# DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

**Chairperson:** *Jacqueline R. Scherer*

**Professors:** *Peter J. Bertocci, Judith K. Brown, James Dow, Jacqueline R. Scherer*

**Associate professors:** *William Bezdek, Harry Gold, A. Gary Shepherd, Richard B. Stamps, Donald I. Warren*

**Assistant professors:** *Albert J. Meehan, Rebecca L. Warner*

**Adjunct professor:** *James D. Bannon*

**Associated faculty:** *Associate Professor Lucinda Hart-González (Linguistics, Sociology and Anthropology)*

**Chief advisers:** *A. Gary Shepherd (Sociology), Peter J. Bertocci (Anthropology)*

The Department of Sociology and Anthropology offers two separate majors leading to a Bachelor of Arts degree. Sociology is the scientific study of society and is of particular interest for students who wish to examine important social problems. Undergraduate anthropology includes course work in both cultural and physical anthropology. In sociology and anthropology, students are required to study research techniques and acquire skills in theoretical analysis. Both majors are designed to allow maximum flexibility enabling students to pursue their own intellectual interests.

Students may also select a combined major in both disciplines. The department is also developing an extended program in industrial sociology that will focus on human and industrial relations. The department actively participates in the following concentrations: archaeology, social justice and corrections, social service and urban studies.

## Requirements for the liberal arts major in sociology and anthropology

To earn the Bachelor of Arts with a major in sociology,* students must complete SOC 100, SOC 202 and 32 additional credits in sociology. Of these, 8 may be taken in anthropology.

To earn a B.A. with a major in anthropology,* students must complete AN 101, AN 102 and 32 additional credits in anthropology. Of these, 8 may be taken in sociology. LIN 301 may be substituted for one departmental course.

To earn a B.A. with a major in sociology and anthropology,* students must complete SOC 100, SOC 202, AN 101, AN 102, 12 additional credits in sociology and 12 additional credits in anthropology.

*Not more than 8 credits may be taken in SOC/AN 190, 392 or 480.

## Requirements for modified majors in sociology and/or anthropology with a linguistics concentration

To earn a modified major in sociology with a concentration in linguistics, students must complete 24 credits in sociology, including SOC 100 and SOC 300, and 20 credits in linguistics. LIN 204 may be substituted for one course in sociology.

To earn a modified major in anthropology with a concentration in linguistics, students must complete AN 101 and AN 102, 12 additional credits in anthropology and 20 credits in linguistics.

## Requirements for a liberal arts minor in sociology or anthropology

To earn a minor in sociology, students must complete SOC 100 plus 16 additional credits in sociology, 12 of which must be at the 300-400 level. To earn a minor in anthropology, students must complete AN 101 and AN 102 plus 12 credits in anthropology courses at the 300-400 level.

## Departmental honors

To earn departmental honors in sociology, students must: complete in addition to the standard major requirements, SOC 400, have taken at least 16 credits in major at 300 level or above, have taken a minimum of 20 credits of their sociology major course work at Oakland University, have received a grade point average (GPA) of 3.50 in major course work, and receive recommendations from two departmental faculty members.

To earn departmental honors in anthropology, students must have taken at least 16 credits in major at 300 level or above, have taken a minimum of 20 credits of their anthropology major course work at Oakland University, have received a GPA of 3.50 in major course work, and receive recommendations from two departmental faculty members.

# Course Offerings

## ANTHROPOLOGY

**AN 101 Human and Cultural Evolution (4)**
Introduction to physical anthropology and archaeology as applied to human and cultural evolution. Stress placed on human adaptation to environment. *Satisfies the university general education requirement in social science.*

**AN 102 Culture and Human Nature (4)**
Introduction to cultural and social anthropology with emphasis on the continuing human adaptation to the environment and especially the interactions among culture, society and natural environment. *Satisfies the university general education requirement in social science.*

**AN 190 Current Issues in Anthropology (4)**
Designed for the general student, this course examines issues of current interest in anthropology. Topic will be announced at the time of offering.

**AN 222 Introduction to Anthropological Archaeology (4)**
Introduces the field of anthropological archaeology through examination of theory, data collection methods and techniques, and interpretive strategies used to understand human histories, life-ways and cultural processes.

**AN 251 Peasant Society and Culture (4)**
The peasant as a social type, the peasant's role in the making of great civilizations, and forces for change in peasant societies, especially in the non-Western world.
Prerequisite: AN 102.

**AN 271 Magic, Witchcraft and Religion (4)**
Anthropological theories of magic, witchcraft and religion: human interaction with beings, creatures, and forces that manifest extraordinary powers; folk beliefs of nonliterate people; and transformation of social systems by religious movements. Identical with REL 271.
Prerequisite: AN 102 or sophomore standing.

**AN 282 The Prehistoric Origins of Civilization (4)**
The development and spread of culture in the period before written history, using archaeological evidence from Neolithic Old World and New World sites. Cultural evolution from early farming and settlement to the rise of complex civilization.
Prerequisite: AN 101.

**AN 302 Field Research Techniques (4)**
Training in: research information storage and retrieval; field research instrumentation (photography, cinematography, video and audio recording, field computers); use of archives and data banks; plus participant observation, ethnomethodology and semantic analysis. Identical with SOC 302.
Prerequisite: AN 102 or SOC 100.

**AN 305 Child Rearing and Human Development in Cross-Cultural Perspective (4)**
Child-rearing practices and their educational role, the rearing of nonhuman primate young, and socialization practices of certain Western subcultures and non-Western societies. Identical with WS 301, Special Topics in Women's Studies: Child Rearing and Human Development in Cross-Cultural Perspectives.
Prerequisite: AN 102.

**AN 307 Culture and Society Through Film (4)**
The systematic study of selected peoples from different cultures through the ethnographic film and appropriate readings, lectures and discussions. Students learn to evaluate cultural data according to various anthropological concepts and methodologies. *Satisfies the university general education requirement in social science.*
Prerequisite: Junior standing or permission of instructor.

**AN 310 Psychological Anthropology (4)**
Theories of psychological anthropology on culture and personality and psychological phenomena viewed in relationship to culture and from a cross-cultural perspective.
Prerequisite: AN 102.

**AN 315 Studying Our Culture: Technique and Analysis (4)**
The different ways that people in different cultures and subcultures have of seeing their experiences. The anthropologist's methods of studying and analyzing these differences. Includes field work practice.
Prerequisite: AN 102 or SOC 100 or PSY 100.

**AN 322 Subsistence and Technology in Nonindustrial Society (4)**
Technologies of different cultures; implications for the individual, society and cultural survival; ecology of tribal, peasant and industrial cultures with emphasis on subsistence technology of non-Western cultures. Identical with ENV 322.
Prerequisite: AN 102.

**AN 333 Medical Anthropology (4)**
Interaction between biological, ethnopsychiatric and sociocultural environments in health, illness, and treatment. Includes historical, organizational, demographic, ecological and other problems in health care delivery.
Prerequisite: AN 102 or SOC 100 or PSY 100 or HBS 200.

**AN 337 Women's Lives in Cross-Cultural Perspective (4)**
Anthropological literature will be used to examine cultural variation in rituals and customs affecting women's lives. Female life-cycle events and the division of labor by sex will be studied in relation to the position of women in different societies. Identical with WS 301, Special Topics in Women's Studies: Women's Lives in Cross-Cultural Perspectives.
Prerequisite: AN 102.

**AN 352 Peoples and Cultures of Africa (4)**
A general survey of the geography, history, economy, society, religions and political systems of selected indigenous peoples of Africa. Part of the course will cover the events of the period of European contact.
Prerequisite: AN 102 or IS 230.

**AN 361 Peoples and Cultures of India (4)**
A survey of contemporary society and culture on the Indian subcontinent, with focus on India, Pakistan and Bangladesh; emphasis on social structure, folk religion and the problems of socio-cultural change.
Prerequisite: AN 102 or IS 240.

**AN 362 Peoples and Cultures of China (4)**
An anthropological study of China, stressing the variety of cultural and ecological adaptations characteristic of that complex society.
Prerequisite: AN 102 or IS 210.

**AN 370 Archaeology of Mesoamerica (4)**
The pre-Hispanic culture of Mexico and Guatemala, the Aztecs and Mayas, and their neighboring and derivative cultures. Detailed discussion of the major archaeological sites.
Prerequisite: AN 101 and 102.

**AN 371 Peoples and Cultures of Mexico and Central America (4)**
Anthropological studies of Indian and Mestizo societies in Mexico and Guatemala, including their separate socio-economic patterns and their integration into a dualistic social system.
Prerequisite: AN 102 or IS 250.

**AN 372 Indians of South America (4)**
A survey of the native South Americans. Includes warriors of the jungles, peasants and herders of the mountains, nomads of the plains and forests, and subsistence fishermen of the southern coasts.
Prerequisite: AN 102 or IS 250.

**AN 373 Ethnography of Communication (4)**
Identical with ALS 373.

**AN 374 Cross-Cultural Communication (4)**
Identical with ALS 374/SCN 374.

**AN 375 Language and Culture (4)**
Identical with ALS 375.

**AN 380 Archaeology of North America (4)**
The evolution of native North American cultures (including Mesoamerica) from 50,000 B.C. to 1500 A.D., with emphasis on the ecological factors in the development of culture areas.
Prerequisite: AN 101.

**AN 381 Peoples of North America: Indians and Inuit (Eskimos) (4)**
The culture of certain North American societies and their adaptation to Western contact.
Prerequisite: AN 102.

**AN 382 Advanced Physical Anthropology (4)**
The emergence and diversification of the human species in relation to the morphology and ecology of both modern and fossil man, including physical and physiological variation (sex, race and age), climatic adaptation and population genetics.
Prerequisite: AN 101.

**AN 383 Methods in Anthropological Archaeology (4)**
Instruction and field research, including site location, excavation and artifact analysis, and conservation. May be repeated once for credit.
Prerequisite: AN 101.

**AN 391 Primate Behavior (4)**
Various bio-social factors which aid the nonhuman primates in their adaptation to the environment, implications for human behavior, classroom discussions and field studies.
Prerequisite: AN 101 or 102 or PSY 100 or SOC 100 or HRD 301.

**AN 392 Current Problems in Anthropology (2 or 4)**
Seminar in which a topic or problem is studied in depth. Each seminar requires independent readings and writing.
Prerequisite: Permission of instructor.

**AN 399 Field Experience in Anthropology (4)**
Field experience in anthropology with faculty supervision. An academic project related to the departmental discipline which incorporates student performance in an occupational setting. May not be repeated for credit.
Prerequisite: 16 credits in anthropology, of which at least 8 must be at the 300/400 level, and permission of instructor.

**AN 400 Theories of Society and Culture (4)**
Acquaints students with the major theoretical foundations of modern anthropology. Identical with SOC 400.
Prerequisite: AN 102 or SOC 100.

**AN 401 Social Anthropology (4)**
Examines social structure and social organization in anthropological perspective. Entails the study of economic, political, religious and kinship systems in the social life of man.
Prerequisite: AN 102.

**AN 410 Human Adaptation (4)**
This course examines current theory on the cultural and biological adaptation of human groups to natural and social environments. Identical with ENV 410.
Prerequisite: AN 322, ENV 322, ENV 333.

**AN 420 Clinical Anthropology (4)**
This course explores cross-cultural explanations of illness and "deviant" behavior from both patients' and healers' perspectives, using case studies, films and the guest presentations of practitioners. It stresses the anthropological contribution to therapeutic strategies in the treatment of physical and mental illness.
Prerequisite: Three sociology or anthropology courses.

**AN 430 Systems of Wealth and Power in Anthropological Perspective (4)**
Concepts and methods of political and economic anthropology, emphasizing the interrelated state of political and economic phenomena, with particular reference to preindustrial, non-Western societies.
Prerequisite: AN 102.

**AN 440 Anthropology of Law (4)**
The mechanisms of social control and legal institutions in non-Western, preliterate societies. Topics include the varying types of moral order and the problem of legal enforcement in stateless societies.
Prerequisite: AN 102.

**AN 470 Social and Cultural Change (4)**
This course deals with the problems of and theoretical issues in the study of social and cultural change. Such topics as modernization, industrialization, the impact of technology and problems of development in traditional societies may be covered, but subject matter will vary with instructor. Identical with SOC 470.
Prerequisite: AN 102 or SOC 100.

**AN 480 Independent Study and Research (2 or 4)**
A tutorial in which the student will pursue a course of reading and research with the instructor. May be repeated only once for credit.
Prerequisite: Permission of instructor.

**AN 497 Apprentice College Teaching (2 or 4)**
Supervised participation in teaching an undergraduate course in anthropology, combined with readings and discussion of teaching objectives and methods appropriate for anthropological presentation. May be taken only once for credit toward a major.
Prerequisite: Senior anthropology major and permission of instructor.

## SOCIOLOGY

**SOC 100 Introduction to Sociology (4)**
Introduction to the basic concepts of sociology relating to the study of man as a participant in group life. Particular attention is given to culture, socialization and personality development and class. *Satisfies the university general education requirement in social science.*

**SOC 190 Current Issues in Sociology (4)**
Designed for the general student, this course will examine issues of current interest in sociology. The topic will be announced at the time of the offering.

**SOC 202 Introduction to Methods of Social Research (4)**
The collection, organization, analysis and interpretation of social data; elementary techniques of understanding and using quantitative evidence in sociological research.
Prerequisite: SOC 100.

**SOC 203 Social Statistics (4)**
Interpretation of social data by quantification and statistical reasoning.
Prerequisite: Two years of high school mathematics.

**SOC 205 Current Social Problems (4)**
This course presents sociological approaches to analyzing social problems. Particular attention is given to evaluation of the causes and consequences of social problems, as well as of their proposed solutions.

**SOC 206 Self and Society (4)**
Examines the reciprocal relationship between the individual and the group. Emphasizes the social roots of human nature, the self, social interaction, definitions of reality, socialization and social character. *Satisfies the university general education requirement in social science.*

**SOC 240 Sociology of Crime and Punishment (4)**
An introduction to the study of crime and the system of criminal justice in the United States. Provides an overview of different theories of crime, the production of crime statistics, types of offenses, the role of the police, courts and correctional agencies and public policy. The course also includes a comparison of street crime with white-collar crime.
Prerequisite: SOC 100. *Recommended for all students in the social justice and corrections concentration.*

**SOC 301 Social Stratification (4)**
The concepts of class, caste and race in relation to social conflict and social integration. Students will study these problems in a cross-cultural perspective, emphasizing comparative materials.
Prerequisite: SOC 100.

**SOC 302 Field Research Techniques (4)**
Training in: research information storage and retrieval; field research instrumentation (photography, cinematography, video and audio recording, field computers); use of archives and data banks; plus participant observation; ethnomethodology and semantic analysis. Identical with AN 302.
Prerequisite: SOC 100 or AN 102.

**SOC 305 Sociology of Religion (4)**
An analysis of the social components of religious experience, meaning and behavior; emphasis on the relationship between organized religions and other social institutions and such processes as conversion, commitment sectarianism, accommodation and secularization. Identical with REL 305.

**SOC 310 Introduction to Canada (4)**
Identical with IS 310.

**SOC 314 The Social Context of Social Work (4)**
A study of the social work profession and the social context of welfare policies, the relationships between social structure and the development of social work practice, and public and private welfare organizations.
Prerequisite: SOC 100 or two courses in psychology or human resource development.

**SOC 315 Social Welfare Policies (4)**
Survey of the development of social welfare programs in the U.S. Procedures developed to deal with problems of poverty, such as case work, community organization and agency programming; analysis and evaluation of current policy debates on welfare programs.
Prerequisite: SOC 100 or 314.

**SOC 322 Sociology of Law (4)**
An investigation of law and legal institutions from a comparative perspective, including the uses of law, the development of legal institutions, the role and organization of legal professionals, social influences on law, and the capacity of law to affect social behavior.
Prerequisite: SOC 100.

**SOC 323 Juvenile Delinquency and its Social Control (4)**
Nature and types of juvenile delinquency, the relation of juvenile delinquency to the stress of adolescence and the specific social situation, methods of preventing delinquency or its recurrence.
Prerequisite: SOC 340.

**SOC 324 Work and the Law (4)**
The legal principles and practices of employer-employee relations, focusing on the laws applicable to labor relations. Includes the jurisdiction, organization and procedures of the laws regulating employer-employee relations; union rights and restraints, collective bargaining, individual rights under collective agreements, employer and union unfair labor practices and discrimination against employees. Identical with LE 324.
Prerequisites: SOC 100 or PS 100 or one course in ECN.

**SOC 327 Police and Society (4)**
A study of police techniques and problems, of deviant citizen-police relations, and of social control in a field where power is high and visibility is relatively low. Topics include the defenses against corruption and the containment concept of police.

**SOC 328 Sociology of Health and Medicine (4)**
The sociological study of medicine and the uses of sociology in medicine, definitions of health and illness, disease and death, health care occupations, medical malpractice, the organization of health services, and trends in health and medicine.
Prerequisite: SOC 100.

**SOC 331 Racial and Ethnic Relations (4)**
A study of racial, ethnic and religious groups, particularly those of the U.S., emphasizing their historical development, problems of adjustment and assimilation and contemporary problems and trends.
Prerequisite: SOC 100.

**SOC 335 The Family (4)**
A comparative and historical study of the family. Identical with WS 301, Special Topics in Women's Studies: The Family.
Prerequisite: SOC 100.

**SOC 336 Sex Roles in Modern Society (4)**
The impact of ideological and technological change on the statuses, occupations and relationship of males and females. Identical with WS 301, Special Topics in Women's Studies: Sex Roles in Modern Society.
Prerequisite: SOC 100.

**SOC 338 Moral Socialization (4)**
The cultural, social and psychological dimensions of "morality"; how moral agreements are reached, and how they are communicated to group members; how individual members incorporate these agreements into their personal values and behaviors.

**SOC 345 Urban Sociology (4)**
The social structure, culture and ecology of early and contemporary urban communities; institutional responses to the problems of modern urban life.
Prerequisite: SOC 100.

**SOC 346 Communities (4)**
This course focuses on the forms and functions of local communities, including neighborhoods and social networks. Both theoretical and applied implications of these structures for community organization and development are explored.
Prerequisite: SOC 100.

**SOC 350 The Transformation of the Workplace (4)**
A study of how high technology, computers, and a shift in the economic base of employment are transforming work in contemporary society, why this is happening, and the social, psychological, political and cultural impacts of change in the workplace.
Prerequisite: SOC 100.

**SOC 353 Seminar in Socio-Technical Systems (4)**
This seminar introduces students to the growing field of inquiry that integrates the social and technical dimensions of work. Issues within the immediate, primary workplace, and the organization and social system that are related to the workplace are examined.
Prerequisite: One social science methods course.

**SOC 354 Quality of Work Life (4)**
Can small groups in large organizations promote the personal growth of employees and achieve corporate goals of productivity? The use and abuse of quality circles, the tension between personal development, corporate culture, and the ideology of worker/management relations.
Prerequisite: SOC 100.

**SOC 357 Industrial Sociology (4)**
The relationship between industrial and business organizations and the community; the study of occupations, labor unions, informal work groups, and the character of American occupational life.
Prerequisite: SOC 100.

**SOC 359 Human Factors in Quality Control (4)**
Focuses on ways to attain quality in societies based on mass production. Examines underlying social principles and specific industrial practices which encourage quality production, particularly in large-scale manufacturing and service industries which are bureaucratically organized.
Prerequisite: One social science course; two years of high school math recommended.

**SOC 371 Forms and Effects of Mass Communication (4)**
Techniques of disseminating ideas and information through the mass media; evaluation of the effect of mass media on values of individuals, and policies of institutions. Identical with SCN 371.
Prerequisite: SOC 100 or sophomore standing.

**SOC 373 Social Factors of Mass Media (4)**
The major sociological factors which control the informational content of the mass media; differences between the structures and processes of control in the print and electronic sectors of the media. Identical with SCN 373.
Prerequisite: SOC 371.

**SOC 376 Sociolinguistics (4)**
Identical with ALS 376.

**SOC 381 Sociology of Modern Organizations (4)**
A study of organizations, such as labor unions, ethnic associations and social service agencies. Topics include: analysis of bureaucracies, features of organizations, and effects of organizations on American culture.
Prerequisite: SOC 100.

**SOC 392 Current Problems in Sociology (2 or 4)**
Seminar in which a topic is studied in depth. Each seminar requires independent readings and writing.
Prerequisite: Permission of instructor.

**SOC 399 Field Experience in Sociology (4)**
Field experience in sociology with faculty supervision. An academic project related to the departmental discipline which incorporates student performance in an occupational setting. May not be repeated for credit.
Prerequisite: 16 credits in sociology, of which at least 8 must be at the 300/400 level, and permission of instructor.

**SOC 400 Theories of Society and Culture (4)**
Acquaints students with the major theoretical foundations of modern sociology. Identical with AN 400.
Prerequisite: SOC 100 or AN 102.

**SOC 401 Survey and Interview Techniques (4)**
Acquaints students with field interview techniques, questionnaire design, scaling and index construction, experimental and quasi-experimental designs, plus program evaluation research techniques.
Prerequisite: SOC 100.

**SOC 402 Small Groups (4)**
The study of small group relations and the informal understandings, codes and conventions which they generate. Considers dynamics of individuality, leadership, conformity and esprit de corps in a group setting. Identical with SCN 402.
Prerequisite: SOC 100.

**SOC 403 Computer Packages in Social Science (4)**
Principles of packaged programs, with practice in data editing and analysis with SPSS (Statistical Package for the Social Sciences) and BMDP. Comparative merits of different packages.
Prerequisite: SOC 203 or equivalent.

**SOC 408 Population Dynamics(4)**
Historical analysis of world population growth, focusing on relationships among population size, population policy, and social and economic development.
Prerequisite: SOC 100.

**SOC 425 Corrective and Rehabilitative Institutions (4)**
Problems of interaction within the institution are analyzed, e.g., between inmate, guard, supervisor and rehabilitation specialist; development of inmate subcultures; dynamics of crisis (e.g., riots); and equilibrium.
Prerequisite: SOC 340.

**SOC 430 Internship in Social Justice and Corrections (4 or 8)**
Field placement and supervision of students in police, prison and parole organizations and agencies.
Prerequisite: Enrollment in social justice and corrections concentration and written permission of instructor.

**SOC 437 Sociology of the Courts (4)**
The roles of judges, court officers, jury and attorneys are described and analyzed in the context of their professional matrix.
Prerequisite: SOC 100 and 340.

**SOC 455 Contemporary Work Roles, Careers and Labor Markets (4)**
The social dimensions of occupational specialization in modern society. The impact of social and technological labor market changes in the supply and demand for workers in various occupations. Industrial and professional career patterns are studied in relationship to values, status, prestige, life style, occupational satisfaction and job-related stress.
Prerequisite: SOC 100.

**SOC 460 Political Sociology (4)**
Sociological factors which influence distribution of power within a society: political communication, maintenance of political consensus, the revolution process, the structure of political parties, and the emergence of new states.
Prerequisite: SOC 100.

**SOC 465 Sociological Perspectives on Aging (4)**
Recent sociological perspectives on aging: topics include status of persons approaching and past retirement age, family and community roles and relations, and occupational and political participation.
Prerequisite: SOC 100 and junior standing or above.

**SOC 470 Social and Cultural Change (4)**
Identical with AN 470.
Prerequisite: SOC 100 or AN 102.

**SOC 480 Independent Study and Research (2 or 4)**
Directed individual reading and research.
Prerequisite: Permission of instructor.

**SOC 497 Apprentice College Teaching (2 or 4)**
Supervised participation in teaching an undergraduate course in sociology, combined with readings and discussion of teaching objectives and methods appropriate for sociological presentation. May be taken only once for credit toward a major.
Prerequisite: Senior sociology major and permission of instructor.

# BIOCHEMISTRY PROGRAM

**Coordinator:** *Virinder K. Moudgil (Biological Sciences)*

**Biochemistry Committee:** *Denis M. Callewaert (Chemistry), John D. Coulishaw (Biological Sciences), Kathleen H. Moore (Chemistry), Michael D. Sevilla (Chemistry), Hitoshi Shichi (Eye Research Institute)*

This interdepartmental program offers a Bachelor of Science degree with a major in biochemistry. The biochemistry program is based on faculty resources and research facilities in the departments of Biological Sciences and Chemistry. The curriculum is designed to prepare students for professional schools in health sciences, graduate school in biochemistry and biochemical research.

The specialized research facilities for cellular and analytical biochemistry at Oakland University include tissue culture facilities, an ultracentrifugation laboratory, isotope laboratories with beta and gamma counters, gas chromatographs, equipment for high pressure liquid chromatography, equipment for NMR, EPR, laser Raman and atomic absorption spectroscopy, and other computerized biochemical equipment.

Undergraduate students in the biochemistry program have access to faculty research laboratories and are encouraged to participate in various ongoing research programs such as studies in gene expression, hormone action, immunochemistry, biochemistry of viruses and nucleic acids, and radiation damage to macromolecules. The minimum requirement for a B.S. in biochemistry is 124 credits, which include 32 credits in chemistry, 16 credits in biological sciences and 12 credits in biochemistry.

## Admission requirements

Students may apply for admission to the biochemistry program after completing 16 credits of the core program with a grade point average (GPA) of 2.50 or better. Courses that carry no numerical grade and letter grades are excluded from the calculation of the GPA.

## Requirements for the Bachelor of Science degree in biochemistry

Students wishing to select the biochemistry major should prepare a detailed plan of study in consultation with a member of the Biochemistry Committee. To earn the Bachelor of Science degree with a major in biochemistry, students must complete:

1. A core program of 56 credits, including BIO 190, CHM 144, CHM 145, CHM 149, CHM 225, CHM 203, CHM 204, CHM 209 (or CHM 234, CHM 235 and CHM 237), CHM 342, CHM 343, BCM 453, BCM 454, PHY 151, PHY 152, MTH 154 or MTH 155 (STA 226 is a recommended elective)
2. An additional 12 credits in biology from the following courses: BIO 200, BIO 319, BIO 320, BIO 321, BIO 322, BIO 323, BIO 324, BIO 341, BIO 342, BIO 345, BIO 393 or BIO 394
3. At least 6 credits of advanced study in biochemistry from the following courses: BIO 407, BIO 408, BIO 439, BIO 440, CHM 457, CHM 458, CHM 553, CHM 554 or BCM 490
4. Admission to major standing and approval by the Biochemistry Committee of a detailed program of study at least three semesters before graduation.
5. Courses used to fulfill the requirements of a major in biology or chemistry may not be used simultaneously to fulfill the requirements of a major in biochemistry.

# Course Offerings

**BCM 453 Biochemistry I (3)**
Identical with CHM 453.

**BCM 454 Biochemistry II (3)**
Identical with CHM 454.

**BCM 490 Biochemistry Research (1, 2, 3, 4)**
Laboratory experience in biochemical research requiring at least four hours of work per week per credit. May be repeated for credit. Graded S/U.
Prerequisite: Permission of instructor.

# ENVIRONMENTAL HEALTH PROGRAM

**Director:** *Paul Tomboulian (Chemistry)*

Designed to integrate applied scientific specialties within the broad field of environmental health, the environmental health curricula prepare students for a variety of professional opportunities in government as well as the private sector, and for graduate study in such fields as toxic substance management, public health, toxicology, industrial hygiene and environmental planning.

Graduates of the program should be able to identify and evaluate a broad range of environmental problems. In addition, they should be able to offer solutions, anticipate hazards and prevent future problems. Studies include such areas as health and safety in the work place, toxic substances, air resources, water resources, and public policy.

## Requirements for the B.S. degree

To earn a Bachelor of Science degree with a major in environmental health, students must complete:

1. An introductory prerequisite core of 38 credits, to be completed with a 2.00 average before major standing is awarded, including BIO 200, CHM 144, CHM 145, CHM 149, CHM 225, PHY 151, PHY 152 (or, for students not considering graduate work, PHY 101 and PHY 102) and 8 credits in mathematics above MTH 121 or MTH 141, usually including STA 225. MTH 154 is strongly recommended (MTH 155 is recommended for students considering graduate education).
2. The introductory core must be completed, and major standing in environmental health must be awarded three semesters before graduation.
3. A program of 50 credits in advanced courses, including ENV 308 plus courses required by one of the three options. At least 36 credits must be in courses at the 300 level or above, and 30 credits must be in approved courses numbered 350 and above. Except for ENV courses, no more than 24 credits in any one course rubric (such as BIO, CHM, etc.) may be used to fulfill the major. At least 16 of the credits taken at the 300 level or above must be taken at Oakland University.
4. Completion of one of the specializations described below.

## Specialization in occupational health and safety

Based upon an extensive curriculum planning study, this option combines environmental and occupational health perspectives in scientific and technical courses designed to provide preprofessional training for careers relating human health and safety factors to working conditions. Students learn to recognize, evaluate and control actual and potential environmental hazards, especially undesirable occupational health and safety conditions and practices. The option emphasizes environmental and occupational toxicology.

Required course work includes BIO 207 or BIO 321, CHM 203-204, ENV 355, ENV 386, ENV 388, ENV 474 and ENV 484. Recommended electives include ENG 382, ENV 350, ENV 372, ENV 373, ENV 387, ENV 388, ENV 452, ENV 461, ENV 470, ENV 484, ENV 486, BIO 407 or CHM 453, BIO 301, PS 353 and HST 302.

## Specialization in environmental and resource management

This option emphasizes the wise use of resources, especially as they affect human health and well-being. Program electives offer training for a variety of field and laboratory opportunities in industry and government, including planning, resource management, environmental protection and public policy.

Required course work includes the core, plus the following: ENV 355, ENV 461, BIO 301, PHY 107 and PHY 158.

Recommended electives include CHM 203-204, BIO 207 or BIO 321, BIO 303, BIO 311, BIO 312, BIO 307 or BIO 319, BIO 327, BIO 333, BIO 373, BIO 375, BIO 377, BIO 407, BIO 481, ENG 382, ENV 311, ENV 312, ENV 372, ENV 373, ENV 386, ENV 461, ENV 474, ENV 484, PS 302, PS 305, PS 350, PS 353, EGR 407 and HST 384.

### Specialization in toxic substance control

This option is designed to provide training for professional opportunities in environmental toxicology, environmental health chemistry, and toxic substance management. The major focus is on toxicological principles and their applications to the production, distribution and release of toxic substances, especially as they may cause environmental problems. Risk assessment, problem solving and legislative compliance are emphasized.

Required course work includes the core plus BIO 301, CHM 203-204, ENV 461, ENV 484 and ENV 486.

Recommended electives include BIO 207 or BIO 321, BIO 341, BIO 375, BIO 377, CHM 454, CHM 581, ENG 382, ENV 372, ENV 373, ENV 386, ENV 388, ENV 474, and PS 353.

## Course Offerings

**ENV 308 Introduction to Environmental Studies (4)**
Survey of a broad range of environmental issues from a scientific viewpoint. Basic ecological and thermodynamic principles with applications to air, water and land pollution; human demography and food supplies; alternative futures. *Satisfies the university general education requirement in natural science and technology.*
Prerequisite: Sophomore standing.

**ENV 311 Global Environmental Pressures (4)**
An interdisciplinary approach to selected problems of environmental stress in major ecosystems of the world. Emphasis is on the Third World's natural resources, in relation to their export to the industrialized societies.

**ENV 312 Energy and the Environment (4)**
Basic facts of energy: sources, forms, the roles it plays, and its ultimate fate. Includes study of laws limiting energy utilization, energy flow patterns, effects of energy use on the environment, and analyses of current energy-related problems.
Prerequisite: Sophomore standing; mathematics proficiency at the MTH 011 level.

**ENV 322 Subsistence and Technology in Nonindustrial Society (4)**
Identical with AN 322.

**ENV 333 Food and Nutrition (4)**
Introduction to the science of nutrition, with applications to the human diet. Includes compositional analysis of foods, nutritional requirements and fads, and the relationships of agriculture and politics to nutrition.
Prerequisite: Sophomore standing.

**ENV 350 Selected Topics (1, 2, 3 or 4)**
Technical studies in special areas; topics vary with semester. May be repeated for credit.
Prerequisite: Junior standing and permission of instructor.

**ENV 355 Environmental Health Practice (3)**
Survey of environmental health activities from public health perspective: vector control and prevention, sanitation practice, solid waste management, air pollution control, environmentally related diseases and their prevention.
Prerequisite: Junior standing in environmental health.

