New Student
First Year Handbook
2019
Welcome Briggsies!

Congratulations on your admission to MSU and welcome to Lyman Briggs College. The Student Success and Academic Advising team are excited to help you begin your journey to graduation. We will begin working with you this summer, continue that conversation in the fall, and will be in Holmes Hall to assist you in the coming years through graduation and BEYOND.

Meet your Academic Advising Team this summer:

The professional Academic Advisor’s bios can be found at: https://advising.lbc.msu.edu/advising/directory.html
The rest of the team includes:

Peer Advising Assistants will be running small groups and available for one-on-one discussions during the Orientation afternoon and on campus in the fall. These current Briggs students are here to teach you how to prepare for your advising appointment, enroll in your classes, get involved in the Briggs community, and make the transition to college easier.

This summer’s Peer Advising Assistant team is:

Sam Petterson, Genomics & Molecular Genetics, Bioethics
Abby Struble, Physiology, Bioethics and Health Promotion
Sonia Khalid, Neuroscience and Spanish

In addition, there are several student-workers who will be assisting you in the computer enrollment lab this summer. They are here to support you while you are enrolling in classes. They will help you learn the computer system, review the times, days, locations of the classes you are choosing. They will work with you checking in for the afternoon session and while you are in the enrollment system.

We hope you can see there are many people to assist you through the college sessions during your orientation program, and you will see them again in the fall.
YOUR BRIGGS ACADEMIC ADVISOR

We strive to provide a welcoming environment for you as an entry into the College and University community. We work to educate and support you to think critically about your academic pursuits, and their goals.

Academic advising:

- is based in theories of development and research on student success
- is a system of shared responsibility between you and your Academic Advisor
- is an ongoing conversation that goes beyond course selection
- begins at orientation and progresses through graduation.

Our goal is to:

- answer your questions
- assist you as you explore the curriculum
- help you understand university policies and procedures
- provide referrals to support services for academic, personal or career matters
- teach and prepare for life after college.

We are different from your high school counselors, as you have many choices at MSU, and while we advise, ultimately, the decisions are yours to make.

TODAY IS YOUR INITIAL MEETING WITH AN ACADEMIC ADVISOR AND JUST THE START OF OUR CONVERSATIONS.
WHO IS MY ACADEMIC ADVISOR?

You may end up having more than one Academic Advisor at Michigan State University. This is one of the advantages of attending a big school! Some of them could be:

______ **Lyman Briggs College Academic Advisors**
Most freshmen and sophomores in Briggs consult with their LBC advisor about major exploration, class selection, and guidance on university policies and requirements. Our Student Success and Advising Office is where you would declare your major, and find many other university forms. You can meet with any advisor on the Student Success and Advising Team as we do not assign you a specific person.

______ **Coordinate Major Academic Advisors**
Once you have declared your major, you will want to keep in touch with the expert in the area. This is your coordinate major advisor. Together, Lyman Briggs and your coordinate major Academic Advisor work together to ensure you meet all requirements for graduation.

______ **Neighborhood Academic Advisors**
If you need help in deciding on a major, there are Academic Advisors trained in this in the Neighborhood Engagement Centers. You can meet with them one-on-one or attend workshops or seminars. The closest NSSC for you is at: Hubbard Hall or McDonel Hall.

______ **Second Degree, Additional Major, Minor, Pre-Professional Academic Advisors**
If you choose one of these options, you will want to meet with the representative and expert in this area. Declaring a second degree, additional major, minor, or pre-professional track is optional.

______ **Honors College Academic Advisors**
Members of the Honors College, the Academic Scholars Program, will meet with an Honors College Academic Advisor. They will suggest and approve Honors College integrative studies (IAH and ISS) substitutions and connect you with enhanced learning opportunities.

______ **Other Program Academic Advisors**
If you are a member of another MSU program, such as Dow STEM Scholars, TRiO, OMSP, CAMP, etc., you may have a program-specific advisor with whom you’ll meet with as well.

Put a check next to the advisor you have been assigned/programs you are in.
WHERE IS MY ACADEMIC ADVISOR?

After today’s initial meeting you will find your Lyman Briggs College Academic Advisors located in East Holmes Hall (garden level).

We have one-on-one appointments with students, conduct group advising sessions, provide programming from across campus for you in Holmes Hall and communicate regularly with our Academic Advisor network across campus. Our team have degrees in science, counseling, education and participate in college, university, national and international training throughout the year.

Your next advising meeting should be in mid- to late-fall semester. Check in for your appointment by swiping your MSU ID card in 27 East Holmes Hall and we will pick you up for your appointment.

You can also make an appointment with any Academic Advisor across campus and they are made through the: Student Success Dashboard at: http://msu.campus.eab.com

You will be able to schedule an appointment with an Academic Advisor after fall semester starts.

COMMUNICATION AND PROGRAMMING FROM YOUR ADVISING TEAM

You will hear from your Academic Advisors through:

- weekly newsletter from our office.
- individual emails
- mass emails from the Registrar’s Office to your MSU email address
- posts on social media
- posters in the building
- announcements on the TV’s in the building
- as visitors in your classes

We also hold workshops in East 35 Holmes Hall on a weekly basis. Some past presentations include: Preparing for Medical School, Time Management, Financial Literacy, Pre-Vet admission requirements.

Please read your emails, as you don’t want to miss an important announcement, a scholarship or research opportunity, or a visiting advisor presentation.
WHAT MAKE BRIGGS SPECIAL?

HPS - HISTORY, PHILOSOPHY & SOCIOLOGY OF SCIENCE

One unique and valuable aspect of the Lyman Briggs curriculum is the interdisciplinary emphasis on the history, philosophy, and sociology of science (HPS). Briggs encourages students to think critically about how scientific and technological developments influence societal institutions and culture and how such social, political, economic, and cultural forces shape the trajectories of science and technology. Our HPS courses provide you with opportunities to closely examine such issues as the histories and ethics of science and medicine, human influence on the environment, the effects of technology on social life, the portrayal of science in literature and film, the challenges of science communication, and beyond.

Some of the questions we explore in HPS are:
1. Why is climate change so controversial in the United States?
2. Are GMOs safe to eat and to grow? To what extent can we be certain?
3. Under what conditions do technological developments contribute to societal progress?
4. Has medicine helped or hindered equality among humans?
5. Can science help us answer moral questions?

Bridging the sciences and humanities through interdisciplinary teaching and research is the core mission of the College. We work hard to structure the HPS curriculum to help you achieve your goals. Employers and graduate schools appreciate the skills developed in HPS. In addition, you can meet your University upper-level IAH and ISS requirements while keeping your focus on science.

You may explore HPS topics by getting to know our HPS and other faculty at:

http://lbc.msu.edu/people.cfm

To Do: Select a professor of interest and read more about them in their Bio.
HOMEWORK-YOUR INITIAL ADVISOR MEETING

Please complete the following **before** meeting with your advisor at Orientation:

I. **Indicate if you have interest in any of the following:**
   - [ ] Education  [ ] Engineering
   - [ ] Veterinary Medicine  [ ] Other: ___________________
   - [ ] Graduate Programs: Ph.D., MSc., Public Health, MBA, etc.
   - [ ] Pre-Professional/Pre-Health: Dentistry, Medicine, Pharmacy, Physician’s Assistant, Physical Therapy, etc.

II. **Indicate if you are a member at MSU of any of the following:**
   - [ ] Academic Scholars
   - [ ] Dow STEM Scholars Program
   - [ ] Professorial Assistant (PA)
   - [ ] TRiO
   - [ ] Varsity Athletics
   - [ ] Marching Band
   - [ ] Medical Scholar (OMSP)
   - [ ] Honors College
   - [ ] INQUIRE

III. **List all** of the high school AP/IB exam scores you took (regardless of score) and/or transfer courses from other colleges/universities:

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<th>Exam Name</th>
<th>Actual Score</th>
<th>Estimated Score</th>
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If you do not have enough room above, please list the exam name and score on the back of this sheet.
IV. What exploratory courses would you like to incorporate into your schedule next year? (Review the courses in this book before meeting with your Advisor):

**List or Highlight** 10 exploratory courses you may consider for your schedule (use course codes—for example: SOC 100)

______________________________  ______________________________________

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V. What IAH/ISS courses would you like to incorporate into your schedule next year? (Review Integrative Studies courses before meeting with your advisor):

**List or Highlight** 4 courses for ISS 2XX level courses and IAH 201-210 level courses

______________________________  ______________________________________

______________________________  ______________________________________

______________________________  ______________________________________

VI. List 4 possible majors in Lyman Briggs College that you are interested in or match your interests (see career exploration section of this booklet):

______________________________  ______________________________________

Please give this homework to your Academic Advisor to begin your advising appointment. If you have questions, see a Peer Advising Assistant.
HOMEWORK-INTEGRATIVE STUDIES COURSES

Please choose your top 4 choices in each category (IAH and ISS) before meeting with your Advisor at New Student Orientation and list on your homework sheet:

Courses are aimed at developing intellectual abilities, including critical thinking and interpretive skills. They help increase knowledge about other times, places, and cultures, key ideas and issues in human experience, and the scientific method and its usefulness in understanding the natural and social worlds. They are expected to enhance appreciation of the role of knowledge, and of values and ethics, in understanding human behavior and solving social problems. These requirements form the foundation necessary for students to become career ready graduates. Listed below are options available to fulfill your Integrative Studies requirements. Course Descriptions are at: https://reg.msu.edu/Courses/search.aspx

INTEGRATIVE STUDIES IN ARTS & HUMANITIES:
IAH 201 United States and the World
IAH 202 Europe and the World
IAH 203 Latin America and the World
IAH 204 Asia and the World
IAH 205 Africa and the World
IAH 206 Self, Society, and Technology
IAH 207 Literatures, Cultures, Identities
IAH 208 Music and Culture
IAH 209 Art, the Visual, and Culture
IAH 210 Middle East and the World

IAH 211-241: Lyman Briggs College students fulfill their IAH 211-241 requirement by taking an LB 321-327 course followed by the letter A. The A version of the upper-level HPS course emphasizes scholarship and methodologies from the arts and humanities.

INTEGRATIVE STUDIES IN SOCIAL, BEHAVIORAL, & ECONOMIC SCIENCES:
ISS 210 Society and the Individual
ISS 215 Social Differentiation and Inequality
ISS 220 Time, Space and Change in Human Society
ISS 225 Power, Authority, and Exchange
ISS 230 Government and the Individual

ISS 3xx: Lyman Briggs College students fulfill their 300-level ISS requirement by taking an LB 321-327 course followed by the letter B. The B version of the upper-level HPS course emphasizes scholarship and methodologies from the social sciences.

