 567, 572, 573, 591, and 599 (assuming that the course(s) selected are not being used to meet other program requirements), or from any other 400-level or higher course for which the student meets the prerequisite requirement and which is not an undergraduate version of an existing MBA course. The number of courses in which students may request proficiency examinations is reduced by one for each three-credit course transferred into the program. Students who have CPA standing may elect to substitute a graduate-level, 3-credit course for MGT 521.

The MBA program typically requires 33 calendar months to complete 48 semester hours. Students attend three terms and take five courses each year. The academic year begins in early September and ends in late June.
Sample Calendar

Following is a typical calendar illustrating the sequence of management courses for those students entering the program in the fall. A sample calendar for those entering in the winter is included in the MBA Catalog, available from the School of Management. This calendar is subject to change and students are notified of specific courses offered each semester.

Year One
Fall Semester: MGT 521, 541.
Winter Semester: MGT 501, 511.
Spring Term*: MGT 531.

Year Two
Fall Semester: MGT 512, 581.
Winter Semester: MGT 551, 571.
Spring Term: MGT 585.

Year Three
Fall Semester: MGT 561, 542.
Winter Semester: MGT 552, 589.
Spring Term*: Focus Elective.

*MGT 502, 503, 504 (1 credit each) offered each semester, or MGT 591 or a second area of focus course from MGT 522, 523, 525, 532, 543, 549, 562, 567, 572, or 599 (3 credits).

BBA/MBA Joint Program

364 David M. French Hall
(810) 766-6683
Dean: Dr. Fred E. (Ted) Williams
Program Director: Dr. Jack D. McGaugh

This program is designed to provide an opportunity for undergraduate students to enter into the MBA program during the junior year and thereby reduce by one or two years the usual pattern of a four-year full-time undergraduate degree and three-year part-time MBA degree. The BBA (with Accounting Concentration)/MBA Joint Program is designed for students who wish to take the CPA Exam in states that require 150 semester hours of university education.

Admission Requirements. Enrollment in the joint program is limited to those students who have demonstrated superior academic performance and capabilities. Suitability of a candidate for the BBA/MBA program will be based upon a review of:

A. GPA of 3.5 or better at the time of application.
B. Score of 550 or higher on the Graduate Management Admission Test (GMAT), administered by the Educational Testing Service. (The GMAT should be taken during the junior year and all application materials should be submitted prior to senior year.)
C. Two letters of recommendation, at least one of which is from a SOM faculty member.

BBA/MBA Course Waiver Policies

The following waiver policies are designed to provide a more flexible and diversified program of study for the BBA/MBA student. These policies are intended not to compromise the quality of the joint degree program, but instead to minimize possible overlaps that may exist between certain undergraduate and graduate courses, thereby enabling the student to enhance the educational experience by enrolling in other elective courses. No credit hours are given for waived MBA courses. BBA/MBA students may waive the following graduate courses by receiving a grade of B (3.0) or better in the corresponding undergraduate course(s): MGT 511 (BUS 211), MGT 512 (BUS 313), MGT 531 (BUS 330), MGT 561 (BUS 361), MGT 571 (BUS 371), MGT 581 (BUS 381).

Requirements of the BBA/MBA Program

To be eligible for the Bachelor of Business Administration and Master of Business Administration degrees in the joint program, students must satisfy the following requirements:

A. Completion of specific course requirements in English, mathematics, economics, computer science, and business administration at the undergraduate and graduate levels, totaling 150 or more credits.
B. Completion of at least 45 credit hours in undergraduate business courses, including at least 33 credits in upper-division (300 and 400 level) courses.
C. Achievement of minimum grade point averages of 2.0 in the overall undergraduate college work, 2.0 in undergraduate courses taken in the School of Management, 2.0 in the (undergraduate) concentration program, and 5.0 (B) in graduate courses taken in the School of Management.
D. Completion of at least 30 undergraduate credits after admission to the School of Management.
E. Completion of at least 27 credit hours of undergraduate business courses at the University of Michigan-Flint.
F. Completion of at least 60 credits in undergraduate courses other than business, including the general education requirements.
G. Completion of at least 45 undergraduate credits while enrolled at the University of Michigan-Flint (in residence).
H. Registration as a degree candidate at the University of Michigan-Flint for the last 30 credits (senior year enrollment).
I. Completion of the following courses: ENG 338 and CSC 151 and 152.
J. Completion of a two-course, non-business focus from any one of the following topic areas: Economics, Communications, Computer Science, Foreign Language, History, or International Studies. Specific listings of approved courses in each topic area are posted in the SOM advising center.
K. Completion of the following School of Management undergraduate core courses: BUS 201, 202, 211, 250, 313, 330, 341, 361, 371, and 381. (A student who prematurely terminates the combined degree program and obtains only a BBA degree must take BUS 489.)

L. Completion of the additional requirements for an undergraduate concentration in general business, accounting, finance, marketing, operations management, or organizational behavior and human resources management, as detailed below.

M. Completion of at least 30 graduate credit hours.

N. Completion of MGT 501, 521, 542, 551, 552, 585, and 589. Students with a significant accounting background are strongly recommended to complete an MBA Accounting Elective (522, 523, 525, or 567) in lieu of MGT 521.