**ENV 358 Occupational Safety (3)**
Systematic study of occupational safety concerns, including accident prevention, loss control, safety management, behavioral factors, hazard reduction, risk management, safety engineering, safety education, and safety laws and regulations.
Prerequisite: Junior standing in environmental health.

**ENV 372 Air Chemistry (3)**
Technical evaluation of the nature and composition of the earth's atmosphere, both in its natural state and as it has been affected by man. Some discussion of air pollution control will be included.
Prerequisite: CHM 145.

**ENV 373 Water Resources (3)**
Analysis of natural water systems, introductory hydrology, the chemistry of eutrophication, and wastewater systems. Emphasis is on applications, including water pollution abatement and management strategies.
Prerequisite: CHM 145 and junior standing.

**ENV 386 Principles of Occupational Health (3)**
Recognition, evaluation and control of environmental factors affecting human health, especially in the work place (industrial hygiene); anticipation and prevention of future hazards.
Prerequisite: Junior standing in environmental health; BIO 190, CHM 203; physics is desirable.

**ENV 387 Principles of Occupational Health II (3)**
An intensive treatment of selected subjects of current interest in occupational health.
Prerequisite: ENV 386.

**ENV 388 General Control Methods (3)**
Theory and practice of control of exposure to occupational hazards, government standards, philosophies, ventilation, protective equipment and exposure control will be emphasized.
Prerequisite: ENV 386 or 387.

**ENV 390 Directed Studies (1, 2, 3, 4 or 6)**
Studies in special areas, often individually arranged. May be repeated for credit. Preparation of study plan and instructor's approval are required before registration. Graded S/U.

**ENV 410 Human Adaptation (4)**
Identical with AN 410.

**ENV 452 Industrial Environmental Control (3)**
Problems of air and water pollution, solid waste management, hazardous material handling, and emergencies examined from an industrial viewpoint. Chemical engineering solutions to environmental problems, practical aspects and compliance with regulations.
Prerequisite: Junior standing in environmental health, CHM 145, MTH 154.

**ENV 461 Environmental Law and Policies (3)**
Legislative and legal perspectives on environmental and occupational health issues. Special emphasis on current laws and regulations, as well as their impact on the groups regulated.
Prerequisite: Junior standing.

**ENV 470 Occupational Health Internship (2)**
Supervised practical experiences in a variety of occupational health settings.
Prerequisite: Senior standing in environmental health and permission of instructor.

**ENV 474 Measurements and Sampling Methods (1, 2 or 3)**
Analysis of environmental and occupational exposures and hazards using instrumental methods in the laboratory and field locations.
Prerequisite: CHM 149 and CHM 225; ENV 386 or 388.

**ENV 484 Environmental Toxicology (3)**
Principles of toxicology applied to a variety of biological systems: exposure, toxokinetic, and toxodynamic phases; dose-effect relationships; factors influencing toxicity. Environmental partitioning, pathways, transformations, and fate.
Prerequisite: BIO 190, BIO 200; CHM 204 or 234.

**ENV 486 Toxic Substance Control (3)**
Quantification and management of toxic substances, including production, use, distribution, exposure, and control. Risk assessment and regulatory strategies will be emphasized.
Prerequisite: BIO 190, BIO 200; CHM 204 or 234.

# OTHER ACADEMIC OPTIONS

## Concentration in American Studies

**Coordinator:** *Jane D. Eberwein (English)*

**Committee:** *Sheldon L. Appleton (Political Science), Carlo Coppola (International Studies, Modern Languages), James W. Dow (Anthropology), Robert J. Goldstein (Political Science), Roy A. Kotynek (History), Bruce J. Mann (English), David W. Mascitelli (English), Janice Schimmelman (Art History), Richard B. Stamps (Anthropology), W. Patrick Strauss (History), Ronald A. Sudol (Rhetoric)*

The American studies concentration provides both a broad understanding of the American experience and an introduction to the practice of focused interdisciplinary study. The concentration is taken in addition to a departmental major. By electing departmental courses with an American focus in two or three areas outside the major and framing the concentration with two interdisciplinary American studies courses, students may expect to gain a coherent sense of the national experience and appreciate the various contributions of different academic disciplines.

Although not a vocationally directed program, the American studies concentration should be of particular interest to students preparing for careers in law, government and journalism, and those planning graduate work in American studies or any of its contributing disciplines.

Concentration requirements include AMS 300, AMS 401, one course in anthropology (preferably AN 315), one American history course at the 300 level, and three electives from the courses listed as electives in the current catalog. No more than two electives may be taken from any one department's offerings, and at least one must represent a field or fields outside the student's major. (Those majoring in anthropology or history should be aware that no more than 8 credits may be counted toward both the major and a concentration.) Students interested in pursuing this concentration should file a plan of study with the coordinator.

### Recommended departmental electives

Art and Art History: AH 350, 355
English: ENG 224, 302, 317, 320, 322, 324, 332, 341, 342
History: HST 114, 115, 218, 221, 292, 302, 306, 307, 310, 312, 313, 314, 315, 316, 317, 318, 319, 321, 323
Linguistics: LIN 303
Music: MUS 347
Political Science: PS 100, 115, 203, 301, 302, 305, 307, 323, 324, 342, 343, 371, 403
Sociology/Anthropology: SOC 100, 205, 301, 315, 331, 357, 455; AN 380, 381

## Course Offerings

**AMS 300 American Culture (4)**
An interdisciplinary approach to American culture through examination of several pervading themes (such as manifest destiny, the American dream of success, and tensions between individualism and community). May be used in lieu of one of the College of Arts and Sciences' distribution categories (see page 50).
Prerequisite: Writing proficiency (may be waived by the concentration coordinator in the case of foreign students).

**AMS 401 Senior Project (4)**
Either an independent research project or an internship in American studies. Plans for this project must be developed with the concentration coordinator the semester before the student registers for this course. Prerequisite: AMS 300.

# Concentration in Applied Statistics

**Coordinator:** *Robert B. Stewart (Psychology)*

**Committee:** *Keith A. Berven (Biological Sciences), William E. Bezdek (Sociology and Anthropology), Mary P. Coffey (Mathematical Sciences), Gerard R. Joswiak (Computer Services), Nancy S. Kursman (Political Science), Anandi P. Sahu (Economics), Robert M. Schwartz (Education), Ronald E. Olson (Health Sciences), Mohamed A. Zohdy (Engineering)*

The University Committee on Applied Statistics sponsors this interdisciplinary concentration in applied statistics, which is available to all university undergraduates. This concentration focuses on the application and interpretation of statistical procedures in the pursuit of empirically based knowledge. In order to be certified by the committee as having fulfilled the concentration requirements, students must complete at least 16 credits in statistics, including:

1. One course at the introductory level (QMM 250, PSY 251, SOC 203, STA 226 or SYS 317)
2. STA 322
3. STA 323 or 324
4. One 400-level course in the student's major. This course must meet the approval of the University Committee on Applied Statistics.

Students who wish to take this concentration must develop a program in consultation with a committee member.

# Concentration in Archaeology

**Coordinator:** *Richard B. Stamps (Anthropology)*

**Committee:** *Carl F. Barnes, Jr. (Art History), Gottfried Brieger (Chemistry), James W. Dow (Anthropology)*

The concentration in archaeology prepares students for graduate study in archaeology. It is also helpful for students interested in an interdisciplinary approach to human cultural development viewed from historical, aesthetic and scientific perspectives. Twenty-eight credits are required for this program:

1. AH 100, AN 101 and 222
2. One of the following: AH 312, AH 314, AN 282, AN 370, AN 371 or AN 380
3. 8 credits in field methods (AN 383)

In addition to the required courses, a number of other courses are recommended for those who wish to expand their background. These include: AH 322, AH 326, HST 261, HST 306, HST 367 and PHY 107. Students are reminded that professional conservation work requires knowledge in botany and chemistry.

# Minor in Computer Science

**Coordinator:** *Glenn A. Jackson (Computer Science and Engineering)*

The minor in computer science is offered by the School of Engineering and Computer Science and is available to students within the College of Arts and Sciences. Many combinations are feasible.

With a major in mathematics, physics, chemistry, biology or economics, a student may wish to emphasize numerical and scientific computing aspects of computer science. With a major in English, modern languages, history, philosophy, psychology, sociology or anthropology, a student

may wish to take courses that emphasize non-numerical and symbolic data processing, language translation and list processing. With a major in economics, a student may wish to take courses oriented toward application of computers in management data processing. For specific requirements, see page 241 of this catalog.

# Concentration in Energy Studies

**Coordinator:** *Gottfried Brieger (Chemistry)*

The concentration in energy studies provides students with an interdisciplinary approach to energy issues, examined from the perspective of anthropology, biology, chemistry, economics, engineering, physics and political science. It serves as a foundation for additional specialized study in any of these fields. This concentration requires 28 credits, distributed as follows:

1. Core — all of the following: AN 322, ENV 312, PHY 115 and PS 250
2. Advanced option — one of the following: AN 410, ME 454, EGY 350
3. Practicum — all of the following: EGR 106, EGR 108 and EGY 390 (4 or 8 credits)

# Course Offerings

**EGY 350 Energy Efficient Food Production (4)**
Man's opportunities for production of food nutrients through efficient field agriculture, horticulture, and aquaculture, and the energy relationships involved.
Prerequisite: One year of college-level science or permission of the instructor.

**EGY 390 Energy Projects (4 or 8)**
Laboratory or field work under the direction of a faculty supervisor approved by the concentration coordinator on a current energy-related issue resulting in a comprehensive project and report.
Prerequisite: Concentration core courses EGR 106 and EGR 108 are recommended prior to enrollment.

# Concentration in Environmental Studies

**Coordinator:** *Paul Tomboulian (Chemistry)*

The concentration in environmental studies introduces students to modes of thought and action relative to environmental issues. Students learn to identify and evaluate alternative solutions to environmental problems. Short- and long-range implications of human activities are analyzed, especially as they affect resources and public policy.

Concentrations are available in conjunction with cooperating departments. Requirements for the concentration are 28 credits in environmental studies and related courses, to be planned and selected beforehand with the program coordinator. Courses in environmental studies are listed under the Environmental Health Program (see page 184).

Related courses in many departments are often suitable for an environmental studies concentration. These include, but are not limited to: AN 102, BIO 301, BIO 303, BIO 311, BIO 327, BIO 373, BIO 375, BIO 377, ECN 309, ECN 310, EGR 407, HST 384, PHL 318, PHY 107, PHY 115, PS 250, PS 305, PS 350 and PS 353. Consult the program coordinator for details.

# Concentration in Film Aesthetics and History

**Coordinator:** *Brian F. Murphy (English)*

**Committee:** *Bonnie Abiko (Art and Art History), Peter J. Bertocci (Anthropology), Alfred J. DuBruck (French), Robert T. Eberwein (English), Donald C. Hildum (Communications)*

The interdisciplinary concentration in film aesthetics and history, sponsored by the departments of English, Modern Languages and Literatures, Art and Art History, Center for International Programs, and Rhetoric, Communications and Journalism, offers multiple perspectives for examining theoretical and critical issues of film as art and communication. The introduc-

tory courses explore the operation, function and construction of film. The history courses examine narrative and technical developments with emphasis on major directors, genres and trends. The theoretical courses are concerned with the uniqueness of film, its relation to other forms of verbal and plastic arts, and special approaches needed for analysis and enjoyment.

The range of viewing experiences and the variety of approaches to the medium provide an excellent preparation for students seeking employment in advertising, publishing, journalism, visual media or teaching, as well as those who wish to pursue film studies on the graduate level.

Twenty-eight credits are required, including CIN 150, ENG 250, ENG 392; two courses chosen from among CIN 300, CIN 301 and CIN 302; and two courses chosen from AH 367, AN 307, CIN 450, ENG 309, LIT 251 and SCN 303. In special circumstances, CIN 499 may be substituted for one of the above courses with permission of the concentration coordinator.

## Course Offerings

**CIN 150 Introduction to Film (4)**
Introduction to the art of film by examination of the filmmaking process, study of narrative and non-narrative film, and exploration of film's relation to society. *Satisfies the university general education requirement in arts.*

**CIN 300 History of Film: The Silent Era (4)**
Survey of directors and films important in shaping film history: Griffith, Eisenstein, Chaplin, Maurnau, Pabst, Lang and others.

**CIN 301 History of Film: The Sound Era to 1958 (4)**
Examination of significant directors, genres and movements: Welles, Hitchcock, Renoir, DeSica and others; the western, gangster film, musical; neorealism, film noir.

**CIN 302 History of Film: The New Wave and Beyond (4)**
Study of film since 1959: New Wave directors such as Truffaut, Godard, Resnais; major artists such as Fellini, Bergman, Kubrick; experimental films and new developments.

**CIN 450 Topics in Film (4)**
Examination of specialized subjects in film such as: The War Film, Alfred Hitchcock's Films, The New Wave, The Japanese Cinema. Topics to be selected by instructor.
Prerequisite: Permission of instructor or one course in film.

**CIN 499 Independent Study (4)**
Study on an independent basis for students with demonstrated interest in film. A proposed course of study must be submitted to the prospective instructor in the semester before the independent study is to be taken.
Prerequisite: One course in film.

## Concentration in Folklore and Popular Culture

**Coordinator:** *Mark E. Workman (English and Folklore)*

**Committee:** *Jane M. Bingham (Education), Marc E. Briod (Education), Judith K. Brown (Anthropology), Roy Kotynek (History), Lucinda Hart-González (Linguistics),*

Folklore is traditional, artistic behavior; it is engaged in by even the most intellectually and technologically sophisticated among us, and it encompasses all modes of expression. Popular culture borrows from folklore its formulas of production as well as much of its content. The concentration in folklore and popular culture provides an introduction to the materials and methods of inquiry into these subjects, and encourages students to pursue further the extensive social and cultural ramifications of folklore and popular culture into related areas of study.

The program is of potential relevance to students in all areas of the humanities, social sciences and education. It will be of benefit to them both in their studies at Oakland University and as preparation for careers in the media, human services, teaching or graduate work in any of the fields related to the concentration.

This concentration requires 28 credits, including ENG 214 and 302. A minimum of 8 credits must be taken at the 300-400 level, and no more than 8 credits from the student's major will count toward the concentration. A current list of approved electives, which must be selected in consultation with the concentration coordinator, follows: ALS 375, AN 251, AN 271, AN 310, AN 333, CIN 150, ENG 120, ENG 211, ENG 304, ENG 312, ENG 313, ENG 314, HST 222, HST 292, HST 346, IS 386, MUS 347, RDG 332, REL 295, SCN 371 and THA 346.

## Concentration in Gerontology

**Coordinator:** *Harold Zepelin (Psychology)*

**Committee:** *David P. Meyer (Education), William F. Moorhouse (Education), Frank Schieber (Psychology), Elinor B. Waters (Continuum Center)*

The multidisciplinary concentration in gerontology, which is co-sponsored by the School of Human and Educational Services, provides students an opportunity to gain an understanding of aging as a process in personal, cultural and social contexts. It adds another dimension to career preparation for students who plan to obtain graduate degrees in helping professions such as nursing, clinical psychology and social work. It also offers essential background and introductory experience to students holding bachelor's degrees who wish to seek employment in agencies that provide services for the elderly.

The concentration requires 24 credits, 12 in required core courses and 12 in elective courses. The advanced core course, a multidisciplinary seminar on aging (GRY 400), will bring students into contact with diverse disciplines that have an interest in aging. Students in arts and sciences must choose one elective (4 credits) from HRD courses.

Requirements for the concentration in gerontology consist of the following:

1. Core — two of the following: BIO 250, PSY 331 and SOC 465
2. Required advanced course: GRY 400
3. Electives: HRD 369 or HRD 490, HRD 431, HRD 451, HRD 452, PSY 332, PSY 372, SOC 314/514 or SOC 315/515, and GRY 480

## Course Offerings

**GRY 400 Multidisciplinary Seminar on Aging (4)**
Presentations of research and reviews of the literature, bringing together contributions from biology, the health care professions, the humanities, political science, psychology and sociology.
Prerequisites: Completion of required core courses.

**GRY 480 Research in Gerontology (4)**
Individually designed experience in research on aging, beginning with reviews of the literature and culminating in data collection or formulation of a research proposal.
Prerequisite: Concentration's core requirements and an introductory research course.

## Concentration in Michigan Studies

**Coordinator:** *Richard B. Stamps (Anthropology)*

**Committee:** *John B. Cameron (Art History), Gottfried Brieger (Chemistry), W. Patrick Strauss (History)*

The concentration in Michigan studies is an integrated program of courses that provides both a broad introduction to and a focused interdisciplinary study of Michigan. Each student is required to take MC 100 "Life in Michigan", which serves to integrate the various disciplinary offerings.

The concentration requires completion of 26 credits, including MC 100, to be selected from the following course offerings. No more than 8 credits from the student's major may be counted toward the concentration.

## Course Offerings

**MC 100 Life in Michigan (2)**
An introduction to Michigan history and politics, fine art and archaeology, geology and environment, flora and fauna, climatology, and industry and economic development.

Students will select the remaining 24 credits from the following courses (4 credits each, except for ENV 373, 3 credits).

| | |
|---|---|
| AH 355 | Michigan Architecture |
| AH 399 | Field Experience in Art History |
| AN 383 | Methods in Anthropological Archaeology |
| AN 399 | Field Experience in Anthropology |
| BIO 303 | Field Biology |
| ENV 373 | Water Resources |
| HST 218 | History of Michigan |
| HST 302 | American Labor History |
| HST 399 | Field Experience in History |
| PS 305 | Politics of the Local Community |
| PS 307 | State Politics |
| PS 458 | Public Affairs Internship |

## Concentration in Preprofessional Studies in Medicine, Dentistry and Optometry

**Coordinator:** *Egbert W. Henry (Biological Sciences)*

**Committee:** *Gottfried Brieger (Chemistry), Denis M. Callewaert (Chemistry), Robert W. Jarski (Health Sciences), Virinder K. Moudgil (Biochemistry), John R. Reddan (Biological Sciences), Robert L. Stern (Chemistry), Nalin J. Unakar (Biological Sciences), Barry S. Winkler (Eye Research Institute)*

The concentration in preprofessional studies in medicine, dentistry and optometry is intended for students who wish to pursue careers in medical, osteopathic or dental professions. Students are expected to complete a concentration consisting of the following:

1. 20 credits of biology, including laboratories
2. 20 credits of chemistry, including laboratories and two semesters of organic chemistry
3. 8 credits of mathematics
4. 10 credits of physics, including laboratories

In chemistry, mathematics and physics courses, students should opt for sequences that are more rigorous in academic content. The concentration provides the minimum requirements for admission to various medical, osteopathic and dental schools in Michigan and elsewhere. The committee strongly recommends the following additional courses for better preparation for the Medical College Aptitude Test (MCAT) and medical school curriculum:

1. Science: genetics (BIO 341, 342), developmental biology (BIO 323, 324), biochemistry (BIO 325 and 326 or CHM 453, 454, 457 and 458) and physiology (BIO 321 or BIO 207).
2. Humanities: vocabulary and etymology (ALS 102) and/or RHT 103, 105 and 110. RHT 105 and 110 are suggested for improving reading comprehension skills in preparation for the MCAT.

Students intending to pursue a career in the optometric profession are advised to take the following courses:

1. 20 credits of biology, including laboratories
2. 20 credits of chemistry, including laboratories and two semesters of organic chemistry
3. 12 credits of mathematics, including calculus (MTH 154 and MTH 155)
4. 10 credits of physics, including laboratories
5. 4 credits of introductory psychology, 8 credits of English and 8 credits of social science

This concentration does not constitute a major. Students must elect a major from those offered by the university. Interested students should consult the advisory committee for counseling and assistance in planning their academic programs.

# Concentration in Religious Studies

**Coordinator:** *Leonardas V. Gerulaitis (History)*

The religious studies concentration offers a series of courses on religion, both Western and Eastern, traditional and contemporary. These courses do not seek to confirm or attack any particular religious point of view; they are taught in the same scholarly and objective spirit as other university courses and aim at understanding a pervasive human phenomenon. They are grouped into two types: historical studies and systematic studies.

The program currently offers a concentration in religious studies that consists of at least 20 credits in religion, which may be taken jointly with a modified major (24 credits) in philosophy or with a full major in any other department of the College of Arts and Sciences.

Students wishing to make religion the focus of an independent major will receive the support of the Committee of Religious Studies. Interested students should see the concentration coordinator for further information.

In addition to the religion courses, several collateral courses are suggested: ENG 312, HST 325 and PHL 205. Courses with REL 200 numbers require only sophomore standing; courses with REL 300 numbers require one previous course in religious studies at Oakland University, unless identical with departmental courses having different prerequisites.

# Course Offerings

## HISTORICAL STUDIES

**REL 200 Topics in the Historical Study of Religion (4)**
The topic varies. Samples include: the New Testament, medieval mysticism, early Buddhism, the Protestant Reformation, Christ and Caesar, eighteenth and nineteenth century attacks on religion. May be repeated for credit.

**REL 202 The Jewish Tradition (2 or 4)**
Selected ideas and institutions in the development of Judaism from its pre-exilic roots to the present. Offered in cooperation with the Jewish Chautauqua Society.

**REL 203 The Christian Tradition (4)**
Study of the most important Christian ideas and institutions from Jesus to the present.

**REL 211 The Bible as Literature (4)**
Identical with ENG 211.

**REL 295 Contemporary Religious Movements (4)**
Begins with a review of institutional religion in America, then surveys underground church movements, Zen, Yoga, TM, and others. Field work possible.

**REL 304 The Islamic Tradition (4)**
Selected ideas and institutions in the history of Islam.

**REL 307 American Religious History (4)**
Identical with HST 307.

**REL 350 Philosophies and Religions of Asia (4)**
Identical with PHL 350.

## SYSTEMATIC STUDIES

**REL 220 Topics in the Systematic Study of Religion (4)**
The topic varies. Samples include: mythology, psychoanalysis and religion, religion and education, types of religious communities, shamanism, the hero. May be repeated for credit.

**REL 227 Psychology of Religion (4)**
Basic data of religious experience in relation to motivation, cognitive structure, and personality; problems of religious symbolism, verbal and nonverbal; dynamics of religious movements; growth, propagation, and preservation of orthodoxy; varieties of reform.

**REL 229 Religion and Literature**
Study of a few masterpieces of world religious literature, such as Greek tragedy, Hindu epic, Dante and Milton, with an attempt to generalize about the use of religious themes in literature and about literature as an expression of religious belief.

**REL 271 Magic, Witchcraft and Religion (4)**
Identical with AN 271.

**REL 291 Religion and Contemporary Moral Problems (4)**
Investigation of the theological and ethical reasons for the emergence of a new attitude toward moral questions. Protestant, Catholic, Jewish and secular viewpoints on some of these: love, sex, civil disobedience, criminal punishment, violence, war, suicide and death.

**REL 305 Sociology of Religion (4)**
Identical with SOC 305.

**REL 325 Philosophy of Religion (4)**
Identical with PHL 325.

**REL 390 Directed Readings in the Study of Religion (4)**
Individual study of a topic not covered by regular courses, with guidance of a faculty tutor. May be repeated for credit.
Prerequisite: Permission of concentration coordinator.

# Concentration in Social Justice and Corrections

**Coordinator:** *Jay Meehan (Sociology)*

The concentration in social justice and corrections requires at least 28 credits and is to be taken in conjunction with a full major in any department of the college. It provides career-oriented education for students interested in law; in the social forces producing delinquency and crime; in the evaluation of social planning for crime prevention and control, and in the operation of police organizations and correctional institutions.

A student must be formally admitted to the program and meet the following requirements:

1. 12 credits chosen from PHL 319, PS 241, PS 342, PSY 220, SOC 240*, SOC 327
2. 12 credits from PHL 321, PS 343, SOC 322, SOC 323, SOC 425, SOC 437
3. 4 or 8 credits of SOC 430

*Students are strongly advised to take this course at the beginning of their concentration.

The internship is designed to give students practical experience in the criminal justice or legal system. The student's particular interests guide the internship selection process. An internship usually involves work in an agency for 20 hours per week and meeting with the internship adviser on a regular basis. Students who qualify may receive paid internships. A term paper on some aspect of the internship experience is required in order to receive course credit. The internship is a valuable learning experience and should be taken toward the end of the concentration.

# Concentration in Social Services

**Coordinator:** *Jacqueline R. Scherer (Sociology)*

The concentration in social services requires 28 credits and is available to students throughout the university, regardless of major. It is primarily designed for students who intend to pursue graduate studies in social services or who are interested in the analysis of social programs and social welfare policies. The social and psychological dimensions of service delivery are explored

as they relate to professional development and the integration of theoretical and applied approaches to problem solving.

The following requirements apply to the concentration in social services:

1. SOC 314 and 315
2. Two of the following: PSY 220, 311, 331 or 332.
3. Field experience: PSY 399, SOC 399 or equivalent course
4. Statistics: SOC 203 or equivalent course
5. One elective from the following: HI 361, HRD 331, PSY 336, SOC 328 or SOC 331

Students are requested to enroll formally in the program by completing an application at the Department of Sociology and Anthropology office.

# Concentration in Urban Studies

**Coordinator:** *Harry Gold (Sociology)*

**Committee:** *De Witt S. Dykes (History), Oded Izraeli (Economics)*

The urban studies concentration is designed to provide a comprehensive interdisciplinary understanding of modern urban civilization and to develop an appreciation of some of the problems and policy issues confronting contemporary American urban communities. It is also designed to introduce some of the technical skills that are a prerequisite to the successful pursuit of career opportunities in a variety of urban-oriented public and private service or administrative organizations.

The concentration provides a carefully selected group of required core courses drawn from several departments, allows a relatively broad choice of electives and provides an interdisciplinary seminar designed to help integrate the knowledge and skills acquired in the program.

Students wishing to pursue the concentration in urban studies must submit an advising plan to the concentration adviser and make application to the concentration coordinator to be admitted to the program. One course in statistics and/or methodology offered by a social science department or a statistics course offered by the Department of Mathematical Sciences is a prerequisite to the program. To earn the urban studies concentration, students must complete 28 credits, distributed as follows:

1. Core — three of the following four courses: ECN 309, HST 223, PS 305, SOC 345
2. Electives — three of the following courses (none of the courses may overlap with courses in the student's major and no more than two courses may be taken in a single department): AH 363, HRD 331, HRD 364, HST 302, NCC 161, PS 307, PS 350, PS 353, PS 455, PSY 326, SOC 315, SOC 331
3. Senior seminar — required of all students: CHD 490 ("Senior Seminar in Urban Studies," described below)
4. Internship — although an urban internship or field experience is not required as part of the concentration, it is strongly suggested that students complete such a course in their major department or another program in the university. Ideally, the internship should be completed before the senior seminar.

# Course Offerings

**CHD 490 Senior Seminar in Urban Studies (4)**

A seminar integrating knowledge of the urban arena through the exploration of diverse topics and the development of substantive research.

Prerequisite: Permission of instructor.

# Concentration in Women's Studies

**Coodinator:** *Virginia Blankenship (Psychology)*

**Committee:** *Lizabeth A. Barclay (School of Business Administration), Barbara Hamilton (Rhetoric), Sharon Howell (Rhetoric), Karen Maschke (Political Science), Rebecca Warner (Sociology), Hoda Abdel-Aty-Zohdy (Engineering)*

The women's studies concentration explores the contributions of women through their work and lives, to the arts, the sciences and society. The concentration opens areas of study and research related to women that arise from the various academic disciplines and from women's experience, uniting and clarifying core concepts and ideas.

Students working toward a women's studies concentration discover information and generate questions that lead to an understanding of the present position of women in society and to the formulation of theories that may explain, predict and improve that position. This interdisciplinary concentration is a humanistic complement to any conventional academic major.

Twenty-eight credits are required for the concentration in women's studies, distributed as follows:

1. WS 200.
2. A combination of any three women's studies core courses: WS 300 "Women in Transition," 301 "Special Topics" and 401 "Advanced Topics in Women's Studies." The content and instructor for WS 301 and 401 change from semester to semester; therefore, students may receive credit for more than one WS 301 and 401 class provided they are cross-listed with different courses. The student can receive credit toward the concentration for a course taken under the departmental rubric if it is cross-listed with women's studies during that semester; a student may not receive credit for the same course taken under the WS rubric and the departmental rubric.
3. WS 101 "Introductory Topics," 201 "Topics in Women's Studies" and approved women's studies electives; a list of women's studies electives for the current semester is available in the *Schedule of Classes* or from the concentration coordinator.

# Course Offerings

**WS 101 Introductory Topics in Women's Studies (4)**
Course content varies. May include women and history.

**WS 200 Introduction to Women's Studies (4)**
Core course provides an overview of women's studies theories and methods. Strictly interdisciplinary and comparative in approach, offering a general education in women's studies literature, history, economics and culture.

**WS 201 Topics in Women's Studies (4)**
Course content varies. Representative topics are history of women since 1750 and history of the American family.

**WS 300 Women in Transition (4)**
Focuses on life experiences unique to women. Major issues include identity and independence, marriage, childbirth, adulthood and aging.

**WS 301 Special Topics in Women's Studies (4)**
Course content varies. Representative topics are women in art, women and literature, psychology of women, anthropology: women's lives, women and public policy.

**WS 400 Directed Project in Women's Studies (2, 4)**
Project may focus upon scholarly research or may involve field work or community activism around issues of importance in women's studies.
Prerequisite: Approval of faculty adviser and women's studies coordinator.

**WS 401 Advanced Topics in Women's Studies (4)**
Course content varies. Representative topics include research methods in women's studies.

# Prelaw Studies

Students planning to attend law school after graduation should major in a field in which they have both interest and aptitude; the actual field is less important for admission than the overall success of the student in college training as measured by the cumulative grade point average and scores on the Law School Admission Test (LSAT).

Rather than mastery of any particular subject matter, law schools require of incoming students certain basic skills, particularly the ability to think logically and to express oneself orally and in writing in a coherent and precise manner. No one academic discipline possesses a monopoly on development of these abilities. The best advice to students planning legal careers is to develop strong writing skills and to plan undergraduate course study with an eye toward long-term plans within the legal profession.

Although there is no formal prelaw curriculum at Oakland University because no set of specific courses is necessary for admission to, or success in, American law schools, the attention of students interested in law is drawn to courses in five categories. None of these courses is in any sense required, or even strongly recommended, for all prelaw students, yet the experience of many lawyers and law students suggests that they will be helpful to some.

I. The first category consists of courses that develop fundamental abilities of reasoning and communication. Introductory courses in all of the liberal arts disciplines (humanities and natural and social sciences) serve this purpose. Particularly relevant are courses that develop thinking and writing capabilities. These include: ENG 380, PHL 102 and PHL 103.

II. A second group, devoted to oral communication, includes: SCN 201, SCN 220, SCN 301, THA 267 and THA 350.

III. A third group features law in relationship to other disciplines. The university offers many courses placing law and legal institutions in such a context. These include: AN 440, ECN 378, HST 303, PHL 319, PS 241, PS 342, PS 343, SOC 322, SOC 324 and SOC 437.

IV. A fourth group of courses has do with business operations, an aspect of the practice of law that is often overlooked. The increase in numbers and competition within the bar have placed unprecedented emphasis on business skills. These courses include: ACC 200, MIS 300 and MKT 302.

V. A fifth group, substantive law courses, may be of special interest to students who do not have a definite intention of applying to law school but who wish to be better informed about the law, to experience the special style of legal instruction or to gather enough information to make a final decision about a legal career. These courses include: ENV 461, JRN 403 and MGT 424.

Students considering law school are warned against overemphasizing law-related courses in their undergraduate training. Law schools virtually never give credit, either for placement or for graduation, for such courses and are inclined to believe such students are too narrow in their education. Undergraduate education is a distinct and vital part of one's professional training and should never be regarded simply as a way station before beginning one's "real" work. It must be emphasized that none of the courses listed here is required of, or restricted to, prelaw students.

Students interested in the Legal Assistant Program instead of preparation for law school should see page 152 of this catalog. The College of Arts and Sciences also offers a concentration in social justice and corrections (see page 194).

## Off-campus Studies Programs

The College of Arts and Sciences administers an off-campus independent study program that allows a student to propose his or her own course of study for the semester off campus. The following standards and procedures apply:

1. Any undergraduate student in good standing is eligible to participate in the program after completion of two semesters in residence.
2. A written proposal describing a course of activity will be prepared by the student applicant before beginning the program.
3. The above written proposal and the off-campus work it describes must receive support and involvement of at least three faculty members and approval of the dean.
4. All arrangements for off-campus work must be completed and filed with the office of the dean during the semester preceding the semester of off-campus study.