HONOR COLLEGE AND ACADEMIC SCHOLARS STUDENTS DO NOT TAKE THESE CLASSES. THE HONORS COLLEGE ADVISOR WILL GIVE YOU OPTIONS.
# LYMAN BRIGGS COLLEGE EQUIVALENCIES
## REFERENCE CHART

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<th>LYMAN BRIGGS</th>
<th>UNIVERSITY</th>
<th>HONORS</th>
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<tr>
<td>LB 133</td>
<td>WRA 101, WRA 110-150</td>
<td>WRA 195H</td>
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<td>LB 321-327B</td>
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<td>MTH 132</td>
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<td>BS 161 &amp; BS 171</td>
<td>BS 181H &amp; BS 191H</td>
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*Physics sequence is chosen based upon student’s major

**CEM 185H (FS only) fulfills both inorganic chemistry labs
SAMPLE EXPLORATORY/ELECTIVE COURSES

Elective courses are courses you select to take that apply only toward the fulfillment of your 120 minimum total credit requirement. Elective courses may not fulfill your University, College or Department/School course requirements; rather elective courses provide you with opportunities to broaden your knowledge in areas you have already explored as well as introduce you to new subject areas. Through elective credits you can learn more about yourself and others, personal fitness, computers, applied science areas, communication, history, leisure and recreation, philosophy and much more. Listed below are suggestions for elective courses you may want to take.

Note: Courses listed with an * have pre-requisite course(s) to be completed before enrollment in that course.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course #</th>
<th>Course Title</th>
<th>(Semester Offered: F=Fall/S=Spring/Su=Summer)</th>
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<td>Foundation of the U.S. Air Force I (F)</td>
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<td>Foundation of the U.S. Air Force II (S)</td>
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<td>MS 110</td>
<td>Army Leadership and Officer Development (F)</td>
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<td>MS 120</td>
<td>Introduction to Army Leadership and Problem Solving (S)</td>
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<td>ABM 100</td>
<td>Decision Making in the Agri-Food System (F, S)</td>
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<td>BUS 291</td>
<td>Introduction to Business (F)</td>
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<td>CAS 114</td>
<td>Creativity and Entrepreneurship (F, S, Su)</td>
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<td>ESHP 170</td>
<td>Startup: Business Model Development (F, S)</td>
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<td>ESHP 190</td>
<td>The Art of Starting (F, S)</td>
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<td>HB 100</td>
<td>Introduction to Hospitality Business (F, S, Su)</td>
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<td>HDFS 238</td>
<td>Personal Finances (S, Su)</td>
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<td>Human Capital and Society (F, S)</td>
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<td>MRK 250*</td>
<td>Business Communication (F, S, Su)</td>
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<td>ADV 205</td>
<td>Principles of Advertising (F, S, Su)</td>
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<td>Principles of Public Relations (F, S, Su)</td>
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<td>Human Communication (F, S, Su)</td>
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<td>COM 225</td>
<td>Intro to Interpersonal Communication (F, S, Su)</td>
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<td>Effects of Mass Communication (F, S, Su)</td>
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<td>The World of Media (F, S)</td>
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<td>MI 101</td>
<td>Understanding Media and Information (F, S, Su)</td>
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<td>Computing Concepts &amp; Competencies (Su)</td>
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<td>Computer-Aided Design for Designers (F, Su)</td>
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<td>Navigating Another Culture (F, S, Su)</td>
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<td>Gender Relations in Comparative Perspective (S)</td>
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<td>Anthropology of Peace and Justice (F, S, Su)</td>
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<td>ANP 264</td>
<td>Great Discoveries in Archaeology (S, Su)</td>
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<td>Women and Health: Anthro. &amp; International Perspectives (F)</td>
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<td>World, Food, Population, and Poverty (F)</td>
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<td>GEO 113</td>
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<td>Success in Science, Technology, Engineering and Math (F, S)</td>
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<td>Materials and Society (F)</td>
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<td>TSM 121*</td>
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<td>Pests, Society &amp; Environment (F, S, Su)</td>
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<td>Michigan’s Forests (S, Su)</td>
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<td>Introduction to Forestry (F, S, Su)</td>
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<td>FOR 204</td>
<td>Forest Vegetation (F)</td>
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<td>FOR 212</td>
<td>Introduction to Sustainable Bioproducts (S)</td>
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<td>Forestry Field Methods (F)</td>
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<td>Fundamentals of Fisheries and Wildlife Ecology and Management (F, S)</td>
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<td>Introduction to Science Tech. Environ. &amp; Public Policy (F)</td>
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<td>Plants for Food, Fun, and Profit (F, Su)</td>
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<tr>
<td>HRT 204</td>
<td>Plant Propagation (S)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HRT 207</td>
<td>Horticulture Career Development (F)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HRT 211</td>
<td>Landscape Plants I (F)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 212</td>
<td>Landscape Plants II (S)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 218</td>
<td>Landscape Irrigation (S)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HRT 221</td>
<td>Greenhouse Structures and Management (F)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LA 200</td>
<td>Introduction to Landscape Architecture (F)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LB 181</td>
<td>Introduction to Science, Technology, the Environment &amp; Public Policy (F)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MC 181</td>
<td>Introduction to Science, Technology, the Environment &amp; Public Policy (F)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PLB 105</td>
<td>Plant Biology (F, S, Su)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Foreign Language:**

- MSU offers a number of foreign languages that you may wish to consider:

  - African Languages, Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, and Spanish.

**Government & Economy:**

- CMP 101 Principles of Building Construction Management (F, S) | 2 |
- GEO 113 Introduction to Economic Geography (F, S, Su) | 3 |
- PLS 100 Introduction to American National Government (F, S, Su) | 3 |
- PLS 140 Introduction to Comparative Politics (F, S, Su) | 3 |
- PLS 160 Introduction to International Relations (F, S, Su) | 3 |
- PLS 170 Introduction to Political Philosophy (F, S, Su) | 3 |
- PLS 200 Introduction to Political Science (F, S, Su) | 4 |
- PLS 201 Introduction to Methods of Political Analysis (F, S, Su) | 4 |
- UP 100 The City (S, Su) | 3 |
- UP 201 The Role of Planning in Urban & Regional Development (F, S, Su) | 4 |

**Historical Topics:**

- HST 110 Historical Approaches to Contemporary Topics (F, S) | 3 |
- HST 140 World History to 1500 (F, Su) | 4 |
- HST 150 World History Since 1500 (F, S, Su) | 4 |
- HST 160 Introduction to Asian History and Culture (F) | 4 |
- HST 201 Historical Methods and Skills (F, S, Su) | 3 |
- HST 202 U.S. History to 1876 (F, S, Su) | 4 |
- HST 203 U.S. History Since 1876 (F, S, Su) | 4 |
- HST 205 Ancient and Medieval History (F) | 4 |
- HST 206 European History Since 1500 (S) | 4 |
- HST 210 Modern East Asia (F, Su) | 4 |

**Kinesiology/Health:**

- KIN 101-118 Physical Education activity courses (F, S, Su) | 1 |
- KIN 121 The Healthy Lifestyle (F, S, Su) | 3 |
- KIN 125 First Aid and Personal Safety (F, S) | 3 |
- KIN 171 Athletics in Higher Education (F) | 1 |

**Language & Arts:**

- ATD 111 Basic Apparel Structuring (F, S) | 1 |
- DAN 253 Dance Improvisation (F) | 2 |
- ENG 1XX Any literature class available to non-majors (F, S, Su) | 3-4 |
- ENG 2XX Any literature class available to non-majors (F, S, Su) | 3-4 |
- HA 2XX History of Art Courses (F, S) | 3 |
- LIN 200 Introduction to Language (F, S) | 3 |
LIN 225  Language and Gender (F, S, Su)  3
MUS 116  Campus Band (F, S)  1
MUS 123  Collegiate Choir (F, S)  1
MUS 125  Glee Club, Men and Women (F, S)  1
MUS 129  Percussion Ensemble (F, S)  1
MUS 145  Class Instruction in Voice I (F, S)  1
MUS 175  Understanding Music (F, S)  2
MUS 177  Principles of School Music (F, S)  2
MUS 178  Music Theory for Non Music Majors I (S)  2
RUS 231  19th Century Russian Literature in Translation (F)  3
THR 100  Introduction to Theatre (F, S, Su)  3
THR 101N  Acting I (F, S, Su)  3
THR 110  Theatrical Play Analysis (F, S, Su)  3

Philosophy:
PHIL 101  Introduction to Philosophy (F, S, Su)  3
PHL 130  Logic and Reasoning (F, S)  3
PHIL 210  Ancient Greek Philosophy (F)  3
PHIL 353  Peace and Justice Studies (S, Su)  3

Religion:
REL 101  Exploring Religion (F, S)  3
REL 150  Introduction to Biblical Literature (F, S)  3
REL 175  Religion in Film (F)  3
REL 205  Myth, Self and Religion (F, S, Su)  3
REL 215  The Sound of World Religions (S)  3
REL 220  Religion in America (F)  3

Science-Related Topics:
ANS 110  Introductory Animal Agriculture (F, S)  4
ANS 141L  Draft Horse Basics (F)  2
ANS 211  Animal and Product Evaluation (F)  3
ANS 282  Companion Animal Biology and Management (F, S)  3
CJ 210  Introduction to Forensic Science (F)  3
CSS 101  Introduction to Crop Science (F, S)  3
CSS 120  Agricultural Industries Issues (F)  3
CSS 151  Seed and Grain Quality (S)  2
CSS 201  Forage Crops (F)  3
CSS 202  World of Turf (F, S, Su)  2
CSS 210  Fundamentals of Soil Science (F, S)  3
CSS 222  New Horizons in Biotechnology (F)  2
CSUS 124  Introduction to Sustainable Agriculture Food Systems (F, S, Su)  2
EPI 200  Problems in Global Public Health and Epidemiology (F)  3
FSC 211  Principles of Food Science (F, Su)  3
GEO 203  Introduction to Meteorology (F, S, Su)  3
GEO 204  World Regional Geography (F, S, Su)  3
GEO 206  Physical Geography (F, S, Su)  3
GEO 206L*  Physical Geography Lab (F, S)  1
GEO 221  Introduction to Geographic Information (F, S)  3
GLG 201  Dynamic Earth (F, S)  4
HM 101  Introduction to Public Health (F, S, Su)  3
HNF 150  Introduction to Human Nutrition (F, S, Su)  3
HRT 251  Organic Farming Principles and Practices (S)  3
LB 155  Introduction to Quantitative Science and Research (F)  3
PKG 101  Principles of Packaging (F, S, Su)  3
PLB 105  Plant Biology (F, S, Su)  3
PLB 106*  Plant Biology Laboratory (F, S)  1
VM 120  Veterinary Comparative Nutrition (S)  2

Science-Related Seminars:
BE 101*  Introduction to Biosystems Engineering (F)  1
BMB 101  Frontiers in Biochemistry (F)  1
CSS 124  Introduction to Sustainable Agriculture and Food Systems (F, S)  1
NSC 102  Pre-professional Seminar - Pre-med, -dent, -opt only (F)  1
NSC 192  Environmental Issues Seminar (F)  1
VM 101  Veterinary Medicine in Society (S)  1
VM 110  Veterinary Medical Terminology (F)  1