O. Completion of two MBA focus electives.

P. Completion of any of the following courses for which the grade in the undergraduate similar course (indicated in parentheses) was not a B or better:
   - MGT 511 (BUS 211)
   - MGT 512 (BUS 313)
   - MGT 531 (BUS 330)
   - MGT 561 (BUS 361)
   - MGT 571 (BUS 371)
   - MGT 581 (BUS 381)

Students in the BBA/MBA Joint Program who wish to take the CPA Exam in states that require 150 semester hours of university education should earn their BBA (Accounting Concentration) and qualify to take the exam by including required courses for an undergraduate concentration:

Q. With respect to item A. above, complete the following required courses for an undergraduate concentration in accounting:
   - BUS 320, 321, 322, 323, 421, or 424
   - One elective accounting course from BUS 422, 423, or 425

R. With respect to item O. above, two of the following are recommended:
   - MGT 522 (so long as BUS 422 has not been completed)
   - MGT 523 (so long as BUS 423 has not been completed)
   - MGT 525 (so long as BUS 425 has not been completed)
   - MGT 567 (so long as BUS 467 has not been completed)

(With respect to items N. and O. - Students with an undergraduate concentration in accounting are not permitted to enroll in MGT 521. Consequently they are required to take three (rather than two) focus electives.)

A student considering the joint BBA/MBA program should meet with SOM student advising as early as possible to outline the specific curriculum based on his/her educational background and goals.

Courses in Management (MGT)

These courses are open only to students formally admitted to the MBA or the BBA/MBA Program.

501. Communication in Organizations. (3)g.

Emphasis on development of effective communication skills for the executive role. Communication proficiency, grammar review, listening, sensitivity to receivers, giving feedback, helping relationships, and diagnosing the communication health of the organization, sensitivity to receivers; response to the organizational environment. Emphasis on clarity, persuasiveness, performance in speaking and writing. Includes various contexts likely to be part of the organization dynamic: interpersonal, dyadic, small group, and public speaking. Not open to students who have completed MGT 543.

502, 503, 504. Selected Readings I, II, III. (1)g.

Readings chosen to bring participant into contact with classical and current literature underlying concepts of management written by the great minds of our civilization. May include political theory, philosophy, futurism, economics, leadership and management. Successful completion of course requirements determined by short papers. Graded Pass/Fail.

511. Managerial Statistics. Two semesters of appropriate college mathematics. (3)g.

Survey of statistical techniques for business and economic decision making. Review of probability, estimation, and sampling techniques; testing of hypotheses; correlation and regression analysis, including multiple regression; analysis of variance; chi-square tests; time series forecasting. Computer packages for data analysis. Emphasis on application of techniques for business decision making.

512. Applied Quantitative Analysis. MGT 511. (3)g.

Formulation and solution of quantitative models for decision making. Linear programming, including simplex method, dual problem and sensitivity analysis, and transportation method; integer programming; dynamic programming; nonlinear optimization; network analysis - PERT, CPM; simulation techniques; queuing theory and Markov processes. Computer packages used throughout course.

521. Managerial Accounting. (3)g.

Understanding financial statements and the fundamental accounting principles underlying their preparation and interpretation and decision making in firms where generation, analysis or reporting of financial information is involved. Understanding concepts and techniques of management planning and control systems with consideration of behavioral implications. Use of accounting
data in setting organizational objectives, budgeting, setting standards for and evaluation of performance. Multidivisional organizations and problems of control, cost behavior, product costs, contribution margins, transfer pricing, capital expenditure analysis.

522. Advanced Federal Income Taxation Theory and Research. BUS 323 or equivalent, or consent of instructor (3)g.

Subjects include advanced federal income tax concepts, related to corporations, shareholders, “S” corporations, partnerships, trusts and estates. Coursework requirements include research of taxation literature and research reports.

523. Advanced Governmental and Nonprofit Accounting and Financial Reporting. MGT 521 or equivalent (3)g.

Comprehensive study and analysis of accounting practices of government and nonprofit entities. Subject matter includes the accounting cycle; government accounting; budget process; principles of fund accounting; accounting for educational institutions, health care and welfare organizations; and the use of accounting data. Coursework requirements include research of governmental and nonprofit financial reporting issues.

525. Advanced Financial Reporting. BUS 321 and 322 or equivalent, or consent of instructor (3)g.

Subject matter includes accounting for business combinations and consolidated statements, partnerships, installment sales, segment and interim reporting, governmental/fund accounting, financial accounting and reporting theory, and other topics. Coursework requirements include research of business combinations and other financial reporting issues.

531. Marketing Management. MGT 511. (3)g.

Introduction to marketing management. Marketing environment, markets, buyer behavior and characteristics, market segmentation and target marketing, product policies, promotion strategies, distribution and pricing decisions. Case studies in consumer, industrial, and international marketing.

532. Marketing Strategies. MGT 531. (3)g.

Traditional concepts such as market segmentation and product life cycle; new concepts such as product positioning, market structure analysis, portfolio management, and consumer measurement. Theory and models applicable to product development; emphasis on consumer measurement techniques and new product planning. Focus on strategic issues of the marketing planning process and its integration with the new product development process.

541. Individual and Organizational Behavior. (3)g.

Theories and research evidence of individual, interpersonal, small group, and organizational behavior for more effective management. Values, attitudes, motivation, and satisfaction; interpersonal relationships; small group behavior including leadership, conflict management, and team development; classical and contemporary theories of management including matrix management, organic versus mechanistic, structure as a function of process, and culture.

542. Human Resource Management. MGT 541. (3)g.

Effective use of human resources within an organization; behavioral forces which affect decision making and leadership behavior. Personnel policies and procedures, employment training, merit rating, wage administration, labor relations, cross-cultural differences in people and organizations, and international personnel problems.

543. Interpersonal and Communication Skills. (3)g.

Experiential focus on developing skills necessary for effective management. Self-presentation, interpersonal influence, counseling, feedback and performance appraisal, process observation, bargaining and negotiating. Not open to students who have completed MGT 501.

549. Contemporary Issues in Management. (3)g.

Applied research and discussion of recent developments and trends that affect organizational behavior and human resource management. Students complete projects, special reports, and presentations that provide in-depth and hands-on exploration of the selected topics.