5. Part of the preparatory work must include the designation of course equivalents totaling at least 8 credits for the independent study to be accomplished. This is to be negotiated with supporting faculty members.
6. Whenever credit is sought toward completion of a major, the department, through its chairperson, must agree to the value of the independent work.
7. The dean of the college will require a release from parents absolving the university of responsibility for the well-being of students under 18 years of age while they are participating in an off-campus independent study.
8. The initial approval of a program for a student will be for one semester with the provision that the student may request an extension of the program for additional semesters.
9. The student must be registered at Oakland University and pay the required fees during the independent study period.

Students interested in overseas study programs sponsored by other universities and organizations, both domestic and foreign, should contact the Study Abroad Office, 430 Wilson Hall. Information on work-study opportunities sponsored by institutions other than Oakland University can be obtained from the Department of Placement and Career Services, 275 Vandenberg Hall West, and from the Center for International Programs, 430 Wilson Hall.

# Teaching Minor in Science

**Coordinator:** *Nancy Collins (School of Human and Educational Services)*

The liberal arts teaching minor in science requires at least 24 credits selected from courses, approved by a faculty adviser, offered in biological sciences, chemistry and physics. Course selections cover two of the three disciplines and must include 12 credits in each discipline applied to the minor. All courses must be at the levels of BIO 190, CHM 144 and PHY 101 or above. They may not include courses in the student's major discipline.

# Liberal Arts Minor in Science

**Coordinator:** *David J. Downing (College of Arts and Sciences)*

The liberal arts minor in science requires at least 24 credits selected from courses in biological sciences, chemistry and physics. Two options are available.

## Two-science minor

1. Complete at least two of the following course sequences: BIO 190, 195 and 200; CHM 144, 145 and 149 (or CHM 164, 165 and 149); or PHY 101, 102 and 158 (or PHY 151, 152 and 158).
2. Complete at least 8 additional credits from either one science or split between the two sciences. Biology and chemistry courses numbered lower than BIO 190 and CHM 144, respectively, do not apply to the science minor.

## Three-science minor

Complete the following: BIO 190, 195 and 200; CHM 144, 145 and 149 (or CHM 164, 165 and 149); and PHY 101, 102 and 158 (or PHY 151, 152 and 158).

Students who elect a single discipline minor in either biology, chemistry or physics are not eligible for the science minor, nor are students majoring in biochemistry, biology, chemistry, computer and information science, engineering, environmental health, industrial health and safety, medical physics, medical technology, nursing, physical therapy or physics.

# HONORS COLLEGE

**Director:** *Brian F. Murphy (English)*

**Council:** *Donald C. Hildum (Rhetoric, Communications and Journalism), Vincent B. Khapoya (Political Science), Kathleen H. Moore (Chemistry), Norman Susskind (Modern Languages and Literatures), one sophomore, one junior and one senior Honors College student*

**McGregor Professor of Humanities and Arts:** *Kurt Luedtke*

The Honors College has been established by the faculty of the College of Arts and Sciences for highly motivated students seeking an unusually challenging undergraduate education. It offers a specially designed general education and additional requirements, in conjunction with a departmental major from the College of Arts and Sciences or one of the professional schools.

Students currently admitted to or enrolled at Oakland University may apply directly to the Honors College for admission; others must apply for admission to Oakland University as well. Application forms are available at the Honors College office.

Courses with the HC prefix are open only to students who have been accepted to the Honors College.

## Requirements and Procedures

### Departmental majors

Each student must complete a departmental major in the College of Arts and Sciences or a prescribed course of study in the School of Business Administration, the School of Engineering and Computer Science, the School of Health Sciences, the School of Human and Educational Services or the School of Nursing.

A student who is not pursuing a standard major (for example, a student with an independent major) may be accepted to the Honors College if the Honors College Council determines that the student's program is of sufficient breadth, depth and coherence.

### General education requirements of the Honors College

1. The student must successfully complete RHT 101 or its equivalent.
2. The student must successfully complete at least four Honors College core courses, chosen from HC 201, 202, 203, 204, 205, 206, 207 or 208.
3. The student must successfully complete at least one 4-credit course in each of the four general education areas not covered by the HC core courses taken. A student may meet this requirement by successfully completing relevant university general education courses, departmental courses that count towards a major, additional HC core courses or a combination of these.
4. The student must successfully complete a senior colloquium, HC 401.
5. The student must attain second-year foreign language proficiency.

Note: Honors College requirements replace university general education and college distribution requirements. Students should not attempt to fulfill both sets of requirements.

### Advanced standing

The student shall apply for advanced standing in the Honors College, normally by the end of the fourth semester. Following receipt of the application, the Honors College Council will interview the applicant. The interview will be of a general nature, but will deal, in part, with material studied in the Honors College core courses the student has completed.

After the interview, the council may admit the student to advanced standing, grant the student conditional advanced standing or ask the student to withdraw from the Honors College. A student who is granted conditional advanced standing will be given reasons for this status.

Generally, a student will not be considered for admission to advanced standing, or for removal of conditional status, later than the fourth week of the semester following that in which the student completes 80 credits.

## Independent project

Each Honors College student must successfully complete a major creative or scholarly work under the supervision of a faculty member. All independent projects must be approved by the Honors College Council prior to proceeding with work. Independent project proposals should be submitted to the council before students complete their junior year. The project must be approved within the first four weeks of the semester following that in which the student completes 96 credits.

The student may receive departmental or Honors College independent study credit for all or part of this work. The student may, but is not required to, register for HC 490.

The project must be independently designed and completed.

Completed independent project reports are due no later than the week following the middle week of the semester in which the student intends to graduate.

## Grade point average and graduation honors

A grade point average of at least 3.30 is required for graduation.

Honors College students may receive departmental and university honors upon graduation.

# Course Offerings

**HC 201 through 208 Honors College Core Courses (4 each)**
Introduction to ways of thinking characteristic of a modern university. HC 201 deals with the arts, HC 202 with literature, HC 203 with language, HC 204 with western civilization, HC 205 with international studies, HC 206 with social science, HC 207 with mathematics, logic or computer science and HC 208 with natural science or technology. Offered every other year.

**HC 300 Special Topics (2, 4)**
Special problems and topics selected by the instructor.
Prerequisite: Open to Honors College students only.

**HC 401 Honors College Senior Colloquium (4)**
Discussion of a broad topic of traditional concern or an issue of particular current significance. Offered annually.

**HC 490 Independent Study (2, 4)**
Supervised instruction in the Honors College independent project. May be repeated for credit. Offered each semester.

# NEW CHARTER COLLEGE

**Chairperson:** *Leonardas V. Gerulaitis (History)*

**Faculty:** *Lizabeth A. Barclay (Business Administration), John Beardman (Art and Art History), Peter Bertocci (Anthropology), David C. Bricker (Philosophy), Marc Briod (Education), Richard Brooks (Philosophy), Harvey Burdick (Psychology), Richard J. Burke (Philosophy), F. James Clatworthy (Education), John Coulishaw (Biology), Thomas Fitzsimmons (English), Wilma Garcia (Rhetoric), James Graham (History), Carol Halsted (Dance), Marvin Holladay (Music), Roy Kotynek (History), Vincent Khapoya (Political Science), Margaret Kurzman (Rhetoric), David Mascitelli (English), Donald Morse (English), Margaret Pigott (Rhetoric), Jacqueline Scherer (Sociology), Robert Stern (Chemistry), Ronald Swartz (Education)*

**Adjunct faculty:** *Charles Morton (Philosophy), Laurel Torgoff (clinical psychologist), Bernard Travnikar (child counselor)*

Drawing on faculty from departments and schools throughout the university, the New Charter College offers an interdisciplinary individual approach to learning.

The New Charter College does not offer a major or a degree, but degree candidates in any of the university's departments or schools may augment their studies through course work offered by the college. Candidates for the Bachelor of General Studies will find the New Charter College courses to be broad, flexible and challenging.

Academic counseling also is available to students enrolled in New Charter College courses.

Courses at all levels ending in numbers from 11-19 emphasize the creative arts, 21-29 the humanities, 31-39 the social sciences, 41-49 the natural sciences and 51-59 community studies.

## Course Offerings

**NCC 100 Individual in the University (4)**
Exploration of general education in relation to life experiences and career development. Links personal competencies, goals and needs to academic subject matter, the history and structure of the university and critical evaluation of the processes and possibilities of higher learning.

**NCC 101 Explorations in Interdisciplinary Studies (2, 4)**
An introductory course enabling students to sample various interdisciplinary approaches and to develop broader perspectives on interdisciplinary matter.

**NCC 112 Creative Expression (4)**
Exploration of communication with self and others within structured forms of dance, music and drama. Visual arts and other media are used to implement expression where appropriate and possible. Graded S/U.

**NCC 121 Images of Humanity (4)**
Literature as a cross-cultural mirror. Literary works of various types will be explored, with emphasis on the ways that writers look outward in order to reflect the world in which they live.

**NCC 122 Alienation in Youth (4)**
Problems and questions about why students and adolescents may reject the values of their native society, as well as the difficulties in bringing about genuine change in society and self.

**NCC 123 Science Fiction, Detective Stories and the Scientific Method (4)**
Using representative works from science fiction, detective stories and the philosophy of science, this class focuses on the effects of scientific discoveries on human life and culture.

**NCC 131 Studies in Human Organization (4)**
Interdisciplinary introduction to the behavioral sciences. Topics may range from the cross-cultural study of human relations and lifestyles to the dimensions of a contemporary American social problem.

**NCC 141 Twentieth Century Science (4)**
Exploration of current frontiers in scientific thought and conceptualization, in relation to contemporary society and its problems. No advanced specific knowledge of modern science is required.

**NCC 147 History of Science (4)**
Several historical periods, from antiquity to the present, are examined to see how the development of science has been influenced by the intellectual climate of the era and how new insights in the sciences have helped shape different societies' perceptions of reality.

**NCC 151 Introduction to Urban Studies (4)**
Introduction to the interdisciplinary subject matter of urban studies. Guest speakers provide a wide range of perspectives on the problems and possibilities of human growth in modern American cities.

**NCC 201 Topics in Interdisciplinary Studies (2, 4)**
An intermediate course enabling students to sample various interdisciplinary approaches and to develop broader perspectives on interdisciplinary subject matter.

**NCC 210 Study Abroad (2, 4)**
An interdisciplinary topic relating to the culture of a foreign country or region, enriched by traveling and living in that area. Readings, discussion and structured itineraries are designed to enhance general understanding of that culture in broader academic perspectives.

**NCC 215 African Music as Oral Culture: West African Drumming (4)**
West African drum ensemble traditions will be investigated in a performance context and comparisons explored with other musical traditions of indigenous African cultures. Special attention is given to linguistic relationships in the tonality of African music.

**NCC 223 Personal Worlds (4)**
Philosophical and literary sources are used to explore the dreamlike and dramatic inner quality of personal worlds. Analogies are drawn between the fictional lives of others and the stranger within the self.

**NCC 227 Those Were the Days (4)**
From a contemporary perspective, cultural history and social alienation in America during the 1950s and 1960s are studied. Themes of alienation as seen by different generations, sexes and ethnic groups are analyzed in relation to popular music, television and film.

**NCC 235 Perspectives on Psychic Research (4)**
Survey and anlysis of contemporary research into parapsychology and a wide range of observed or purported psychic phenomena — such as clairvoyance, mediumship, faith-healing, precognition, astral projection, etc.

**NCC 241 Body and Soul (4)**
Explores multiple approaches to self-knowledge, based on the writings of different authors who attempt to integrate human biology with psychology and culture. The question of reality of body and soul is examined in light of a systems approach to the life sciences.

**NCC 252 Interpersonal Relationships: Marriage, Family and Divorce (4)**
Critical evaluation of individual feelings about tradition and change in marriage and parenthood, male and female roles, sexuality and companionship, marital conflict and divorce, and the single life.

**NCC 300 Independent Study (2, 4)**
Advanced interdisciplinary reading on a topic of interest to the student, who assumes initiative for planning this reading project in conjunction with New Charter College faculty sponsor and approval of the New Charter College Executive Committee. Graded S/U. Offered every semester.
Prerequisite: Approved NCC contract.

**NCC 301 Seminar in Interdisciplinary Studies (2, 4)**
An advanced course enabling students to sample various interdisciplinary approaches and to develop broader perspectives on interdisciplinary subject matter. Offered every year.
Prerequisite: Previous NCC course work or permission of instructor.

**NCC 310 Creative Arts Contract (2, 4)**
Opportunity to develop artistic skills within context of aesthetic history and criticism. Student must submit learning contract, signed by New Charter College faculty sponsor and approved by the New Charter College Executive Committee, by way of applying for permission to take this class. Graded S/U.
Prerequisite: Approved NCC contract.

**NCC 321 Remedial Wisdom (4)**
Confronts the student with the totality of problems facing an educated person today and explores various attempts to solve them.
Prerequisite: Senior standing or permission of instructor.

**NCC 334 Human Sexuality (4)**
Explores notion that sexuality connotes totality of being — the full expression of femaleness and maleness. Various cultural paradigms of the nature of sexuality are explored; the biosocial nature of sexuality and the functional identity of mind and body are examined.

**NCC 336 Ways of Knowing (4)**
Intensive exploration of personal integration and growth, bridging reading with experience, through the study of humanistic psychology, transactional analysis, bio-energetic theory and technique, and Jungian syntheses.
Prerequisite: Permission of instructor.

**NCC 351 The Geography of Values (4)**
Explores community values in the context of change and development. Changing values and community development in local areas are researched and analyzed for a deeper understanding of the techniques and uses of social cartography.
Prerequisite: Previous NCC course work or permission of instructor.

**NCC 400 Independent Research (2, 4)**
Advanced interdisciplinary research on a topic of interest to the student. Student assumes initiative for planning research in conjunction with New Charter College faculty sponsor and approval of the New Charter College Executive Committee. Substantive, well-documented paper is required.
Prerequisite: Approved NCC contract.

# CENTER FOR THE ARTS

**Director:** *Carl F. Barnes, Jr.*

**Assistant to the director:** *T. Andrew Aston*

**Facilities manager:** *John D. Woudstra*

**Publicity manager:** *Judy L. Pearson*

**Accountant:** *Betty L. Wheeler*

**Costume shop supervisor:** *Mary Ellen Shindel*

**Scene shop supervisor:** *Andrew S. Beresford*

The Center for the Arts is an administrative unit of the College of Arts and Sciences. It develops, coordinates and promotes the university's public undergraduate performances and presentations in art history, dance, mime, music and theatre.

Each academic year, the center presents a subscription series of theatrical, musical and dance events featuring guest artists and groups, and faculty and students from the Department of Music, Theatre and Dance.

The center also presents special arts and arts-related events, including workshops throughout the year in various arts disciplines, special presentations at Meadow Brook Hall and art tours to foreign countries.

In cooperation with Oakland Schools and the Academy for the Gifted and Talented of Michigan, the center offers an annual Concerts-for-Youth series which attracts some 6,000 children to campus each year. The center also offers an annual Summer Arts-for-Youth Camp program and classes for artistically gifted young people.

The center works with the university's professional arts enterprises, the Meadow Brooks, to promote cooperation between Oakland University's professional and academic arts undertakings.

In cooperation with the Meadow Brook Music Festival and the Detroit Symphony Orchestra, the center offers the Meadow Brook Academy for the Arts, featuring a two-week commuter and residential orchestra program for serious young musicians. In 1989, this program will be expanded to include theatre and dance.

# SCHOOL OF BUSINESS ADMINISTRATION

**Dean:** *Ronald M. Horwitz*

**Office of the Dean:** *John E. Tower, associate dean; Kathleen G. Kazarian, coordinator for academic advising; Carole J. Terry, undergraduate academic adviser; Frank P. Cardimen, director, Center for Economic Development and Corporate Services; Thomas R. Berry, computer facilities administrator*

**Department chairs:** *Daniel N. Braunstein, Management and Marketing; Gadis J. Dillon, Accounting and Finance; David P. Doane, Decision and Information Sciences; Ronald L. Tracy, Economics*

**Professors:** *Eleftherios N. Botsas, Daniel N. Braunstein, Joseph E. Champagne, Gadis J. Dillon, David P. Doane, Karl D. Gregory, Ronald M. Horwitz, Robbin R. Hough, Sid Mittra, Ravi Parameswaran, Miron Stano*

**Associate professors:** *Lizabeth A. Barclay, Edward J. Farragher, Augustin K. Fosu, Richard A. Hofler, Oded Izraeli, Kevin J. Murphy, Howard S. Schwartz, John E. Tower, Ronald L. Tracy, Mary P. Van Sell*

**Assistant professors:** *Bijoy Bordoloi, Paul W.F. Chao, Sadik Cokelez, Sherman T. Folland, Amir M. Hormozi, Harold Hotelling, Sheila M. Jacobs, Robert T. Kleiman, Thomas W. Lauer, Soo-Young Moon, J. Austin Murphy, Kevin Nathan, Eileen Peacock, Gerald V. Post, Barbara A. Theisen, John W. Welch, Floyd G. Willoughby, Kenneth M. York*

**Special instructor:** *David D. Sidaway*

**Visiting associate professor:** *John W. Henke*

**Visiting assistant professors:** *Mohammad S. Bazaz, Sandra S. Pelfrey, Anandi P. Sahu*

**Visiting instructors:** *Peter J. Boettke, Aleksandra Glowacka, Patricia J. Kish*

**Adjunct professors:** *Rikuma Ito, Paul F. Lorenz*

**Lecturers:** *David W. Essig, Robert J. Forbes, Jacquelynne K. Genova, George Kuljurgis, David Medved, David Minkus, Douglas R. Munro, Robert H. Schappe*

## Board of Visitors

The Board of Visitors provides a direct link between the industrial community and the School of Business Administration. The board is comprised of outstanding corporate and professional leaders from the Detroit metropolitan area. Board members assist the faculty on several projects and provide consultation on goals and objectives, curricula designs and research programs.

The board members are:

*Thatcher W. Root, Vice President, Thomson McKinnon Securities, Incorporated; chairman, Board of Visitors*
*James A. Aliber, Chairman of the Board and Chief Executive Officer, First Federal of Michigan*
*Barry K. Allen, President, Ameritech Publishing Incorporated*
*Joseph A. Campana, Vice President, Marketing, Chrysler Corporation*
*Keith E. Crain, Vice Chairman, Crain Communications*
*James K. Croll, Sales Vice President, AT&T*
*Glen W. Fortinberry, President and Chairman of the Board, Ross Roy, Incorporated*
*William R. Halling, Managing Partner, Detroit Office, Peat, Marwick, Main & Company*

*William R. James, President, James Associates*
*J. Michael Losh, General Manager, Pontiac Motor Division, General Motors Corporation*
*Eugene A. Miller, President, Comerica, Incorporated*
*Kenneth E. Myers, President, William Beaumont Hospital Corporation*
*Harold A. Poling, Vice Chairman and Chief Operating Officer, Ford Motor Company*
*Arthur P. Ronan, President, Automotive Operations, Rockwell International Corporation*
*Alan E. Schwartz, Senior Partner, Honigman, Miller, Schwartz & Cohn*
*James R. Wilbert, Partner, Coopers & Lybrand*

# General Information

The School of Business Administration offers undergraduate programs for students interested in obtaining the skills and information needed to manage profit-making businesses, not-for-profit enterprises (e.g., health care institutions, educational institutions, cooperative societies) and governmental units. The programs include:

Bachelor of Arts, with a major in economics (offered in conjunction with the College of Arts and Sciences; see page 77 for a description of this program), and

Bachelor of Science, with majors in accounting, economics, finance, general management, human resources management, management information systems and marketing; and minors in accounting, economics, finance, international management, management, production and operations management, and quantitative methods.

The School of Business Administration offers the Master of Business Administration (MBA) degree for superior students in any major, including business and management. The MBA is a professional program in business designed to prepare students for careers involving problem identification, problem solving, decision making and leadership in any type of organization. It is preferred that students with an undergraduate degree in business or one of the functional areas of management have two years of work experience before entering the MBA program.

Oakland University undergraduates working on majors other than those in the management areas may earn both an undergraduate degree and an MBA by completing an accelerated program. To be eligible, students should have a grade point average in the top 15 percent of students in their major. Students may apply to the program after they have completed 80 undergraduate credits. For more information, see the *Oakland University Graduate Catalog*.

The School of Business Administration is accredited, on both the undergraduate and graduate levels, by the Accreditation Council of the American Assembly of Collegiate Schools of Business (AACSB).

# Degree Requirements

The curriculum described shall be followed by students entering the School of Business Administration beginning with the fall 1988 semester. Students enrolled prior to fall 1988 may choose to satisfy either the degree requirements listed in this catalog or those in the catalog of the academic year in which they were initially admitted to pre-business in the School of Business Administration (or any catalog during the interim) provided that catalog is not more than six years old at the time of graduation. Students who transfer to the School of Business Administration after admission to the university or who are readmitted to the university are required to follow the requirements of the catalog in effect at the time they transfer or are readmitted.

To ensure they have met all requirements, students should seek a final program audit from one of the school's academic advisers the semester before the semester in which they plan to graduate. The responsibility for meeting graduation requirements rests with the student.

The business administration program enables students to combine intensive study of a functional area of business with a broad background in management. This combination will allow students to understand and manage changing situations in profit-oriented enterprises or not-for-profit organizations, both public and private. In this program, a general education is com-

bined with rigorous analytical training, enabling students to handle the increasingly complex and changing problems faced by managers.

The business administration program offers students the opportunity to major in general management or in one of the functional areas of business: accounting, finance, human resources management, marketing or management information systems. The program leads to a Bachelor of Science (B.S.) degree. (In addition to the majors listed above, the School of Business Administration offers a Bachelor of Science degree with a major in economics. See page 212.)

The business administration degree program consists of four parts: general education, the precore, the core and the major. Students in this program must satisfy the specific requirements of each of these parts and must earn a minimum of 128 credits.

Each student must:

1. Complete at least 128 credits.
2. Complete at least 32 credits at Oakland University, of which at least 16 credits must be in courses offered by the School of Business Administration. Of these 16 credits, at least 8 credits must be in the student's major.
3. Complete at least 32 credits at the 300 level or above.
4. Take the last 8 credits needed to complete baccalaureate requirements at Oakland University.
5. Earn a cumulative grade point average of at least 2.00 in courses taken at Oakland University and in courses taken in the School of Business Administration.
6. Obtain certification of writing proficiency, as described on page 31.
7. Complete the university general education requirement (see page 31).
8. Be admitted to major standing.
9. Complete the requirements for one of the majors in the School of Business Administration.

# Requirements for Business Administration Majors

## General education requirement

Students in the School of Business Administration must satisfy the university general education requirement, described on page 31. These requirements may be summarized as one course from the approved lists in each of the following categories: arts; literature; language; western civilization; international studies; social sciences (School of Business Administration students cannot use ECN courses to satisfy this requirement); natural science and technology; and mathematics, logic and computer science (this category is automatically satisfied by the school's precore mathematics requirement).

## Precore requirements

As preparation for the various majors of the business administration program, students must successfully complete a program that consists of courses in writing, mathematics, computer use, economics, accounting and statistics.

The required precore courses are:

| | | |
|---|---|---|
| RHT 100-101 | Composition I-II (or complete the writing proficiency requirement in another manner) | 0-8 |
| MTH 011-012* | Elementary-Intermediate Algebra (if required, based on the math placement test) | 0 |
| MTH 121 | Linear Programming, Elementary Functions | 4 |
| MTH 122 | Calculus for the Social Sciences (or MTH 154) | 4 |
| CSE 125 | Introduction to Computer Use | 4 |
| ECN 200 | Principles of Macroeconomics | |
| and ECN 201 | Principles of Microeconomics | |
| or ECN 210 | Principles of Economics (a 6-credit course which covers the material of both ECN 200 and ECN 201) | 6-8 |

| | | |
|---|---|---|
| ACC 200 | Introductory Financial Accounting | 4 |
| ACC 210 | Managerial and Cost Accounting I | 4 |
| QMM 250 | Statistical Methods | 6 |
| | | 32-42 |

The freshman and sophomore years of study for students pursuing the business administration program will be devoted to the successful completion of the general education and precore course requirements. Special emphasis should be given during the freshman year to the completion of the university composition requirement and steady progress in the mathematics sequence. Once sophomore status (28 credits) has been achieved, students will begin work on the economics, accounting and statistics requirements.

*Credit may not be used to satisfy minimal graduation requirements.

## Admission to major standing in business administration

To be eligible to take most 300-level courses in the core and major programs (excluding ECN courses) and all 400-level courses, students must be admitted to major standing in the School of Business Administration. Courses for which major standing is not a prerequisite are ACC 310, ENG 382, MKT 302, ORG 330 and all ECN courses.

Admission to major standing is selective. The minimum requirements for consideration are:

1. Student's admissibility to and retention in the university.
2. Completion of the writing proficiency requirement.
3. A minimum grade point average of 2.80 in all courses taken at Oakland University. In addition, a cumulative grade point average of 2.80 from all colleges attended including Oakland University.
4. A minimum grade of 2.0 in each of the following precore courses or their equivalents: MTH 121, MTH 122, CSE 125, ECN 200 and ECN 201 (or ECN 210), ACC 200, ACC 210 and QMM 250.
5. Submission of an "Application for Major Standing" for the desired major **during the first month** of the semester in which the student expects to complete the precore requirements.

## Core program

Each of the business major programs requires the completion of a common core of courses introducing students to the functional areas of business. The core courses required in all business administration major programs are:

| | | |
|---|---|---|
| ENG 382 | Business and Technical Writing (or ENG 380) | 4 |
| ECN 301 | Intermediate Microeconomics | 4 |
| ORG 330 | Introduction to Organizational Behavior | 4 |
| POM 343 | Operations Management | 4 |
| FIN 322 | Managerial Finance I | 4 |
| MIS 300 | Management Information Systems | 3 |
| MKT 302 | Marketing | 4 |
| ORG 331 | Organizational Behavior Applied to Management | 4 |
| MGT 435 | Management Strategies and Policies | 4 |
| | | 35 |

All courses in the core program require major standing except ENG 382, all ECN courses, ORG 330 and MKT 302. MGT 435 is a course that integrates the material in the core program and may be taken only after students have completed the rest of the core program.

## Major programs

Students complete their program by taking 16-22 additional credits specified in their major area. The junior and senior years will be devoted to the successful completion of the requirements

of the core and major. Majors from which business administration students may choose are detailed below. Double majors are permitted in all areas except general management. No more than 4 credits of independent study (490 courses) may be used to meet the major elective requirement.

## Requirements for the major in accounting

**Major adviser:** *David D. Sidaway*

The major in accounting prepares students for an accounting or auditing career in the public or private sector of profit-oriented or not-for-profit enterprises.

To fulfill requirements for the accounting major, students must be admitted to major standing in accounting, complete the core program and earn the 30 credits specified below with a grade of 2.0 or better in each course.

| | | Credits |
|---|---|---|
| **Required precore courses:** | | |
| ACC 200 | Introductory Financial Accounting | 4 |
| ACC 210 | Managerial and Cost Accounting I | 4 |
| **Required major courses:** | | |
| ACC 310 | Intermediate Financial Accounting I | 3 |
| ACC 311 | Intermediate Financial Accounting II | 3 |
| ACC 312 | Advanced Financial Accounting | 4 |
| ACC 410 | Managerial and Cost Accounting II | 4 |
| **Electives — Choose 8 credits:** | | |
| ACC 411 | Auditing | |
| ACC 412 | Government and Not-for-profit Accounting | |
| ACC 413 | Regulatory Agencies and the Accounting Profession | |
| ACC 414 | Accounting Theory | |
| ACC 415 | Tax Accounting | |
| ACC 416 | Contemporary Accounting Issues | |
| ACC 418 | Computer-based Accounting Systems | |
| ACC 420 | Advanced Auditing Topics | |
| ACC 421 | Advanced Tax Topics | |
| FIN 419 | International Financial Management | 8 |
| | | 30 |

Because of their specific requirements, students who plan to take a professional accounting examination (CPA, CMA or CIA) should discuss their course selection with an accounting faculty member before enrolling in 400-level accounting courses.

Note: Fifth Year Option. Although it is not required, the School of Business Administration suggests that students planning to take the Certified Public Accountant (CPA) examination consider taking an additional 32 credits of study in accounting, as recommended by the American Institute of Certified Public Accountants. During this fifth year, students should take the following 32 credits: 20 credits of 400-level accounting courses (in addition to the courses required for the four-year accounting major), FIN 422, MGT 424 and an additional quantitative methods course.

## Requirements for the major in finance

**Major adviser:** *J. Austin Murphy*

The major in finance leads to an understanding of the theoretical foundations of finance and develops the specific skills, modes of analysis and institutional background useful to work in the accounting and finance areas of profit-making businesses or not-for-profit enterprises.

To fulfill requirements for the finance major, students must be admitted to major standing in finance, complete the core program and earn a minimum of 22 credits, as specified below, with a grade of 2.0 or better in each course.

| Required core courses: | | Credits |
|---|---|---|
| FIN 322 | Managerial Finance I | 4 |
| **Required major courses:** | | |
| ACC 310 | Financial Reporting and Analysis* | 3 |
| ECN 321 | Money, Credit and the Economy | 4 |
| FIN 421 | Investment Analysis | 4 |

*In lieu of ACC 301, students may substitute *both* ACC 310 and 311.

| **Electives — Choose two courses from the following (some may require additional prerequisites):**** | | |
|---|---|---|
| FIN 418 | Financial Institution Management and Lending | |
| FIN 419 | International Financial Management | |
| FIN 420 | Real Estate Investment, Financing and Taxation | |
| FIN 422 | Managerial Finance II | |
| FIN 480 | Seminar — Special Topics | 8 |
| | | 23 |

**ACC 410, ACC 415, or ACC 418 may be substituted for one finance elective.

## Requirements for the major in general management

**Major adviser:** *Floyd G. Willoughby*

The general management major allows students to take advanced work in several functional areas of business. Students may not earn a double major in general management and another major of the School of Business Administration.

To fulfill requirements for the general management major, students must be admitted to major standing in general management, complete the core program and earn 16 additional credits in electives with a grade of 2.0 or better in each course. The electives may be chosen from any area within the School of Business Administration (courses beginning with ACC, ECN, FIN, MGT, MIS, MKT, ORG, POM or QMM) and must be chosen from courses numbered 300 or higher; at least 8 credits must be at the 400-level. No more than 4 credits of independent study (490 courses) may be used to meet the major elective requirement.

## Requirements for the major in human resources management

**Major adviser:** *Daniel N. Braunstein*

The major in human resources management develops the skills needed to administer the personnel functions of organizations. It is designed primarily for students who intend to pursue careers in administration, personnel management, labor relations or wherever the management of people at work is a central concern.

Emphasis is placed on developing an intensive understanding of the concepts and techniques needed to acquire, develop and utilize an organization's human resources. The program includes broad coverage of such topics as personnel psychology, personnel administration and labor/management relations, in addition to providing basic knowledge of organizational behavior.

To fulfill requirements for the human resources management major, students must be admitted to major standing in human resources management, complete the core program and earn the 28 credits specified below with a grade of 2.0 or better in each course.

| Required core courses: | | Credits |
|---|---|---|
| ORG 330 | Introduction to Organizational Behavior | 4 |
| ORG 331 | Organizational Behavior Applied to Management | 4 |
| **Required major courses:** | | |
| ORG 430 | Organizational Research Methods | 4 |
| MGT 433 | Labor-Management Relations | 4 |
| ORG 434 | Management of Human Resources | 4 |
| **Electives — Choose two courses:** | | |
| ORG 431 | Leadership and Group Performance | |

| | | |
|---|---|---|
| ORG 432 | Motivation and Work Behavior | |
| ORG 480 | Topics in Organizational Management | |
| MGT 480 | Seminar: Current Business Topics | |
| ECN 468 | Labor Economics | 8 |
| | | 28 |

## Requirements for the major in management information systems

**Major adviser:** *David P. Doane*

The major in management information systems specifies a set of courses that will give students more facility with computer languages, with the use of computers in handling information processing in organizations, with systems analysis and with the use of computers in management decision making and support of organizational functions.