Society & Behavior:
CEP 260  Dynamics of Personal Adjustment (F, S)  3
CEP 261  Substance Abuse (F, S, Su)  3
CJ 110  Introduction to Criminal Justice (F, S, Su)  4
EAD 315  Student Leadership Training (F, S, Su)  3
HDFS 145  The Individual, Couples and the Family (F, S, Su)  3
HDFS 201  Child Development Ages 0-3 (F)  3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 211</td>
<td>Child Growth and Development (F, S, Su)</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 212</td>
<td>Children, Youth and Family (F, S, Su)</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 225</td>
<td>Ecology of Lifespan Human Development in the Family (F, S, Su)</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 238</td>
<td>Personal Finances (S, Su)</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 270</td>
<td>Introduction to Human Development and Family Services (F, S, Su)</td>
<td>4</td>
</tr>
<tr>
<td>IDES 140</td>
<td>Design for Living (F, Su)</td>
<td>3</td>
</tr>
<tr>
<td>IDES 152</td>
<td>Interior Environments (F)</td>
<td>4</td>
</tr>
<tr>
<td>LB 240</td>
<td>Bioethics: Theories and Methods (F, S, Su)</td>
<td>2</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction Psychology (F, S, Su)</td>
<td>4</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology (F, S, Su)</td>
<td>4</td>
</tr>
<tr>
<td>SOC 131</td>
<td>Social Problems (F)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 161</td>
<td>International Development (S)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 214</td>
<td>Social Inequality (F, S, Su)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 215</td>
<td>Race and Ethnicity (F, S, Su)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 216</td>
<td>Sex and Gender (F, S, Su)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 241</td>
<td>Social Psychology (F, S)</td>
<td>3</td>
</tr>
<tr>
<td>SW 200</td>
<td>Introduction to Social Work (F, S, Su)</td>
<td>3</td>
</tr>
<tr>
<td>WS 201</td>
<td>Introduction to Women's Studies (F, Su)</td>
<td>4</td>
</tr>
</tbody>
</table>

Teaching:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 150</td>
<td>Reflections on Learning (F, S, Su)</td>
<td>3</td>
</tr>
<tr>
<td>TE 250</td>
<td>Hum. Diversity, Power &amp; Opp. in Social Institutions (F, S, Su)</td>
<td>3</td>
</tr>
</tbody>
</table>

Freshman Seminars:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGS 101</td>
<td>Consult your Freshman Seminars @ State list for offerings (F, S)</td>
<td>1</td>
</tr>
</tbody>
</table>
Sample Schedule for a First-Year Student in the College

If you placed into **MTH 103:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Cr.</th>
<th>Course</th>
<th>Description</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 103</td>
<td>College Algebra</td>
<td>3</td>
<td>LB 117</td>
<td>Functions &amp; Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>LB 133</td>
<td>Introduction to HPS</td>
<td>4</td>
<td>LB 171</td>
<td>Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>LB 155</td>
<td>Intro to Quantitative</td>
<td>3</td>
<td>LB 171L</td>
<td>Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>Major Exploratory</td>
<td>Exploratory Elective</td>
<td>4</td>
<td>IAH 20X</td>
<td>Integrative Arts &amp; Humanities</td>
<td>4</td>
</tr>
<tr>
<td>UGS Freshman Seminar</td>
<td>UGS Freshman Seminar</td>
<td>1</td>
<td>UGS10X-or-Elective</td>
<td>Freshman Seminar-or-Exploratory Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL: 15 credits**

If you placed into **LB 117:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Cr.</th>
<th>Course</th>
<th>Description</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LB 117</td>
<td>Functions &amp; Trigonometry</td>
<td>4</td>
<td>LB 118</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>LB 171</td>
<td>Chemistry I</td>
<td>4</td>
<td>LB 172</td>
<td>Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>LB 171L</td>
<td>Chemistry I Lab</td>
<td>3</td>
<td>LB 171L</td>
<td>Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>LB 133-or-ISS 2XX</td>
<td>Introduction to HPS</td>
<td>4</td>
<td>LB 133-or-ISS-or-IAH</td>
<td>Introduction to HPS-or-ISS 2XX-or-IAH</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
<td>Major Exploratory Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL: 15 credits**

If you placed into **LB 118:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LB 118</td>
<td>Calculus I</td>
<td>4</td>
<td>LB 119-or-STT 231</td>
<td>Calculus II or Statistics</td>
<td>3-4</td>
</tr>
<tr>
<td>LB 171</td>
<td>Chemistry I</td>
<td>4</td>
<td>LB 172</td>
<td>Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>LB 171L</td>
<td>Chemistry I Lab</td>
<td>1</td>
<td>LB 171L</td>
<td>Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>Elective-or-ISS 2XX</td>
<td>Elective-or-ISS 2XX</td>
<td>4</td>
<td>Elective-or-ISS 2XX</td>
<td>Elective-or-ISS 2XX</td>
<td>3-4</td>
</tr>
<tr>
<td>Major Exploratory</td>
<td>Major Exploratory</td>
<td>3</td>
<td>Major Exploratory</td>
<td>Major Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL: 16 credits**

**TOTAL: 16 credits**

**TOTAL: 15 credits**

**TOTAL: 14-16 credits**
Sample Schedule for a First-Year Student in the College continued…

NOTES:

➢ The plans are based on the math placement test, test scores from the ACT/SAT. Questions should be directed to your Academic Advisor at New Student Orientation.

➢ The schedule you will leave NSO with is set up during a conversation with the student and advisor. The plan is mutually agreed upon with the student and advisor and is based on the expressed information, needs and wants that are shared by the student with the advisor to reach timely completion of their degree.

➢ Each student will have a different plan based on this conversation, placement tests and incoming credits, if applicable.

➢ Ultimately, the student is responsible for knowing and following University, college and department requirements as stated in the Academic Programs Catalog and in any printed or electronic materials.

➢ This plan is tentative depending on course availability, etc. and is subject to change (see http://schedule.msu.edu/ regarding the most up-to-date information on courses).

➢ Enrollment limits are based on projected needs. If you fail to enroll during the enrollment period, you may not be able to secure a seat in the course until the next scheduled offering.

➢ Your Academic Advisor provides information on when classes are offered, and suggests others based on expressed interests and recommends a well-balanced schedule to capitalize on student’s strengths.

➢ It is the student’s responsibility for enrolling in classes, selecting the number of credits per semester for success, enrolling on time and attending and participating in classes.
HONORS COLLEGE

The Honors College strives to ensure an enriched academic and social experience for its members and to create an environment that fosters active and innovative learning. The Honors College emphasizes individualized academic program planning rather than a tightly prescribed set of courses.

Students are extended an invitation at admission to MSU, or after their first semester at MSU.

Honors College students will not take IAH or ISS courses, but will have a conversation with an Honors College advisor and substitute a course in their area of interest.

Honors Options are advanced work in a course under the supervision of a faculty member and requires approval or an “H” after the section number of a course.

****

Two Lyman Briggs professors are teaching Undergraduate Honors Seminars, if you are interested, a short description is below:

**UGS 200-Sec 002-Experimental Mathematics (Dr. Robert Bell):** Students will use computer algebra software to explore topics in current mathematical research. Students will work in small teams and learn to collaborate and communicate effectively. Students will have the opportunity to explore problems beyond what is typically encountered in undergraduate mathematics course work and, thereby, gain a better understanding of what constitutes research in the mathematical sciences. By the end of the first semester, students will have a basic understanding of the Sage Math computer algebra system and the Python programming language. Previous programming experience is not required. However, it is expected that students will have completed one semester course in calculus at the level of MTH 132 or LB 118.

**UGS 200- Sec 006-Reading the Lansing Landscape (Dr. Melissa Charenko).** This seminar will introduce students to the history of Lansing and the surrounding region, especially the contributions of historically underrepresented groups (Native Americans, African Americans, Latinos, immigrants, working class, etc.). Through a series of fieldtrips to sites in the local community, students will learn to read the landscape and interpret historical documents. The seminar will culminate in research published on the Lansing Ward History Project and the development of walking tours of East Lansing presented in partnership with the Historical Society of Greater Lansing. Class will meet in E35 Holmes.
Education Abroad and Away Opportunities

As a Lyman Briggs College student, you have the opportunity to earn credit in various locations around the world. Michigan State University currently offers more than 275 Education Abroad programs in over 60 different countries. Briggs students have studied on every continent, including Antarctica. Beyond courses abroad, Lyman Briggs College is currently developing programs within the United States, including Maine and the Appalachian Trail, for students who are excited to study away from MSU but not outside of the country.

There are several types of programs abroad and away, but we typically categorize them as either faculty-directed or partner programs. On faculty-directed programs, you will be accompanied by an MSU faculty member (Briggs or non-Briggs) who will be teaching you and several other MSU students abroad or elsewhere in the United States. Students participating in partner programs will enroll in credits at an international institution and take courses alongside students from that institution, as well as students from around the world who are also studying abroad at that institution.

If you’re considering an Education Abroad or Away experience, it’s best to plan early. Please review MSU’s Education Abroad website at https://educationabroad.isp.msu.edu/ to learn more about particular programs and funding opportunities. There is also an Education Abroad Expo every fall in the Breslin Center that you should consider attending. You are welcome to schedule an advising appointment with Anne Slavin to discuss next steps and the semester you wish to study away or abroad.

Below you will find some of the most popular programs for Lyman Briggs students, but remember that there more than 275 programs. Many of the programs listed below can fulfill Briggs degree requirements.

**Recent Lyman Briggs Faculty-Directed Opportunities Abroad**
- History of Science in Paris – Summer
- History of Math in Europe (Italy, France, and London) – Summer
- The Natural and Human Environments of Queensland, Australia – Summer
- Rainforests and Reality in Nicaragua – Spring Break

**Recent Partner Program Research Opportunities Abroad**
- Arcadia Summer STEM Research Abroad (Ireland, England, Scotland, Spain, & Australia)
Recent Non-Briggs Faculty-Directed Opportunities Abroad
One Health in Nepal – Summer
Infectious Diseases of Africa in Malawi – Summer
Health and Culture in Japan – Summer
Foundation of Neuroscience in England & Italy – Summer
Natural Science: Fire and Ice in Iceland – Summer
Conservation Medicine in New Zealand – Spring
Natural Science in New Zealand – Winter Break
Antarctic System Science in Antarctica – Winter Break

Recent Partner Program Semester Opportunities Abroad
University of Sydney, Australia – Fall, Spring & Summer
University of New South Wales, Australia – Fall & Spring
LaTrobe University, Australia – Fall & Spring
Oslo University, Norway – Fall, Spring & Summer
Lund University, Sweden – Fall & Spring
SCHOLARSHIPS

Scholarships are available from many agencies, organizations and donors. The first place to start in apply is with FAFSA. The Federal Application for Federal Student Aid begins the process. File every year, even if you didn’t get funding the previous year. The FAFSA activates many university, college and department funding sources that you don’t even have to apply for with an application. Apply at: https://studentaid.ed.gov/sa/fafsa Make sure the extension is .gov. Some companies (.com) will charge for this free application.