551. Business Economics. MGT 511; principles of economics helpful. (3)g.

Analysis of the economic environment; major forces and government policies affecting business conditions. Macro and micro economic theory analyzed and applied to efficient operation. Measuring business conditions, monetary and fiscal policy, inflation, interest rates, employment, and demand analysis for the firm and industry, short- and long-run production and costs, market structures, determination of prices, and non-price aspects of competition.

552. Business and Its Environment. (3)g.

External environment (social, political, legal) within which organizations operate, primarily from corporate manager’s viewpoint, including attention to ethical considerations. Public issues management within the corporation, including environmental scanning, public policy analysis, and political action. Conducted primarily as a case discussion course.

561. Principles of Finance. MGT 521, 551. (3)g.

Introduction to tools of financial management in a large modern corporation. Core topics include valuation, risk-return relationships, capital budgeting, capital structure, long-term financing, divi-
dend policy and international finance. Overall emphasis on understanding analytical models for financial decision making.

562. Corporate Finance. MGT 561. (3)g.
Emphasis on application of tools of financial decision-making to actual business problems within a case study and discussion format. Traditional topic areas such as working capital management, capital budgeting, capital structure and leverage, dividend policy, techniques, mergers and acquisitions, as well as an introduction to new developments in corporate financing.

567. Financial Statement Analysis. MGT 561 or equivalent (3)g.
The course focuses on uses and interpretation of public financial statements and economic data from the markets. Quantitative methods to analyze, forecast, and examine market reactions to data are employed. Emphasis on real world cases, research, and communication of results through written reports and presentations.

571. Operations Management I. MGT 512. (3)g.
Introduction to operations management; issues relevant to effective integration of human and technical elements of productive systems. Decision making framework for assessing and evaluating a wide range of operating alternatives relative to design, scheduling and control in both manufacturing and service organizations. Key characteristics, management tasks, and means of organization and control in different types of operating systems.

572. Operations Management II. MGT 571. (3)g.
Second course in operations management; decision-making in the broader perspective of planning and control. Material and information flows through an organization; anticipating loads, planning capacities, and designing and loading facilities to meet capacity requirements. Problems of introducing new technology; planning integration backwards or forwards in the process. Development of focus for the facilities and infrastructure; and a plan for operations supporting the overall strategy of the organization.

573. Topics in Quality Management. MGT 571 or consent of instructor. (3)g.
Topics include total quality management concepts, management issues related to quality improvement, Baldrige Award criteria, TQM implementation issues and strategies, and international standards. Statistical tools for quality improvement such as statistical process control, problem-solving methods, quality engineering (Taguchi methods), re-engineering and quality function deployment also will be discussed with emphasis on applications.

581. Integrated Management Information Systems. (3)g.
Concepts, techniques and equipment required for information systems supporting management decisions. Information requirements for decisions. Systems for collecting, processing, storing, retrieving and distributing information. Critical decisions in the design of a management information system.

585. Topics in Quality Management. (3)g.
As the world economy moves toward a highly interrelated, interdependent state, no nation will be immune from the forces of the global market. Increased interdependency, however, does not mean market uniformity or universality of management practices. Cultural, political, and economic diversity differentiate nations and create unique market and operational opportunities. Managing a business in such a milieu requires an understanding of this diversity. Because of the impact and the influence of the global market on the management of firms, this course deals with the fundamental concepts of managing from an international perspective. This perspective considers strategic, functional area, organization and control, ethical, and cultural issues.

589. Management Strategy. All core MBA courses. (3)g.
Development of a framework for strategy formulation and implementation. Identification of threats and opportunities; assessment of strengths and weaknesses; evaluation of alternatives. Study of the organization and its environment as viewed by its top management. Cases used to offer student experience in analyzing, synthesizing and presenting policies and action plans.

591. Applied Research Project. Third year of program; selection and agreement of advisor (3)g.
Applied research project; in-depth study of a management problem. Student completes a project demonstrating command of the material, ability to relate it to a real problem, and an analysis and conclusions. Student encouraged to choose a job-related topic, the solution of which will benefit the student’s employer and career. Student works independently with guidance of a faculty advisor of his or her choice.

599. Special Topics in Management. (3)g.
Specific topics to be announced in advanced of registration. Offered at irregular intervals.
UNIVERSITY HONORS PROGRAM

264 Murchie Science Building
(810) 762-3360

Program Director: Dr. Maureen Thum (English)
Principal Secretary: Mary L. Packer

Program Council: Profs. Lois Alexander (MUS), Charles Bailey (SWK), Richard Darnell (PTP), Harry D’Souza (MTH), Lauren Friesen (THE), Susan Gano-Phillips (PSY), Judith Kollmann (ENG), Gary Pace (BIO), Judy Rosenthal (ANT).

Department Representatives: Profs. Adele Newson (AFA), Gary Pace (BIO), Virgil Cope (CHM), Charles Apple (COM), William Farrell (CRJ), Mojtaba Vaziri (CSC/PHY/EGR), Martin Kaufman (ERS), Mark Perry (ECN), Susan Woestehoff (EDU), Judith Kolhmann (ENG), Imane Hakam (FRN), Roy Hanashiro (HIS), Harry D’Souza (MTH), Lois Alexander (MUSART), Ellen Woodward (NUR), Richard Gull (PHL), Richard Darnell (PTP), Peter Gluck (POL), Susan Gano-Phillips (PSY), Albert Price (PUB), Betty Velthouse (SOM), Rafael Mojica (SPN), Charles Bailey (SWK), Judy Rosenthal (SOCANT), Lauren Friesen (THE).

Programs in Honors

The University of Michigan-Flint offers two programs in Honors:

- The four-year University Honors Scholar program. This program, designed for entering freshman, consists of a Freshman/Sophomore phase and a Junior/Senior phase, parallels the regular university non-honors curriculum from freshman through senior years.