To fulfill the requirements for the major in management information systems, students must be admitted to major standing in management information systems, complete the core program and complete the 27 credits specified below with a grade of 2.0 or better in each course.

| **Required precore and core courses:** | | **Credits** |
|---|---|---|
| CSE 125 | Introduction to Computer Use | 4 |
| MIS 300 | Management Information Systems | 3 |
| **Required major courses:** | | |
| CSE 130 | Introduction to Computer Programming (Pascal) | 4 |
| or CSE 132 | | |
| CSE 220 | Computer-based Information Systems I (COBOL) | 4 |
| MIS 316 | Systems Analysis | 4 |
| **Electives — Choose two courses, at least one of which is a 400-level MIS course:** | | |
| MIS 400 | Analysis of Complex Systems | |
| MIS 404 | Database Management | |
| MIS 405 | Business Data/Telecommunications | |
| MIS 407 | Computer Systems for Problem Solving | |
| MIS 436 | Decision Support Systems | |
| MIS 444 | Simulation in Management | |
| MIS 480 | Advanced Topics in MIS | |
| ACC 418 | Computer-based Accounting Systems | |
| QMM 452 | Forecasting | |
| CSE 221 | Computer-based Information Systems II (COBOL) | |
| CSE 345 | Data Base Design and Implementation | |
| | | 8 |
| | | 27 |

## Requirements for the major in marketing

**Major adviser:** *Paul W.F. Chao*

The major in marketing develops the specific skills, modes of analysis and background to work in the marketing area of a profit-making business or not-for-profit enterprise.

To fulfill the requirements for the major in marketing, students must be admitted to major standing in marketing, complete the core program and complete the 24 credits specified below with a grade of 2.0 or better in each course.

| **Required core course:** | | **Credits** |
|---|---|---|
| MKT 302 | Marketing | 4 |
| **Required major courses:** | | |
| MKT 353 | Marketing Management | 4 |
| MKT 404 | Consumer Behavior | 4 |
| MKT 405 | Marketing Research | 4 |

| | | |
|---|---|---|
| **Electives: Choose two courses:** | | |
| MKT 406 | Promotional Strategy | |
| MKT 420 | Distribution Channels Management | |
| MKT 430 | Sales Management/Sales Promotion | |
| MKT 450 | International Marketing | |
| MKT 480 | Seminar in Marketing | 8 |
| | | 24 |

# Bachelor of Science With a Major in Economics

**Major adviser:** *Ronald L. Tracy*

The curriculum for the major in economics combines the concepts and tools of economic analysis, a broad general education and courses in other areas of interest to the student. Students learn how economic analysis can be applied to major problems facing individuals, businesses, the nation and the world today.

Besides preparing students for a career in economics, an education in economics is excellent preparation for entry into law school, a graduate school of public administration or an MBA program. Economics is a flexible choice for students seeking a rigorous, well-respected and relevant major without specializing in a narrowly defined area. To be employed as professional economists or economics instructors, students normally will need to attend graduate school and obtain at least a master's degree in economics.

For economics majors, the Bachelor of Science degree offers a more quantitative and business-oriented approach to economics than the Bachelor of Arts economics major, offered through the College of Arts and Sciences (see page 77).

## Requirements for the Bachelor of Science degree with a major in economics

To earn the Bachelor of Science degree with a major in economics, students must complete 128 credits as follows:

| | | Credits |
|---|---|---|
| **English composition:** | | |
| RHT 100-101 | Composition I-II (or complete the writing proficiency requirement in another manner) | 0-8 |
| ENG 382 | Business and Technical Writing (or ENG 380) | 4 |
| **General education requirement:** | | 28 |
| (As detailed on pages 31-34, with the exceptions listed for students in the School of Business Administration on page 207.) | | |
| **Cognate courses:** | | |
| MTH 011-012* | Elementary-Intermediate Algebra (if necessary) | 0 |
| MTH 121 | Linear Programming, Elementary Functions | 4 |
| MTH 122 | Calculus for the Social Sciences (or MTH 154) | 4 |
| CSE 125 | Introduction to Computer Use (or CSE 130 or CSE 132) | 4 |
| ACC 200 | Introductory Financial Accounting | 4 |
| QMM 250 | Statistical Methods | 6 |
| FIN 322 | Managerial Finance I | 4 |
| **Quantitative methods course — choose one:** | | |
| ECN 405 | Econometrics | 4 |
| QMM 452 | Forecasting | |
| **Required core courses:** | | |
| ECN 200 | Principles of Macroeconomics | |
| and ECN 201 | Principles of Microeconomics | |

*Credits may not be used to satisfy minimal graduation requirements.

| | | |
|---|---|---|
| or ECN 210 | Principles of Economics (a 6-credit course that covers ECN 200 and ECN 201) | 6-8 |
| ECN 301 | Intermediate Microeconomics | 4 |
| ECN 302 | Intermediate Macroeconomics | 4 |
| **Electives:** 16 additional credits in ECN courses numbered 300 or higher, 8 credits of which must be in courses at the 400 level (excluding ECN 414). No more than 4 credits in ECN 490 may be counted as economics electives. | | 16 |
| **General electives:** | | 26-36 |
| | | 128 |

### Admission to major standing in economics

Admission to major standing in economics is required before a student may graduate. The minimum requirements for major standing are:

1. Student's admissibility to and retention in the university.
2. Completion of the writing proficiency requirement.
3. A minimum grade point average of 2.80 in all courses taken at Oakland University. In addition, a cumulative grade point average of 2.80 from all colleges attended including Oakland University.
4. Completion of the following courses, or their equivalents, with a grade of 2.0 or better in each course: MTH 121, MTH 122, CSE 125 (or CSE 130 or CSE 132), ECN 200 and ECN 201 (or ECN 210), and QMM 250.
5. Submission of an "Application for Major Standing."

Although ECN 301 and ECN 302 are not required for admission to major standing in economics, students must earn a grade of 2.0 or better in them in order to graduate.

## Minors

The School of Business Administration offers seven minors for students who want to combine their majors with an introduction to the skills, analytical techniques and institutional material of economics or an area of business.

To earn a minor, students must complete the prescribed courses with a grade of 2.0 or better in each course. Students majoring in programs offered outside the School of Business Administration may take 300- and 400-level courses if they meet the prerequisites (except for major standing) and if there is space in the class. School of Business Administration students have priority over students from outside the school when registering for courses, and many courses have limited spaces available for students from outside the school.

All students who are not majors in the School of Business Administration and economics majors in either the School of Business Administration or the College of Arts and Sciences, whether they have applied for a minor or not, are limited to no more than 28 credits in business courses. The maximum of 28 credits includes courses taken at Oakland University and all previous colleges. Economics (ECN) courses, QMM 250 and QMM 452 are excluded from this requirement. Therefore, students from majors outside the business administration program may not earn more than 28 credits in transfer plus Oakland credits in ACC, FIN, MGT, MIS, MKT, ORG, POM or QMM courses (excluding those noted above).

Students may earn only one minor from the School of Business Administration. Business administration majors may earn a minor only in economics, international management, production and operations management, or quantitative methods. Transfer students planning to earn a minor must earn at least 12 credits toward the minor at Oakland University; at least 8 of these 12 credits must be in courses at the 300-level or higher.

## Minor in accounting

**Coordinator:** *David D. Sidaway*

The minor in accounting consists of the following 20 credits and any prerequisites for these courses: ACC 200, ACC 210 and 12 additional credits in accounting (ACC) courses. Economics majors, both BS and BA candidates, are eligible for this minor, but students majoring in other programs offered by the School of Business Administration are not.

## Minor in economics

**Coordinator:** *Ronald L. Tracy*

The minor in economics consists of a minimum of 18 semester credits in economics courses. A student must take ECN 150 or ECN 210 or both ECN 200 and ECN 201 and any prerequisites for these courses. In addition, a student must earn at least 12 additional credits (16 credits if ECN 150 was taken) in economics (ECN) courses in order to fulfill the 18 credit requirement (excluding ECN 414). This minor is open to all students except economics majors.

## Minor in finance

**Coordinator:** *J. Austin Murphy*

The minor in finance consists of the following 22 credits and any prerequisites for these courses: ACC 200, QMM 250, FIN 322 and 8 additional credits in finance (FIN) courses. Economics majors, both BS and BA candidates, are eligible for this minor, but students majoring in other programs offered by the School of Business Administration are not.

## Minor in international management

**Coordinator:** *Eleftherios N. Botsas*

The minor in international management consists of a minimum of 18 credits, described as follows, and any prerequisites for these courses: ECN 210 or both ECN 200 and ECN 201, ECN 373, MGT 423 and one course chosen from ECN 326, ECN 342, ECN 350, FIN 419 and MKT 450. Proficiency in a foreign language is not required but is highly recommended. This minor is open to all majors.

## Minor in management

**Coordinator:** *Soo-Young Moon*

The minor in management consists of a minimum of 22 credits, described as follows, and any prerequisites for these courses: ECN 210 or both ECN 200 (or ECN 150) and ECN 201, ACC 200, ORG 330 and at least 8 additional credits in 300- and 400-level electives (ACC, FIN, MGT, MIS, MKT, ORG, POM or QMM courses) offered by the School of Business Administration. Economics (ECN) 300- and 400-level courses are not acceptable electives for this minor. Economics majors, both BS and BA candidates, are eligible for this minor, but students majoring in other programs offered by the School of Business Administration are not.

## Minor in production and operations management

**Coordinator:** *Sadik Cokelez*

The minor in production and operations management consists of a minimum of 20 credits, described as follows, and any prerequisites for these courses: CSE 125 or CSE 130, QMM 250 or STA 226, POM 343, and any two courses chosen from POM 441, POM 445, POM 448, QMM 452. This minor is open to all majors.

## Minor in quantitative methods

**Coordinator:** *David P. Doane*

The minor in quantitative methods consists of a minimum of 20 credits, described as follows, and any prerequisites for these courses: CSE 130 or CSE 132, QMM 250 or STA 226, QMM 452, and any two courses chosen from ECN 405, MIS 444, QMM 440, POM 448, STA 323, STA 324. This minor is open to all majors.

# Policies and Procedures

## Transfer policy

Evaluation of transfer courses is a two-part process: general education and composition courses are evaluated by the Academic Records Office; business courses are evaluated by the School of Business Administration. Credit for specific SBA courses is authorized for courses of similar content and level taken at other accredited colleges and universities. Courses similar in title or content to those offered by the SBA at the 300-400 level are not authorized to receive specific course credit if taken at the 100-200 level at another institution. Such courses will transfer as general elective credit only.

### Internal transfer

Oakland University students seeking admission to the School of Business Administration from other programs will be considered for admission after they have completed MTH 121 (or an equivalent) with a grade of 2.0 or better. An overall GPA of 2.80 (from all schools attended as well as Oakland) is also required.

## Unsatisfactory performance

Numerical grades less than 2.0 and U grades are considered substandard. A course in which a grade below 2.0 has been earned may not be subsequently passed by competency examination or independent study. A student in the School of Business Administration who must repeat a course in which a 2.0 is required must repeat that course at Oakland University or, with prior approval, at any regionally accredited four-year institution.

## Prerequisites

In planning their schedules, students should ensure that they satisfy prerequisite and corequisite conditions for courses. Students who have registered for courses for which they do not meet the conditions will have their registration canceled and will be liable for any financial penalties incurred.

# Additional Information

## Cooperative education

Students in the School of Business Administration who want to combine relevant work experience with their college educations are encouraged to participate in the university's cooperative education program. Co-op students alternate at least two four-month periods of paid, full-time work experience with four-month periods of full-time classwork. Students are placed in jobs similar to those held by recent Oakland University graduates in business, not-for-profit or governmental organizations. On occasion, unpaid internships that provide work experience also are available.

## Honors, awards and scholarships

In addition to being eligible for honors available to all Oakland University undergraduates, students in the School of Business Administration are eligible for the following:

**School honors** are awarded by the School of Business Administration to students with a minimum grade point average of 3.33 in courses offered in the school.

**American Marketing Award:** Each year, the Detroit chapter of the American Marketing Association awards certificates of achievement for scholarship and service to two marketing majors.

**Ernst & Whinney Award:** Each year, the junior accounting student who has demonstrated the greatest academic and leadership potential is selected by the accounting faculty to receive a cash award from the international accounting firm of Ernst & Whinney. The student is honored at a meeting of accounting students, hosted by Ernst & Whinney.

**Financial Executives Institute Award:** This award is presented annually to the undergraduate accounting or finance student who has demonstrated the highest standard of academic excellence. The student is honored at a meeting of the Detroit chapter of the Financial Executives Institute. Selection is made by the accounting and finance faculty of the School of Business Administration.

**Omicron Delta Epsilon:** Omicron Delta Epsilon is a national honor society for promising economics students. Selection for membership is made by the economics faculty.

**Wall Street Journal Student Achievement Award:** This award is presented annually to the graduating senior who has demonstrated the greatest academic and leadership achievement in the School of Business Administration. Selection is made by the faculty.

**School of Business Administration scholarships**

**Golden State Minority Foundation Scholarship:** Applicants must have a 3.00 GPA, show financial need and minority identification, as well as leadership capabilities and community involvement.

**Alumni Scholarship:** Annual award given to a full-time student with junior or senior standing. Applicants need to have a minimum GPA of 3.40.

**Oakland County Chamber of Commerce Scholarship:** Two annual awards given to full-time seniors with a minimum GPA of 3.00. Applicants must be residents of Oakland County and/or must be a member of a family affiliated with the Chamber of Commerce.

# Course Offerings

Following are descriptions of the courses offered by the School of Business Administration. Required precore and core courses for students majoring in these programs are generally offered each fall and winter semester and during either the spring or summer session.

The 300- and 400-level courses are designed for students with major standing in the School of Business Administration. These courses have major standing as a prerequisite, except for ACC 310, MKT 302, ORG 330 and all economics (ECN) courses. The 300-level courses should be taken during the junior year (59-90 credits). Nonbusiness majors may elect 300- or 400-level courses if they meet the prerequisites (except for major standing) and if there is space in the class. School of Business Administration students have priority over majors from outside the school when registering for these courses.

Students in majors other than those in the business administration program (i.e., accounting, finance, general management, human resources management, management information systems and marketing) may not earn more than 28 credits in ACC, FIN, MGT, MIS, MKT, ORG, POM and QMM courses. This maximum of 28 business credits includes credits earned at Oakland University and all other colleges but excludes economics (ECN) courses, QMM 250 and QMM 452.

## ACCOUNTING

**ACC 200 Introductory Financial Accounting (4)**
Introduction to accounting information as an aid to decision-making for external users of financial statements. Students learn how to measure and record accounting data, prepare financial statements and analyze published financial accounting information.
Prerequisite: Sophomore standing. CSE 125 recommended.

**ACC 210 Managerial and Cost Accounting I (4)**
Analysis of accounting methods providing data for optimal managerial decisions, implementation and control. Topics include cost allocation; cost, volume and price relationship; product cost accounting and control systems; operations and capital budgeting, and related behavioral, reporting and information processing aspects.
Prerequisite: ACC 200. CSE 125 recommended.

**ACC 301 Financial Reporting and Analysis (4)**
A study of financial accounting and reporting from the perspective of the user of accounting information. The course will emphasize the interpretation and analysis of specific accounting treatments rather than accounting methodology. *Accounting majors may not substitute this course for any required or elective accounting course.*
Prerequisite: ACC 200 and major standing.

**ACC 310 Intermediate Financial Accounting I (3)**
A study of financial accounting topics, including accounting valuation and reporting practices. Three major areas examined include financial accounting theory, current and noncurrent assets, and current and noncurrent liabilities.
Prerequisite: ACC 200, ACC 210 and junior standing.

**ACC 311 Intermediate Financial Accounting II (3)**
A continuation of ACC 310. Major financial accounting areas examined include stockholders' equity, dilutive securities, investments, income measurement issues and the preparation and analysis of financial statements.
Prerequisite: ACC 310 and major standing.

**ACC 312 Advanced Financial Accounting (4)**
Topics include accounting and reporting for foreign operations, partnerships, consolidated entities, interim financial statements, segments of business enterprises, foreign operations, trusts and estates.
Prerequisite: ACC 311 and major standing.

**ACC 410 Managerial and Cost Accounting II (4)**
An analysis of available procedures and techniques to sharpen accounting analyses for managerial planning and control. Extends subjects introduced in ACC 210 to nonmanufacturing firms, decentralized firms, transfer pricing and segment performance measurement.
Prerequisite: ACC 210, major standing and junior standing.

**ACC 411 Auditing (4)**
Introduction to the objectives, techniques and standards of internal and external audits of the accounts of an enterprise. Generally accepted auditing standards will be critically examined.
Prerequisite: QMM 250, ACC 312 and major standing.

**ACC 412 Government and Not-for-Profit Accounting (2)**
The characteristics of not-for-profit entities are analyzed and used to define the basic concepts of accounting for funds. Accounting and reporting principles applicable to governmental units, hospitals, schools, eleemosynary and other nonprofit entities are discussed.
Prerequisite: ACC 311 and major standing.

**ACC 413 Regulatory Agencies and the Accounting Profession (2)**
The nature, origin and workings of the SEC, ICC and other agencies are examined. The legal framework, registration and reporting requirements, professional liability and the continuing issue of establishing generally accepted accounting principles are studied.
Prerequisite: ACC 311 and major standing.

**ACC 414 Accounting Theory (4)**
Selected topics of current interest in accounting theory. Opinions of the Accounting Principles Board, the Financial Accounting Standards Board and similar standard-setting committees of the accounting profession will be examined.
Prerequisite: ACC 312 and major standing.

**ACC 415 Tax Accounting (4)**
The concepts of taxation. The essential logic underlying the federal tax laws will be explored. The class will teach students to analyze individual and corporate income tax laws, rather than how to prepare tax returns.
Prerequisite: ACC 311 and major standing.

**ACC 416 Contemporary Accounting Issues (4)**
An examination of the changes in accounting associated with infusions of theories of other disciplines: behavioral science, organizational theory, economic theory and sociology. Also considered are changes in the role of the accountant. The course may be repeated.
Prerequisite: ACC 312 and major standing.

**ACC 418 Computer-based Accounting Systems (4)**
A study of the use of accounting information as part of a total management information system. Topics include financial controls, transaction data processing, internal security and auditing. Covers computer hardware, software and data systems analysis.
Prerequisite: ACC 200, MIS 300 and major standing.

**ACC 420 Advanced Auditing Topics (2)**
Examination of advanced topics in auditing. Emphasizes philosophy, standards, concepts and problem areas.
Prerequisite: ACC 411 and major standing.

**ACC 421 Advanced Tax Topics (2)**
Examination of advanced topics in tax accounting.
Prerequisite: ACC 415 and major standing.

**ACC 490 Independent Study (2, 4)**
Qualified and highly motivated students may engage in individual research, directed readings or group study under the supervision of a faculty member. Offered every term.
Prerequisite: An overall grade point average of 3.00 or better, major standing and an approved contract prior to registration.

## ECONOMICS

**ECN 150 Basic Economics (4)**
Survey of economics and its application to problems faced by societies, firms and individuals. Includes both analytical and institutional aspects of economics. Intended for students not planning to major in economics or business. *Satisfies the university general education requirement in social science.* (Generally offered fall and winter semester.)
Prerequisite: High school algebra.

**ECN 200 Principles of Macroeconomics (4)**
Examines the methodology of economics, scarcity, opportunity cost, supply and demand, market processes, determination of national income, fiscal policy, money and banking, monetary policy, inflation and unemployment, trade and international adjustments, development and alternative economic systems. Not open to students who have completed ECN 150. *Satisfies the university general education requirement in social science.* (Generally offered every term.)
Prerequisite: High school algebra and sophomore standing.

**ECN 201 Principles of Microeconomics (4)**
Examines elasticity, markets, theory of consumer demand, market failures, organization of the firm, production and cost in the long and short runs, competition, externalities, legal and regulatory environment of business. (Generally offered every term.)
Prerequisite: ECN 200 or ECN 150, and sophomore standing.

**ECN 210 Principles of Economics (6)**
Principles of macroeconomics and microeconomics, covering the same topics as ECN 200 and ECN 201 combined, but at an accelerated pace. Intended for highly motivated students with good writing and math ability. Not open to students who have completed a previous college economics course. *Satisfies the university general education requirement in social science.* (Generally offered fall and winter semester.)
Prerequisite: High school algebra, sophomore standing and a GPA of 3.00 or better.

**ECN 301 Intermediate Microeconomics (4)**
Examines consumer behavior, cost functions, constrained optimization, decisions under uncertainty, price and output determination in competitive markets, the basis for regulatory law and implications of microeconomic decisions for the efficiency of the market economy. Case studies will be analyzed. (Generally offered every term.)
Prerequisite: ECN 201 or ECN 210, and MTH 122, or permission of instructor.

**ECN 302 Intermediate Macroeconomics (4)**
Construction, analysis and interpretation of models of aggregate economic behavior, including the policy implications of alternative models, international interrelationships, assessment of contemporary controversies in national policy and introduction to large econometric models. (Generally offered every winter semester.)
Prerequisite: ECN 201 or ECN 210, and MTH 122, or permission of instructor.

**ECN 309 Introduction to Urban and Regional Economics (4)**
An introduction to urban and regional economics. Topics include reasons behind the development of cities, historical trends in the urbanization of the United States and other countries, state and local revenues and expenditures, cost-benefit analysis including the NPV procedure and the concept of social cost; externalities and public good and their application to the question of environment; housing market and the poverty problem; regional economics and the economy of the State of Michigan. (Generally offered winter semester of odd years.)
Prerequisites: ECN 150 or ECN 201 or ECN 210.

**ECN 310 Economics of the Environment (4)**
Application of the tools of economic analysis to problems of energy, ecology and the environment. Topics include externalities and public goods, optimum use of fixed national resources, limits to economic growth and ecological aspects of principal pollution problems. (Generally offered winter semester of even years).
Prerequisite: ECN 150 or ECN 201 or ECN 210.

**ECN 321 Money, Credit and the Economy (4)**
The course focuses on three areas: an introduction to banking and financial institutions, study of the U.S. money and capital markets, and the study of money's impact on the nation's economy. (Generally offered fall semester and spring session.)
Prerequisite: ECN 150 or ECN 201 or ECN 210.

**ECN 326 Economic Development (4)**
Application of the tools of economic analysis to the problems of economic development and growth. (Generally offered fall semester of even years.)
Prerequisite: ECN 150 or ECN 201 or ECN 210.

**ECN 328 American Economic Development (4)**
Models and case studies of selected events in the growth and development of the American economy, from colonial times to the present. Emphasizes the evolution of historical thought under the impact of economic analysis. (Generally offered winter semester of odd years.)
Prerequisite: ECN 150 or ECN 201 or ECN 210.

**ECN 338 Economics of Human Resources (4)**
Survey of the nature of labor markets, education and investment in human capital, unemployment, geographic and occupational mobility of labor, and effects of race, sex and age in labor markets. (Generally offered winter semester of even years.)
Prerequisite: ECN 150 or ECN 201 or ECN 210.

**ECN 342 Economic Analysis of Selected Nations (4)**
Economic analysis of a specific nation or group of nations emphasizing historical, political and international determinants of trade, production, employment, migration, growth, planning, inflation, monetary policy and fiscal policy. The country or countries of interest will be announced the semester prior to its offering. Possible focuses could be Brazil and Latin America, the Soviet Union and Eastern Europe, Japan and the Pacific Rim, Middle East, Africa and Western Europe (European Economic Community). (Generally offered fall semester of odd years.)
Prerequisites: ECN 150 or ECN 201 or ECN 210.

**ECN 350 Comparative Economic Systems (4)**
Comparative analysis of alternative forms of economic organization. The relationships between the economic system and resource allocation, pricing, income distribution and growth. Capitalism, market socialism and central planning are emphasized. (Generally offered winter semester of even years.)
Prerequisite: ECN 201 or ECN 210 or permission of instructor.

**ECN 373 International Economics (4)**
An introduction to international trade and finance. Topics include the international economic and political systems, classical trade approaches, balance of payments, capital mobility, international money markets and banking, speculation, protectionism, income distribution, transfer of technology, regional blocs, economic warfare, trade and development, and the multinational firms. Not open to students who have taken ECN 473. (Generally offered every fall semester.)
Prerequisite: ECN 201 or ECN 210 or permission of instructor.

**ECN 378 Economic Anlysis of Law (4)**
Economic analysis of basic institutions of legal systems. Emphasis is on laws that are not directly intended to regulate the economy, including property, contract, tort, criminal and procedural law. Labor and antitrust law will be discussed only tangentially. (Generally offered winter semester of even years.)
Prerequisite: ECN 201 or ECN 210 or permission of instructor.

**ECN 385 Industrial Organization (4)**
The structure of American industry and the factors affecting it, with emphasis on economies of scale; barriers to entry; structure-behavior relationships, including pricing, product differentiation and technical change; evaluation of performance, antitrust and regulation. (Generally offered winter semester of odd years.)
Prerequisite: ECN 201 or ECN 210 or permission of instructor.

**ECN 405 Econometrics (4)**
Estimation and testing of economic models using regression techniques. Includes experience with computer "packages," analytical report writing and case studies. Topics include dealing with violations of regression assumptions, binary variables, autoregressive and distributed lag models and the structure of "large" simultaneous equations models. (Generally offered every fall semester.)
Prerequisite: QMM 250 and ECN 301, or permission of instructor.

**ECN 409 Urban Economics and Location Theory (4)**
The application of consumer theory to residential choice; the extension of microeconomic theory including the location of the economic activity; the examination of migration patterns within and across metropolitan areas and states; discussion of major urban problems such as: quality of life, transportation and the question of optimum city size. The course also will include a review of the economy of the State of Michigan. (Generally offered fall semester of odd years.)
Prerequisite: QMM 250 and ECN 301, or permission of instructor.

**ECN 414 Engineering Economics (2)**
Financial accounting models, relevant costs, capital budgeting, present value, rate of return, payback, taxes, depreciation. Not open to business or economics majors. (Will not be offered in the 1988/89 academic year.)

**ECN 418 Seminar in Economic Policy (4)**
Analysis of economic policy. Topics vary but may include resource allocation, macroeconomic stability, economic growth, energy, public choice, global economic interdependence and the environment. (Generally offered winter semester of even years.)
Prerequisite: ECN 301 and QMM 250, or permission of instructor.

**ECN 456 Public Finance (4)**
The role and impact of the public sector in a market economy. Includes expenditure determination, the basis of taxation in terms of equity, efficiency and flexibility, timing of cash flows, revenue source analysis, financing public debt and discussion of current problems. (Generally offered winter semester of odd years.)
Prerequisite: QMM 250 and ECN 301, or permission of instructor.

**ECN 467 Economics of Health Care (4)**
Application of the tools of economic analysis to the health care industry and government health care policy. Examines the impact of the special characteristics of health care and the medical services industry on the pattern of health care produced, its distribution and resource allocation within the industry. (Generally offered fall semester of odd years.)
Prerequisite: QMM 250 and ECN 301, or permission of instructor.

**ECN 468 Labor Economics (4)**
Economic analysis of the functioning of labor markets, with emphasis on investment in human capital, the role of education, unemployment, labor market differentiation by race, sex and age, the geographic and occupational mobility of labor, and the inflation/unemployment trade-off. (Generally offered fall semester of even years.)
Prerequisite: QMM 250 and ECN 301, or permission of instructor.

**ECN 473 Theory of International Trade and Finance (4)**
An intensive approach to international specialization and the open economy. Topics include modern developments in trade models, trade and welfare, impacts of trade policies, open economy macroeconomics, balance-of-payments analysis, stability, the determination of exchange rates under different regimes. (Generally offered winter semester of even years.)
Prerequisite: QMM 250 and ECN 301, or permission of instructor.

**ECN 480 Seminar in Economic Theory (4)**
Survey of topics in economic theory using mathematical models. Recommended for students planning graduate work in economics. (Generally offered winter semester of odd years.)
Prerequisite: QMM 250, ECN 301 and ECN 302, or permission of instructor.

**ECN 490 Independent Study (2, 4)**
Qualified and highly motivated students may engage in individual research, directed readings, or group study under the supervision of a faculty member. Offered every term.
Prerequisite: An overall grade point average of 3.00 or better, major standing and an approved contract prior to registration.

## FINANCE

**FIN 322 Managerial Finance I (4)**
The basic elements of managerial finance. Topics include: capital budgeting techniques, financial structure and analysis, the cost of capital and working capital management.
Prerequisite: ECN 201, ACC 200, QMM 250, major standing and junior standing.

**FIN 418 Financial Institution Management and Lending (4)**
An in-depth study of the management of financial institutions, with emphasis on the lending function. The course focuses on a firm-specific view of financial institution services and operations.
Prerequisite: FIN 322, FIN 421, ACC 301, and major standing.

**FIN 419 International Financial Management (4)**
The application of the tools of financial analysis to cases and the problems of firms that have operations in several countries.
Prerequisite: FIN 322, ACC 301 and major standing.

**FIN 420 Real Estate Investment, Financing and Taxation (4)**
A look at acquisition financing and sale of income-producing real estate. Topics to be covered include feasibility, appraisal, investment, financing and taxation.
Prerequisite: FIN 322, ACC 301 and major standing.

**FIN 421 Investment Analysis (4)**
Study of the aspects of security analysis and portfolio theory. Four areas are covered: investment management and the money and capital markets; the analytical procedures for appraising securities; portfolio analysis; and the assessment of capital market efficiency.
Prerequisite: FIN 322, ACC 301, and major standing.

**FIN 422 Managerial Finance II (4)**
The application of the tools of financial analysis to specific cases in the financial management of corporate businesses and nonprofit enterprises.
Prerequisite: FIN 322, ACC 301, and major standing.

**FIN 480 Seminar — Special Topics (4)**
Intensive study of a selected finance topic. The topic will vary from term to term. May be repeated for credit.
Prerequisite: FIN 322, FIN 421, ACC 301, and major standing.

**FIN 490 Independent Study (2,4)**
Qualified and highly motivated students may engage in individual research, directed readings or group study, under the supervision of a faculty member. Offered every term.
Prerequisite: An overall grade point average of 3.00 or better, major standing and an approved contract prior to registration.

## MANAGEMENT

**MGT 423 Managing the Multinational Firm (4)**
Analysis of the scope, structure and environment — legal, social, political and economic — of the multinational firm, with emphasis on management strategies of planning, marketing, location and finance across cultural and national boundaries.
Prerequisite: ECN 301 or ECN 373 and major standing.

**MGT 424 Business Law (4)**
The study of the legal framework in which business decisions are made and the types of economic conflict and political activity that have created this framework. Topics include contracts, antitrust legislation, conflict resolution and regulatory agencies.
Prerequisite: ECN 201 or ECN 210, major standing and junior standing.

**MGT 433 Labor/Management Relations (4)**
Analysis of management/employee relations in the private and public sector. Topics include factors influencing the supply and demand for labor, evolution and governance of unions, collective bargaining and public policy.
Prerequisite: ECN 201 and major standing.

**MGT 435 Management Strategies and Policies (4)**
Managerial problem perception and the application of economics, statistics, organizational behavior, accounting, finance, marketing and quantitative methods to the systematic analysis of case studies.
Prerequisite: Major standing, completion of core program and senior status.

**MGT 468 Health Care Management (4)**
Application of the management tools of economics, statistics, organizational behavior, marketing, finance and quantitative methods to the systematic analysis of the management of health care institutions.
Prerequisite: Completion of management core program, ECN 467 and major standing.

**MGT 480 Seminar: Current Business Topics (4)**
The analysis of topics of current interest in management. Outside faculty and managers will participate in the seminar as an integral part of the course. May be repeated for credit.
Prerequisite: ORG 331, major standing and junior standing.

**MGT 490 Independent Study (2, 4)**
Qualified and highly motivated students may engage in individual research, directed readings or group study under the supervision of a faculty member. Offered every term.
Prerequisite: An overall grade point average of 3.00 or better, major standing and an approved contract prior to registration.

## MANAGEMENT INFORMATION SYSTEMS

**MIS 300 Management Information Systems (3)**
Examination of information systems from the perspective of the manager as a user. Survey of the behavioral, organizational and systems theory foundations; the systems development process, and the integration of data processing, decision support systems, office automation and telecommunications across functional areas. Includes lab exercises.
Prerequisite CSE 125, major standing and junior standing.

**MIS 316 Systems Analysis (4)**
Theory and practice of designing information systems to meet user needs, including problem investigation and the analysis, design and implementation of systems. Topics include the systems development cycle, system modeling techniques, interface to database management systems, monitoring and control, review and maintenance, and project management. Includes case studies.
Prerequisites: MIS 300, CSE 130, and major standing, or permission of instructor.