The scholarship search engine at MSU is at: https://scholarships.msu.edu/. Login and start reading through the criteria. Start a ‘base’ essay so you have it ready to go when due dates come up as well.

You will receive scholarship opportunities from the LBC Dean’s Office several times each year to your MSU email address. Please make sure you are checking your email and reading the weekly newsletter from the Student Success and Advising Office.

UNDERGRADUATE RESEARCH

Michigan State University provides undergraduate students a unique opportunity for one-on-one faculty mentorship through research. Undergraduate research allows for hands-on experience, where you will learn valuable skills that can translate beyond the classroom. Through research you have the ability to find your purpose while exploring your passions.

MSU has two pathways in which you can learn about undergraduate research.

- Urca.msu.edu
- Venture.msu.edu

At Lyman Briggs College, undergraduate research is housed under Experiential Learning. As a science and math focused college we understand the importance of enhancing academic and professional skills through direct experiences. Throughout your time here we will provide ample opportunity for you to work hand-in-hand with your faculty member. For more information you can reach out to the Director of Experiential Learning, Dr. Isaac Record or Assistant Director of Experiential Learning, Gerica Lee.
Lyman Briggs College students live in Holmes Hall during their first year, along with the Faculty, Advising and Administrative Offices of the College. This unique living-learning-working environment means we live-work-play in the same space. It creates a great community. You will live in the same building where your faculty have office hours. You can eat lunch with your advisor. You will go work out passing by your chemistry lab. This creates many opportunities, and also reasons for us to have respect for one another’s space, beliefs and understand ‘who does what’.

Residence Education will provide programming and personnel to support you outside of the classroom. Living in a Residential Community means you will be asked to communicate and problem solve yourself, with your neighbors and other members of the Holmes Hall community in a positive and respectful manner.

If you do have a housing/roommate problem, where should you start?

Your Resident Assistant (RA)!

The RA is a live-in student team member trained to assist you in supporting the academic community and has specific responsibility for connecting with students.

- RAs work to establish inclusive communities that foster student success so we can all live together without controversy.
- Primary strategies include supporting students’ academic achievement, serving in a response capacity, referrals and actively engaging with their communities through the Residential Learning Model with programming and one-on-one meetings.
- RA’s are not social workers, do not dispense medications and will not be assigned to watch you or report to your parents/guardians/families on your activities.
- There are 2 RA’s on each floor and in each wing of Holmes Hall.

The RA’s are under the supervision of professional staff and graduate students in the Department of Residence Education and Housing Services (REHS). REHS is committed to promoting student success, inclusion and community within living learning environments.

Residence Education provides programming which supports students outside of the classroom through meetings, activities, and social events. Housing Services take care of the building and the facilities.

We are ALL part of the team helping you succeed at MSU and graduate. Treat each member with respect and kindness.
LYMAN BRIGGS COLLEGE & HOLMES HALL STUDENT ORGANIZATIONS

BA – Briggs Ambassadors
Supports the recruitment and retention of Lyman Briggs students

Black Caucus
Promotes of unity and support for black students at MSU

BMA - Briggs Multiracial Alliance
Promotes of a multicultural community of scholars and learners

FCC - Freshman Class Council
LBC governing group for first-year students

HELP - Holmes Excursions & Learning Program
Community service and civic engagement

HHA - Holmes Hall Association
Student government and programming body for Holmes Hall

HPSSA – History, Philosophy and Sociology of Science Student Association
Creates a community for students interested in HPS and helps connect HPS to college life and beyond

Lyman Briggs Club
Engages in activities on-campus (e.g., workshops and educational activities) as well as off-campus (e.g., competitions, shows and educational events in schools, museum service and volunteer activities).

SAC - Student Advisory Council
LBC Student voice in governance, policy, and curriculum

Spectrum - LBGTQ East Campus Caucus
Educational, social, and cultural resources for LGBTQ students and allies

SPPC - Spartan Pre-Professional Club
Support, resources, and monthly discussions for pre-health students

Students, Allies and Survivors Speak
Working to change the culture on campus by supporting organizations on our university that work to educate on sexual violence and provide support for victims of sexual violence and assault.

Women in Science
Educates both men and women about equality in the science field

This is just a list of groups in the building, there are actually over 900 registered student organizations at MSU

Getting involved, help others and make friends is a plan for success!
SERVICES TO HELP YOU BE SUCCESSFUL AT MSU

ACADEMIC

Chemistry Help Room (walk-in assistance)  
517-355-9715  81/83 Chemistry Bldg.

Math Learning Center  
math.msu.edu/mlc  517-353-0844  
C126AWells Hall & Neighborhood Engagement Centers

Physics Help Room (walk-in assistance)  1248 BPS

Resource Center for Persons w/ Disabilities  
www.rcpd.msu.edu  517-884-7273  120 Bessey Hall

Writing Center  
writing.msu.edu  517-432-3610  
300 Bessey Hall & MSU Library & NSSC

Undergraduate Research  
urca.msu.edu  517-355-7635

MSU Main Library  
lib.msu.edu  517-353-8700  
366 W. Circle Drive & Neighborhood Engagement Centers

ADVISING

Neighborhood Student Success Collaborative (NSSC)  
nssc.msu.edu  517-355-3515  
Academic coaches are for major exploration, resources, and support.  
Neighborhood Engagement Centers including: C130 Hubbard Hall & C101  
McDonel Hall

CAREER SERVICES

Career Services Consultant - Ed Tillett  
W-188 Holmes Hall  tillett@msu.edu  517-432-8352  
Career exploration, internships, research opportunities, professional guidance,  
career advising, and career placement assistance

Career Services Network  
http://careernetwork.msu.edu/  
517-355-9510  113 Student Services
Office for Education Abroad   studyabroad.isp.msu.edu  517-353-8920  109 International Center

COUNSELING & HEALTH

MSU Counseling Center  3rd floor, Olin Health Center  www.counseling.msu.edu  517-355-8270
Individual, group and couples counseling

MSU Safe Place  safeplace.msu.edu  517-355-1100
Addresses relationship violence & stalking. Provides emergency shelter, counseling & support.

MSU Sexual Assault 24 Hour Hotline  517-372-6666

LGBT Resource Center  302 Student Services Bldg.  lbgtrc.msu.edu  517-353-9520
Leads and collaborates on university-wide initiatives that enhance campus climate and support services for lesbian, bisexual, gay, transgender students, and their communities.

Olin Health Center  http://www.olin.msu.edu/  517-884-6546
Medical, dental, immunizations, health education, lab tests, radiology & pharmacy
Between Berkey Hall and Grand River Parking Ramp & in Neighborhood Engagement Centers

Travelers Club  https://www.facebook.com/MSUTravelersClub/
Creates a safe and supportive campus community in which students in recovery from addiction.

FINANCIAL AID  252 Student Services  finaid.msu.edu  517-353-5940

VOLUNTEER & CAMPUS LIFE OPPORTUNITIES

Associated Students of MSU  Student Government  www.asmsu.msu.edu
Union Activities Board  Student Events & Programming  uabevents.com

Intramural Sports  www.recsports.msu.edu

Residence Hall Association  http://rha.msu.edu/
IMPORTANT WEBSITES AT MSU

- **MSU Academic Calendar** has important dates and deadlines including enrollment, billing, final exams, University holidays and you can download to your phone, find it at: [https://reg.msu.edu/ROInfo/Calendar/Academic.aspx](https://reg.msu.edu/ROInfo/Calendar/Academic.aspx)

- **Schedule of Courses**: [schedule.msu.edu](http://schedule.msu.edu) For information on enrollment, course offerings, schedules, availability, locations, textbooks required.

- Use [stuinfo.msu.edu](http://stuinfo.msu.edu) to keep track of your academic progress, your enrollment dates for fall/spring semesters, **billing information**, confidential messages.

- Information on **transfer credit** equivalencies from other institutions can be found at [www.transfer.msu.edu](http://www.transfer.msu.edu)

- Information on your **degree requirements** can be found at [Degree Navigator](http://Degree Navigator)
SUCCESS TIPS FROM ADVISORS

Within the first four weeks of classes:

- Access your **STUINFO** account
- Use your Spartan Resource Guide and Planner
  - Write in due dates based on each syllabus
  - Write in specific times to study and complete assignments
- Contact Advisors, Professors, and/or Learning Assistants for academic support, recommendations, or in the event of an emergency that necessitates missing class or assignments
- Exchange names, emails, and phone numbers with at least one person in your class so you will have a person with whom you can study
- Get to know your Resident Assistant (RA) and Intercultural Aide (ICA)
  - Participate in floor events and meetings
- Visit your professors’ and learning assistants’ office hours

In your first semester:

- Meet with your Academic Advisor at least once a semester
  - To ensure you are on the right track and ask any questions you may have
- Get to know your neighborhood
  - [http://neighborhoods.msu.edu/east/welcome-east-engagement-center](http://neighborhoods.msu.edu/east/welcome-east-engagement-center)
- Check out campus resources
- Get involved to explore your interests, strengths, values, and goals
- Use **STUINFO** to track academic progress and look up enrollment dates
- Learn how to use Career Services Network’s Handshake at [https://msu.joinhandshake.com/login](https://msu.joinhandshake.com/login)
  - Start your Resume
  - Meet with your Career Advisor

**Embrace Community norms:** they are a set of agreements informing member behavior and rooted in community values, beliefs, interests. Establishing norms creates a reciprocal relationship between the individual and the community, the community and society. Utilizing norms create opportunities for individuals to impact society.

- Be engaged
- Communicate directly, clearly and with respect
- Use active and reflective listening
- Lean into brave spaces by allowing yourself to be challenged
- Utilize conflict resolution skills
- Engage with mistakes as learning opportunities
- Show care and concern for your community
- Be open to learning from others that are not like you
Tips for Parents/Families

There are some essential steps that parents and families can take to ensure that their student makes a smooth transition to college.

- First, be sure to attend MSU's Parent Orientation Program to become knowledgeable about the resources/services available to your student since parent/family support is fundamental to the academic success of college students.
- Encourage your student to make copies of all important paperwork and make sure to write down the name, department, date and comments of the person they speak to when contacting departments on campus with questions.
- Familiarize yourself with the college process and what to expect. By learning about campus resources you will be able to become more knowledgeable with what your student is experiencing.
- Lastly, be patient with one another, especially since this is a learning experience for everyone (both you and your student). You will be learning about this transition process together!
- Stay involved and be supportive of this transitional moment for your student; it helps to learn about the process together. Familiarize yourself with the helpful links above to learn more about the resources available.

Even if your student is only a few miles from home, they will likely have to devote more time to their life in college; however, this does not mean that they will lose family values. It is through your support and guidance that your student was able to make it through high school and open up a new chapter of their life here at MSU. As you continue to support and encourage your student, they will feel more confident, more informed about campus resources, and surely discover a greater sense of belonging and community. Being a first generation college student is a point of pride. You can take great joy in knowing that your student’s accomplishments are also your shared accomplishments and legacy!