- The two-year Junior/Senior University Honors Scholar Program. This program, designed for transfer students and students who do not apply to the Honors Program until the end of their sophomore year, parallels the second phase of the four-year Honors Scholar Program and includes similar requirements.

Note: Honors courses are fully complementary to the regular non-honors degree program. With few exceptions, students in the Honors Program are not required to complete additional or “add-on” courses - that is, courses taken in addition to the regular requirements for graduation. In the Freshman/Sophomore phase of the program, the core honors courses also fulfill general education requirements (ENG 111, 112, humanities, social sciences and area options). In the Junior/Senior phase of the program, honors courses fulfill the requirements for upper-level courses (those numbered 300 or higher) in the major area of concentration.

The University Honors Scholar Program

The two-phase Honors Scholar Program consists of a Freshman/Sophomore core curriculum of Honors courses and a Junior/Senior concentration that includes an Off-Campus Study Semester, a Senior Thesis, and a Senior Honors Seminar.

Students completing the entire two-phase program are named University Honors Program Scholars and have such recorded on their transcripts and diplomas along with departmental and/or school honors. Students completing the two-year Junior/Senior Honors Scholar Program are named Junior/Senior University Honors Program Scholars and have such recorded on their transcripts and diplomas along with departmental and/or school honors. (See description of the two-year Junior/Senior Program below.)

Admission Requirements

- Entering freshmen who have been accepted into the University of Michigan-Flint submit a separate application for the Honors Program (available from Admissions).
- Selection is based on strength and diversity of curriculum and extracurricular activities, letters of recommendation, a writing sample, ACT scores, grade point average, class rank and an interview.
- GPA of 3.5 or higher and Composite ACT score of 26 or higher are recommended.

Phase One: Freshman/Sophomore Program

During freshman and sophomore years, Honors students together as a class complete a core curriculum of four Honors courses. The four courses (HON 155, 156, 251, 252) are intended to encourage the students to look beyond the confines of their own disciplines and to develop a more complex, multi-disciplinary perspective. As part of the curriculum, freshmen also participate in an annual day-trip to the Festival Theater in Stratford, Canada, to attend a theater performance.

Advisor: Honors Program Director. Students should also seek the advice of an advisor in the department of their major area of concentration.

Area Options. One of the two required area options must be in a foreign language.
Requirements.

A. HON 155, 156, 251, 252
B. Completion of the foreign language area option by one of the following:
1. Completion of the 211 course of any foreign language currently offered at the University of Michigan-Flint (prerequisite: completion of the prerequisite class or placement into the 211 course).
2. Completion of a one-credit Honors directed reading course in the language of choice, FRN 205, GER 205, LAT 205, PTG 205, or SPN 205 (prerequisite: completion of the prerequisite class or placement into the 211 course).
3. Placement out of the 211 course and into a higher-level language course. Such placement means that the requirement is waived, and the foreign language option considered fulfilled.
C. Completion of three honors elections. (See Honors Elections below.)
D. Completion of 55 credits with a cumulative GPA of 3.4 or higher.
   Note: In order to graduate from the four-year program, students must achieve a cumulative GPA of 3.5 or higher.

Transcript Designation
Students who complete the requirements of the Freshman/Sophomore phase of the program with a cumulative GPA of 3.3 or higher are named Freshman/Sophomore Honors Scholar Program Students and have such record-ed in their transcripts.

Phase Two: Junior/Senior Concentration Program

The Junior/Senior phase is designed to promote independent study and scholarship within the student’s concentration or major area of specialization. During the sophomore year, students apply for acceptance into the concentration. After they are accepted, students, with the aid of the Honors Representative for the department, select an advisor. The advisor works closely with the student in planning the course of study for the concentration, as well as in planning for the final senior year project.

Note: For students enrolled in professional preparation programs in academic units other than the College of Arts and Sciences, the requirements for the junior and senior level and beyond are carried out under the provisions of a program-specific honors policy and procedure approved by the Honors Council. Students develop and implement an honors program contract coordinated by the professional program and subject to the approval of the Honors Program Director.

Admission Requirements

- Sophomores consult the Honors Representative (listed above) for the department or school in their major area of concentration concerning requirements for acceptance into the Junior/Senior phase of the program. This must be done in the fall of the sophomore year.
- Students should have completed all requirements of the Freshman/Sophomore phase of the program.

Advisor: Honors Advisor in the major area of study working in cooperation with the Honors Program Director

Requirements.

A. Independent Study/Research Methods Course. HON 393 or equivalent in the student’s concentration (1-3 credits).
B. Off-campus Study Proposal. Completed in conjunction with the Research Methods Course.
C. Off-Campus Study Semester. HON 495 or equivalent in the student’s concentration.
D. Honors Thesis. HON 496 or equivalent in the student’s concentration.
E. Senior Honors Seminar. HON 498 (390), generally taken in the winter semester of senior year.
F. Completion of two additional honors elections.
G. Completion of all University requirements and requirements for the major area of concentration
H. Cumulative GPA of 3.5 or higher.

Special Features of the Honors Program

Honors Elections

Students are required to complete a total of five honors elections over their entire course of study in the four-year Honors program, three during the Freshman/Sophomore phase of the program and two during the Junior/Senior phase.

- Two elections must be outside the student’s major area of concentration.
- One election may be a service election (see below).

To complete an honors election, the student develops an independent study project in conjunction with any regular course. Honors elections may not be completed for HON 155, 156, 251, 252 or 498.

The student approaches the professor early in the semester, and plans a study project which requires at least 15 hours of extra work over the semester. The student and the professor agree upon a time line and sign an Honors Election Contract (available from the Honor Program Secretary, Mary Packer, in Biology, 264 MSB).