**MIS 400 Analysis of Complex Systems (4)**
Modeling, instrumentation and control of complex systems. Emphasizes design, implementation and testing of information and control systems in unstructured and realistic contexts. Includes specification, evaluation and selection of hardware and software systems, ranging from applications in microcomputers to mainframes.
Prerequisite: ECN 301, MIS 316 and major standing.

**MIS 404 Database Management (4)**
Technology, organization, use, and administration of database management systems (DBMS). Includes exercises using microcomputer and mainframe DBMS packages.
Prerequisite: CSE 130, MIS 300 and major standing.

**MIS 405 Business Data/Telecommunications (4)**
Technology, design, management, and use of data, voice, image, and video communication networks. Topics include teleprocessing, micro-mainframe links, local area networks, wide area networks, telephone systems, electronic mail, transborder data flows, and communication protocols. Includes exercises using various network configurations.
Prerequisite: MIS 300 and major standing.

**MIS 407 Computer Systems for Problem Solving (4)**
An advanced communications and problem solving course in which students learn to specify and design systems for computers. Consists of field studies by teams of students leading to computerized solutions of real world problems.
Prerequisite: MIS 316, eight credits in higher-level programming languages and major standing.

**MIS 436 Decision Support Systems (4)**
Examines the design and implementation of decision support systems. Considers the roles of expert systems and artificial intelligence in decision making. Includes a critical review of theory and case studies taken from recent MIS literature.
Prerequisite: MIS 300 and major standing.

**MIS 444 Simulation in Management (4)**
Computer simulation models using GPSS or an equivalent simulation language, plus simulation exercises using standard programming languages. Implications of models and sensitivity analysis for forecasting, planning and decision making in the management environment are explored.
Prerequisite: CSE 130, MIS 300, knowledge of BASIC or FORTRAN, and major standing.

**MIS 480 Advanced Topics in MIS (4)**
An advanced course involving study of current research issues and recent developments in MIS. Topics vary. See *Schedule of Classes* for current offerings. May be repeated for credit.
Prerequisite: MIS 300, MIS 316 and major standing.

**MIS 490 Independent Study (2, 4)**
Qualified and highly motivated students may engage in individual research, directed readings or group study under the supervision of a faculty member. Offered every term.
Prerequisite: An overall grade point average of 3.00 or better, major standing and an approved contract prior to registration.

## MARKETING

**MKT 302 Marketing (4)**
Analysis of the principles of marketing, marketing concepts and trends, and their relationship to other business principles. Special emphasis is placed on the study of the marketing mix.
Prerequisite: ECN 210 or ECN 201, and junior standing.

**MKT 353 Marketing Management (4)**
A study of the overall marketing strategies pertaining to problems experienced in today's economy. Uses the case study method to analyze these problems.
Prerequisite: MKT 302 and major standing.

**MKT 404 Consumer Behavior (4)**
Study of factors influencing consumer behavior, structuring and managerial use of consumer decision-making models. Examination of social, psychological and economic variables of buying behavior, including learning, motivation, attitude, personality, small group dynamics, demographic and economic factors and culture.
Prerequisite: MKT 302 and major standing.

**MKT 405 Marketing Research (4)**
Focuses on the generation and management of information in marketing decisions. Covers the evaluation of additional marketing information, how it is acquired and used, the manager's role in market research and the researcher's role in supplying marketing information.
Prerequisite: MKT 302, QMM 250 and major standing.

**MKT 406 Promotional Strategy (4)**
A study of the promotional tools of advertising, public relations, sales and sales promotion. Emphasis on identifying the factors that become the basis for promotional decisions.
Prerequisite: MKT 353 and major standing.

**MKT 420 Distribution Channels Management (4)**
Examination of the management of marketing channel relationships. Focuses on the characteristics and social, economic and political relationships among wholesalers, agents, retailers and the other agencies that comprise distribution channels.
Prerequisite: MKT 302 and major standing.

**MKT 430 Sales Management/Sales Promotion (4)**
Examination of the function of sales management. Emphasis on the role of analysis, decision making, strategy formation and the impact of the "suction" or pull strategy provided by sales promotion.
Prerequisite: MKT 302 and major standing.

**MKT 450 International Marketing (4)**
The application of marketing principles to problems associated with marketing products and services to different nations. Cases in international marketing will be analyzed.
Prerequisite: MKT 302 and major standing.

**MKT 480 Seminar in Marketing (4)**
Study of a selected topic or current marketing interest relevant to marketing management. Topics may include industrial marketing, retail management or any area not covered by a specific course. May be repeated for credit.
Prerequisite: MKT 302 and major standing.

**MKT 490 Independent Study (2,4)**
Qualified and highly motivated students may engage in individual research, directed readings or group study under the supervision of a faculty member. Offered every term.
Prerequisite: An overall grade point average of 3.00 or better, major standing and an approved contract prior to registration.

## ORGANIZATIONAL BEHAVIOR

**ORG 330 Introduction to Organizational Behavior (4)**
The theoretical and empirical issues surrounding organizational management as it relates to individual and organizational processes; including perception, learning, motivation, communication, decision making, leadership, power and authority.
Prerequisite: Junior standing; QMM 250 recommended.

**ORG 331 Organizational Behavior Applied to Management (4)**
Examination of the theoretical and applied issues relevant to managing organizations, with an emphasis on the organizational topics of structure, planning, management information, control and decision making. Heavy emphasis is placed on managerial problem solving. A project analyzing and making recommendations for a real organization is required.
Prerequisite: ORG 330 and major standing.

**ORG 430 Organizational Research Methods (4)**
Use of various behavioral research strategies as input for managerial problem solving. Review of data collection and feedback procedures, including formal research designs and action research. A computer-based exercise will be required.
Prerequisite: ORG 331, QMM 250 and major standing.

**ORG 431 Leadership and Group Performance (4)**
Comprehensive examination of selected theories of leadership. Emphasis on relevant empirical evidence and application of the theories to case studies that involve leadership behavior and group functioning.
Prerequisite: ORG 331 and major standing.

**ORG 432 Motivation and Work Behavior (4)**
Analysis of individual and organizational factors affecting employee motivation, performance and satisfaction in the work environment. Topics include the role of leadership, job design, environmental variation, compensation policies, goal-setting techniques and group influences, as each affects employee attitudes and behavior.
Prerequisite: ORG 331 and major standing.

**ORG 434 Management of Human Resources (4)**
Exploration and analysis of the role of the personnel function in modern organizations. Topics include job analysis, manpower planning, recruitment, selection and placement, performance analysis and appraisal, compensation policies and practices, employee information systems and personnel research techniques. A computer-based exercise will be required.
Prerequisite: ORG 331, QMM 250 and major standing.

**ORG 480 Topics in Organizational Management (4)**
Intensive study of a selected topic relevant to organizational behavior and/or human resource management. Topics will vary from term to term and may include career development, compensation, men and women at work, industrial health and safety, management across cultures and power in organizations. May be repeated for credit.
Prerequisite: ORG 331 and major standing.

**ORG 490 Independent Study (2, 4)**
Qualified and highly motivated students may engage in individual research, directed readings or group study under the supervision of a faculty member. Offered every term.
Prerequisite: An overall grade point average of 3.00 or better, major standing and an approved contract prior to registration.

## PRODUCTION AND OPERATIONS MANAGEMENT

**POM 343 Operations Management (4)**
Study of operations of manufacturing and service organizations. Introduction to operational design and control issues such as forecasting, capacity planning, facility location and layout, production control, material requirements planning, scheduling, and quality assurance. Includes international, legal, and ethical aspects, as well as computer exercises. Previously listed as QMM 343.
Prerequisite: QMM 250 or STA 226, junior standing and major standing.

**POM 441 Manufacturing Planning and Control (4)**
Definitions, techniques, and practices in manufacturing applications, including traditional manufacturing techniques as well as current issues such as cellular and flexible manufacturing systems. Emphasizes differences between American and foreign manufacturing techniques. Previously listed as QMM 441.
Prerequisite: POM 343 and major standing.

**POM 445 Cases in Operations Management (4)**
Analysis of diverse cases from the perspective of the operations function in service and manufacturing organizations. Cases are descriptive of actual operating situations. Covers situations which lend themselves to analytical and computer techniques as well as problems involving subjective judgment and creativity in translating theory into practice. Previously listed as QMM 445.
Prerequisite: POM 343 and major standing.

**POM 448 Project Management Techniques (4)**
An examination of the various math-based techniques for managing projects. The topics include Program Evaluation Review Technique (PERT) and Critical Path Method (CPM). Includes computer exercises. Previously listed as QMM 448.
Prerequisites: POM 343 and major standing.

**POM 490 Independent Study (2,4)**
Qualified and highly motivated students may engage in individual research, directed readings or group study under the supervision of a faculty member. Offered every term.
Prerequisite: An overall grade point average of 3.00 or better, major standing, and an approved contract prior to registration.

## QUANTITATIVE METHODS

**QMM 250 Statistical Methods (6)**
Statistical techniques useful in management and economic analysis. Emphasis on statistical description, hypothesis testing, statistical quality control, time series analysis, ANOVA, estimation and regression techniques. Includes extensive computer exercises.
Prerequisites: MTH 122 or MTH 154, and CSE 125 or CSE 130.

**QMM 440 Management Science (4)**
Overview of quantitative methods used in managerial decision making. Includes decision analysis, linear, integer, and dynamic programming, networks, PERT/CPM, simulation, waiting-line models, and Markov chains. Emphasizes the use of computer software in formulation and analysis of management science models.
Prerequisite: QMM 250, ECN 301 and major standing.

**QMM 452 Forecasting (4)**
Survey of analytical and quantitative methods for financial and operational planning. Includes exposure to commercial forecasting services and behavioral issues affecting the use of forecasting information within the organization. Extensive use of computer "packages" to prepare written and oral forecasts based on real data.
Prerequisite: QMM 250 or STA 226 and major standing, or permission of instructor.

**QMM 490 Independent Study (2, 4)**
Qualified and highly motivated students may engage in individual research, directed readings or group study under the supervision of a faculty member. Offered every term.
Prerequisite: An overall grade point average of 3.00 or better, major standing and an approved contract prior to registration.

# SCHOOL OF ENGINEERING AND COMPUTER SCIENCE

**Dean:** *Robert M. Desmond*

**Office of the Dean:** *Nan K. Loh, associate dean for graduate studies and research; Bhushan L. Bhatt, associate dean for administration; Lisa M. Birkby, assistant to the dean; Patrick Bennett, academic adviser/program coordinator; Frederick J. Lutz, engineering cooperative education coordinator*

## Board of Visitors

The Board of Visitors for the School of Engineering and Computer Science is composed of leaders in industry. They assist the school in developing educational and research programs to meet the rapidly expanding requirements in the technical world. The board is available as a body or individually for consultation on such matters as curriculum, research, facilities, equipment requirements, special subjects, and long-range planning. Board members are:

*Guy D. Barnicoat, Ph.D., Chairperson, Board of Visitors, Vice President and General Manager, Lectron Products, Inc.*
*William G. Agnew, Ph.D., Director, Programs and Research Labs, General Motors Research Labs*
*Allen A. Alper, Ph.D., Vice President and General Manager, Chemical and Metallurgical Division, GTE Products Corporation*
*Ronald R. Boltz, Vice President, Car Program Management, Chrysler Corporation*
*Herbert H. Dobbs, Ph.D., Consultant, Rochester, Michigan*
*Lamont Eltinge, Ph.D., Director of Research, Eaton Corporation*
*Daniel W. Hazebrook, Vice President, GKN Automotive Components, Inc.*
*Thomas O. Mueller, Ph.D., Consultant, Bloomfield Hills, Michigan*
*Ernest N. Petrick, Ph.D., Engineering Consultant, General Dynamics Land Systems*
*Lothar Rossol, Ph.D., Vice President for Research and Development, GMF Robotics*
*Colonel John H. VanZant, Jr., Associate Director for Technology, U.S. Army Tank Automotive Command*

## General Information

### Accreditation

All academic programs of Oakland University are accredited by the North Central Association of Colleges and Schools. In addition, the undergraduate programs in computer, electrical, mechanical and systems engineering have been accredited by the Accreditation Board for Engineering and Technology (ABET), the professional accrediting agency for engineering programs in the United States.

### Undergraduate programs

The School of Engineering and Computer Science offers instruction leading to the degrees of Bachelor of Science in Engineering, with majors in computer, electrical, mechanical and systems engineering, and Bachelor of Science, with a major in computer science. In addition, programs leading to the Bachelor of Science degree in engineering chemistry and engineering physics are offered jointly with the College of Arts and Sciences.

Through its engineering programs, the School of Engineering and Computer Science prepares students for careers in an industrial-based society. Recognizing that today's engineers must be able to solve complex, highly focused problems, as well as those transcending narrow fields of specialization, the School of Engineering and Computer Science blends an interdisciplinary core with specialized study in the elected major for each program.

Oakland University engineering graduates are prepared to enter the traditional fields of government, product design, development, manufacturing, sales, service and systems analysis — as well as specialized areas, such as robotics, transportation, pollution control, energy systems, computer engineering, communications, medical electronics and automotive engineering. They are also prepared to pursue graduate study for careers in research and teaching. A growing number of students find their undergraduate engineering education is excellent preparation for careers in business, law and medicine.

The baccalaureate program in computer science provides a solid foundation for a career in that field. Since both the engineering and computer science programs are offered within the school, computer science majors are exposed to the hardware as well as the software aspects of the profession. Thus, students in the computer science program prepare themselves for careers in the traditional fields of systems programming, data processing and systems analysis, as well as in such interdisciplinary fields as artificial intelligence, robotics, computer architecture, computer graphics, pattern recognition and scientific computation.

By selecting appropriate concentrations and minors, students can combine their studies in engineering and/or computer science with advanced preparation in a number of related fields.

The School of Engineering and Computer Science also offers a minor in computer science for nonmajors.

### Graduate programs

The School of Engineering and Computer Science offers programs leading to the Master of Science degree in electrical and computer engineering, mechanical engineering, systems engineering, computer science and engineering, and the Doctor of Philosophy degree in systems engineering which involves a blending of various disciplines.

For more information, see the *Oakland University Graduate Catalog.*

### Center for Robotics and Advanced Automation

The School of Engineering and Computer Science has a Center for Robotics and Advanced Automation. Founded in 1981, it has since become a center of research excellence. The main goals of the center are to contribute to the demand for high technology and industrial productivity in the United States and to create a partnership among industries, government and academic communities to solve problems of common interest, particularly in intelligent robotics, intelligent machine vision and automated manufacturing.

## Admission

### High school preparation

Entering freshmen planning to major in engineering or computer science should have taken at least three years of high school mathematics, including trigonometry. A solid background in English composition is essential for all majors. Additional preparation should include course work in chemistry and physics. Drafting and machine shop practice courses are useful, but not necessary. Normally, a B average is required for admission to programs in the School of Engineering and Computer Science.

### Transfer policy

The programs offered by the School of Engineering and Computer Science are designed to meet accreditation criteria, as well as to reflect the Oakland University philosophy of educa-

tion. The programs are more than an assemblage of courses; they are designed to blend theory and experiment, and to integrate fundamental mathematical and scientific background into advanced analysis and design work.

To ensure the integrity of its programs, the School of Engineering and Computer Science has adopted the following transfer policy. Records of students transferring to Oakland University from other academic institutions are evaluated and transfer credit is granted as appropriate. Once matriculated at Oakland, students are expected to complete all remaining course work for the degree at Oakland University. Students who plan to take courses at other universities must have prior written consent of the chair of the student's major. Students who have completed 62 semester hours of credit from any accredited institution, including Oakland University, may not transfer additional credits or course equivalents from community or junior colleges.

A student planning to transfer into one of the engineering programs should present the following: four semester courses in analytic geometry and calculus, including linear algebra and differential equations; two semester courses in introductory college physics using calculus; and one or two semester courses in chemistry. Other credits in mathematics, science or engineering will be evaluated with reference to engineering graduation requirements. Technician course credits generally do not apply to these requirements.

Community college students who plan to transfer into an engineering program are advised to follow the transfer program prescribed by the Michigan Engineering College/Community College Liaison Committee. Brochures describing the program are available from community colleges or the School of Engineering and Computer Science. Generally, community college students with associate degrees have satisified the general education requirements of Oakland University's School of Engineering and Computer Science.

Students planning to transfer into the computer science program should complete one year of course work in calculus and one course in linear algebra and two semester courses in introductory college physics using calculus. A course in programming in a high-level language, such as PASCAL or PL/1, and a course in assembly programming are desirable. Whenever possible, further course work in computer science should be planned with an Oakland University adviser to ensure compatibility with university requirements.

### Internal transfer

Oakland University students seeking admission to the School of Engineering and Computer Science from other programs will be considered after they have completed the following courses: MTH 154, MTH 155, PHY 151 and PHY 152. Normally an overall grade point average of 3.00 in all of the courses taken at Oakland University and good performance in the above listed four courses in calculus and physics are required for internal transfer.

## Academic Advising and Plans of Study

During the initial couple of semesters the programs of study for all entering freshmen are focused toward acquiring math, science, writing and programming skills. The pattern of the academic program during this period is more or less uniform for most students. Also, during this period engineering students will be taking EGR 101, "Introduction to Engineering." This course is taught by faculty from all the departments of the school. They provide a perspective of their specialty areas, thereby increasing professional awareness of the students. Students are encouraged to meet with the faculty and seek further clarification or professional advice.

As soon as students acquire major standing (see page 231) they are assigned to a faculty adviser. It is mandatory for the students to consult their faculty advisers to plan a meaningful program of professional study in the major immediately after major standing has been granted and at least once every fall and winter semester until their graduation. Failure to do so will result in cancellation of the students' registration for the succeeding semester.

In order to further facilitate the student-faculty interaction, one week of each term will be set aside as "Advising Week." During the fall term this is normally the week before preregistration. During the winter term this is normally the week beginning on the first Monday of April.

In consultation with the faculty advisers, engineering students should make sure that they acquire at least 16 credits of design while satisfying their overall program requirements. Design credits can be acquired through the study of various subjects. For each program, relevant design courses and credits are listed in the school's "Undergraduate Student Handbook" available from the Advising Office in 159A Dodge Hall.

The school's academic advising office oversees specific program requirements. Students who have questions about transfer credit, academic standing, major standing, petitions or the details of degree requirements should consult the academic adviser in 159A Dodge Hall. Students of the School of Engineering and Computer Science must complete a Plan of Study form, which is a timetable of courses to be taken for undergraduate credit. They should complete the form as early as possible, but no later than the end of the semester in which they complete 48 credits. Transfer students should submit the form when they enter Oakland University, regardless of the number of credits they have already earned.

Students are responsible for updating their plans regularly, preferably each semester. Although advisers are obligated to help students plan their programs, the responsibility for fulfilling degree requirements remains with students.

# Degree Requirements

## General requirements for the baccalaureate degrees

The following general requirements must be met by a student seeking a bachelor's degree in computer engineering, electrical engineering, mechanical engineering, systems engineering, engineering chemistry, engineering physics or computer science.

Each student must:

1. Complete at least 128 credits for all programs. At least 32 credits must be in courses at the 300-level or above.
2. Complete at least 32 credits at Oakland University. (Refer to the transfer policy of the School of Engineering and Computer Science for further clarification.) The credits taken at Oakland must include the following for students majoring in:
   a) computer, electrical, mechanical or systems engineering, at least 24 credits in engineering core or professional subjects required for the major, of which 16 must be design credits:
   b) engineering chemistry and engineering physics, at least 16 credits in required engineering courses, and 16 credits in chemistry or physics courses required for the major;
   c) computer science, at least 20 credits in computer science courses required for the major.
3. Take the last 8 credits needed to complete baccalaureate requirements at Oakland University.
4. Demonstrate writing proficiency by meeting the university standard in English composition (see page 31).
5. Fulfill the university general education requirement (see pages 31-34).
6. Be admitted to major standing in the major of the student's choice.
7. Complete the requirements specified for the elected major.
8. Earn a cumulative grade point average of at least 2.00 in courses taken at Oakland University.
9. Complete an Application for Degree card at the Office of the Registrar and pay the graduation service fee.

### General education

All Oakland University students must take a series of courses distributed across eight field groups for broad exposure to a liberal arts education. Engineering and computer science students automatically satisfy two of these groups (natural science and technology; mathematics, logic and computer science) by virtue of required courses. In addition to satisfying the remaining six groups, engineering and computer science students must arrange to acquire depth in a particular

area of general education study. The requirements may be satisfied by selecting one of the course sequences listed below and choosing the remaining courses to span the field groups not represented.

Theatre and dramatic expression: THA 268 or 269 and ENG 306 (arts and literature)

American history and literature: HST 114 and ENG 224 (western civilization and literature)

Classical philosophy and mythology: PHL 204 and ENG 312 (western civilization and literature)

Russian civilization and its Communist transformation: IS 260 and PS 377 (international studies and western civilization)

Chinese civilization and its Communist transformation: IS 210 and PS 377 (international studies and western civilization)

Macro-economics in the context of American history: HST 115 and ECN 200 (or 210), (western civilization and social science)

Comparative politics: PS 131 and PS 377 (western civilization and social science)

Culture, science and technology: AN 102 and HST 210 (social science and western civilization)

Self and society in American history: HST 114 or 115 and SOC 206 (western civilization and social science)

Asian literature and civilization: LIT 100 and IS 210 (or 220 or 240), (literature and international studies)

Language and civilization: SPN 114, RUS 114, CHE 114, JPN 114 or HIU 114 and the corresponding IS course (250, 260, 210, 220 or 240), (language and international studies)

**Suggested sequence for the freshman year**

Following is an example of a suggested sequence of courses for freshmen entering the School of Engineering and Computer Science with the necessary preparation in mathematics.

**Engineering majors** — First semester: EGR 101, MTH 154, CHM 144 or CHM 164, CSE 132, Rhetoric or general education course. Second semester: CSE 171, MTH 155, PHY 151, general education course.

**Computer science majors** — First semester: CSE 132, MTH 154, Rhetoric or general education course. Second semester: CSE 262, MTH 155, PHY 151, general education course. Computer science majors are encouraged to take the 1-credit course EGR 101 as a free elective.

Scheduling for subsequent years depends on student's selected majors or minors, but should be tailored to promptly meet requirements for admission to major standing. For sample schedules, refer to the department listings in this catalog or to the student handbook of the School of Engineering and Computer Science.

Students who are not prepared to enter these mathematics and science courses without additional preparation in the subject areas must modify their schedules accordingly. Such students may require additional time to complete degree requirements, unless they correct the deficiencies by enrolling during the spring and summer sessions following the freshman year.

## Admission to major standing

To enroll in 300- or 400-level courses and to become candidates for the baccalaureate degree, students of the School of Engineering and Computer Science must gain major standing in their selected majors. An application for major standing should be submitted during the semester in which a student completes all requirements for admission.

Students lacking major standing may enroll in 300- or 400-level engineering or computer science courses only by presenting at registration an approval form signed by either the academic adviser or the chair of the major. The purpose of this process is to ensure that the student can correct and is working to correct outstanding deficiencies preventing admission to major standing. Forms may be obtained in the academic advising office, 159A Dodge Hall.

Admission to major standing in each of the programs of the School of Engineering and Computer Science requires certification in English composition, and satisfactory completion of course work in mathematics, science and the major, as designated below.

**Computer science and computer engineering**

Mathematics: MTH 154-155, MTH 256, APM 263. Science: PHY 151, PHY 152. Major: EGR 101 (for computer engineering majors only) CSE 132, CSE 171, CSE 262, CSE 280.

**Electrical engineering and systems engineering**

Mathematics: MTH 154-155, MTH 256, APM 257. Science: CHM 144 or CHM 164, PHY 151, PHY 152. Major: EGR 101, CSE 132, CSE 171 and ME 221.

**Mechanical engineering**

Mathematics: MTH 154-155 and either MTH 254 or both MTH 256 and APM 257. Science: CHM 144 or CHM 164, PHY 151, PHY 152. Major: EGR 101, CSE 132, CSE 171, ME 221.

**Engineering physics**

Mathematics: MTH 154-155, MTH 254. Science: CHM 144-145 or CHM 164-165, PHY 151, PHY 152, PHY 158. Major: CSE 132, CSE 171, EE 222.

**Engineering chemistry**

Mathematics: MTH 154-155, MTH 254. Science: CHM 144-145 or CHM 164-165, CHM 149, APM 257. Major: EGR 101, CSE 132, CSE 171, ME 221.

To satisfactorily complete the requirements for major standing a student must a) have an average of at least 2.00 in each of the mathematics, science and major course groupings; b) have no more than two grades below 2.0 in the required courses; c) not have repeated any course more than twice; and d) not have repeated more than three different courses. Courses in which a W (withdrawal) grade is recorded will not be counted.

Transfer students may satisfy the requirements for major standing by using transfer credits.

## Course load

Students should strike a balance between their course load and other commitments. In general, students carrying a full load of 16 credits per semester should not be employed for more than 20 hours per week. Students who are employed 40 hours per week generally should not carry a course load of more than 4 credits per semester.

The university's maximum course load policy is detailed on page 28.

## Graduation check

To ensure they have met all requirements, students must participate in a final program audit the semester preceding the one in which they expect to graduate. Application may be made in the advising office, 159A Dodge Hall.

## Cooperative Education

**General information**

Students in the School of Engineering and Computer Science who want to combine relevant work experience with their college education are encouraged to participate in the university's cooperative education program. Co-op employment provides practical training that is related to a student's field of study and forms an integral part of the educational program. It enables students to relate their academic studies with practical applications; and it gives them early contact with practitioners in their fields.

Beginning in the junior year, co-op students alternate four-month semesters of full-time study with equal periods of paid, full-time employment in business, industry or government. The program coordinator and the employer work together to ensure that the practical training becomes progressively more challenging and carries increasingly greater responsibility as students advance through the curriculum.

### Requirements of the cooperative education program

Students interested in the cooperative education program in engineering or computer science should apply through the Office of the Cooperative Education Coordinator, 275 Vandenberg Hall.

To be admitted, a student must:

1. Be granted major standing in engineering or computer science (see page 231), or file an approved plan for achieving major standing, signed by the chair of the major. In addition, engineering students must have completed the mathematics sequence appropriate to their major.
2. Normally, have a cumulative grade point average of at least 2.80.
3. Have the approval of the School of Engineering and Computer Science, the cooperative education coordinator for the school and the employer.

Transfer students must have completed at least one semester of full-time study at Oakland University before acceptance into the program.

To remain in good standing in the cooperative education program, students must:

1. Complete alternate semesters of full-time study and full-time work.
2. Complete at least 12 credits of work appropriate to their elected major during each semester of study, maintaining a cumulative grade point average of at least 2.80.
3. Complete EGR 391 during the semester following each co-op assignment.
4. Submit a satisfactory training report (as part of the requirements for EGR 391) within four weeks of the beginning of the semester following each co-op assignment.
5. Receive a satisfactory employer evaluation for each assignment.

The grade assigned in EGR 391 will give added weight to the employer's evaluation, the student's written training report, a progress interview with the coordinator and the student's participation in regularly scheduled classes.

Students who do not meet the conditions for good standing will be subject to dismissal from the co-op program.

The co-op program is administered by the Department of Placement and Career Services.

## Double major

To earn two majors in engineering or in engineering and computer science, students must complete all requirements of both programs. Further, in addition to the credit hours needed for one major, the student must complete a minimum of 12 credit hours in pertinent technical courses applicable to the second major.

Students seeking two degrees should consult the requirements on page 35.

## Electives

### Approved science electives

Approved science electives for majors in computer science and in computer, electrical, mechanical and systems engineering are: biology courses numbered 190 and higher; CHM 145, CHM 165 (CHM 144 for computer science majors) and chemistry courses numbered 225 and higher, except CHM 497; physics courses numbered 317 and higher, except PHY 341; and ENV 308 and ENV 373. Special topics and independent study courses require prior approval.

Whereas any one of the above courses may be taken to satisfy the science elective, some subjects have a greater relevance and usefulness than others to a specific major. Such subjects have been identified for each major, under departmental listings, later on in this catalog. It is highly recommended that students take one of the recommended science elective courses listed under the departmental requirements.

### Free electives ineligible for credit toward the degree

Students entering the School of Engineering and Computer Science are expected to have adequate preparation for the required introductory courses in mathematics, physics and chemistry. Courses in these areas that are more elementary than MTH 154, PHY 151 and CHM 144 may not be presented for credit toward a degree in engineering and computer science. Specifically,

the following courses and their equivalents are not recognized for credit toward the degree: MTH 011, MTH 012, MTH 100, MTH 121-122, MTH 141, PHY 101, PHY 102, CHM 104, CHM 110 and CHM 140.

New courses in mathematics, physics or chemistry that may be introduced in the future will be added to the list if the content warrants. A current list of disallowed courses is maintained in the office of the academic adviser, 159A Dodge Hall, and is available for inspection.

## Concentrations and minors

Students who wish to add an established minor or concentration or otherwise participate in an interdepartmental program must apply for admission and assistance in planning a program. Application may be made to the coordinator of the appropriate program committee or department involved.

Described below are the requirements for minors and concentrations that have been approved for engineering and computer science majors: Students planning medical, dental or optometry careers are advised to take the concentration in preprofessional studies in medicine, dentistry and optometry (see page 192).

### Accounting

**Coordinator:** *David D. Sidaway*

For computer science majors, 20 credits. To obtain a minor in accounting, a student must complete the following courses with a grade of at least 2.0 in each course: ACC 200, ACC 210 and 12 additional credits in accounting (ACC) courses for which the student has the prerequisites.

### Applied mathematics

**Coordinator:** *Jerrold W. Grossman*

For engineering and computer science majors, 22 credits. To obtain a minor in applied mathematics, a student must complete the following courses with a grade of 2.0 or better in each: MTH 254, MTH 256, APM 331, STA 226 or another approved statistics course, and two courses chosen from APM 257, APM 263 and courses labeled MTH, APM, STA or MOR with a number of 300 or higher (with the exception of MTH 414 and MTH 497). Students should consult an adviser in the Department of Mathematical Sciences when planning their programs.

### Applied statistics

**Coordinator:** *Harvey Arnold*

For engineering and computer science majors, 16 credits. To obtain a concentration in applied statistics, a student must complete at least 16 credits in statistics with an average grade of at least 2.0. Courses must include STA 226 or another approved introductory course, STA 322, STA 323 and STA 324. Students should consult an adviser in the Department of Mathematical Sciences when planning their programs.

### Biology

**Coordinator:** *Nalin J. Unakar*

For computer science majors, 20 credits. To obtain a liberal arts minor in biology, a student must take a minimum of 20 credits in biology, including BIO 190, BIO 195 and BIO 200. At least 8 credits must be in courses numbered 301 or higher. A minimum of 8 credits must be taken at Oakland University.

### Chemistry

**Coordinator:** *Paul Tomboulian*

For computer science majors, 26 credits. To obtain a liberal arts minor in chemistry, a student must take CHM 144-145, CHM 149, CHM 225, CHM 203-204 or CHM 234-235 and CHM 342. This minor is also available for engineering majors, 24 credits. Engineering majors must complete the following courses with an average grade of 2.0 or better: CHM 144-145, CHM 149, CHM 203 or CHM 225, CHM 342, CHM 470 and CHM 471. A minimum of 8 credits must be taken at Oakland University.

**Economics**
**Coordinator:** *Ronald L. Tracy*

For engineering and computer science majors, 18-20 credits. To obtain a minor in economics (offered by the School of Business Administration), a student must complete the following courses with a grade of at least 2.0 in each course: ECN 150 or ECN 210 or ECN 200-201, and 12-16 additional credits in economics (ECN) courses for which the student has the prerequisites. Students who have taken ECN 150 need 16 additional credits to earn a minor.

**Environmental studies**
**Coordinator:** *Paul Tomboulian*

For engineering majors, 24 credits. To obtain a concentration in environmental studies, a student must complete the following courses: a) CHM 203, ENV 308 and EGR 407; b) 8 credits of electives chosen from ENV 362, ENV 372, ENV 373, and BIO 301; and c) 4 credits of EGR 490 or EGR 494 on an approved environmental engineering topic.

**Finance**
**Coordinator:** *J. Austin Murphy*

For computer science majors, 22 credits. To obtain a minor in finance, a student must complete the following courses and any prerequisites required: ACC 200, QMM 250, FIN 322 and 8 additional credits in finance (FIN) courses. A grade of at least 2.0 in each course is required.