For many low-income students, the support they need can be much simpler in nature than one might imagine.

Check out this video to learn how First-Generation College Students Face Additional Struggles! [https://www.youtube.com/watch?v=vZLljYsVVA#action=share](https://www.youtube.com/watch?v=vZLljYsVVA#action=share)
How to Encourage Your Spartan

- Encourage them to visit their professor during office hours
- Remind them to see their Academic Advisor twice a semester
- Help them know and use their **campus resources** early and often
- Encourage them to get to know people who are from different places and have different life experiences
- Encourage your student to engage in experiences such as Study Abroad, Service-learning and Undergraduate Research
- Help them discover ways to invest in the MSU Community through leadership, involvement and engagement with their peers
- Remind them to read their MSU Emails
- Check in on their time management skills and behaviors
- Ask them what goals they have set for themselves, both by the semester and the academic year
- Remind them that help seeking behavior is a successful behavior
Spartan Code of Honor
“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

LBC Academic and Integrity Policies:
LBC Honor Code
“As a member of the Lyman Briggs College community, I vow to hold myself and my peers to the highest measures of honesty and integrity. I will neither give nor receive any unauthorized assistance in completing my work (through any resource — electronic or printed), which includes, but is not limited to: papers, essays, laboratory reports, group—work, and exams. I understand that this benchmark is set forth to uphold the intrinsic values of academic honesty and integrity.”

For more information on additional LBC Academic Policies, visit:
http://lbc.msu.edu/current_students/academics/AcademicPolicies.cfm

MSU Mandatory Reporting Protocol
For information shared in advising appointments include the following:
“… students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. … I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:
--Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
--Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
--Credible threats of harm to oneself or to others.”

Graduation requirements, academic and University policies
See Academic Programs Catalog at:
www.reg.msu.edu/UCC/AcademicPrograms.asp
## MAJORS AVAILABLE IN LYMAN BRIGGS COLLEGE

### Biological Sciences

<table>
<thead>
<tr>
<th>Animal Science</th>
<th>Biology</th>
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<tr>
<td>Biochemistry and Molecular Biology</td>
<td>Biochemistry and Molecular Biology/Genomics and Molecular Genetics</td>
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<tr>
<td>Biomedical Laboratory Science</td>
<td>Entomology</td>
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<tr>
<td>Food Science</td>
<td>Genomics and Molecular Genetics</td>
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<td>Human Biology</td>
<td>Microbiology</td>
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<td>Neuroscience</td>
<td>Nutritional Sciences</td>
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<td>Physiology</td>
<td>Plant Biology</td>
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<td>Zoology</td>
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### Environmental Sciences

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<td>Environmental Geoscience</td>
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<td>Environmental Sciences and Management</td>
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### Mathematical and Computational Sciences

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<th>Actuarial Science</th>
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<td>Statistics</td>
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### Physical Sciences

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<td>Chemistry</td>
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<td>Geological Science</td>
<td>Physical Science</td>
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<td>Physics</td>
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### Social Sciences

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<th>History, Philosophy, and Sociology of Science</th>
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### Teaching

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<th>Biological Science-Interdisciplinary</th>
<th>Physical Science-Interdisciplinary</th>
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MINORS

Bioethics Minor
The Bioethics Minor is a program for students interested in bioethical issues from an interdisciplinary perspective. The mission of the Minor in Bioethics is to cross the disciplinary boundaries that tend to produce the isolated cultures of scientists on the one hand and humanists and social scientists on the other. The program facilitates efforts to acknowledge and respond to the interdisciplinary nature of health and medicine, especially with respect to the humanities and social sciences.

Entrepreneurship and Innovation Minor
The Minor in Entrepreneurship and Innovation is designed to provide students with the mindset and skills that will enable them to passionately pursue and engage in opportunities without regard to currently controlled resources.

HPS - History, Philosophy and Sociology of Science Minor
The Minor in History, Philosophy and Sociology of Science, which is administered by Lyman Briggs College, is designed to increase students understanding of the epistemological foundations and ethical elements of science while learning more of the history of some areas of science and appreciating the complex ways that science is connected to other social institutions and practices. The minor is available as an elective to students who are enrolled in a bachelor’s degree program in Lyman Briggs College at Michigan State University. Students majoring in History, Philosophy and Sociology of Science in Lyman Briggs College are not eligible for the minor. With the approval of the college, the courses that are used to satisfy the minor may also be used to satisfy the requirements for the bachelor's degree. At least 12 unique credits counted towards the requirements for a student's minor must not be used to fulfill the requirements for that student’s major.

STEPPS - Science, Technology, Environment and Public Policy Minor
The Minor in STEPPS will expose students to policy-making processes at the local, state, national and international levels; examine historical trends and analyze social relationships; build a strong understanding of scientific principles used to formulate sound policy initiatives; and facilitate a linkage between policy-making and science, technology and the environment.

For a list of all minors offered at MSU, review the end of this booklet and detailed information is available at:
http://reg.msu.edu/AcademicPrograms/Programs.aspx?PType=MNUN
Welcome to MSU! My name is Ed Tillett, and I am the Career Consultant for Lyman Briggs College. My role within the college, as a liaison from the Career Services Network at MSU, is to support you throughout your college experience as you prepare for and explore careers for your life after college.

I guarantee that your journey will be filled with an extensive array of experiences that may solidify your pre-conceived notions of what career you would like to enter into, or those experiences may cause you to question and change the career path you envisioned for yourself. I am here to assist you as you navigate either of those pathways to a successful career. I network with employers on behalf of the college, and I am build relationships that benefit students interested in internships, volunteer opportunities, and eventually post-graduation full time jobs.

The following are examples as you consider a major. These are in no way an exhaustive list of all the opportunities, nor is it a list that limits certain majors to certain career pathways.

As you begin your journey here at MSU, I encourage you to explore our Career Services Network website at: http://careernetwork.msu.edu/

I also encourage you to log into Handshake (https://msu.joinhandshake.com/login) using your MSU NetID and password. Through Handshake you can see career events, career fairs, explore employers, part-time, full-time, and internship positions, as well as a host of other career-related opportunities. Most importantly, Handshake is where you are able to make a career advising appointment with me. I am excited to have you here at MSU, and I look forward to being a part of your success here.

Ed Tillett
Lyman Briggs Career Consultant
W-188 Holmes Hall
tillett@msu.edu
MAJORS AND CAREER OPTIONS

Actuarial Science

*What do actuarial science professionals do?*
- Apply mathematical and statistical methods to assess risk in the insurance and finance industries
- Provide data collection, measurement, estimating, forecasting, and evaluation tools to provide data
- Assess the overall risk from catastrophic events in relation to its underwriting capacity or surplus

*Where are they employed?*
- Insurance companies
- Banks and Investment Firms
- Government Firms and Hospitals

Animal Science

*What do animal science professionals do?*
- Livestock production, marketing, public affairs, transportation, processing, research, management
- Advance agriculture using multidisciplinary approaches
- Generate, teach, disseminate and apply knowledge in animal biology and management

*Where are they employed?*
- Pharmaceutical organizations, food processing industry and breed associations, livestock commodity groups
- Research facilities in the U.S. Department of Agriculture (USDA), universities and private companies
- Teach in colleges and universities, vocational agriculture in high school and cooperative Extension Service

Astrophysics

*What do astrophysicists do?*
- Research the principles of light, motion, and natural forces as they pertain to the universe at large
- Investigate the formation of stars, planets and galaxies using mathematics, computing and physics
- Engage in theoretical physics studies in an attempt to learn more about the underlying properties of the cosmos

*Where are they employed?*
- Research facilities in universities and private companies
- Teach in colleges and universities
- Observatories, government agencies or Institutes or corporations with special interests in space and technology

Biochemistry and Molecular Biology/Biotechnology

*What do biochemists do?*
- Develop and use techniques to learn about genes and proteins
- Increase understanding of human disease processes and aging
- Genetic engineering of plants and animals, or produce products such as drugs, foods, and fuels

*Where are they employed?*
- Environmental and pollution control companies and research
- County, state, or federal government agencies (USDA, EPA, NIH)
- Industry (research and development at vaccine, pharmaceutical, and other biotech companies)
**Biological Science-Interdepartmental/Biology**
The Biological Science-Interdepartmental major is designed for students who plan to teach biological sciences in middle and secondary schools. The Lyman Briggs College Biology major is designed to provide students with a comprehensive overview of seminal and modern Biology using a broad spectrum approach to studying Biological Sciences with course options from the three primary sectors - plant, animal, and microbial.

**Biomedical Laboratory Science/Clinical Laboratory Science**

*What do they do?*
- Clinical Laboratory Scientists/Medical Technologists (terms are synonymous) are scientists who apply their knowledge to perform diagnostic tests on blood and body fluids. The sub-disciplines include, but are not limited to, clinical chemistry, hematology, immunology, immunohematology and microbiology.

*Where are they employed?*
- Hospitals or private laboratories, medical sales or education
- Federal, state, and local health departments
- Commercial and academic biomedical research laboratories or forensic laboratories

**Chemistry/Chemical Physics**

*What do chemists do?*
- Study the composition, structure, properties, and reactions of matter, especially of atomic and molecular systems

*Where are they employed?*
- Environmental and pollution control companies, forensic science, or teaching
- County, state, or federal government agencies
- Industry laboratory research, quality analysis, and testing (pharmaceutical and other biotech companies; food manufacturing, and materials science in paint and plastics companies)

**Computer Science**

*What do computer scientists do?*
- Analyze problems and select appropriate paradigms to solve them
- Design and implement software
- Manage system resources

*Where are they employed?*
- Companies in need of web design, computer networking, game design, cognitive science, telecommunications, etc.
- Research facilities focusing on software engineering, biometrics, image processing, robotics, etc.
- University, College, and Secondary school teaching, museums or research

**Earth Science**

*What do earth scientists do?*
- Study geology, meteorology, oceanography, and astronomy.
- Analyze and understand the interrelationships among those fields.

*Where are they employed?*
- Educational institutions
- Private Industries
- Museums and Universities as research faculty
Earth Science-Interdepartmental
The Earth Science-Interdepartmental major is designed for students who plan to teach earth science in middle and secondary schools.