Honors election projects serve to supplement in depth or in breadth the regular course or experience of the course. They may include the following:

- a short essay, lab report, book report, or research paper
- an additional assignment for the course
- a performance review
- an oral presentation
- a performance
- field work or report on field work
- a conference presentation
- a study of another culture attached to a foreign language course
- any project considered appropriate by the instructor as a means to extend the breadth or depth of the course

A service election requiring a minimum of 30 hours of service may be fulfilled in one of the following ways:
a community service project completed through the Service Learning Office. For details and forms, contact Laura Bucklen, 338 UCEN, (810) 766-6898.

a service project within the university. The project is completed under the auspices of a professor, generally in connection with a course. It may also be completed under the auspices of the supervisor of a department (for example, the Head of Circulation in the library).

a service project within or in connection with the Honors Program under the auspices of the Honors Director or the Honors Director’s designate.

Honors elections in the form of independent study projects, conference presentations, field research projects and the like may be completed in conjunction with independent study courses HON 292 and 393 subject to the approval of the supervising professor and the Honors Director.

Honors elections do not receive a grade. Instead, the work is evaluated as satisfactory or unsatisfactory by the instructor, and the results reported on the appropriate form to the Honors Program Secretary. The evaluation is not used in arriving at a grade for the course. Forms and detailed instructions are available from the Honors Program Secretary, Mary Packer, in Biology, 264 MSB

The Off-Campus Experience

The core of the Junior/Senior phase of the program is the Off-Campus Study Project. Students begin preparing for this project in their junior year, with the aid of their Honors Advisor. Students submit a proposal for their Off-Campus Study project, and a budget estimating expenses. Students are eligible for up to $3000 in expenses from the Honors program, and may apply for additional research support through the Office of Research in order to cover the costs of traveling and conducting research. Students are encouraged to travel to other states and other countries in order to benefit from a new and different context.

Sites for the Off-Campus Experience may include:

- university campuses
- research institutes
- hospitals or other similar institutions
- places of business
- political offices (internship in Washington, DC, for example)
- a site in the field for work in biology, anthropology, archeology, health care
- an appropriate site agreed upon by the student, the Honors advisor and the Honors Director

Possible projects may include:

- travel connected with the student’s research, creative project or performance
- an appropriate project agreed upon by the student, the Honors advisor, and the Honors Director

Project Proposal: The Research Methods Course

During their junior year, students enroll in a 300-level Independent Study/Research Methods course (HON 393 or the equivalent in their concentration). This course is designed for the development of the Off-Campus Study Proposal. In order to complete this course satisfactorily, students should:

- work one-on-one with their departmental Honors Advisor to develop a project.
- conduct individual research to find several potential sites for the Off-Campus Study Experience.
- consult the Honors Director concerning required format of the proposal.
- submit the proposal and a budget estimating expenses for the Off-Campus Study Experience to the advisor for approval.
- submit the proposal to the Honors Director who in turn submits it to the Honors Council for approval.

Funds are released and credit for HON 393 (or the equivalent) is given only after the completed proposal has been approved by the Honors Council.

Project Development: Honors Thesis I

In conjunction with their Off-Campus Study Experience students enroll in HON 495 (or the equivalent in the concentration), an independent study course which provides four credits for the Off-Campus Study Experience. To allow for flexibility in scheduling, the student may enroll in HON 495 or its equivalent before, during or after the Off-Campus Study Experience.

The student may arrange for additional credits in one or more of the following ways:

- Arrangements may be made for credits to be transferred from a summer course or study program, if applicable.
- The student may undertake an additional independent study course, such as HON 393, with the approval of the Honors advisor and the Honors Director.

The student receives no credit and no final grade for HON 495 (or its equivalent) until the Honors Thesis (HON 496 or the equivalent) is satisfactorily completed. Until that time, the student receives a grade, designed for work in progress.

Project Production: HON 496

Following the Off-Campus Study Experience, the Honors student completes a Senior Thesis or creative project under
the supervision of the Honors Advisor. The Honors Thesis or project is designed to provide expertise in the student’s discipline and further enrichment of the student’s curriculum.

The Honors Thesis is generally a research paper ranging in length from 35 to 60 pages. The paper should be well written, carefully documented and organized.

A creative project also could meet the requirements of the senior project. The production, performance or creative work should be fashioned according to the requirements of the student’s specific area of study, and must be deemed appropriate by agreement of the Honors Advisor, the Honors Director and the Honors Council. Examples include:

- the writing and directing of a play
- the production of a film
- the creation of a piece of music or art

The Honors Thesis or project may represent original research or a new finding in the field or may be an original creative work. It may also result in conference presentations and publications in scholarly journals. However, originality in the form of new findings in the field is not required for the completion of a satisfactory thesis, nor is publication or presentation at a conference.

Completion and Approval of the Honors Thesis

To complete the Honors Thesis satisfactorily, the student should:

- develop drafts of the Honors Thesis in cooperation with the Departmental Honors Advisor.
- consult with the Honors Director concerning Honors Thesis format.
- submit the final approved draft to a committee of readers generally consisting of the advisor, a second member of the department, an outside reader, and the Honors Director or an Honors Council member.
- give a Thesis presentation before the committee or at a conference.
- submit a final draft of the Honors Thesis for binding.

Final Submission and Binding

The student does not receive a grade for HON 495 and 496 (or their equivalents in the concentration) until the student has submitted the final revised draft of the thesis in the department, ready for binding; at the Print Shop.

Generally seven or eight bound copies are made, one for each member of the committee of readers, one for the department, one for the Honors Program, and one or more copies for the student. Binding costs at the Print Shop are generally covered by the school or department.