**Linguistics**
**Coordinator:** *William Schwab*

For computer science majors, 20 credits. To obtain a liberal arts minor in linguistics, a student must complete the following courses with an average grade of at least 2.0: ALS 176 or one 200-level LIN course, LIN 301, and at least 12 linguistics (LIN) credits at the 300 or 400 levels, 4 of which must be at the 400 level.

**Management**
**Coordinator:** *Soo-Young Moon*

For engineering and computer science majors, 22-24 credits. To obtain a minor in management, a student must complete the following courses with a grade of at least 2.0 in each course: ECN 210 or ECN 200-201, ACC 200, ORG 330, and 8 additional credits chosen from 300- or 400-level courses in ACC, FIN, MGT, MIS, MKT, ORG, POM or QMM for which the student has met the prerequisites.

**Physics**
**Coordinator:** *Norman Tepley*

For computer science majors, 20 credits. To obtain a liberal arts minor in physics, a student must complete the following courses with an average grade of at least 2.0: PHY 151-152, PHY 158, and at least 8 credits in physics courses numbered 300 or higher.

**Quantitative methods**
**Coordinator:** *David P. Doane*

For computer science majors, 16-18 credits. To obtain a minor in quantitative methods, a student must complete the following courses with a grade of at least 2.0 in each course: QMM 250 or STA 226; three courses chosen from POM 343, POM 448, QMM 440, QMM 452, ECN 405, STA 323 and STA 324.

## Prerequisites

In planning their schedules, students should ensure that they satisfy prerequisite and corequisite conditions for courses. Students will have their registrations cancelled if they register for courses for which they do not meet the conditions. Students will be liable for any financial penalties incurred by such cancellation.

## Independent study and project courses

Independent study and project courses numbered 490 and 494 are available to provide enrichment opportunities to qualified students. They are not intended as substitutes for regular course offerings; rather, they allow students to investigate areas of interest outside the scope of regular courses, examine subjects more deeply than can be accommodated in regular courses, or gain educational experiences beyond that of regular course work.

To register for an independent study or project course, a student must first submit a plan of work to the faculty member who will supervise the course. The plan must be approved by the faculty member and the chair of the major before a student may register for the course.

Application forms are available in the advising office, 159A Dodge Hall.

## Petitions

Waivers of specific academic requirements may be initiated by submitting a petition of exception, as described on page 35.

Students seeking a review of their academic standing within the school or students who wish to make a formal complaint should submit a written petition to the chair of their major or to the associate dean for administration. Petitions will be processed according to established university procedures.

## Academic conduct

Students are expected to abide by the principles of truth and honesty, which are essential to fair grading. Academic misconduct in any form is not permitted.

Students who are found guilty of academic misconduct in any course offered by the school, as determined by the university academic conduct committee, may be subject to penalties ranging from a reduced grade for the assignment, to a grade of 0.0 for the entire course, to academic probation, to suspension or dismissal from the university.

All assignments must be the independent work of each student, unless the professor of the course gives explicit permission relaxing this requirement.

For a detailed description of the university academic conduct policy, see the *Schedule of Classes*, the "Oakland University Student Handbook" or page 39 of this catalog.

## Academic standing

The performance of students in the School of Engineering and Computer Science will be reviewed at the end of each semester to determine academic progress.

Good academic standing in the school requires a cumulative grade point average of at least 2.00 in: a) courses required for the major; b) cognate courses in mathematics and science; and c) all courses taken at Oakland University. Students whose cumulative grade point averages fall below 2.00 in one or more of the three categories will be placed on provisional status.

While on provisional status, students must have their programs of study approved by the chair of their major. Students who fail to remove provisional conditions after one semester are generally ineligible to continue their programs. However, provisional status may be continued if a student is judged to be making substantial progress toward correcting the deficiency. (For part-time students, 12 consecutive credits of course work will be considered equivalent to one semester.)

Students on provisional status may not serve on committees of the School of Engineering and Computer Science.

Students who become ineligible to continue enrollment in the School of Engineering and Computer Science may transfer to another school or college within the university.

The above rules were established by the undergraduate curriculum committee of the School of Engineering and Computer Science. Students wishing to appeal a ruling on their academic status must address a written petition to the committee on academic standing. Petitions may be submitted to the associate dean for administration or the academic adviser.

## Unsatisfactory performance

Unsatisfactory (U) grades and grades less than 2.0 are considered substandard. A student within the School of Engineering and Computer Science who repeats a course in which a grade below 2.0 has been earned must repeat that course at Oakland University. Courses in which a grade below 2.0 has been earned may not be subsequently passed by competency examination or independent study.

# DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

**Acting chair:** *Glenn A. Jackson*

**Professors:** *David E. Boddy, Richard E. Haskell, Glenn A. Jackson, Janusz W. Laski, Thomas G. Windeknecht*

**Associate professors:** *Subramanian Ganesan, Ronald J. Srodawa, Sarma R. Vishnubhotla Christian C. Wagner*

**Assistant professors:** *Frank A. Cioch, Syed M. Mahmud, Fatma Mili*

**Visiting assistant professor:** *Qiuming Zhu*

**Special instructor:** *Jerry E. Marsh*

**Adjunct professor:** *Michael Marcotty*

**Adjunct associate professor:** *Osman D. Altan*

## Major in Computer Engineering

Major technological advances are being made in the computer field at a rapid pace, and it is essential that computer engineering students are not only aware of these advances but prepared to work in this changing environment. Students should gain a strong background in the fundamentals of computer engineering and develop a willingness to accept and thrive on change.

The computer engineering program at Oakland University is designed to provide students with the basic knowledge and skills needed to function effectively in computer-related activities in the years ahead. A balance between theoretical and practical experience and an emphasis on the software and hardware aspects of computers are key elements to the university's computer engineering major.

To earn the Bachelor of Science in Engineering with a major in computer engineering, students must complete 128 credits. They must demonstrate proficiency in writing (see page 31) and meet the following requirements:

| | | Credits |
|---|---|---|
| **General education** (excluding mathematics and science) | | 24 |
| **Mathematics and science** | | |
| MTH 154-155 | Calculus | 8 |
| MTH 256 | Introduction to Linear Algebra | 3 |
| APM 257 | Introduction to Differential Equations | 3 |
| APM 263 | Discrete Mathematics | 4 |
| CHM 144 | General Chemistry | 4 |
| PHY 151-152 | Introductory Physics | 8 |
| Approved science elective* | | 4 |
| | | 34 |
| **Computer science and engineering core** | | |
| CSE 132 | Introduction to Computer Science | 4 |
| CSE 171 | Introduction to Digital Logic and Microprocessors | 4 |
| CSE 262 | Data Structures | 4 |
| CSE 280 | Computer Organization and Assembly Language Programming | 4 |
| | | 16 |

| | | |
|---|---|---|
| **Engineering core** | | |
| EGR 101 | Introduction to Engineering | 1 |
| EGR 401 | Professional Engineering | 1 |
| EE 222 | Introduction to Electrical Circuits | 4 |
| EE 384 | Electronic Materials and Devices | 4 |
| ME 221 | Statics and Dynamics | 4 |
| ME 241 | Thermodynamics | 4 |
| SYS 317 | Engineering Probability and Statistics | 3 |
| SYS 325 | Lumped Parameter Linear Systems | 3 |
| | | 24 |
| **Professional subjects** | | |
| **Required** | | |
| EE 326 | Electronic Circuit Design | 4 |
| CSE 388 | Computer Hardware Design | 4 |
| CSE 464 | Computer Organization and Architecture | 4 |
| **Senior design course** | | 4 |
| CSE 470 | Microprocessor-based System Design | |
| or | | |
| EGR 490 | Senior Project** | |
| | | 16 |
| **Electives — 8 credits chosen from:** | | |
| CSE 343 | Foundations of Computer Science (4) | |
| Any 400-level CSE course (4-8) | | |
| EE 426 | Advanced Electronics (4) | |
| EE 437 | Introduction to Communication Electronics (4) | |
| SYS 422 | Intelligent Robotics (4) | |
| SYS 431 | Automatic Control Systems (4) | |
| SYS 463 | Foundations of Computer-Aided Design (4) | |
| SYS 469 | Simulation in Engineering (4) | |
| ECN 414 | Engineering Economics (2) | |
| EGR 490*** | Senior Project (2-4) | |
| EGR 494*** | Independent Study (2-4) | |
| | | 8 |
| **Free electives** (may be used to satisfy writing proficiency) | | 6 |
| For limitations on free electives see page 233. | | |
| | Total | 128 |

*Approved science electives are given on page 233. Those most highly recommended for computer engineering students are CHM 145 and 165, and any PHY course numbered 325 or higher (except PHY 341).

**Needs approval for its design content by the chairperson of the Department of Computer Science and Engineering

***Needs prior permission of the chairperson of the Department of Computer Science and Engineering.

**Design requirements**

All computer engineering graduates must complete a total of at least 16 credit hours of design while satisfying their overall program requirements. In meeting this requirement, they must seek their faculty adviser's approval. Also, consult the SECS "Undergraduate Student Handbook" for a listing of the number of design credit hours contained in each course.

**Economics requirement**

In addition to the requirements stated above, computer engineering students must fulfill the economics requirement. This may be met by completion of ECN 414 as a professional elective or by completion of ECN 150, ECN 200 or ECN 210 as a part of the general education requirement.

**Performance requirements**

In addition to the previously stated requirements, satisfactory completion of the program requires an average grade of at least 2.0 within each group: namely, mathematics and science, core subjects and professional subjects. Within professional subjects, at most two grades below 2.0 are permitted; at most two different courses may be repeated, and a total of three repeat attempts is permitted.

### Sample computer engineering schedule

Students entering the School of Engineering and Computer Science with the required background may follow a schedule such as the one indicated below. However, students will need additional time to complete the program if they do not have the required background upon entrance to the program.

Freshman year — fall semester: EGR 101, MTH 154, CHM 144, CSE 132, rhetoric or general education, 17 credits; winter semester: MTH 155, PHY 151, CSE 171, general education, 1-credit free elective, 17 credits.

Sophomore year — fall semester: MTH 256, PHY 152, CSE 262, general education, 1-credit free elective, 16 credits; winter semester: APM 263, EE 222, CSE 280, general education, 16 credits.

Junior year — fall semester: APM 257, ME 221, SYS 317, EE 326, general education, 18 credits; winter semester: ME 241, CSE 388, SYS 325, general education, 15 credits.

Senior year — fall semester: EE 384, two professional electives, science elective, EGR 401, 17 credits; winter semester: CSE 464, professional elective, 4-credit free elective, 12 credits.

## Major in Computer Science

The program in computer science leading to a Bachelor of Science degree prepares students for professional practice in systems programming, software design and computer applications, or for graduate study in computer science. The program provides a solid foundation based on the organization, processing and display of information. Through choice of minor, students may broaden their areas of expertise to include such diverse subjects as applied mathematics, business applications, management science or other areas that utilize computers in everyday operations.

To earn the Bachelor of Science degree with a major in computer science, students must complete 128 credits, demonstrate writing proficiency (see page 31) and meet the following requirements:

| | | Credits |
|---|---|---|
| **General education** (excluding mathematics and science) | | 24 |
| **Mathematics and science** | | |
| MTH 154-155 | Calculus | 8 |
| MTH 256 | Introduction to Linear Algebra | 3 |
| APM 263 | Discrete Mathematics | 4 |
| STA 226 | Applied Statistics (or approved substitute) | 4 |
| PHY 151-152 | Introductory Physics | 8 |
| PHY 158 | General Physics Laboratory | 2 |
| Approved science elective* | | 4 |
| | | 33 |
| **Computer science and engineering core** | | |
| CSE 132 | Introduction to Computer Science | 4 |
| CSE 171 | Introduction to Digital Logic and Microprocessors | 4 |
| CSE 262 | Data Structures | 4 |
| CSE 280 | Computer Organization and Assembly Language Programming | 4 |
| | | 16 |
| **Professional subjects** | | |
| **Required** | | |
| Two programming language laboratories (see page 254) with one from Group A and one from Group B | | 2 |
| CSE 335 | Programming Languages | 4 |
| CSE 343 | Foundations of Computer Science | 4 |
| CSE 402 | Social Implications of Computing | 1 |
| CSE 450 | Operating Systems | 4 |
| | | 15 |

| | | |
|---|---|---|
| **Electives — 12 credits chosen from:** | | |
| At least one of the following software design oriented courses: CSE 413, CSE 415, CSE 416, CSE 438, CSE 439, CSE 440, CSE 445, CSE 447, CSE 455, CSE 465 (4-12) | | |
| Any 300- or 400-level CSE course (4-8) | | |
| SYS 463 | Foundations of Computer-Aided Design (4) | |
| SYS 469 | Simulation in Engineering (4) | |
| EGR 490** | Senior Project (2-4) | |
| EGR 494** | Independent Study (2-4) | |
| | | 12 |
| **Approved minor** | | 20 |
| **Free electives** (may be used to satisfy writing proficiency) | | 8 |
| For limitations on free electives see page 233. | | |
| | Total | 128 |

*Approved science electives are given on page 233. Those most highly recommended for computer science students are CHM 144 and 164, and any PHY course numbered 325 or higher.

**Needs prior approval of the chairperson of the Department of Computer Science and Engineering.

**Performance requirements**

In addition to previously stated requirements, satisfactory completion of the program requires an average grade of at least 2.0 within each group: namely, mathematics and science, core subjects, professional subjects and approved minor. Within professional subjects, at most two grades below 2.0 are permitted, at most two different courses may be repeated and a total of three repeat attempts is permitted.

**Approved minors**

Computer science students must complete an approved minor with an average grade point of at least 2.00. Approved minors are: accounting, applied mathematics, applied statistics, biology, chemistry, economics, finance, linguistics, management, physics and quantitative methods (see page 234).

Other minors or alternate programs may be approved by petition. Students must apply to the coordinator of the program for assistance in planning their minors and to obtain certification. Courses used to satisfy minor requirements may also be used to meet other program requirements.

## Sample computer science schedule

Students entering the School of Engineering and Computer Science with the required background may follow a schedule such as the one indicated below. However, students will need additional time to complete the program if they do not have the required background upon entrance to the program.

Freshman year — fall semester: MTH 154, CSE 132, general education, English composition or general education, 1-credit free elective, 17 credits; winter semester: MTH 155, PHY 151, CSE 262, general education, 16 credits.

Sophomore year — fall semester: MTH 256, PHY 152, PHY 158, CSE 171, programming lab, 14 credits; winter semester: APM 263, CSE 280, course in minor, general education, programming lab, 17 credits.

Junior year — fall semester: STA 226, CSE 335, course in minor, general education, 16 credits; winter semester: CSE 343, course in minor, general education, free elective, 16 credits.

Senior year — fall semester: CSE 402, CSE 450, professional elective, course in minor, science elective, 17 credits; winter semester: two professional electives, course in minor, free elective, 15 credits.

## Minor in computer science for nonengineering majors

The School of Engineering and Computer Science offers a minor in computer science to students with majors other than engineering or computer science.

Students must earn 20 credits in computer science (CSE) courses, including: a minimum of 8 credits taken from CSE 335, CSE 340, CSE 343, CSE 345 or any 400-level CSE course approved by an adviser; a maximum of 8 credits from CSE 125, and either CSE 130 or CSE 132; a maximum of 8 credits from CSE 220, CSE 248, CSE 280 and CSE 262; and a maximum of 4 credits in "Programming Language Labs." A grade point average of at least 2.00 is required in courses counted toward a minor.

Students seeking a minor must obtain permission from the Department of Computer Science and Engineering in order to register for CSE courses at the 300 and 400 levels.

# DEPARTMENT OF ELECTRICAL AND SYSTEMS ENGINEERING

**Chair:** *Naim A. Kheir*

**John F. Dodge Professor:** *Nan K. Loh*

**Professors:** *David H. Evans, Naim A. Kheir, Keith R. Kleckner, Tung H. Weng, Howard R. Witt*

**Associate professors:** *Hoda S. Abdel-Aty-Zohdy, Robert P. Judd, Andrzej Rusek, Mohamed A. Zohdy*

**Assistant professors:** *Ka C. Cheok, Manohar Das, You L. Gu, Ken-Chung Liu, Robert P. Van Til*

**Adjunct professor:** *Donald R. Falkenburg*

**Adjunct associate professor:** *Ronald R. Beck*

## Major in Electrical Engineering

Electrical engineering is a broad field encompassing a number of disciplines. Oakland University's undergraduate program in electrical engineering is designed to provide students with the basic knowledge and skills needed to function as electrical engineers in the coming decades. Students obtain solid grounding in the fundamentals of analog and digital circuits, electronics, electromagnetics and electronic devices. In addition, a strong laboratory component of the program offers numerous design opportunities and allows students to relate theoretical ideas to practical problems.

Electrical engineering faculty members are engaged in research related to new developments in the field. Their activities contribute to a well-developed, up-to-date curriculum.

To earn the Bachelor of Science degree with a major in electrical engineering, students must complete 128 credits, demonstrate writing proficiency (see page 31) and meet the following requirements:

| | | Credits |
|---|---|---|
| **General Education** (excluding mathematics and science) | | 24 |
| **Mathematics and science** | | |
| MTH 154-155 | Calculus | 8 |
| MTH 254 | Multivariable Calculus | 4 |
| MTH 256 | Introduction to Linear Algebra | 3 |
| APM 257 | Introduction to Differential Equations | 3 |
| CHM 144 | General Chemistry | 4 |
| PHY 151-152 | Introductory Physics | 8 |
| Approved science elective* | | 4 |
| | | 34 |
| **Engineering core** | | |
| EGR 101 | Introduction to Engineering | 1 |
| EGR 401 | Professional Engineering | 1 |
| CSE 132 | Introduction to Computer Science | 4 |
| CSE 171 | Introduction to Digital Logic and Microprocessors | 4 |
| EE 222 | Introduction to Electrical Circuits | 4 |
| EE 384 | Electronic Materials and Devices | 4 |

| | | |
|---|---|---|
| ME 221 | Statics and Dynamics | 4 |
| ME 241 | Thermodynamics | 4 |
| SYS 317 | Engineering Probability and Statistics | 3 |
| SYS 325 | Lumped Parameter Linear Systems | 3 |
| | | 32 |

**Professional subjects**

**Required**

| | | |
|---|---|---|
| EE 326 | Electronic Circuit Design | 4 |
| EE 345 | Electric and Magnetic Fields | 4 |
| EE 351 | Electromechanical Energy Conversion | 4 |
| EE 378 | Design of Digital Systems | 4 |
| EE 437 | Introduction to Communication Electronics | 4 |
| SYS 431 | Automatic Control Systems | 4 |
| | | 24 |

**Electives — 8 credits chosen from:**

At least one of the following design courses: EE 426, EE 472, SYS 433, SYS 458 (4-8)

Any 400 level course with an EE, CSE or SYS designation (4)

| | | |
|---|---|---|
| EGR 490** | Senior Project (2-4) | |
| EGR 494** | Independent Study (2-4) | |
| ME 454 | Solar and Alternate Energy Systems (4) | |
| PHY 472 | Quantum Mechanics I (4) | |
| ECN 414 | Engineering Economics (2) | |
| | | 8 |

**Free electives** (may be used to satisfy writing proficiency) 6

For limitations on free electives, see page 233.

Total 128

*Approved science electives are given on page 233. Those most highly recommended for electrical engineering students are PHY 331, 361 and 371.

**Needs prior approval of the chairperson of the Department of Electrical and Systems Engineering.

**Depth areas**

Electrical engineering students desiring depth in a particular area should consider the following professional elective packages: Electronics — EE 426, EE 487; Control systems — SYS 422, SYS 433; Computers — EE 470, EE 472; Power systems — SYS 458, ME 454.

**Design requirements**

All electrical engineering graduates must complete a total of at least 16 credit hours of design while satisfying their overall program requirements. In meeting this requirement, they must seek their faculty adviser's approval. Also, consult the SECS "Undergraduate Student Handbook" for a listing of the number of design credit hours contained in each course.

**Economics requirement**

In addition to the requirements stated above, electrical engineering students must fulfill the economics requirement. This may be met by completion of ECN 414 as a professional elective or by completion of ECN 150, 200 or 210 as a part of the general education requirement.

**Performance requirements**

In addition to previously stated requirements, satisfactory completion of the program requires an average grade of at least 2.0 within each required group: namely, mathematics and science, core subjects, and professional subjects. Within professional subjects, at most two grades below 2.0 are permitted, at most two different courses may be repeated and a total of three repeat attempts is permitted.

# Major in Systems Engineering

Systems engineering is a broad discipline with roots in a diverse spectrum of engineering fields. The coordination of engineering tasks and the assembly of a complex array of subsystems, such as in the Apollo and Space Shuttle programs, are typical of the systems approach to problem solving and design.

Oakland University's systems engineering program contains two options: dynamic systems and control, and manufacturing.

The dynamic systems and control program prepares students for the field of control engineering. The curriculum combines courses from electrical and mechanical engineering, along with a systems engineering control sequence. It is designed to teach the fundamentals of mechanical systems, control system design techniques, and the practical matter of implementing the controllers in modern electronic hardware.

The manufacturing program emphasizes the important role of the computer in systems design. This curriculum is anchored by a strong computer science component which, along with professional courses, prepares a student for a career in simulation, computer-assisted design and systems optimization.

To earn the Bachelor of Science in engineering with a major in systems engineering, students must complete 128 credits, demonstrate writing proficiency (see page 31) and meet the following requirements:

| | | Credits |
|---|---|---|
| **General education** (excluding mathematics and science) | | 24 |
| **Mathematics and science** | | |
| MTH 154-155 | Calculus | 8 |
| MTH 256 | Introduction to Linear Algebra | 3 |
| APM 257 | Introduction to Differential Equations | 3 |
| APM 263* | Discrete Mathematics (4) or | |
| MTH 254* | Multivariable Calculus (4) | 4 |
| CHM 144 | General Chemistry | 4 |
| PHY 151-152 | Introduction to Physics | 8 |
| Approved science elective** | | 4 |
| | | 34 |
| **Engineering core** | | |
| EGR 101 | Introduction to Engineering | 1 |
| EGR 372 | Properties of Materials | 4 |
| EGR 401 | Professional Engineering | 1 |
| CSE 132 | Introduction to Computer Science | 4 |
| CSE 171 | Introduction to Digital Logic and Microprocessors | 4 |
| EE 222 | Introduction to Electrical Circuits | 4 |
| ME 221 | Statics and Dynamics | 4 |
| ME 241 | Thermodynamics | 4 |
| SYS 317 | Engineering Probability and Statistics | 3 |
| SYS 325 | Lumped Parameter Linear Systems | 3 |
| | | 32 |
| **Professional subjects for dynamic systems and control option** (32 credits) | | |
| **Required** | | |
| EE 326 | Electronic Circuit Design | 4 |
| EE 351 | Electromechanical Energy Conversion | 4 |
| EE 378 | Design of Digital Systems | 4 |
| ME 321 | Dynamics and Vibrations | 4 |
| SYS 431 | Automatic Control Systems | 4 |
| SYS 433 | Modern Control System Design | 4 |
| | | 24 |
| **Electives — 8 credits chosen from:** | | |
| At least one of the following design courses: SYS 422, SYS 458, EE 426, EE 472 (4-8) | | |
| Any 400-level course with EE, CSE, SYS or ME designation (4) | | |
| EGR 490*† | Senior Engineering Project (2-4) | |
| EGR 494*† | Independent Study (2-4) | |
| ECN 414 | Engineering Economics (2) | |
| | | 8 |
| **Professional subjects for manufacturing option** (32 credits) | | |
| **Required** | | |
| CSE 262 | Data Structures | 4 |
| CSE 418 | Applied Numerical Methods: Matrix Methods | 4 |

| | | |
|---|---|---|
| SYS 410 | Systems Optimization and Design | 4 |
| SYS 463 | Foundations of Computer-Aided Design | 4 |
| SYS 469 | Simulation in Engineering | 4 |
| SYS 483 | Production Systems | 4 |
| | | 24 |

**Electives — 8 credits chosen from:**
Any 400-level course with the SYS, CSE, EE or ME designation (4-8)

| | | |
|---|---|---|
| EGR 490*† | Senior Project (2-4) | |
| EGR 494*† | Independent Study (2-4) | |
| ECN 414 | Engineering Economics (2) | |
| | | 8 |

**Free Electives** (may be used to satisfy writing proficiency) 6
For limitations on free electives see page 233.

Total 128

*MTH 254 is required for dynamic systems and control option; and APM 263 is required for manufacturing option.

**Approved science electives are given on page 233. Those most highly recommended are PHY 331 and 371.

†*Needs prior permission of the chairperson of the Department of Electrical and Systems Engineering.*

**Economics requirement**

In addition to the requirements stated above, systems engineering students must fulfill the economics requirement. This may be met by completing ECN 414 as a professional elective or by completing ECN 150, ECN 200 or 210 as part of the general education requirement.

**Design requirements**

All systems engineering graduates must complete a total of at least 16 credit hours of design while satisfying their overall program requirements. In meeting this requirement, they must seek their faculty adviser's approval. Also, consult the SECS "Undergraduate Student Handbook" for a listing of the number of design credit hours contained in each course.

**Performance requirements**

In addition to previously stated requirements, satisfactory completion of the program requires an average grade of at least 2.0 within each group: namely mathematics and science, core subjects and professional subjects. Within professional subjects, at most two grades below 2.0 are permitted; at most two different courses may be repeated and a total of three repeat attempts is permitted.

## Sample electrical engineering and systems engineering schedules

Students entering the School of Engineering and Computer Science with the required background may follow a schedule such as the one indicated below. However, students will need additional time to complete the program if they do not have the required background upon entrance to the program.

Freshman year — fall semester: EGR 101, MTH 154, CHM 144, CSE 132, Rhetoric or general education, 17 credits; winter semester: MTH 155, PHY 151, CSE 171, general education, 1-credit free elective, 17 credits.

Sophomore year — fall semester: MTH 254, PHY 152, ME 221 or ME 241, general education, 16 credits; winter semester: APM 257, EE 222, ME 221 or ME 241, general education, 1-credit free elective, 16 credits.

Junior year — fall semester: MTH 256, SYS 317, EGR 372 or EE 384, SYS 325, general education, 17 credits; winter semester: two professional subjects, one science elective, one free elective, 16 credits.

Senior year — fall semester: three professional subjects, EGR 401, 13 credits; winter semester:

# DEPARTMENT OF MECHANICAL ENGINEERING

**Chair:** *Joseph D. Hovanesian*

**Professors:** *Bhushan L. Bhatt, Robert M. Desmond, Robert H. Edgerton, Joseph D. Hovanesian, Yau Y. Hung, Gilbert L. Wedekind*

**Assistant professors:** *Ren-Jyh Gu, Michael Latcha, Chin L. Ko, Brian P. Sangeorzan*

**Adjunct professors:** *Martin A. Erickson, Grant R. Gerhart*

**Adjunct associate professor:** *Mark M. Shamamy*

## Major in Mechanical Engineering

The field of mechanical engineering offers a broad spectrum of career opportunities in such areas as design, analysis, test development, research and the manufacturing of numerous products.

Oakland University's undergraduate program in mechanical engineering provides a foundation in the mechanics of solids, thermodynamics, fluid mechanics, transfer and rate mechanisms, materials, design of mechanical systems and electrical and computer theory. A strong laboratory experience is interwoven through the curriculum, providing numerous design experiences. Opportunities are provided to allow students to relate theoretical ideas to practical problems.

The option of selecting several of the senior-level courses allows for greater flexibility in the choice of option areas of specialization within mechanical engineering.

To earn the degree of Bachelor of Science in Engineering with a major in mechanical engineering, students must complete 128 credits, demonstrate writing proficiency (see page 31) and meet the following requirements:

| | | Credits |
|---|---|---|
| **General Education** (excluding mathematics and science) | | 24 |
| **Mathematics and science** | | |
| MTH 154-155 | Calculus | 8 |
| MTH 254 | Multivariable Calculus | 4 |
| MTH 256 | Introduction to Linear Algebra | 3 |
| APM 257 | Introduction to Differential Equations | 3 |
| CHM 144 | General Chemistry | 4 |
| PHY 151-152 | Introductory Physics | 8 |
| Approved science elective* | | 4 |
| | | 34 |
| **Engineering core** | | |
| EGR 101 | Introduction to Engineering | 1 |
| EGR 372 | Properties of Materials | 4 |
| EGR 401 | Professional Engineering | 1 |
| CSE 132 | Introduction to Computer Science | 4 |
| CSE 171 | Introduction to Digital Logic and Microprocessors | 4 |
| EE 222 | Introduction to Electrical Circuits | 4 |
| ME 221 | Statics and Dynamics | 4 |
| ME 241 | Thermodynamics | 4 |

| | | |
|---|---|---|
| SYS 317 | Engineering Probability and Statistics | 3 |
| SYS 325 | Lumped Parameter Linear Systems | 3 |
| | | 32 |

**Professional subjects**

**Required**

| | | |
|---|---|---|
| ME 321 | Dynamics and Vibrations | 3 |
| ME 331 | Introduction to Fluid and Thermal Energy Transport | 4 |
| ME 361 | Mechanics of Materials | 4 |
| | | 11 |

**Professional design requirements**

Choose one course from Group A and one from Group B:

**Group A**

| | |
|---|---|
| ME 486 | Machine Design (4) |
| ME 487 | Mechanical Engineering CAD/CAM Systems (4) |

**Group B**

| | |
|---|---|
| ME 454 | Solar and Alternate Energy Systems (4) |
| ME 482 | Fluid and Thermal Energy Systems (4) |

8

Choose one of the following groups:

| | | |
|---|---|---|
| **Group C** | Senior Mechanical Engineering Design Project, ME 492 (3); and one professional subject or elective which contains at least 1 credit of design (see "Design Requirements"). | |
| **Group D** | Professional subjects or electives which contain a total of at least 4 design credits (see "Design Requirements"). | |
| | | 4 |

**Professional options**

1. General mechanical engineering option (15 credits)

**Professional electives** (chosen from the following if not taken to satisfy Group A and B design requirements)

| | |
|---|---|
| ME 438 | Fluid Transport (4) |
| ME 448 | Thermal Energy Transport (4) |
| ME 449 | Numerical Techniques in Heat Transfer and Fluid Flow (4) |
| ME 454 | Solar and Alternate Energy Systems (4) |
| ME 456 | Energy Systems Analysis (4) |
| ME 461 | Analysis and Design of Mechanical Structures (4) |
| ME 472 | Material Properties and Processes (4) |
| ME 482 | Fluid and Thermal Energy Systems (4) |
| ME 486 | Machine Design (4) |
| ME 487 | Mechanical Engineering CAD/CAM Systems (4) |
| ME 492 | Senior Mechanical Engineering Design Project (3) |
| EGR 490** | Senior Engineering Project (2-4) |
| ECN 414 | Engineering Economics (2) |

Not more than 4 credits from:

| | |
|---|---|
| EGR 407 | Environmental Engineering (4) |
| EGR 494** | Independent Study (2-4) |
| SYS 431 | Automatic Control Systems (4) |
| SYS 469 | Simulation in Engineering (4) |
| SYS 483 | Production Systems (4) |
| CSE 417 | Applied Numerical Methods: Approximations (4) |
| CSE 418 | Applied Numerical Methods: Matrix Methods (4) |

15

2. Fluid and thermal systems option (15 credits)

**Required subjects**

| | |
|---|---|
| ME 438 | Fluid Transport (4) |
| ME 448 | Thermal Energy Transport (4) |
| ME 482 | Fluid and Thermal Energy Systems (4) |

**Professional electives** (chosen from the following if not taken to satisfy Group A and B design requirements)

| | | |
|---|---|---|
| ME 449 | Numerical Techniques in Heat Transfer and Fluid Flow (4) | |
| ME 454 | Solar and Alternate Energy Systems (4) | |
| ME 456 | Energy Systems Analysis (4) | |
| ME 492 | Senior Mechanical Engineering Design Project (3) | |
| EGR 490** | Senior Engineering Project (2-4) | |
| ECN 414 | Engineering Economics (2) | |
| No more than 4 credits from | | |
| EGR 494** | Independent Study (2-4) | |
| SYS 431 | Automatic Control Systems (4) | |
| CSE 417 | Applied Numerical Methods: Approximations (4) | |
| CSE 418 | Applied Numerical Methods: Matrix Methods (4) | |
| | | 15 |

3. Computer-aided design option (15 credits)

**Required subjects**

| | | |
|---|---|---|
| ME 461 | Analysis and Design of Mechanical Structures (4) | |
| ME 487 | Mechanical Engineering CAD/CAM Systems (4) | |

**Professional electives** (chosen from the following if not taken to satisfy Group A and B design requirements)

| | | |
|---|---|---|
| ME 449 | Numerical Techniques in Heat Transfer and Fluid Flow (4) | |
| ME 472 | Material Properties and Processes (4) | |
| ME 486 | Machine Design (4) | |
| ME 492 | Senior Mechanical Engineering Design Project (3) | |
| EGR 490** | Senior Engineering Project (2-4) | |
| EGR 494** | Independent Study (2-4) | |
| ECN 414 | Engineering Economics (2) | |
| No more than 4 credits from: | | |
| SYS 431 | Automatic Control Systems (4) | |
| SYS 463 | Foundations of Computer-Aided Design (4) | |
| CSE 417 | Applied Numerical Methods: Approximations (4) | |
| CSE 418 | Applied Numerical Methods: Matrix Methods (4) | |
| | | 15 |

4. Production and manufacturing processes option (15 credits)

**Required subjects**

| | | |
|---|---|---|
| ME 472 | Material Properties and Processes (4) | |
| ME 486 | Machine Design (4) | |

**Professional electives** (chosen from the following if not taken to satisfy Group A and B design requirements)

| | | |
|---|---|---|
| ME 461 | Analysis and Design of Mechanical Structures (4) | |
| ME 482 | Fluid and Thermal Energy Systems (4) | |
| ME 487 | Mechanical Engineering CAD/CAM Systems (4) | |
| ME 492 | Senior Mechanical Engineering Design Project (3) | |
| ME 665 | Experimental Stress Analysis (4) (requires instructor approval) | |
| EGR 490** | Senior Engineering Project (2-4) | |
| EGR 494** | Independent Study (2-4) | |
| SYS 422 | Intelligent Robotics (4) | |
| SYS 483 | Production Systems (4) | |
| ECN 414 | Engineering Economics (2) | |
| No more than 4 credits from: | | |
| SYS 431 | Automatic Control (4) | |
| CSE 470 | Microprocessors and Microcomputers (4) | |
| | | 15 |

**Free electives** (may be used to satisfy writing proficiency and programming recommendations) 4

For limitations on free electives see page 233.