Entomology

What do entomologists do?
- Study and manage insects and their relatives’ effects on human activities
- Manage non-agricultural, long-term aquatic and terrestrial ecosystems
- Study interactions of insects and their relatives with economic plants and sustainable agriculture

Where are they employed?
- Nature organizations
- Educational Institutions
- Forensic Laboratories
- Agricultural Organizations

Environmental Sciences and Management

What do environmental scientists do?
- Improve the natural environment and address effects of human activity on the environment
- Address soil fertility, water purity, food supply quality and safety, natural resources, pollution, plants climate change
- Increase knowledge about the physical and biological environment and natural disasters

Where are they employed?
- Nature organizations
- Environmental Impact Firms
- Pollution control companies
- County, state, or federal government agencies
- Museums or teaching
- Industry (oil, mineral, natural gas, and water exploration and mining)

Fisheries & Wildlife

What do fisheries and wildlife professionals do?
- Meet the global challenges that threaten the sustainability of our ecosystems
- Apply knowledge of socio-ecological systems to develop, implement, and evaluate natural resource management strategies
- Understand and apply natural resource management into a science-based approach

Where are they employed?
- Conservation officers
- Environmental consultants
- Federal, state and private agencies

Food Science

What do food scientist professionals do?
- Combine the study of science and engineering to process, evaluate, package and distribute food
- Seek to improve food flavor, color, texture, nutritional values, safety and cost

Where are they employed?
- Product development and food processing or research
- Private Industries
- Production and Operative Management, Regulatory Agencies

Geological Sciences/Environmental Geosciences

What do geological scientists do?
- Use their knowledge to locate water, mineral, and energy resources
• Protect the environment, predict future geologic hazards, and offer advice on construction and land use projects
• Disciplines are geology, paleontology, geochemistry, mineralogy, hydrology, environmental science, and soil science

**Where are they employed?**
• Environmental and pollution control companies or government (NOAA, NRCS, USGS)
• Industry (oil, mineral, natural gas, and water exploration and mining)
• Secondary school teaching, museums or research

**History, Philosophy and Sociology of Science**

*What do HPS scientists do?*
• Use knowledge to improve understanding of science, technology, the environment, and medicine
• Examine numerous empirical, conceptual, and theoretical issues related to these substantive areas

*Where are they employed?*
• Public policy agencies and law firms
• County, state, or federal government agencies
• Industry, Education, Museums and universities as research faculty

**Human Biology**

*What do human biologists do?*
• Use broad background in biological sciences to understand the interrelationships among fields.

*Where are they employed?*
• Healthcare fields
• Health and wellness programs

**Mathematics / Mathematics, Advanced Track/Computational Mathematics**

*What do mathematicians do?*
• Use modeling and computational methods to formulate and solve practical

*Where are they employed?*
• Industry – process design, traffic analysis, electric power routing, inflation statistics, computer software design
• Business – actuarial, financial analysts, insurance underwriters, budget analysts, market research
• Federal government – cryptology, data mining, and other advanced mathematics or Secondary school teaching

**Microbiology/ Genomics and Molecular Genetics/Environmental Biology-Microbiology**

*What do microbiologists do?*
• A microbiologist is a scientist who studies living organisms and infectious agents, many of which can only be seen with a microscope. They may focus on findings critical to health, agriculture, environmental sciences, or how living systems function at the molecular level.

*Where are they employed?*
• Environmental and pollution control companies
• County, state, or federal government agencies (NIH, USDA, EPA)
• Industry – research in labs, vaccine companies, pharmaceutical companies. Product safety
Neuroscience

*What do neuroscientists do?*
- Study function, development, and structure of the central nervous system, investigate thought, behavior, emotion, cognition
- Combine different disciplinary approaches from biology, chemistry, physics, computational science to find ways to prevent or cure neurological or psychiatric disorders

*Where are they employed?*
- Healthcare fields, Pharmaceutical industry
- Laboratory technician/administrator
- Science Journalism, grants administration, consulting, Law, Public Policy

Nutritional Science

*What do nutritional science professionals do?*
- Explore the science of nutrition and the relationships between nutrients and human health

*Where are they employed?*
- Food industry
- Health and wellness programs, Healthcare fields, Pharmaceutical industry
- Public Health, State departments and community health, U.S. Food and Drug Administration

Physics

*What do physicists do?*
- Explore and identify basic principles governing the structure and behavior of matter and the interaction of matter and energy

*Where are they employed?*
- Research – government and private industries or teaching
- Radiation monitoring, electrical power plants
- Health - nuclear medicine, radiation therapy

Physical Sciences – Interdepartmental/Physical Science

The Physical Science-Interdepartmental major is designed for students who plan to teach physical sciences in middle and secondary schools. The Lyman Briggs College Physical Science major is an approach to studying analytical sciences with foundations in physics, astrophysics, chemistry, biochemistry, and geological sciences.

Physiology

*What do physiologists do?*
- Study life processes, both in the whole organism and at cellular and molecular levels

*Where are they employed?*
- Commercial and academic biomedical research laboratories
- Medical fields

Plant Biology/Environmental Biology-Plant Biology

*What do plant biologists do?*
- Study the form, function, diversity, reproduction, and uses of plants and their interactions within the biosphere. Ecologists, botanists, and taxonomists can be plant biologists, as well as plant pathologists. People working with algae and fungi are often trained as or called plant biologists (even though, technically, those groups aren’t plants).

*Where are they employed?*
- Environmental and pollution control companies
Statistics

What do statisticians do?
- Statistics includes planning for the collection of data, data management, drawing conclusions from data, and presentation of results. Using statistics, many businesses make projections from small samples to larger processes—for example: forecasting sales in business; predicting the effectiveness of new drugs; or determining insurance rates.

Where are they employed?
- Federal, state, and local government (IRS, CIA, USDA, NIH, etc.)
- Public health and medicine (as epidemiologists or biomathematicians)
- Business and Industry as actuaries or budget analysts, Scientific, environmental, and agricultural to identify patterns in data

Zoology/Environmental Biology-Zoology (Integrative Biology)

What do zoologists do?
- Study life at the level of the cell, organism, population, community, and/or ecosystem. Ecologists, marine biologists, taxonomists, wildlife and fisheries biologists, and others are examples of zoologists.

Where are they employed?
- County, state, and federal agencies – in research or regulation and enforcement of environmental laws
- Industry – such as monitoring effluent production and land use around a factory and measure environmental health
- Zoos – as animal caretakers or zookeepers
  - Environmental educators at nature centers or museums
Health Careers Definitions

Some of our students are interested in life sciences, so this is provided as a reference.

Chiropractic Medicine

Chiropractic medicine focuses on the relationship between the body's main structures – the skeleton, the muscles and the nerves – and the patient's health.

Dentistry

Dentistry is the branch of the healing arts and sciences devoted to maintaining the health of the teeth, gums and other hard and soft tissues in and around the mouth.

Medicine

Physicians treat and prevent human illness, disease and injury. There are two types of physicians: the M.D. (Doctor of Medicine) and the D.O. (Doctor of Osteopathic Medicine).

Occupational Therapy

Occupational therapists treat injured, ill, or disabled patients of all ages through the therapeutic use of everyday activities (occupations). They help these patients develop, recover, and improve the skills needed for working, recreation and daily living, like getting dressed, cooking, eating and driving.

Optometry

Optometrists, or Doctors of Optometry are independent primary health care providers who specialize in the examination, diagnosis, treatment and management of diseases and disorders of the visual system, the eye and associated structures, as well as the diagnosis of related systemic conditions.

Pharmacy

Pharmacists are experts in the science of medications and the art of medication therapy. Pharmaceutical care encompasses the full range of pharmacist’s skills, knowledge and abilities in providing medication services to patients.

Physical Therapy

Physical therapists work with people who have been physically disabled by illness or accident or who are born with a handicap. Physical therapist works to develop and deliver appropriate treatment programs.
Physician Assistant

Physician assistants, under a physician’s supervision, perform many patient care tasks which were traditionally conducted by doctors. They may perform complete physical examinations, give treatment, and prescribe certain drugs and counsel patients on their health problems.

Podiatry

Podiatric medicine is a branch of the medical sciences devoted to the study of human movement with medical care of the foot and ankle as its primary focus.

Public Health

Graduates of the Schools of Public Health work primarily in the public sector in the areas of health promotion and disease prevention. They are distinct from other health professionals in that they are oriented to the community and prevention, rather than to curing individuals.

Who Is A Successful Health Professional School Applicant?

1. The student with a degree.
   All preprofessional students must pick a major in order to graduate from MSU. Pre-medical, pre-dental, and pre-optometry are NOT MAJORS but are MSU codes for students who are not sure which major they plan to pursue but want to indicate interest in a human health career after graduating from MSU. Preprofessional students can choose any major that MSU offers and can research major options here: www.reg.msu.edu/academicprograms/Programs.asp?PType=UN

2. The student who completes all prerequisite courses and achieves a high GPA prior to applying.
   These courses may be in addition to the courses necessary for your major and professional schools vary on the courses required to apply to their schools. The average cumulative and science GPA for students admitted into professional schools is a 3.5 or above.

3. The student with high scores on the professional school admission test (MCAT, DAT, OAT, PCAT, GRE).
   Preparing for the admissions test starts with the first science, math and writing classes you take at MSU. The admissions tests will cover a variety of topics that may not be a part of your major requirements or prerequisites for professional school, so it is important to plan ahead.
4. The student with thinking and reasoning skills.  
Being a health care provider requires you to have critical thinking, quantitative reasoning and written communication skills. It is also necessary to have knowledge of the scientific process to problem solve and formulate research questions and hypotheses. Understanding the science language is important.

5. The student with biological science and social science competencies.  
Applying your knowledge of biological concepts and human behavior are important for understanding the psychological and socio-cultural factors that influence health and well-being.

6. The student with intrapersonal skills.  
Ethical responsibility, reliability, resilience and your ability to adapt are critical skills for the health professions and schools want to see that you have been honing these skills prior to applying. Being able to goal-set and self-reflect are paramount to success.

7. The student with interpersonal skills.  
Social skills, cultural competence and your ability to work as a part of a team are just as important to a health care career as understanding science. Health care providers need to have an awareness of others’ needs, goals and understand behavioral cues. Professional schools want to see that you have these skills before admitting you into their programs.

8. The student with a documented commitment to service.  
Health care careers are service professions that require you to make sacrifices for the sake of others. Professional schools want to see that you enjoy giving back to your community and donating your time and expertise to someone other than yourself on a consistent basis.

9. The student who meets with their preprofessional advisor.  
The road to professional school takes a lot of coordinating and planning throughout the entire process leading up to applying to professional schools and beyond. Meeting with your preprofessional advisor to discuss your competitiveness and how to improve is highly recommended at least once a semester.

---

**Preprofessional Timeline**

Use this general guide to help prepare for applying to professional school. Be sure to talk with your preprofessional advisor to create a personalized schedule that works best for your goals and to see what you need to do in your junior and senior years.
Freshman Year

- Meet with your preprofessional advisor once a semester to learn the prerequisites for the field you are pursuing and make adjustments to your schedule as necessary.
- Follow @MSU_PreProf on Twitter and like MSU Pre-Health Students on Facebook.
- Explore majors on your own, with advisors and by attending the Marathon of Majors in November or March.
- Develop study skills (form study groups and use campus resources such as help rooms and tutoring)
- Establish and maintain a competitive GPA.
- Begin co-curricular activities such as joining student groups and engaging in community service.
- Volunteer in a health or medical setting (clinic, hospital, private office, etc.).
- Talk to upperclassmen with similar goals.
- Look for Summer Enrichment Programs geared towards your health profession.
- Get to know a person in your goal career field.
- Begin financially saving for applying to professional school.
- Build a relationship with at least one faculty member per semester.
- Make an appointment or attend an open house at the professional schools you are interested in.
- Attend the Education Abroad Expo (Formally known as the Study Abroad Fair) in October and start considering whether you want to study abroad and how it would fit into your plan.
- Record every experience for review at a later date, including reflections on noteworthy community service or clinical experiences.