Senior Honors Seminar: HON 498

Students generally enroll in the Senior Honors Seminar, HON 498 (390), in the winter semester after they return from their Off-Campus Study Experience. The seminar allows Honors students from different disciplines to come together to share ideas and perspectives from a cross-disciplinary perspective.

The Junior/Senior University Honors Scholar Program

This two-year program parallels the Junior/Senior phase of the four-year University Scholar Program. It is designed for

- transfer students from community colleges and universities.
- University of Michigan-Flint students who did not previously participate in the Honors Program.

Students accepted into the Junior/Senior two-year program apply for admission into their concentration in the school or department of their choice.

Upon completion of the program, students are named Junior/Senior University Honors Program Scholars and have such recorded on their transcripts and diplomas along with departmental and/or school honors.

Prerequisites.

- Completion of 55 credits at the University of Michigan-Flint and/or by transfer.
- GPA of 3.5 or higher, based on all courses completed in the freshman and sophomore years. (Transfer students must present their complete transcripts.)
- Completion of at least three quarters of the general education requirements.
- Departmental recommendation for acceptance into an honors concentration program.
- Approval by the Honors Program Council.

Area Options. One of the two required area options must be in a foreign language, as stated in the University Honors Scholar Program.

Requirements.

- Completion of requirements for a BA, BS, BME or BBA.
- Completion of a departmental honors concentration program.
- GPA of 3.5 or higher at the University of Michigan-Flint.
- HON 355, 495 (or departmental equivalent), 496 (or departmental equivalent), 498.
- Two courses taken as honors elections (see Honors Elections above).
Courses in the Honors Program (HON)

Study, discussion, and written critical analysis of works ranging from epic poems to political treatises. Subject matter may be scientific, historical, or philosophical works from the period of Classical Greece to the Middle Ages and the Renaissance. Two class periods a week devoted to writing in a variety of expository modes. Writing is related to works under discussion and includes a paper of some depth and complexity. Completion of HON 155 and 156 fulfills the general education requirement in English composition. Graded ABC>N.

156. Great Books II. HON 155 or consent of Honors Director. (5)h/wc2.
Study, discussion and written critical analysis of works from the Enlightenment to the nineteenth and early twentieth centuries. Two class periods a week are devoted to written critical analyses. Writing includes a research paper of some depth and complexity. Completion of HON 155 and 156 fulfills the general education requirement in English composition. Graded ABC>N.

251. Great Ideas I. HON 156. (3)h or s/vi1.
In-depth exploration of key concepts, ideas and themes in the history of civilization. Emphasis on class discussion, critical reading and writing. Course content determines whether h or s credit applies. Graded ABC>N.

252. Great Ideas II. HON 251. (3)h or s/vi1.
Continued focus on key concepts, ideas and themes in the history of civilization. Emphasis on class discussion, critical reading and writing. Course content determines whether h or s credit applies. Graded ABC>N.

292. Directed Reading. Consent of Honors Program Director. (1-3)h or s.
May be reelected to a total of six credits.

Study, discussion and written critical analysis of works ranging from epic poems to political treatises. Subject matter may be scientific, historical or philosophical works from the period of classic Greece to the Middle Ages and the Renaissance. Writing is related to works under discussion and includes a research paper of some depth and complexity. When elected for 5 credits, two class periods a week are devoted to writing in a variety of expository modes; election for 3 credits only by approval of the Honors Program Director. Class meets with HON 155; students complete additional assignment appropriate to a 300 level course.

393. Independent Study and Research Methods. Acceptance into the Honors Program; consent of Honors Director. (1-3).
Also listed as departmental credit in schools and departments offering an honors concentration. May be re-elected for a total of 6 credits. Graded ABCDE.

495. Honors Thesis I (Off-Campus Study). Acceptance into the Honors Program; consent of Honors Council or its designee; consent of department chair; (4).
Independent study course designed for the off-campus study experience. Credit and grade are not given until completion of HON 496. Also listed as departmental credit in all departments offering honors concentrations.

496. Honors Thesis II (Senior Honors Project). Acceptance into the Honors Program; consent of Honors Council or its designee; consent of department chair; prior or concurrent election of HON 495. (4).
Independent study course designed for the completion of the Senior Honors Project (Honors Thesis). Also listed as departmental credit in all departments offering honors concentrations.

498. (390). Senior Honors Seminar. Prior or concurrent election of HON 496. (3).
Seminar for students completing the departmental honors concentration program. Topics derived from each student’s specialized work discussed from an interdisciplinary perspective. Also listed as departmental credit in all departments offering an honors concentration. Graded ABC>N.

International and Global Studies (INT)

322 David M. French Hall
(810) 762-3366
Website: http://www.flint.umich.edu/Departments/internatl
Director: Dr. Joseph Rahme (History)
Associate Director: Dr. Seyed Mehidian (Management)

Core Faculty: Ricardo Alfaro (Mathematics), Madhukar Angur (Management), Linda Carty (Sociology), Lauren Friesen (Theatre), Roy Hanashiro (History), Adam Lutzker (Economics), Seyed Mehidian (Management), Kristine Mulhorn (Health Care), Derwin Monroe (Political Science), Mark Perry (Economics), Joseph Rahme (History)

Program Faculty: Anath Aiyer (Anthropology), Carolyn Campbell (Africana Studies), Iman Hakam (Foreign Languages), Richard Hill-Rowley (Earth and Resource Science), Matthew Hilton-Watson (Foreign Languages), Kim Jones (Dance), Peggy Kahn
(Political Science), Martin Kaufman (Earth and Resource Science), Jamile Lawand (Foreign Languages), Tsvifk Nas (Economics), Adele Newson (African Studies), Nallapu N. Reddy (Economics), Theodosia Robertson (History), Judy Rosenthal (Anthropology), Suzanne Selig (Health Care), Beverly Smith (Anthropology), Eugene Studier (Biology), Maureen Tippen (Nursing), Marsha Watkins (Art), David Wigston (Office of Research), Ellen Woodman (Nursing)

The International and Global Studies program is an interdisciplinary program that aims at providing students with a framework for focusing on international relations. The program has grown out of the conviction that International and Global Studies merits its own focus. The purpose of the program is to enable students to gain an international perspective of human events and behavior; to appreciate the cultural diversity of the world; to discern international patterns and processes, and to understand their impact on particular regions. Students can major in one of the existing fields (e.g., history, management, or nursing) with a minor in International and Global Studies.