Total 128

**Approved science electives are given on page 228. Those most highly recommended for mechanical engineering students are PHY 331, 351, 371, CHM 145, BIO 200 and BIO 205.*
***Needs prior permission of the chairperson of the Department of Mechanical Engineering.*

**Design requirements**
Design credits must be associated with courses in the professional option, chosen with approval of faculty adviser. All mechanical engineering graduates must complete a total of at least 16 credit hours of design while satisfying their overall program requirements. Consult the SECS "Undergraduate Student Handbook" for a listing of the number of design credit hours contained in each course.

**Economics requirement**
In addition to the requirements stated above, mechanical engineering students must fulfill the economics requirement. This may be met by completion of ECN 414 as a professional elective or by completion of ECN 150, ECN 200 or ECN 210 as part of the general education requirement.

**Programming recommendations**
In addition to the required computer courses, it is recommended that students have some experience in Fortran language, such as CSE 232, and word processing, spread sheets and simple graphics such as CSE 201.

**Performance requirements**
In addition to previously stated requirements, satisfactory completion of the program requires an average grade of at least 2.0 within each group: namely, mathematics and science, core subjects, and professional subjects. Within professional subjects, at most two grades below 2.0 are permitted; at most two different courses may be repeated and a total of three repeat attempts is permitted.

## Sample mechanical engineering schedule

Students entering the School of Engineering and Computer Science with the required background may follow a schedule such as the one indicated below. However, students will need additional time to complete the program if they do not have the required background upon entrance to the program.

Freshman year — fall semester: EGR 101, MTH 154, CHM 144, CSE 132, Rhetoric or general education, 17 credits; winter semester: MTH 155, PHY 151, CSE 171, general education, 16 credits.

Sophomore year — fall semester: MTH 254, PHY 152, ME 221 or ME 241, general education, 16 credits; winter semester: APM 257, EE 222, ME 221 or ME 241, general education, 15 credits.

Junior year — fall semester: MTH 256, ME 321, ME 331, general education, free elective, 18 credits; winter semester: SYS 325, EGR 372, ME 361, science elective, 15 credits.

Senior year — fall semester: SYS 317, EGR 401, two or three (with project) professional electives, general education, 16 or 19 credits; winter semester: three or four (with project) professional electives, 12 or 15 credits.

# ENGINEERING SCIENCES PROGRAMS

## Major in Engineering Chemistry

**Coordinator:** *Chin L. Ko*

The program in engineering chemistry, offered jointly by the School of Engineering and Computer Science and the College of Arts and Sciences, leads to the Bachelor of Science degree. It provides for intensive study in chemistry, along with basic preparation in engineering.

To earn the degree of Bachelor of Science with a major in engineering chemistry, students must complete 128 credits, demonstrate writing proficiency (see page 31) and meet the following requirements:

| | | Credits |
|---|---|---|
| **General education** (excluding mathematics and science) | | 24 |
| **Mathematics and physics** | | |
| MTH 154-155 | Calculus | 8 |
| MTH 254 | Multivariable Calculus | 4 |
| APM 257 | Introduction to Differential Equations | 3 |
| PHY 151-152 | Introduction to Physics | 8 |
| | | 23 |
| **Chemistry** | | |
| CHM 144-145 | General Chemistry | 8 |
| CHM 149 | Chemistry Laboratory | 2 |
| CHM 234-235 | Organic Chemistry | 8 |
| CHM 237 | Separations and Spectroscopy Laboratory | 2 |
| CHM 342-343 | Physical Chemistry | 8 |
| CHM 348 | Physical Chemistry Laboratory | 2 |
| CHM 471 | Macromolecular Chemistry | 3 |
| Plus 6 credits from: | | |
| CHM 462-463 | Inorganic Chemistry (4) | |
| CHM 470 | Industrial Chemistry (3) | |
| CHM 472 | Macromolecular Chemistry II (3) | |
| CHM 477 | Molecular Laboratory (2) | 6 |
| | | 39 |
| **Engineering** | | |
| EGR 101 | Introduction to Engineering | 1 |
| EGR 401 | Professional Engineering | 1 |
| CSE 132 | Introduction to Computer Science | 4 |
| CSE 171 | Introduction to Digital Logic and Microprocessors | 4 |
| EE 222 | Introduction to Electrical Circuits | 4 |
| ME 221 | Statics and Dynamics | 4 |
| ME 241 | Thermodynamics | 4 |
| ME 331 | Introduction to Fluid and Thermal Energy Transport | 4 |
| SYS 325 | Lumped Parameter Linear Systems | 3 |
| | | 29 |
| Plus 8 credits from: | | |
| ME 438 | Fluid Transport (4) | |
| ME 448 | Thermal Energy Transport (4) | |
| ME 449 | Numerical Techniques in Heat Transfer and Fluid Flow (4) | |
| ME 456 | Energy Systems Analysis (4) | |

| | | |
|---|---|---|
| ME 482 | Fluid and Thermal Energy Systems (4) | |
| SYS 431 | Automatic Control Systems (4) | |
| | | 8 |
| **Free electives** (may be used to satisfy writing proficiency) | | 5 |
| For limitations on free electives see page 233. | | |
| | Total | 128 |

**Performance requirements**

In addition to the previously stated requirements, satisfactory completion of the program requires an average grade of at least 2.0 in the courses taken to satisfy the engineering, chemistry and mathematics and physics requirements.

# Major in Engineering Physics

**Coordinator:** *Hoda Abdel-Aty-Zohdy*

The program in engineering physics is offered jointly by the School of Engineering and Computer Science and the College of Arts and Sciences. This program blends the pure and applied, the theoretical and practical aspects of scientific knowledge into a meaningful educational experience. Through the university's cooperative education program, engineering physics students may opt to combine a relevant work experience with their formal education.

To earn the degree of Bachelor of Science with a major in engineering physics, students must complete 128 credits, demonstrate writing proficiency (see page 31) and meet the following requirements:

| | | Credits |
|---|---|---|
| **General education** (excluding mathematics and science) | | 24 |
| **Mathematics and sciences** | | |
| MTH 154-155 | Calculus | 8 |
| MTH 254 | Multivariable Calculus | 4 |
| APM 257 | Introduction to Differential Equations | 3 |
| CHM 144-145 | General Chemistry | |
| or (CHM 164-165) | | 8 |
| PHY 151-152 | Introductory Physics | 8 |
| PHY 158 | Physics Laboratory | 2 |
| PHY 317 | Modern Physics Laboratory | 2 |
| PHY 351 | Intermediate Theoretical Physics | 4 |
| PHY 361 | Mechanics I | 4 |
| PHY 371 | Modern Physics | 4 |
| Another course in physics in addition to any required in options below, chosen from: | | |
| PHY 331 | Optics (4) | |
| PHY 366 | Vibrations and Waves (4) | |
| PHY 381 | Electricity and Magnetism I (4) | |
| PHY 472 | Quantum Mechanics I (4) | |
| | | 4 |
| | | 51 |
| **Engineering** | | |
| CSE 132 | Introduction to Computer Science | 4 |
| CSE 171 | Introduction to Digital Logic and Microprocessors | 4 |
| EE 222 | Introduction to Electrical Circuits | 4 |
| EE 326 | Electronic Circuit Design | 4 |
| ME 241 | Thermodynamics | 4 |
| SYS 317 | Engineering Probability and Statistics | 3 |
| SYS 325 | Lumped Parameter Linear Systems | 3 |
| | | 26 |

**Professional option**

(The following two options are offered as typical. A student with different interests can construct a different option in consultation with the program coordinators.)

**Solid state physics and technology option**

| | | |
|---|---|---|
| EE 384 | Electronic Materials and Devices | 4 |
| PHY 472 | Quantum Mechanics I | 4 |
| Design elective, chosen from: | | 4 |
| EE 378 | Design of Digital Systems (4) | |
| EE 426 | Advanced Electronics (4) | |
| EE 437 | Introduction to Communication Electronics (4) | |
| EE 470 | Microprocessors and Microcomputers (4) | |
| EE 487 | Integrated Electronics (4) | |
| SYS 410 | Systems Optimization and Design (4) | |
| | | 12 |

**Applied mechanics option**

| | | |
|---|---|---|
| PHY 366 | Vibrations and Waves | 4 |
| ME 361 | Mechanics of Materials | 4 |
| Design elective, chosen from | | 4 |
| ME 454 | Solar and Alternate Energy Systems (4) | |
| ME 461 | Analysis and Design of Mechanical Structures (4) | |
| ME 482 | Fluid and Thermal Energy Systems (4) | |
| ME 486 | Machine Design (4) | |
| ME 487 | Mechanical Engineering CAD/CAM Systems (4) | |
| | | 12 |

**Technical electives, chosen from:**

| | | |
|---|---|---|
| MTH 256 | Introduction to Linear Algebra (3) | |
| APM 263 | Discrete Mathematics (4) | |
| PHY 318 | Nuclear Physics Laboratory (2) | |
| PHY 331 | Optics (4) | |
| PHY 366 | Vibrations and Waves (4) | |
| PHY 372 | Nuclear Physics (4) | |
| PHY 381 | Electricity and Magnetism I (4) or | |
| EE 345 | Electric and Magnetic Fields (4)] | |
| PHY 418 | Modern Optics Laboratory (2) | |
| PHY 472 | Quantum Mechanics I (4) | |
| PHY 482 | Electricity and Magnetics II (4) | |
| EE 351 | Electromechanical Energy Conversion (4) | |
| EE 378 | Design of Digital Systems (4) | |
| EE 384 | Electronic Materials and Devices (4) | |
| ME 331 | Introduction to Fluid and Thermal Energy Transport (4) | |
| ME 361 | Mechanics of Materials (4) | |
| Any 400-level EGR, EE, ME or SYS courses (4-8) | | |
| | | 7-8 |
| **Free electives** (can be used to satisfy writing proficiency) | | 7-8 |
| *For limitations on free electives, see pages 233.* | | |
| | Total | 128 |

## Performance requirements

In addition to the previously stated requirements, satisfactory completion of the program requires an average grade of at least 2.0 in the engineering and computer science courses and also in the mathematics and science courses taken to meet program requirements.

# Course Offerings

Courses offered through the School of Engineering and Computer Science carry the following designations: computer science and engineering courses, CSE; electrical engineering courses, EE; systems engineering courses, SYS; mechanical engineering courses, ME. Courses offered under the general title of engineering are listed under EGR. For some of the courses, the semester(s) in which they are usually offered is indicated at the end of course description. However, this is subject to change.

To register for 300- and 400-level courses, students must have attained major standing.

## ENGINEERING

**EGR 101 Introduction to Engineering (1)**
Introduction to the various disciplines of engineering. The course will be a series of weekly lectures on topics in engineering. Offered fall, winter. (Graded S/U)

**EGR 106 Machine Shop Practice (2)**
Introduction to basic machining principles and machine shop techniques, uses of lathes, milling machines and other power machines. Emphasis is on practical experience.

**EGR 108 Engineering Drawing (2)**
Introduction to the use of drafting instruments and procedures. Geometric construction and projection, dimensioning, tolerancing and graphic symbols. Offered fall, winter.

**EGR 372 Properties of Materials (4)**
The atomic, molecular and crystalline structure of solids, including a description of x-ray analysis, metallography and other methods of determining structure; correlation of structure with the electric, magnetic and mechanical properties of solids. With laboratory. Offered fall, winter.
Prerequisite: CHM 144, PHY 152 and major standing.

**EGR 391 Cooperative Engineering and Computer Science (1)**
A seminar course for cooperative engineering and computer science students to be taken in the semester following a cooperative training assignment. A report of the training assignment must be submitted within four weeks of the beginning of the course. May be repeated up to three times.
Prerequisite: Consent of the cooperative education coordinator.

**EGR 400 Engineering Seminar (1)**
Lectures and discussions conducted by faculty, graduate students and speakers from industry and other universities. Emphasis is on current research interests of the school. May be taken twice.

**EGR 401 Professional Engineering (1)**
Seminars of professional interest to engineers, including such topics as professionalism, ethics, engineering law, engineering economics and technical communications. (Graded S/U)
Prerequisite: Senior status in engineering.

**EGR 407 Environmental Engineering (4)**
A design course that includes consideration of resources and recycling in terms of available energy; economic/thermodynamic combined situations are illustrated through field trips and by guest speakers. A group or individual project is required.
Prerequisite: ME 241.

**EGR 490 Senior Project (2 to 4)**
Independent work on advanced laboratory projects. Topic must be approved prior to registration. May be taken more than once.

**EGR 494 Independent Study (2 to 4)**
Advanced individual study in a special area. Topic must be approved prior to registration. May be taken more than once.

**EGR 495 Special Topics (2 to 4)**
Advanced study of special topics in engineering. May be taken more than once.

## COMPUTER SCIENCE AND ENGINEERING

**CSE 115 Natural and Artificial Languages (4)**
A study of the similarities and differences among the languages of people and machines. Topics will include general characteristics of communication, human linguistic abilities, computer languages and human/computer interfaces. Identical to LIN 115. Offered fall.

**CSE 125 Introduction to Computer Use (4)**
A first course in computer usage for non-engineering and computer science majors. The principal objective is to introduce the student to computer hardware, software and business applications. Topics include word processing, spreadsheets, data base management, data communications and graphics software. Programming concepts in data base languages. Problem solving methodology is emphasized. Instruction is divided between lecture and computing laboratory. Offered fall, winter.
Prerequisite: MTH 012 or equivalent.

**CSE 130 Introduction to Computer Programming (4)**
Introduction to digital computers and algorithmic programming in a language such as PASCAL. Topics covered include data storage and manipulation, control structures and subprogramming. Engineering and computer science majors should enroll in CSE 132. Students cannot receive credit for both CSE 130 and CSE 132. Offered fall, winter.
Prerequisite: MTH 012 or equivalent.

**CSE 132 Introduction to Computer Science (4)**
Introduction to an algorithmic language such as PASCAL, numerical methods, and data structures including stacks, queues, linked lists and trees. Emphasis is on applications in engineering and computer science. Students cannot receive credit for both CSE 130 and CSE 132. Offered fall, winter.
Corequisite: MTH 154.

**CSE 171 Introduction to Digital Logic and Microprocessors (4)**
Introduction to digital logic and microprocessors. Machine language programming of microprocessors. Use of microcomputers for laboratory data acquisition and analysis. Offered fall, winter.
Prerequisite: CSE 132 and MTH 154.

**CSE 201 Engineering Computer Use (1)**
Microcomputer software of use to engineering and computer science students. Word processing, spreadsheets, data base management, data communications and graphics. Students cannot receive credit for both CSE 201 and CSE 125.

**CSE 220 Computer-based Information Systems I (4)**
Introduction to business data processing using the COBOL programming language. Emphasis is on structured programming and top-down development in an interactive environment. Offered fall, winter.
Prerequisite: Ability to program in at least one high level language.

**CSE 221 Computer-based Information Systems II (4)**
Continuation of CSE 220. Advanced capabilities of the COBOL language are studied. Topics include report writer, relative, direct and indexed files, data dictionaries, debugging. Sophisticated business data processing systems will be programmed. Credit applies to graduation but not the major.
Prerequisite: CSE 220 or equivalent.

**CSE 232-245 Programming Language Labs**
**Group A:**
CSE 232 Language Laboratory — FORTRAN (1); Prerequisite: CSE 130 or 132 or one high-level language.
CSE 233 Language Laboratory — COBOL I (1); Prerequisite: CSE 130 or 132 or one high-level language.
CSE 234 Language Laboratory — COBOL II (1); Prerequisite: CSE 233.
CSE 235 Language Laboratory — PASCAL (1); Prerequisite: one high-level language.
(Students cannot receive credit for both CSE 235 and CSE 130 or CSE 132)
CSE 236 Language Laboratory — PL/1 (1); Prerequisite: CSE 262
CSE 237 Language Laboratory — ADA (1); Prerequisite: CSE 262
CSE 238 Language Laboratory — C (1); Prerequisite: CSE 262
CSE 239 Language Laboratory — Modula-2 (1); Prerequisite: CSE 262

Group B
CSE 240 Language Laboratory — LISP (1); Prerequisite: CSE 262
CSE 241 Language Laboratory — FORTH (1); Prerequisite: CSE 262
CSE 242 Language Laboratory — APL (1); Prerequisite: CSE 262 and MTH 256
CSE 243 Language Laboratory — SNOBOL (1); Prerequisite: CSE 262
CSE 244 Language Laboratory — PROLOG (1); Prerequisite: CSE 262
CSE 245 Language Laboratory — SMALLTALK (1); Prerequisite: CSE 262

**CSE 248 Systems Analysis and Design (4)**
Function and responsibility of the systems analyst, including techniques in interview, charts, design, analysis, development, presentation and implementation. Other topics discussed include cost/benefit analysis, EDP auditing, COM and word processing.
Prerequisite: CSE 220.

**CSE 262 Data Structures**
Elementary data structures and their application in computer programming. Linear lists, arrays, trees, forests and generalized lists and their implementation using sequential and linked storage. Recursive and non-recursive algorithms for representative data structure operations. Searching and sorting. Student projects for the course will be run on a minicomputer or mainframe with a complex operating system. Offered fall, winter.
Prerequisite: CSE 132.

**CSE 280 Computer Organization and Assembly Language Programming (4)**
Introduction to the internal structure and operation of a digital computer. Hardware organization, machine language, instruction execution, digital arithmetic, addressing techniques and digital representations of data. Assembly language programming; assemblers and linkers; loading relocatable modules. Offered fall, winter.
Prerequisite: CSE 171.

**CSE 315 Computer Parsing of Natural Language (4)**
An examination of the syntactic and semantic properties of natural language and a survey of the techniques for computer parsing. Course work will include student projects in the computer analysis of language. Identical to LIN 315. Offered fall, winter.
Prerequisite: LIN/CSE 115 or ALS 176, CSE 130 or CSE 132.

**CSE 335 Programming Languages (4)**
Fundamental concepts in programming languages studied by means of comparative language analysis. Several high-level languages are studied in some depth and their approaches to the fundamental issues in language design are compared. Issues include: data types and structures, control structures, binding times, run-time storage organization, flexibility vs. efficiency, compiled vs. interpreted languages, strong vs. weak typing, block structure and scope of names. Offered fall, winter.
Prerequisite: CSE 262, CSE 280, MTH 256 and major standing.

**CSE 340 File Systems Design (4)**
Study of hardware configurations and software systems design for data-oriented applications. Characteristics of mass-storage devices and the impact of the characteristics on data processing algorithm design, standard file access techniques, file design for data processing applications. Offered fall.
Prerequisite: CSE 130 or CSE 132, junior standing.

**CSE 343 Foundations of Computer Science (4)**
An introduction to the theoretical foundations of computer science. Recursive functions, computability in programming languages, validity of algorithms, finite automata, Turing machines. Offered fall, winter.
Prerequisite: APM 263, CSE 262 and major standing.

**CSE 345 Database Design and Implementation (4)**
An introduction to the systematic design, creation and implementation of a relational data base using microprocessor-based data base management systems such as R:base 5000 and dBase III Plus. The course will emphasize the practical applications of data bases and the solution of real-world problems. This course is intended for people wishing a minor in computer science; it may not be used for credit toward a degree program offered by the Department of Computer Science and Engineering. Students cannot receive credit for both CSE 345 and CSE 445. Offered winter.
Prerequisite: CSE 130 or CSE 132, junior standing.

**CSE 388 Computer Hardware Design (4)**
Boolean function minimization using Boolean algebra, Karnaugh Map and Quine McCluskey method. Combinational network design using multiplexers, decoders, encoders and priority encoders. Code converter design using adder circuits. Logical system design using PLAs and Gate arrays. Sequential system: State minimization using row matching, implication chart and next class table methods. Sequential processor design. Keyboard decoding system. Introduction to computer organization, microprogramming and microprogram-controlled computer design. Students cannot receive credit for both CSE 388 and EE 378. Offered fall, winter.
Prerequisite: CSE 171, PHY 152 and major standing.

**CSE 402 Social Implications of Computers (1)**
Seminars dealing with the professional, social, and ethical issues of computer science and engineering. Presentations by faculty, students, and visiting professionals. (Graded S/U). Credit cannot be earned for both CSE 402 and EGR 401.
Prerequisite: Senior standing in the School of Engineering and Computer Science.

**CSE 413 Statistical Pattern Recognition (4)**
Applications of digital computer techniques to a variety of problems in pattern recognition. Linear decision functions, Bayes decision theory, maximum likelihood estimation, multivariate normal features, nonparametric techniques, feature selection, clustering and unsupervised learning. Applications include industrial inspection and the processing of remote sensing, biomedical and pictorial data. Offered fall.
Prerequisite: MTH 256, CSE 262, a course in statistics and major standing.

**CSE 415 Expert Systems and Decision Support Systems (4)**
The study of expert systems and decision support systems technologies. Both kinds of systems deal with reasoning with incomplete knowledge. Inexact logic: decision models: knowledge representation methods and design issues such as architecture of the systems, iterative design methods and evaluation. A project is required. Offered winter.
Prerequisite: CSE 262, CSE 335 and CSE 416.

**CSE 416 Artificial Intelligence (4)**
An introduction to artificial intelligence techniques including: knowledge representation using semantic networks, scripts, frames, predicate calculus, production and expert systems, and procedures; learning via symbolic and adaptive algorithms; natural language understanding; and game playing and other searching problems. The techniques will be examined theoretically, through examination of well known research systems, and through the development of student systems as projects during the term. Offered fall.
Prerequisite: CSE 240 or LISP, CSE 262, CSE 335.

**CSE 417 Applied Numerical Methods: Approximations (4)**
Propagation of errors; classical methods for the solution of non-linear equations, summation of series, approximation of functions, numerical integration, numerical solution of differential equations and the Fast Fourier Transform. Emphasis on student development of general purpose subroutines for use in engineering and scientific applications. Students cannot receive credit for both CSE 417 and APM 433. Offered fall.
Prerequisite: CSE 132, MTH 254 or MTH 256, and major standing.

**CSE 418 Applied Numerical Methods: Matrix Methods (4)**
Systems of linear and nonlinear equations, eigenvalue problems, optimization methods, statistical methods. Students cannot receive credit for both CSE 418 and APM 434. Offered winter.
Prerequisite: MTH 256, CSE 131 or CSE 132, and major standing.

**CSE 438 Verification of Computer Programs (4)**
Introduction to systematic methods of program verification, including proving and testing. Topics include program correctness, formal verification of programs, program and system testing, software tools. A significant part of the course will be its lab component. Offered winter.
Prerequisite: CSE 262, APM 263 and major standing.

**CSE 439 Software Engineering (4)**
The course will study, in a realistic environment, the techniques and methodology of developing programs for user applications. Topics include specifications, top-down modular design, structured programming, documentation, testing and verification. Offered fall.
Prerequisite: CSE 262 and major standing.

**CSE 440 Software Quality (4)**
A first course in software quality, intended for students who have mastered fundamental design and programming skills. The impact of software design techniques on structural quality for both object-oriented and traditional decomposition techniques. Assessment of software quality via scientific experimentation and software metrics with emphasis given to software understandability and maintainability. Offered winter.
Prerequisite: Knowledge of data structures and major standing.

**CSE 445 Data Base Systems (4)**
A study of the design and implementation of relational, hierarchical and network data base systems. Query/update data languages, conceptual data model, physical storage methods, data base system architecture. Data base security and integrity. Relational data base systems are emphasized. A project involving an on-line data base system is normally assigned. Students cannot receive credit for both CSE 345 and CSE 445. Offered fall, winter.
Prerequisite: CSE 262 and major standing.

**CSE 447 Computer Communications (4)**
Emphasis on functional characteristics of digital components related to computer communications and the design of computer communications control software; telecommunication transmission facilities, signal and conversion devices, terminals, controllers, interfaces, error detection and correction, multiplexing and concentration, line control procedures and protocols, and control software; case studies include point-to-point connections between computer and terminals, local area networks and private networks, and value-added networks and digital support in the telephone system. Offered fall.
Prerequisites: CSE 450 or equivalent or permission of the instructor.

**CSE 450 Operating Systems (4)**
Introduction to computer operating systems. A multi-programming operating system is viewed as a collection of cooperating processes designed for efficient use of the resources of the computer. Process control and synchronization, memory management and device management are the major topics. Offered fall, winter.
Prerequisite: CSE 262, CSE 280 and major standing.

**CSE 455 Introduction to Computer Graphics (4)**
An introduction to the software and hardware aspects of computer graphics systems. Vector and raster displays. Typical data structures and programming language requirements. Emphasis on real time-interactive graphics systems. Offered fall.
Prerequisite: CSE 262, MTH 256 and major standing.

**CSE 456 Advanced Computer Graphics (4)**
A study of the mathematics, algorithms and data structures used for the computer storage, manipulation and rendering of geometric objects. Topics covered will be chosen from curve and surface representation, including Bezier and B-Spline techniques; solid modeling, including Constructive Solid Geometry and Boundary Representation Schemes; surface and solid intersection techniques; hidden line and surface removal; and realistic shading and rendering techniques. Offered winter.
Prerequisite: CSE 455.

**CSE 464 Computer Organization and Architecture (4)**
Stored program computers, organization of arithmetic-logic unit, central processing unit, main and auxiliary memory, input/output units and exercises in microprogramming. Central and distributed processing computer networks, architecture of some main frame computers and some microprocessors, parallel and pipeline processing. Offered winter.
Prerequisite: CSE 388 and either CSE 280 or CSE 470.

**CSE 465 Compiler Design (4)**
The student is directed through development of a compiler for a simple language that can be executed on a simulated computer. Topics include: overview of grammars and languages; scanning input strings from a source language; parsing via bottom-up methods; internal forms for source programs; semantic routines; and symbol table organization. The compiler is constructed in a high-level language such as Pascal. Offered winter.
Prerequisite: CSE 262 and APM 263. Corequisite: CSE 335.

**CSE 470 Microprocessor-based Systems Design (4)**
Application of microprocessors and microcomputers to the solution of typical problems; interfacing microprocessors with external systems; programming considerations. This is a laboratory, design oriented course. Several short design projects and one large design project will be given. Credit cannot be earned for both CSE 470 and EE 470. Offered fall, winter.
Prerequisite: CSE 388 or EE 378. (Computer science majors may take CSE 470 with the permission of the instructor.)

**CSE 471 Design of Embedded Software Computer Systems (4)**
The use of threaded interpretive languages in the design of board-level computer systems. Embedded software drivers for parallel and serial communications, A/D converters and other peripheral interface devices. Project-oriented course. Offered winter.
Prerequisite: CSE 470. Corequisite: CSE 241.

**CSE 478 Switching Theory and Digital Logic (4)**
Combinational switching functions, minimization and analysis, implementation using relay circuits, TTL, CMOS and other popular logic families. Symmetric functions, threshold logic and iterative circuits. Analysis and synthesis of clock mode, level mode and pulse mode sequential circuits. Design and implementation of digital systems. Turing machines and finite automata. Offered fall.
Prerequisite: CSE 388 and APM 263.

## ELECTRICAL ENGINEERING

**EE 222 Introduction to Electrical Circuits (4)**
Resistive dc circuits, Kirchoff laws, Thevenin and Norton theorems, controlled sources, operational amplifiers, superposition, source transformations. Transient and forced response in RC, RL and RLC circuits, impedance concept and phasors, RMS values and average power. With laboratory. Offered fall, winter.
Prerequisite: MTH 155 and PHY 152.

**EE 326 Electronic Circuit Design (4)**
Semiconductor diodes; static and dynamic characteristics and diode models. The design and analysis of detectors, clipping and clamping circuits, comparators, rectifiers, function generators and digital circuits with diodes. Bipolar and unipolar transistors (BJT, JFET, MOSFET, enhancement and depletion types), DC analysis and design of the biasing circuits for the different configurations; transistor models; design and analysis of transistor amplifiers; stability and limitations. Software simulations. Analysis and design of different MOS inverter structures. With laboratory and design projects. Offered fall, winter.
Prerequisite: EE 222, MTH 155, PHY 152 and major standing.

**EE 345 Electric and Magnetic Fields (4)**
Fundamentals of electric and magnetic fields. Fundamental laws, basic postulates, Maxwell's equations, electrostatics, magnetic fields of steady currents, time varying fields and electromagnetic waves.
Prerequisite: MTH 254, PHY 152 and major standing. Offered winter.

**EE 351 Electromechanical Energy Conversion (4)**
Magnetic circuits, transformers, electromechanical energy conversion. Operation of dc and ac machines. Equivalent circuits, input/output characteristic, and efficiency. Analytical and computer design considerations for electrical machines. With laboratory. Offered fall.
Prerequisite: SYS 325.

**EE 378 Design of Digital Systems (4)**
Development of the components and techniques at the gate and flip-flop level needed to design digital systems for instrumentation, communication, control and related fields. Topics include combinational logic circuits, memory devices, sequential circuits and organization of digital systems. Students cannot receive credit for both EE 378 and CSE 388. With laboratory. Offered fall, winter.
Prerequisites: CSE 171 and EE 326.

**EE 384 Electronic Materials and Devices (4)**
Basic concepts of quantum mechanics as applied to electronic devices. Semiconductor physics, including the quantization concept; carrier models and the conduction mechanisms routinely used in description of operational behavior of solid state devices. Theory of P-N junction; junction statics, volt-ampere characteristic and the switching response. Junction devices; gain and other features. Field effect devices, concepts, models and analytical procedures related to j-FET, MOS-capacitator and MOS transistors. Fundamentals of integrated circuits and basic fabrication steps. Software simulations. Offered fall.
Prerequisite: ECE 326.

**EE 426 Advanced Electronics (4)**
Transistor circuit design and analysis. Multistage small signal, and power amplifiers design, feedback in amplifiers, frequency response, stability and sensitivity. Design and analysis of linear and nonlinear operational amplifier circuits. Regulator and power supply circuit design and analysis; circuit protection. Design of signal generators, multivibrators and function generators. Emphasis is placed on designing electronic circuits through a sequence of laboratory experiments and projects. Offered winter.
Prerequisites: EE 326 and SYS 325.

**EE 437 Introduction to Communication Electronics (4)**
Analysis and design of analog and digital electronic data communication circuits and systems. Spectral analysis, linear system responses, small and large signal tuned amplifiers. Amplitude and angle modulation methods, modulator and demodulator circuits, introduction to design, AM and FM reception principles and receivers. Pulse modulation and multiplex systems. Digital communication systems, pulse code modulation, time division multiplex, pulse shift keying, frequency shift keying and other types of modulation. Introduction to noise problems in communication circuits and systems. With laboratory. Offered fall and winter.
Prerequisites: EE 326 and SYS 325.