Sophomore Year

- Meet with your preprofessional advisor each semester.
- Volunteer in a health or medical setting (clinic, hospital, private office, etc.).
- Select a major and adjust your course schedule as necessary.
- Maintain a competitive GPA.
- Consider participating in research with a faculty member.
- Look for Summer Enrichment Programs geared towards your health profession.
- Learn more about your chosen field through shadowing, internet research, and engaging in conversation with advisors, classmates and the professional schools themselves.
- Maintain relationship with faculty from the previous year and continue to build new relationships with at least two new faculty members.
- Continue to be involved in student groups and community service. Look for leadership opportunities within them.
- Continue saving money for admission tests and applications.
- Start researching the entrance exam required for your chosen field and begin to formulate a plan for preparing.
• **Consider what your parallel plan would be**, in case you are not able to get into professional school right away.
• **Record every experience** for review at a later date……..

**MCAT Information**

The MCAT 2015 is designed to test more than just your academic knowledge. Other areas include:

*Scientific Inquiry and Reasoning Skills* - the inquiry and reasoning skills that are required to solve scientific problems. MCAT2015 questions will ask you to combine your scientific knowledge with your scientific inquiry and reasoning skills. You will be asked to demonstrate four scientific inquiry and reasoning skills on the exam. The same four skills will be tested on the two natural science sections and on the Psychological, Social, and Biological Foundations of Behavior section. They are:

**Knowledge of Scientific Concepts and Principles**
- Reasoning about scientific principles, theories, and models
- Analyzing and evaluating scientific explanations and predictions

**Scientific Reasoning and Problem Solving**
- Demonstrating understanding of important components of scientific research
- Reasoning about ethical issues in research

**Reasoning about the Design and Execution of Research**
- Interpreting patterns in data presented in tables, figures, and graphs
- Reasoning about data and drawing conclusions from them

**Data-based and Statistical Reasoning**
- Interpreting patterns in data presented in tables, figures, and graphs
- Reasoning about data and drawing conclusions from them

*Critical Analysis and Reasoning Skills*
This section asks you to critically analyze information from a wide range of social sciences and humanities disciplines. Specific knowledge of these disciplines is NOT required for this section; all of the information you will need appears in the passages provided. Among the areas from which content is drawn are:

**Humanities:** Passages in the humanities are drawn from a variety of disciplines including: Architecture, Art, Dance, Ethics, Literature, Music, Philosophy, Popular Culture, Religion, Theater

**Social Sciences:** Social science passages are also drawn from a variety of disciplines including: Anthropology, Archaeology, Cultural Studies, Economics, Education, Geography, History, Linguistics, Political Science, Population Health, Psychology, Sociology. Passages from the social science disciplines tend to center on the interpretations, implications, or applications of historical accounts, theories,
observations, or trends of human society as a whole, of specific population groups, or of countries. They may also be multi-faceted. For example, you might be provided with a passage about how basic psychological and sociological assumptions help scholars reconstruct patterns of prehistoric civilizations from ancient artifacts.

**Note that the MSU University Requirements, Integrative Studies in Arts and Humanities (IAH) and Integrative Students in Social Science (ISS), cover a variety of these disciplines.**

Curriculum at MSU is designed for the completion of degree programs as opposed to the sole purpose of preparing a student for a standardized professional exam. Therefore, not every concept tested within the MCAT can be covered just through taking MSU courses. The following subtopics are areas you must learn on your own utilizing external resources (e.g., test prep courses, guides, tutors, professors).

1. **MCAT Foundational Concept 1:** Biomolecules have unique properties that determine how they contribute to the structure and function of cells, and how they participate in the processes necessary to maintain life.
   a. Transmission of heritable information from generation to generation and the processes that increase genetic diversity
      i. Biological and Biochemical Foundations of Living Systems

2. **MCAT Foundational Concept 2:** Highly-organized assemblies of molecules, cells, and organs interact to carry out the functions of living organisms.
   a. Assemblies of molecules, cells, and groups of cells within single cellular and multicellular organisms
   b. The structure, growth, physiology, and genetics of prokaryotes and viruses
   c. Processes of cell division, differentiation, and specialization
      i. Biological and Biochemical Foundations of Living Systems

3. **MCAT Foundational Concept 5:** The principles that govern chemical interactions and reactions from the basis for a broader understanding of the molecular dynamics of living systems.
   a. Separation and purification methods
      i. Chemical and Physical Foundations of Biological Systems
NEXT STEPS

REQUIRED

Fall Welcome activities. You will have a schedule of activities given to you when you move in.

Lots of clubs, events, food and science will be happening in Holmes Hall, East Neighborhood and across campus.

INVITED

We will have workshops on choosing a major, being successful in college, student success skills. Please look for announcements.

OPTIONAL

Declaring your Major: If you know what major you want in Lyman Briggs, please come into the Student Success Office (East 35 Holmes Hall) during Fall Welcome (after you move in) or later. No rush in the first semester.

Major Changes: if you want to change your major to something outside of Lyman Briggs, you can do that by contacting the Office of Admissions. Please note, this could impact housing and we have a waitpool, so you will lose your spot in the College.

Major Exploration: If you are unsure of what major you want...that’s OK! Come visit us in the Student Success Center in Fall and see what we can help you with.

Changing your classes: enrollment reopens July 23rd if you want to adjust times or locations. Keep in mind, there is no one in the office to assist you, as the advisors take vacation at this time. Please refer to the plan created during New Student Orientation by logging into www.schedule.msu.edu
AP/IB/DANTES/CLEP CREDIT EQUIVELANCIES

The following pages are from the Office of Admissions at MSU and represent equivalences in Advanced Placement (AP) and International Baccalaureate (IB) credits. Dantes and CLEP credit equivalencies are available from your advisor or online.

More information is at:
AP:  https://admissions.msu.edu/documents/MSU_AP_Equivalencies.pdf


CLEP: https://admissions.msu.edu/documents/MSU_CLEP_Equivalencies.pdf

DANTES: https://admissions.msu.edu/documents/MSU_DANTES.pdf

Please note that MSU will receive the scores from the testing agencies when you do, typically in early July. We ask that you give us your best estimate on your exam score before July during orientation. Your advisor will then create a plan and/or work around the course (for example schedule it in spring so it can be changed).

Keep in mind after scores come in, you can adjust your schedule and will be contacted by the Registrar’s Office if there is a conflict. Your Academic Advisors are happy to help you decide how to proceed based on your expressed interests.
<table>
<thead>
<tr>
<th>AP Subject</th>
<th>Score</th>
<th>Credits</th>
<th>MSU Course</th>
<th>Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History* Exam 07</td>
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<td>HST 202, 203</td>
<td>Or, IAH 211 or above course</td>
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<td>2</td>
<td>0 credit</td>
<td>Waive HST 202, 203</td>
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</tr>
<tr>
<td></td>
<td>1</td>
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</tr>
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<td>IAH 201+ HST 202</td>
<td>For non-history majors: If credit earned for WRA150, then HST 203 becomes IAH201</td>
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<td></td>
<td>5 or 4</td>
<td>4 credits</td>
<td>+ WRA150 (w/ credit)</td>
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<tr>
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<td>8 credits</td>
<td>HA 101, 102, GCU</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8 credits</td>
<td>HA 101, 102, GCU</td>
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<td>Art – Studio – 2-D Design Exam 15</td>
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<td>3 credits</td>
<td>STA 113</td>
<td></td>
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<td></td>
<td>3, 2, or 1</td>
<td>No credit</td>
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<tr>
<td>Art – Studio – 3-D Design Exam 16</td>
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<td>3 credits</td>
<td>STA 114</td>
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<td>3, 2, or 1</td>
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<tr>
<td>Biology* Exam 20</td>
<td>5 or 4</td>
<td>8 credits</td>
<td>BS 161, 162 &amp; BS 171, 172, GCU</td>
<td>Or, ISB 200-level course</td>
</tr>
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<td></td>
<td>3</td>
<td>No credit</td>
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<tr>
<td></td>
<td>2 or 1</td>
<td>No credit</td>
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**NOTE:** The student must choose whether to keep the AP exam results or the MSU enrollment if the course work is non-honors.

<table>
<thead>
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<th>AP Subject</th>
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<td>MTH132</td>
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<td>3, 2 or 1</td>
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</tr>
<tr>
<td>Calculus BC Exam 68</td>
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<td>7 credits</td>
<td>MTH132, 133</td>
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<td></td>
<td>2 or 1</td>
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<tr>
<td>Calculus Sub grade Exam 69</td>
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</table>

**NOTE:** The student must choose whether to keep the AP exam results or the MSU enrollment as the student cannot receive credit for both - whether MTH is honors or not.

<table>
<thead>
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<tr>
<td>Capstone Research Exam 23</td>
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<td>4 credits</td>
<td>WRA 101</td>
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<td></td>
<td>3</td>
<td>0 credit</td>
<td>Waive WRA 101</td>
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<td></td>
<td>2 or 1</td>
<td>No credit</td>
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<tr>
<td>Chemistry* Exam 25</td>
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<td>8 credits</td>
<td>CEM 151, 152, 161</td>
<td>Or, ISP 200-level course</td>
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<td></td>
<td>3</td>
<td>5 credits</td>
<td>CEM 141, 161</td>
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<tr>
<td></td>
<td>2 or 1</td>
<td>No credit</td>
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</tbody>
</table>

**NOTE:** The student must choose whether to keep the AP exam results or the MSU enrollment if the course work is non-honors.

- An override process takes place by the Registrar's Office to place 'NR' (not a repeat) into the system to allow credit for both CEM151 & CEM181H as well as CEM141 & CEM182H.