The core courses are designed to provide students with an international perspective at three levels: chronological, spatial, and thematic. The program is enriched by study abroad courses organized by the University faculty, and by the opportunity for students to study at the Japan Center for Michigan Universities located in Hikone, Japan. Students will earn University of Michigan-Flint credits by participating in University of Michigan-Flint sponsored study abroad courses. Furthermore, INT provides information to students who are interested in study abroad in general and issues International Student/Teacher Identity Cards. The program is enhanced further by co-sponsoring events with the International Student Organization and by a variety of extracurricular activities, including lecture series.

Programs in International and Global Studies

A minor in International and Global Studies is available.

Minor in International and Global Studies

Requirements. Eighteen credits, distributed as follows:

A. Core, 6 credits from the following: INT/ANT 100, INT/GEO 115, INT/HIS 113, INT/POL 230.

B. Options, 12 credits. A program planned with a Program Advisor, including courses from both the Area Studies Option and the Topical Studies Option below. Up to six credit hours from a study abroad program approved by the International and Global Studies Program and the appropriate department may be applied to the Option category.

1. Area Studies Option. Focus on various regions of the world from the perspectives of different fields, including art, culture, economy, history, language, literature, music and politics.

2. Topical Studies Option. International themes from the perspectives of different fields.

Health and World Environment: ANT/HR 330; GEO 150, 372; GEO/RPL 215; HCR 331; NUR 381; RPL 312.

International Management: BUS 385, 432, 466.

International Political Economy: ANT 352; ANT/POL 351, ANT/INT 415; ANT/SOC 375; ECO 332, 356, 360; HIS 295, 328; HIS/INT 346; POL 245, 333, 346, 437; POL/PUB 441.

Language and Culture Studies: AFA/DAN/INT 204; ANT 355; ANT/LIN 290, 335; ANT/SOC 325/PSY 361; ANI 359/WGS 358; COM 381; HIS 387; MUS 226.

Women’s and Gender Studies: ANI/WGS 378; HIS/WGS 370; SOC/WGS 376; WGS 399.

C. Cognate, 0-8 credits. Completion of one of FRN 112, GER 112, JPN 112, LAT 105, RUS 112 or SPN 112; or equivalent proficiency by examination.

See Foreign Languages for concentrations in French, German or Spanish and International and Global Studies combining the International and Global Studies minor with a 22-credit program in either French, German or Spanish.

Courses in International and Global Studies (INT)

100. Introduction to Anthropology. (3)s/cs1

Examination of the enormous cultural diversity within and between the world’s peoples and the political importance of this diversity today. Subsistence methods, kinship patterns, power relations, linguistic variations, cultural conflicts, and forms of inequality around the world. “Culture” as a historically dynamic process that is both creative and constantly undergoing transformation. Graded ABCDD->N. Also listed as ANT 100.

113. World Civilizations since 1600. (3)s/wc1.

Survey of cultural, social, intellectual, economic and political heritage in the development of major
civilizations since the seventeenth century. History and interconnections among civilizations of Europe, the Mediterranean periphery, East Asia, the Middle East, Sub-Saharan Africa, the Americas, and the Indian Subcontinent, examined from a global perspective. Not open to students who have completed HIS 111. Also listed as HIS 113.

115. **World Regional Geography.** (3)s/cs2.
Global patterns of economic development, land use, population and human conflict. Where and how people live and interact with the environment in different parts of the world including problems of famine, trade, geopolitics and ethnic conflict. Graded ABCD>N. Also listed as GEO 115.

204. **World Dance Forms.** Sophomore standing; DAN 116, 117, 118, or 120, 121, or 130, 131; or consent of instructor (2)f
Movement and lecture course with emphasis on global cultures and their folk traditions through dance. Specific area of exploration determined a semester prior to course offering. Also listed as AFA 204 and DAN 204.

230. **International Relations.** (3)s.
Introduction to major concepts and theories of international relations. The role of the state and non-state actors in international affairs. Problems of war and peace, globalization, and development. Also listed as POL 230.

241. **Introduction to Latina/Latino Studies.** (3)s/cs3.
Introduction to histories and cultures of Latino/as in the U.S. Labor, migration, demography, issues of identity, assimilation and resistance, and gender. Focus on ambiguities of the Latino/a experience and connections between local, national and global levels. Includes a field experience component. Also listed as HIS 241 and MAS 241.

346. **Twentieth Century World History.** Junior standing or consent of instructor (3)s/cs2.
Survey of the history of the world in the 20th century in its political, economic, social, and cultural manifestations. Central historiographical themes of the 20th century: salient issues confronting the globe entering the 21st century. Also listed as HIS 346.

372. **Biogeography.** GEO 150, 203; BIO 111; or consent of instructor (3).
Geographic distribution of plants and animals, past and present, as influenced by geological, biological, geographical, human and other factors. Mass extinctions, geographic diffusion, major biomes, human evolution, environmental issues, biogeographical mapping techniques. Also listed as GEO 372.

383. **Special Topics on Japan I.** Enrollment in Japan Center Program. (4).
Topics determined on annual basis at the Japan Center.

384. **Special Topics on Japan II.** Enrollment in Japan Center Program. (4).
Topics determined on annual basis at the Japan Center.

385. **Japanese Society and Culture I.** Enrollment in Japan Center Program. (4)s/cs2.
Exploration of Japanese culture from a variety of viewpoints and including such topics as the family, women’s roles, education, religions, politics, architecture and economics. Also listed as ANT 385.

386. **Japanese Society and Culture II.** Enrollment in Japan Center Program. (4)s/cs2.
Continuation of ANT/IGS 385. Also listed as ANT 386.

394. **Special Topics in Study Abroad.** Enrollment in Study Abroad Program and consent of instructor: (3).
Study abroad course open to all UM-Flint students. Graded ABCD>N.

395. **Directed Research in Study Abroad.** Enrollment in Study Abroad Program and consent of instructor. (3-6).
Study abroad directed research course open to all UM-Flint Students. Graded ABCD>N.

398. **Topics in International and Global Studies.** Consent of instructor; at least sophomore standing. (1-6).
Different topics each semester and/or section, to be announced in advance of registration. Graded ABCD>N.

415 **Seminar on Contemporary Global Issues.** SOC/ANT 302 or SOC/ANT 303. (3)s
Issue-based course linking recent social theory, empirical research, and predicaments of public policy, within a comprehensive global framework. Focus on process of globalization and issues of social and political importance that have become central to recent debates within and outside the academy. Multi-disciplinary approach will employ materials drawn from the U.S., Europe, and the developing world that highlight recent global socio-economic transformations. Course designed to serve students majoring in a number of different fields, especially those engaged in specific research projects and/or preparing for graduate school. Also listed as ANT 415.

**Graduate Courses in International and Global Studies**

515. **Seminar on Contemporary Global Issues.**
Graduate standing; SOC/ANT 302 or 303. (3).
See INT 415 for description. Not open to students with credit for ANT 415. Also listed as ANT 515.
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Terry, Charles M. (1999), *Assistant Professor in Sociology*; University of California, B.A., Ph.D.
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Woehrle, Kathleen (1995), Assistant Professor of Social Work; Michigan State University, B.S., M.A.; Ohio State University, M.S.W.

Woepehoff, Sue A. (1969), Professor of Education; University of Minnesotta, B.S., M.A., Ph.D.

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Wu, Lung Chiang (1981), Associate Professor of Computer Science; Cheng Kung University, B.S.; Kansas State University, M.S.; University of Michigan, M.S., Ph.D.

Wyneken, Matthew F. (1978), Associate Professor of Mathematics; Wabash College, A.B.; University of Michigan, A.M., Ph.D.

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As of November 1, 2000

Gerbs, Francis R (1991), Clinical Professor II in Health Care; Wayne State University, M.S., Ph.D.

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Rodd, Becky J. (1996), Clinical Assistant Professor II of Physical Therapy; Texas Woman’s University, B.S.; Washington University, M.H.S.
Rossman, Carol L. (1996), *Clinical Instructor II in Nursing*; Michigan State University, B.S.N.

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Hart, David J. (1977), *Associate Librarian*, University of Michigan-Flint, A.B.; School of Library Science, University of Michigan, A.M.L.S.

Im, Clara Kui-Bin (1988) *Associate Librarian*, Beloit College, B.A.; University of Wisconsin-Milwaukee, M.L.I.S.; Rochester Institute of Technology, A.A.S.

Lyst, Elizabeth S. (1997), *Associate Librarian*, Vanderbilt University, B.A.; University of Michigan, M.I.L.S.


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Ackley, Maurice R., B.A., *Adjunct Lecturer in Education*

Ackley, Shirley J., B.S., *Adjunct Lecturer in Education*

Agarwal, Atul, B.S., M.B.A., Ph.D., *Adjunct Lecturer in Management*

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Alisoglu, Roy M., B.S.N., M.S., *Adjunct Instructor in Health Care*

Allar, Gregory W., B.A., M.A., Ph.D. *Adjunct Lecturer in Management*

Allegro, Marc M., B.S., B.S.N., M.S., *Adjunct Lecturer in Nursing*

Arellano, Ralph, Jr., B.A., *Adjunct Lecturer in Education*

Asman, Kevin G., A.B., M.A., *Adjunct Lecturer in English*

Aultman, Julie M., B.A., M.A. *Adjunct Instructor in Health Care*

Baker, William D., B.S., M.B.A., *Adjunct Lecturer in Management*

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Barkman, Danielle A., B.A., *Adjunct Lecturer in Foreign Languages*

Barnes, Allan J., B.A., M.A., *Adjunct Lecturer in Art*

Bauer, Jill M., B.A., M.A., *Adjunct Lecturer in English*

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Benoit, Jon L., *Adjunct Lecturer in Theatre & Dance*

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Blood, Stanley B., B.A., *Adjunct Lecturer in Communication*

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Braun, Roger E., B.M., M.M., *Adjunct Instructor in Music*

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For More Information

The University of Michigan-Flint
Flint, Michigan 48502-2186
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The University of Michigan-Flint welcomes inquiries in person, by telephone, or by mail.

Visits

Visitors are welcome on campus at any time during normal business hours. Those interested in admission should call the Office of Admissions and Recruitment for an appointment.

Hours

Most University offices are open from 8:00 a.m. to 6:30 p.m., Monday through Thursday and from 8:00 a.m. to 5:00 p.m. on Friday. Selected offices are also open for additional evening hours.

All University offices may be reached by dialing the number above, or you may dial offices directly by using the numbers below. Individual building hours are posted at the main entrances of all buildings. Contact the Department of Public Safety if you have a question about building hours.

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