<table>
<thead>
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<th>AP Subject</th>
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<th>Credits</th>
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<td>5</td>
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<td>CHS 102, 201, 202</td>
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<td>Exam 28</td>
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<td>CHS 102, 201</td>
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<td>3</td>
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<td>Computer Science A Exam 31</td>
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<td>4 credits</td>
<td>CSE 231</td>
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<td>Computer Science Principles Exam 32</td>
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<tr>
<td>Economics* - Micro Exam 34</td>
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<td>3 credits</td>
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</tr>
<tr>
<td></td>
<td>5 or 4</td>
<td>3 credits</td>
<td>EC 202</td>
<td>Or, ISS 200-level course</td>
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<td>Subject</td>
<td>Exam Code</td>
<td>Credits</td>
<td>Notes</td>
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<td>----------------------------------------------</td>
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<td>---------</td>
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<tr>
<td>Economics* - Macro</td>
<td>Exam 35</td>
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<td>4</td>
<td>4 credits</td>
<td>WRA 101</td>
<td>Or, with Literature = ENG GCU(3)</td>
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<tr>
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<td>2 or 1</td>
<td>No credit</td>
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</table>

**NOTE:**
- If BOTH English composition exams are taken and a score of 5 is posted, WRA101+ ENG 210 will be posted
- If BOTH English composition exams are taken and a score of 4 is posted, WRA101+ ENG gcu (3 crs.) will be posted
- If BOTH English composition exams are taken and a score of 5 and 4 is posted, WRA101+ ENG 210 (3 crs.) will be posted
- An override process takes place by the Registrar’s Office to place ‘NR’ (not a repeat) into the system to allow credit for both WRA 101 and AL 192H

If credit is earned for WRA101 and HST 202/203, then HST 203 becomes IAH 201
If credit is earned for WRA101 and HST 205B/206, then HST 206 becomes IAH 202
If credit is earned for WRA101 and HST 140/150, then HST 150 becomes IAH 202

<table>
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<td>Environmental Science Exam 40</td>
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<td>European History*</td>
<td>Exam 43</td>
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<td>5, 4, or 3</td>
<td>8 credits</td>
<td>HST 205, 206</td>
<td>Or, IAH 211 or above course</td>
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<tr>
<td>European History</td>
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<td>5, 4, or 3</td>
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<tr>
<td>:: English</td>
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<td>FRN 201, 202</td>
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<td>Government and Politics* United States</td>
<td>Exam 58</td>
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<td>Waive PLS 100</td>
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<td>2 or 1</td>
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<tr>
<td>Government and Politics* Comparative</td>
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<td>Human Geography Exam 53</td>
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<td>3</td>
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<td>Waive GEO 151</td>
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<td>Latin Exam</td>
<td>Exam 60</td>
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<td>2 or 1</td>
<td>0 credit</td>
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</table>
All students planning to major in Physical Science or Engineering should include the calculus option in their AP course. Any student who does not include the calculus option should discuss their exam with the Associate Chair of the Physics Department.

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Course Code</th>
<th>Other Courses</th>
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<tr>
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<td>5 or 4</td>
<td>PHY 183</td>
<td>Or, ISP 200-level course</td>
</tr>
<tr>
<td>Physics &quot;C&quot; Electricity and Magnetism (calculus based) Exam 82</td>
<td>5 or 4</td>
<td>PHY 184</td>
<td>Or, ISP 200-level course</td>
</tr>
<tr>
<td>Physics &quot;B&quot; (non-calculus based) Exam 78</td>
<td>5 or 4</td>
<td>PHY 231, 232</td>
<td>Ends Summer 2014</td>
</tr>
<tr>
<td>Physics 1 Exam 83</td>
<td>5 or 4</td>
<td>PHY 231</td>
<td>No credit</td>
</tr>
<tr>
<td>Physics 2 Exam 84</td>
<td>5 or 4</td>
<td>PHY 232</td>
<td>No credit</td>
</tr>
<tr>
<td>Psychology* Exam 85</td>
<td>5 or 4</td>
<td>PSY 101</td>
<td>Or, ISS 200-level course</td>
</tr>
<tr>
<td>Spanish Language and Culture Exam 87</td>
<td>5</td>
<td>SPN 101, 102, 201, 202</td>
<td></td>
</tr>
<tr>
<td>Spanish Literature and Culture Exam 89</td>
<td>3</td>
<td>SPN 201, 202</td>
<td></td>
</tr>
<tr>
<td>Statistics Exam 90</td>
<td>5 or 4</td>
<td>STT 200</td>
<td>No credit</td>
</tr>
<tr>
<td>World History* Exam 93</td>
<td>5, 4, or 3</td>
<td>HST 140, 150</td>
<td>Or, IAH 211 or above course</td>
</tr>
<tr>
<td>World History and English</td>
<td>5 or 4</td>
<td>IAH 202 + HST 140</td>
<td>For non-history majors: If credit earned for WRA150, then HST150 becomes IAH202</td>
</tr>
</tbody>
</table>

Courses posted as WVR = Waiver are repeatable at MSU.
### International Baccalaureate Program Equivalencies

Note: MSU recognizes subjects taken at the higher level (HL). This table reflects HL subject equivalencies.

<table>
<thead>
<tr>
<th>IB Subject</th>
<th>Score</th>
<th>Credit or Waive</th>
<th>MSU Equivalent</th>
<th>Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amharic A - Literature</td>
<td>7, 6, or 5</td>
<td>8 credits</td>
<td>AFR GCU</td>
<td></td>
</tr>
<tr>
<td>Art/Design Visual Art</td>
<td>7</td>
<td>9 credits</td>
<td>STA GCU + Waive appropriate Studio Art courses from STA 110, 111, 113, 114 based on review of a portfolio of personal work**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>9 credits</td>
<td>STA GCU †</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6 credits</td>
<td>STA GCU</td>
<td></td>
</tr>
</tbody>
</table>

** The program description specifically stresses an emphasis on the individual media and expressive development available to the student. The correspondence of the work undertaken and the course content of STA 110, 111, 113, 114 can only be determined by a review of the actual work.

<table>
<thead>
<tr>
<th>IB Subject</th>
<th>Score</th>
<th>Credit or Waive</th>
<th>MSU Equivalent</th>
<th>Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology*</td>
<td>7, 6, or 5</td>
<td>8 credits</td>
<td>BS 161, 162, GCU, and waive BS 171, 172</td>
<td>ISB</td>
</tr>
<tr>
<td>Business and Management</td>
<td>7, 6, or 5</td>
<td>No credit</td>
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</tr>
<tr>
<td>Business and Organization</td>
<td>7, 6, or 5</td>
<td>No credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry*</td>
<td>7 or 6</td>
<td>8 credits</td>
<td>CEM 151, 152, 161</td>
<td>ISP</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5 credits</td>
<td>CEM 141, 161</td>
<td>ISP</td>
</tr>
<tr>
<td>Computer Science</td>
<td>7, 6, or 5</td>
<td>3 credits</td>
<td>CSE GCU</td>
<td></td>
</tr>
<tr>
<td>Design Technology</td>
<td>7, 6, or 5</td>
<td>3 credits</td>
<td>EGR GCU</td>
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</tr>
<tr>
<td>Economics*</td>
<td>7 or 6</td>
<td>6 credits</td>
<td>EC 201, 202</td>
<td>ISS</td>
</tr>
<tr>
<td>Economic Policy</td>
<td>5</td>
<td>Waive course (no credit)</td>
<td>Waive EC 201, 202</td>
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</tr>
<tr>
<td>English A - Language &amp; Literature</td>
<td>7 or 6</td>
<td>8 credits</td>
<td>ENG GCU</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4 credits</td>
<td>ENG GCU</td>
<td></td>
</tr>
<tr>
<td>English A - Literature</td>
<td>7 or 6</td>
<td>8 credits</td>
<td>WRA 01 (effective FS6) (Tier I requirement)/ GCU</td>
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<tr>
<td></td>
<td>5</td>
<td>4 Credits</td>
<td>WRA 01 (effective FS6)</td>
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<tr>
<td>English A2</td>
<td>7, 6, or 5</td>
<td>4 credits</td>
<td>WRA GCU</td>
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<tr>
<td>Environmental Systems</td>
<td>Any</td>
<td>No credit</td>
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<tr>
<td>Film</td>
<td>7 or 6</td>
<td>8 credits</td>
<td>ENG 130, GCU</td>
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<tr>
<td></td>
<td>5</td>
<td>4 credits</td>
<td>ENG 130</td>
<td></td>
</tr>
<tr>
<td>Geography*</td>
<td>7, 6, or 5</td>
<td>3 credits</td>
<td>GEO GCU</td>
<td>ISS</td>
</tr>
<tr>
<td>Global Politics</td>
<td>7, 6, or 5</td>
<td>No credit</td>
<td>Does not transfer to MSU</td>
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<tr>
<td>History* (including regional history)</td>
<td>7, 6, or 5</td>
<td>8 credits</td>
<td>HST GCU</td>
<td>IAH</td>
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<tr>
<td>History of the Islamic World*</td>
<td>7, 6, or 5</td>
<td>8 credits</td>
<td>HST GCU</td>
<td>IAH</td>
</tr>
<tr>
<td>Information Technology in a Global Society</td>
<td>Any</td>
<td>No credit</td>
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</tr>
<tr>
<td>Language A (for any language other than English A)</td>
<td>7, 6, or 5</td>
<td>8 credits</td>
<td>8 GCU for that language</td>
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<tr>
<td>Course</td>
<td>Requirement</td>
<td>Credits</td>
<td>Notes</td>
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<td>-------------------------------------------</td>
<td>-------------</td>
<td>---------</td>
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<tr>
<td>Language B (for any language other than English A)</td>
<td>7, 6, or 5</td>
<td>8 credits</td>
<td>8 GCU for that language</td>
<td></td>
</tr>
<tr>
<td>Language B - English</td>
<td>7, 6, or 5</td>
<td>No credit</td>
<td>Does not transfer to MSU</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>7, 6, or 5</td>
<td>12 credits</td>
<td>MTH 116, 132, 133</td>
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<tr>
<td>Mathematics - Advanced</td>
<td>Any</td>
<td>No credit</td>
<td></td>
<td></td>
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<tr>
<td>Mathematics - Further</td>
<td>Any</td>
<td>No credit</td>
<td></td>
<td></td>
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<tr>
<td>Mathematical Methods</td>
<td>Any</td>
<td>No credit</td>
<td></td>
<td></td>
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<tr>
<td>Music*</td>
<td>7, 6, or 5</td>
<td>3 credits</td>
<td>MUS GCU</td>
<td></td>
</tr>
<tr>
<td>Physics*</td>
<td>7, 6, or 5</td>
<td>8 credits</td>
<td>PHY 183, 184</td>
<td></td>
</tr>
<tr>
<td>Philosophy*</td>
<td>7, 6 or 5</td>
<td>3 credits</td>
<td>PHL GCU</td>
<td></td>
</tr>
<tr>
<td>Psychology*</td>
<td>7, 6, or 5</td>
<td>4 credits</td>
<td>PSY 101</td>
<td></td>
</tr>
<tr>
<td>Social Anthropology*</td>
<td>7, 6, or 5</td>
<td>4 credits + Waive course</td>
<td>ANP GCU + Waive ANP 201</td>
<td></td>
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<tr>
<td>Sports, Exercise and Health Sciences</td>
<td>Any</td>
<td>No credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre Arts*</td>
<td>7, 6, or 5</td>
<td>3 credits</td>
<td>THR GCU</td>
<td></td>
</tr>
</tbody>
</table>

*This course may be used to satisfy a portion of MSU's Integrative Studies requirement. Please contact an adviser to determine if this course may apply.

† GCU = General Credit, Undergraduate