**EE 470 Microprocessors-based Systems Design (4)**
Application of microprocessors and microcomputers to the solution of typical problems; interfacing microprocessors with external systems; programming considerations. This is a laboratory, design oriented course. Several short design projects and one large design project will be given. Credit cannot be earned for both CSE 470 and EE 470. Offered fall, winter.
Prerequisite: CSE 388 or EE 378.

**EE 472 Microcomputer-based Control Systems (4)**
Microcomputer-aided control system design and implementation techniques; board-level microcomputer and digital signal processor technology; design and realization of digital controllers, estimators and filters; hardware development of stand-alone on-line microcomputer/processor based control systems; real-time applications and multi-processor systems. A laboratory and project oriented course.
Prerequisites: EE 326, EE 470 and SYS 431.

**EE 485 MOS Very Large Scale Integration (4)**
MOS transistor fundamentals, characteristics and future trends. Basic MOS logic circuits design, NMOS, PMOS and CMOS. High density memory design, MOS RAM design and applications. Latch-up, reliability, redundancy, wafer-scale integration. Digital VLSI MOS circuits, design techniques, performance evaluation, speed/area/power trade off, static and dynamic techniques, chip partitions, pipelining and architecture considerations. Analog VLSI MOS circuits, cell design, switched capacitor filters, temperature effects and noise considerations.
Prerequisite: EE 384.

**EE 487 Integrated Electronics (4)**
Modern microelectronics processes and fabrication of integrated circuits. Crystal growth and wafer preparation, photolithography, dielectric and polysilicon film deposition, epitaxial growth, oxidation, diffusion, ion implantation, etching, metallization and integrated circuits layout principles. Introduction to MOS-based and bipolar junction transistor-based microcircuits design and fabrication. With laboratory and projects. Offered winter.
Prerequisite: EE 384.

## MECHANICAL ENGINEERING

**ME 221 Statics and Dynamics (4)**
Introduction to mechanics, particle statics and dynamics, equilibrium, analysis of structures and dynamics of rigid bodies about fixed axes. With laboratory. Offered fall, winter.
Prerequisite: MTH 155. Corequisite: PHY 151.

**ME 241 Thermodynamics (4)**
Introduction to the fundamental concepts, principles and analytical techniques of classical thermodynamics. Study of various forms of energy, its conversion from one form to another and the effects of both energy conversions and energy transfers on system and material properties. Macroscopic properties and thermodynamics property relationships are studied, along with the fundamental laws of thermodynamics. Application of the basic concepts and principles to engineering systems and processes. With laboratory which emphasizes concepts in experimental design. Offered fall, winter.
Prerequisite: CHM 144 or CHM 164, MTH 155, PHY 151.

**ME 321 Dynamics and Vibrations (3)**
Kinematics and dynamics of systems of particles. Work and energy, impulse and momentum. Planar rigid body motion. Vibration of lumped mechanical systems. Undamped and damped free vibrations including torsional vibrations for single-degree-of-freedom systems. Harmonically forced vibrations for single-degree-of-freedom systems. Applications to engineering problems. Offered fall.
Prerequisite: ME 221, APM 257. Corequisite SYS 325.

**ME 331 Introduction to Fluid and Thermal Energy Transport (4)**
Introduction to the fundamentals of fluid mechanics and heat transfer; conservation and momentum principles; viscous and inviscid flow; laminar and turbulent flow; introduction to viscous and thermal boundary layer theory; one-dimensional conduction heat transfer and characteristics and dimensionless correlations of convection heat transfer; applications to problems of engineering interest. With laboratory which emphasizes concepts of experimental design. Offered fall, winter.
Prerequisite: ME 221, ME 241, MTH 254 and major standing.

**ME 361 Mechanics of Materials (4)**
Introduction to the mechanics of deformable bodies: distribution of stress and strain in beams, shafts, columns, pressure vessels and other structural elements, factor of safety, yield and fracture criteria of materials with applications to design. With laboratory including two-dimensional truss and beam design on computer. Offered fall, winter.
Prerequisite: ME 221. Corequisite: EGR 372.

**ME 438 Fluid Transport (4)**
Continued study of the fundamentals of fluid mechanics and their applications, angular momentum principle; generalized study of turbomachines, potential flow of inviscid fluids, laminar and turbulent boundary layer theory, dimensional analysis and similitude, compressible flow. With laboratory emphasizing engineering design. Offered fall.
Prerequisite: ME 241, ME 331 and APM 257.

**ME 448 Thermal Energy Transport (4)**
Continued study of basic concepts, properties and descriptions of conduction, convection and thermal radiation heat transfer; thermal boundary layer theory; forced and natural convection, convective heat transfer correlations, combined conduction convection. Thermodynamics of thermal radiation, radiation intensity, surface properties and energy exchange. With laboratory which emphasizes experimental design concepts and development of empirical relationships. Offered winter.
Prerequisite: ME 241, ME 331 and APM 257.

**ME 449 Numerical Techniques in Heat Transfer and Fluid Flow (4)**
Overview of practical numerical solution techniques. Major emphasis is on concepts, methodology, and physics associated with the formulation of the discretization equations appropriate for the representation and solution of linear and nonlinear partial differential equations governing heat transfer and fluid flow. Personal and mainframe computers will be used for the solution of a variety of engineering and design problems. Offered winter.
Prerequisite: ME 438 and ME 448 or equivalent.

**ME 454 Solar and Alternate Energy Systems (4)**
The analysis and design of energy conversion systems. Principles of optimum power transfer and efficiency. Availability analysis of systems for heating, chemical conversion and electrical generation. Emphasis on solar applications and alternative energy technology. Includes design project(s). With laboratory. Offered winter.
Prerequisite: ME 241 and ME 331.

**ME 456 Energy Systems Analysis (4)**
The analysis and design of thermodynamic systems. Applications include the study of thermodynamic cycles such as those applicable to vapor-compression power systems, gas turbine and reciprocating piston engines, and vapor compression refrigerators and heat pumps; thermodynamics of non-reacting mixtures including psychrometry; concepts of available energy; the thermodynamics of reacting mixtures, including chemical equilibrium concepts, applied to combustion systems. Design project (and/or laboratory) required. Offered winter.
Prerequisite: ME 241 and major standing.

**ME 461 Analysis and Design of Mechanical Structures (4)**
Use of methods of advanced mechanics of materials to design mechanical structures to meet elastic strength criteria. Topics include plates and shells, torsion of noncircular cross-sections, beams on elastic foundation, curved and composite beams, rotating disks, thick-walled cylinders, and energy methods. Offered fall.
Prerequisite: ME 361.

**ME 472 Materials Properties and Processes (4)**
Study of mechanical behavior of real engineering materials and how they influence mechanical design. True stress/strain properties of materials, plastic deformation and fracture of materials, failure theories, fatigue damage under cyclic loading, creep and high temperature applications. Material properties of engineering metals, ceramics and composites. Behavior of materials during and after manufacturing processes such as stamping, drawing, extrusion, etc. Offered winter.
Prerequisite: ME 361 and EGR 372.

**ME 482 Fluid and Thermal Energy Systems (4)**
Study of systems involving fluid and thermal phenomena. Includes conventional and unconventional energy conversion, fluid and thermal energy transport. Analysis for the purpose of design and optimization of systems are emphasized using basic integral, differential and lumped-parameter modeling techniques. The course bridges conventional engineering design disciplines with design-oriented laboratory projects. Offered fall.
Prerequisites: ME 241, ME 331 and APM 257.

**ME 486 Machine Design (4)**
Study of machine elements and systems. Stress, strength, deflection, buckling, and cost considerations, design optimization criteria and strategies. Analysis and design of fasteners, springs, welds, bearings, power transmitting elements and complex structures subjected to static and/or dynamic loads. Includes major design project. Offered winter.
Prerequisite: ME 361.

**ME 487 Mechanical Engineering CAD/CAM Systems (4)**
Introduction to the use of CAD/CAM systems in mechanical engineering design. Fundamentals of computer graphics, finite element modeling and interactive design. Analysis and evaluation of the static, dynamic and thermal mechanical systems designed on the CAD/CAM system. Includes design project(s) in various topics.
Prerequisite: ME 361. Corerequisite ME 321.

**ME 492 Senior Mechanical Engineering Design Project (3)**
Independent or team experience in engineering design of systems, components, or processes involving mechanical and/or fluid and thermal sciences. Emphasis will be given to the design process, utilizing the fundamental concepts, principles and methodologies developed in the various disciplines encountered in earlier course work. Projects, both individual and team, will be supervised by mechanical engineering faculty. Normally taken during senior year.
Prerequisite: Major standing, completion of all 300-level professional subjects, approval of project faculty supervisor.

## SYSTEMS ENGINEERING

**SYS 317 Engineering Probability and Statistics (3)**
Elements of probability for discrete and continuous random variables; examples and problems from various areas of engineering are used to illustrate developments and their applications. Topics covered include finite sample spaces, two or more events, random variables, distribution functions, expected value, functions of a random variable, two or more random variables; introduction to statistics, control charts and tolerancing. Offered fall, winter.
Prerequisite: Major standing. Corequisite: MTH 254 or MTH 256.

**SYS 325 Lumped-parameter Linear Systems (3)**
Laplace transform methods, transfer functions and impedance concepts in the analysis of electrical and mechanical lumped-parameter linear systems. Natural and forced behavior of first- and second-order systems. Relationship between pole-zero pattern and dynamic response. Frequency response methods. Computer techniques for analysis and design. Offered fall, winter.
Prerequisite: EE 222, APM 257 and major standing.

**SYS 410 System Optimization and Design (4)**
Classical optimization techniques including Lagrange multipliers and Kuhn-Tucker conditions. Computer techniques for system optimization including linear programming, constrained and unconstrained nonlinear programming. System design — case studies. The course emphasizes a capstone design experience involving system modeling, simulation and optimal design. Offered fall.
Prerequisite: MTH 256 and SYS 325.

**SYS 422 Intelligent Robots (4)**
Overview of industrial robots, their components and typical applications. Kinematics of robot and solution of kinematic equations. Path planning. Vision and pattern recognition. Robot and vision programming languages. Laboratory experience in the development and implementation of a robot language environment using minirobots. Offered fall.
Prerequisites: CSE 132, SYS 325.

**SYS 431 Automatic Control Systems (4)**
Performance specifications for automatic control systems. Modeling transfer functions, signal flow graphs and Mason's gain formula. Static error coefficients, stability theory and Routh's criterion. The root locus method. Frequency response and the Nyquist criterion. Design of compensation networks. Laboratory includes the analysis of actual physical systems and the design of compensators for these systems with circuit realization. Offered fall and winter.
Prerequisite: SYS 325.

**SYS 433 Modern Control System Design (4)**
State-of-the-art design methodology for control systems, state space modeling of physical systems, modal transients, feedback control. Integrated system design by analytical and computer simulation methods emphasized. The course includes a design project for which the student is required to model, design, implement and evaluate a controller for a physical system. With laboratory. Offered fall.
Prerequisite: SYS 431.

**SYS 458 Electrical Energy Systems (4)**
Generation, transmission and distribution of electrical energy. Analysis and design of three-phase circuits, per unit normalization, system design evaluation and load-flow, symmetrical components and stability. Offered winter.
Prerequisite: SYS 325.

**SYS 463 Foundations of Computer-aided Design (4)**
The design of computer graphics software for electrical, mechanical and systems engineering. Raster graphics fundamentals, fill algorithms, transformations, curve generation, user input techniques and 2-D animation. Application programs using data structure are written in PASCAL. Offered fall.
Prerequisite: CSE 262 and major standing.

**SYS 469 Simulation in Engineering (4)**
Basic modeling and simulation methods for discrete, lumped, and continuum systems; software verification; interactive graphical output interpretation; model validation and credibility considerations. Emphasis on modern simulation theory, software and design demonstration of practical engineering applications. Offered winter.
Prerequisite: SYS 325 or CSE 343.

**SYS 483 Production Systems (4)**
Design of computer systems to control the flow of material in manufacturing systems from forecast to finished product. Topics include parts explosion, bill-of-material, inventory control, Pareto distribution, lead time, MRP, shop floor control, line balancing, etc. Offered fall.
Prerequisite: SYS 317.

**SYS 485 Statistical Quality Control (4)**
Fundamentals of statistical quality control and their use in the design of systems. Control charts for mean and range for variable, control charts for attributes, cusum charts, runs and other process quality monitoring topics. Single, double and multiple sampling inspection plans, sequential sampling and related topics. Offered winter.
Prerequisite: SYS 317.

# GENERAL STUDIES

**Director:** *Elaine Chapman-Moore*

**Faculty council for general studies:** *Bonnie Abiko, assistant professor, Art and Art History; Paul Chao, assistant professor, School of Business Administration; Frank Cioch, assistant professor, School of Engineering and Computer Science; Thaddeus Grudzien, assistant professor, Biology; Linda Hildebrand, associate professor, Kresge Library; Norman Kloosterman, assistant professor, School of Nursing; David Lau, assistant professor, Rhetoric, Communications and Journalism; Jerry Marsh, special instructor, School of Engineering and Computer Science; William Moorhouse, professor/chair, School of Human and Educational Services; Kevin Nathan, assistant professor, School of Business Administration; Laurie Osborne, assistant professor, English; Subbiah Perla, associate professor, Mathematics; Ann Pogany, assistant professor, Kresge Library; Marilyn Raymond, special instructor, School of Health Sciences; Miquel Villalobos, assistant professor, Mathematics*

## The Bachelor of General Studies

The Bachelor of General Studies degree (B.G.S.) is a university-wide baccalaureate program that offers maximum flexibility and opportunity for student decision-making about courses of study at Oakland University. The degree is primarily intended for students wishing to create a program to meet their individual goals through interdisciplinary study.

Students entering the General Studies program design a program of study utilizing courses from many departments to prepare them for a particular job or career choice. Students may select courses from any field of study offered by an academic department, subject to prerequisites and policies set by the individual departments. This program offers students the opportunity to plan a unique and challenging academic program in cooperation with a General Studies faculty adviser.

Frequently, students seeking the degree have earned academic credits from other colleges and have been encouraged by their employers to pursue a baccalaureate degree. The General Studies program has flexible policies on transfer credits from other institutions, and it provides a personalized program to meet the educational needs of individuals and employers. Pre-enrollment counseling is available to those who are considering this degree.

Students applying to the General Studies program are first admitted to pre-B.G.S. status. Students will be granted major standing upon approval of their plan of work and supporting rationale by the General Studies Faculty Advising Committee.

### Two-Plus-Two program for associate degree holders

The General Studies program allows students to combine broad liberal arts and professional courses from the university curriculum with associate degrees from Michigan community colleges. The Two-Plus-Two program provides for transfer of up to 62 semester credits from accredited two-year institutions in Michigan. Students with associate degrees in any area except nursing may qualify for the Two-Plus-Two General Studies program. Holders of associate degrees in nursing are subject to a course by course evaluation.

The program requires that courses accepted for transfer must have a grade of C or above, that at least 12 semester credits have been earned in liberal arts courses, and that all course work was taken at accredited institutions.

### Requirements for the degree in Bachelor of General Studies

To earn the Bachelor of General Studies degree, students must meet the following requirements:

1. Complete the writing proficiency requirement.
2. Complete the general education requirements. (See the general education requirement as detailed on pages 31-34.)
3. Complete 124 semester credits.
4. Complete 32 of those credits at the 300- or 400-level.
5. Complete 32 credits at Oakland University; complete the last 4 credits toward the degree at Oakland.
6. Successfully complete at least the last 24 credits at Oakland University as an admitted candidate for the Bachelor of General Studies degree. Candidacy is authorized by the university and the Faculty Council for General Studies when a student's plan of work and supporting rationale have been approved by the General Studies Faculty Advising Committee.

## Concentrations or minors

General Studies students may wish to develop programs that include concentrations or minors offered by other academic schools or departments within the university. About 50 minors and concentrations are available to General Studies students; a complete listing may be obtained from the General Studies office.

Students should consult a General Studies counselor to determine policies and procedures on seeking minors or concentrations.

## Advising

Advising is central to the program as each student designs an individualized and unique program of study based upon interests and needs. Each student must follow a specific advising procedure as follows:

1. Meet with a General Studies counselor in a preliminary appointment. The counselor will explore with the student the suitability of the program to the student's needs and interests. The counselor will also discuss the student's eligibility to enter the program. Students entering the program through a change of major or through the readmission process must have a grade point average and academic progress indicator of at least 2.00. Students on academic probation will not be considered for the program.
2. Be assigned a faculty adviser. When pre-B.G.S. has been declared as a program of study, the student will again meet with the counselor to receive the plan of work form and rationale guidelines. The student and the counselor will mutually select the student's faculty adviser.
3. Develop a plan of work and rationale with the faculty adviser. The student will initate a meeting with the faculty adviser to discuss the student's goals and the courses that may help achieve those goals. In addition to creating a plan of work, the student will write a rationale for course selection.
4. Attain committee approval. After the faculty adviser approves them, the plan of work and rationale are returned to the General Studies office and sent to the Faculty Advising Committee for approval. When the plan of work and rationale have been approved at a monthly meeting of the committee, the student will be granted major standing.
5. Making substitutions to the plan of work. Students who want to take courses other than those listed on their approved plans of work must gain consent of their faculty adviser or a General Studies counselor. Plan of Work Substitution forms are available from the General Studies office or faculty advisers. They must be submitted to the General Studies office.

## Conciliar honors

Conciliar honors are awarded to General Studies students by the Faculty Council for General Studies.

There are two ways in which students may gain conciliar honors. Students who have cumulative grade point averages of 3.60 or better are automatically nominated for conciliar honors. Students may be nominated for honors if they have cumulative grade point averages between 3.30 and 3.59. Students may nominate themselves or be nominated by a faculty adviser. Written nominations, accompanied by faculty recommendations, should be made on the basis of excellence in scholarship, appropriate community and university experience, and/or achievement of academic distinction while overcoming extreme adversity. Nominations will be considered by the advising committee and will be forwarded to the faculty council for final approval.

## On-campus Evening Degree Programs

Students may earn undergraduate degrees at night in 20 majors, including General Studies. See page 46 for details.

# SCHOOL OF HEALTH SCIENCES

**Dean:** *Ronald E. Olson*

**Office of the Dean:** *Alfred W. Stransky, associate dean for community health; Arthur J. Griggs, assistant to the dean; A. Jayne Hoskin, academic adviser*

**Visiting associate professor:** *Robert W. Jarski*

**Consulting professors:** *Duane L. Block, Joseph A. Rinaldo, Jr., Julius Rutzky, Robert L. Segula, John R. Ylvisaker, Richard J. Zunker*

**Clinical professors:** *Seymour Gordon, Myron M. LaBan, Moon J. Pak, John R. Pfeifer, Gerald C. Timmis*

**Clinical associate professors:** *Ali A. Abbasi, George R. Gerber, Nasir Ul Haque, David R. Pieper, Alexander Ullmann*

**Clinical assistant professors:** *Arnold L. Brown, Nitin C. Doshi, Moufid Mitri*

**Adjunct assistant professor:** *Sonya Friedman*

## General Information

The School of Health Sciences offers degree and non-degree programs in health and medically related fields. Currently, programs leading to the Bachelor of Science degree include industrial health and safety, medical physics, medical laboratory sciences, and physical therapy. A program leading to the Master of Science degree is offered in exercise science. Non-degree programs at the undergraduate level include exercise science and health behavioral sciences.

Administratively, the programs in exercise science and physical therapy are housed in the Department of Kinesiological Sciences and the programs in medical laboratory sciences and medical physics are housed in the Department of Laboratory Sciences. The Meadow Brook Health Enhancement Institute is a university facility which cooperates closely with the School of Health Sciences. The institute offers programs addressing the important elements of health enhancement, including nutrition, weight control, physical fitness and others. The institute also provides programs for cardiac rehabilitation, industrial health and movement re-education.

### Health science core curriculum

The health science core curriculum is a common component of introductory course work required for each of the baccalaureate programs offered through the School of Health Sciences. The core curriculum also represents an appropriate starting point for undecided health science students, since its flexibility allows for entry into any of the health science programs at Oakland University, as well as most health science degree programs at other universities.

Admission to major standing in medical laboratory sciences and physical therapy is both selective and competitive. Completion of the health science core curriculum is one prerequisite for admission. Students planning to major in these areas will be classified as pre-laboratory sciences or pre-physical therapy majors until they have been granted major standing.

The programs in industrial health and safety and medical physics do not incorporate a pre-professional component; thus, students may declare either major upon entry to the university. In these cases, the core curriculum will be completed during the course of the baccalaureate program. Early completion of some of the core curriculum courses is recommended, since they are prerequisites to required advanced courses in the industrial health and safety or medical physics programs.

The academic requirements for each of the baccalaureate programs of the school are described in the pages that follow. In addition to the core curriculum, the requirements include additional prerequisite-level course work that complements the core curriculum, the program major course requirements, the university general education requirements and the university writing proficiency requirement.

Students completing the core curriculum course work at Oakland University may, in some instances, substitute equivalent or higher level courses for core curriculum courses; this action must be approved by the appropriate program director and the School of Health Sciences Committee on Instruction. Students transferring from other universities or colleges to Oakland University must have their transcripts evaluated by the School of Health Sciences to determine which core curriculum or program course work requirements have been met.

## Core curriculum courses*

BIO 200; 207 or 321
CHM 144-145
MTH 122 or 141 or 154
STA 225 or 226
PHY 101-102 or 151-152
HBS 200
HS 101

*See the academic requirements of the individual health science programs for core curriculum course preferences or requirements.

## Approved minors

School of Health Sciences students may elect to complete a minor in another discipline offering such an option. It is recommended that students who are considering declaring a minor consult as early as possible with the School of Health Sciences academic adviser and the minor field adviser.

# Course Offerings

**HS 101 Careers in the Health-Related Professions (0)**
Seminar/survey of professional opportunities in the various health fields such as medical technology, histotechnology, cytotechnology, nuclear medicine technology, exercise science, industrial health and safety, medical physics, physical therapy, perfusion technology, occupational therapy, respiratory therapy and pharmacy.

**HS 201 Health in Personal and Occupational Environments — Ideas, Concepts, Issues and Applications (4)**
Current information about the impact of environmental and life-style factors on health. Examination of issues related to human exposure to physical, chemical and biological stresses. The impact of exercise, weight control, substance abuse, nutrition and stress management on a person's ability to cope with environmental stresses will be analyzed. *Satisfies the university general education requirement in natural science and technology.*

**HS 331 Pharmacology (2)**
An introduction to the principles of pharmacology. Jointly offered with NRS 230.
Prerequisite: BIO 207 or 321.

**HS 400 Seminar (0)**
Discussion of recent advances and topics of current interest. Graded S/U.
Prerequisite: Senior standing.

**HS 401 Introductory Pathology (4)**
Basic principles of human pathology appropriate for students pursuing curricula in the health related disciplines. Diseases of the major systems of the body are studied.
Prerequisite: BIO 200; 207 or 321.

**HS 405 Special Topics (2, 3 or 4)**
Prerequisite: Permission of instructor.

# DEPARTMENT OF KINESIOLOGICAL SCIENCES

**Chairperson:** *Osa Jackson*

**Exercise science program interim director:** *Alfred W. Stransky*

**Physical therapy program director:** *Osa Jackson*

**Physical therapy clinical coordinator:** *Marilyn J. Raymond*

**Associate professors:** *Osa Jackson (Physical Therapy), Alfred W. Stransky (Exercise Science)*

**Assistant professors:** *Kornelia Kulig (Physical Therapy), John R. Stevenson (Exercise Science)*

**Special instructors:** *Henry R. DeLorme (Exercise Science), Pamela A. Hilbers (Physical Therapy), Christine Pillow (Physical Therapy), Marilyn J. Raymond (Physical Therapy)*

**Clinical professors:** *A. Charles Dorando (Physical Therapy), Freddy M. Kaltenborn (Physical Therapy), Murray B. Levin (Exercise Science)*

**Clinical associate professors:** *William R. Back (Exercise Science), Barry A. Franklin (Exercise Science), John J. Karazim (Exercise Science), Creagh M. Milford (Exercise Science), Rajendra Prasad (Exercise Science), Allen Silbergleit (Physical Therapy)*

**Clinical assistant professors:** *Joseph A. Arends (Exercise Science), Allen L. Babcock (Physical Therapy), Jack E. Belen (Physical Therapy), Peter M. Boruta (Physical Therapy), Frank Kava (Physical Therapy), Kristie S. Kava (Physical Therapy), John F. Kazmierski (Exercise Science), Michael R. Lubetsky (Physical Therapy), Frederick P. Maibauer (Physical Therapy), Robert C. Nestor (Exercise Science), Ricky E. Olson (Physical Therapy), Chandra S. Reddy (Exercise Science), Thomas E. Schomaker (Exercise Science)*

**Clinical instructors:** *Michael D. Cribbs, (Exercise Science), Cathy Larson (Physical Therapy), Elizabeth Fromm Ross (Physical Therapy), Dorothy J. Smith (Physical Therapy)*

The Department of Kinesiological Sciences administers the programs in exercise science and physical therapy. These programs share many common goals in research, teaching and service that relate to the study of human motion.

## Exercise science program

**Interim director:** *Alfred W. Stransky*

The exercise science program offers elective courses for students interested in the relationship among physical activity and weight control, disease prevention, stress management, nutrition and optimal health and performance.

Opportunities exist for students to establish personal programs of exercise, weight control, nutrition, stress management and substance abuse avoidance.

Disease prevention and quality of life are components of many of the course offerings. Selecting courses in exercise science can be especially meaningful to students entering a health-related career, with the recent emphasis placed on health promotion and disease prevention within the health care delivery system.

A description of the Master of Science in exercise science program is printed in the *Oakland University Graduate Catalog.*

## Physical therapy program

**Director: Osa Jackson**

The physical therapy program has a three-fold purpose. The first is to provide an educational program that prepares students for the Bachelor of Science degree and a professional career in physical therapy. The second is to provide opportunities for the advancement of knowledge in physical therapy through research. The third is to provide service to the public. This is done, in part, through continuing education courses and lectures, and by providing a resource of physical therapy expertise. With its three-fold purpose, the physical therapy program is an integral part of the university, providing students opportunities to develop personal skills for productive citizenship, along with the professional skills of physical therapy.

Physical therapy itself is an integral part of the health care system. Physical therapists are concerned with the prevention and treatment of acute and chronic conditions that cause disorders of movement. In order to provide appropriate treatment, a thorough knowledge of the neuromusculoskeletal and cardiopulmonary systems is paramount so that patients can be knowledgeably evaluated and their problems identified. Following evaluation, a treatment program is developed to resolve the problems. Physical therapists work in concert with the referring physician and other members of the rehabilitation team.

Evaluation, prevention and treatment of movement disorders requires specific knowledge of basic and applied medical science. Such understanding is built upon a foundation of the basic sciences of biology, chemistry, physics, anatomy, physiology, kinesiology and pathology. Of equal importance is a background in the behavioral sciences, for this provides basic knowledge in the development of interpersonal relationships with patients, families and other health professionals.

The Oakland University physical therapy program is accredited by the American Physical Therapy Association.

Entry into the physical therapy program is competitive, and is contingent upon satisfactory completion of the health science core curriculum, required courses complementing the core curriculum, and the university general education requirement. Acceptance is based on academic performance, letters of recommendation, exposure to the profession, personal interviews and Allied Health Professions Admissions Test scores. Application to the physical therapy program typically occurs in the winter semester of the sophomore year and may be initiated by Oakland University students or by students transferring from other institutions. Transfer students must demonstrate completion of a pre-professional curriculum equivalent to Oakland University's in terms of both content and semester hour total (71 semester hour credits). Transfer students are reminded that a maximum of 62 semester hour credits are transferable from a community or junior college (see page 11). Preference will be given to students who have completed a majority of their credits at Oakland University.

Oakland University plans to modify the physical therapy program from its present baccalaureate curriculum to a master's degree program. This transition may occur as early as summer, 1989. Therefore, pre-physical therapy students entering Oakland University during the 1988-89 academic year or already matriculating at the university should understand that the physical therapy program may change in character and requirements from its description in this catalog by the time they are eligible to apply for admission to the program. Students will be kept informed of these changes as well as any changes in prerequisites for application to the future master's-level program.

### Requirements for the B.S. degree with a major in physical therapy

Students seeking the Bachelor of Science degree with a major in physical therapy must complete 162 credits through the following requirements:

1. Complete the writing proficiency requirement. In satisfying this requirement, students may need to complete RHT 100 and RHT 101 or their equivalent at another college or university. Credits associated with these courses are not included in the 162 credits required for this degree.

2. Meet the university general education requirements, as detailed on pages 31-34. In completing the health science core curriculum and major program requirements, physical therapy majors will automatically satisfy the field groups in mathematics, logic and computer science, in natural science and technology, and in social science.
3. Complete the health science core curriculum. The math requirement for the proposed master's degree is MTH 122. Therefore, students are encouraged to complete this level of math.
4. Complete BIO 322 or 206, PHY 158, PSY 100 and PSY 331, all of which complement the core curriculum.
5. Be admitted to major standing in the professional program.
6. Complete the major program, as follows: BIO 381 and 460; HS 331 and 401; EXS 304 and 320; PT 301, 321, 322, 323, 324, 330, 331, 341, 342, 343, 351, 425, 432, 443, 444, 445, 446, 452 and 453.
7. Complete all physical therapy major program course work with grades of 2.5 or higher and maintain a cumulative GPA of 2.70 or higher in the major course work.

**Grade point policy**

For purposes of this policy, the term "grade" means 1) an overall grade for a course, or 2) either a clinical grade or a theory grade, when a course contains both components (the component grade).

Students accepted into the physical therapy major program must satisfactorily complete all remaining courses required for graduation with a grade of 2.5 or higher and must maintain a cumulative grade point average of 2.70 in the major course work. Failure to meet either standard may result in probation, suspension or dismissal from the program. Specific guidelines governing such action follow:

1. A student receiving one course or component grade below 2.5, but greater than or equal to 2.0, during any semester, *or* receiving a semester GPA below 2.70, is subject to probation in the program. A student will be informed if placed on probation and will be required to complete remedial work successfully during the following semester before probation will be lifted. All initial decisions regarding the imposition of probation, the remedial work required, and the removal of probation will be made by the physical therapy promotion and graduation committee.
2. A student receiving two or more course or component grades below 2.5, but greater than or equal to 2.0, during any semester, *or* receiving one course or component grade below 2.0 during any semester is subject to suspension from the program. Suspension involves temporary ineligibility to take additional major course work, until such time that the course(s) completed unsatisfactorily or their equivalent are again offered and are satisfactorily completed. This period is typically one year. A student will be informed if placed on suspension, including information on the course work that must be satisfactorily repeated (that is, with a course or component grade of 2.5 or higher) before the suspension is lifted, and the time within which the work must be completed. All initial decisions regarding the imposition of suspension, the course work to be repeated and the removal of suspension will be made by the physical therapy promotion and graduation committee.
3. A student is subject to dismissal from the program as a result of any one of the following conditions: receipt of two course or component grades below 2.0 during completion of the professional program, failure to achieve a course or component grade of at least 2.5 in a course repeated during suspension, being subject to probation more than twice or to suspension more than once, or failure to be removed from probation within one semester. A student will be informed of dismissal from the program, including the grounds for such action. All initial decisions regarding dismissal will be made by the physical therapy promotion and graduation committee. Once dismissed, a student may not reenter the physical therapy program.

4. The action to place a student on probation or suspension shall be for a definite term. A probation or suspension subsequent to that time period, even if immediately following, shall be an additional probation or suspension for the purposes of paragraph 3 above.
5. Appeals of physical therapy promotion and graduation committee decisions may be made to the dean of the School of Health Sciences. The dean's decision shall be final.

### Code of ethics

Since ethical conduct is critical to a health profession, students are required to abide by the Physical Therapy Code of Ethics and Guide for Conduct, published by the American Physical Therapy Association. Violations will be reviewed by the Physical Therapy promotion and graduation committee and could result in dismissal from the program.

# Course Offerings

## EXERCISE SCIENCE

**EXS 101 Exercise (Jogging) and Health Enhancement (2)**
An examination of lifestyle factors related to disease prevention and improved quality of life. This course combines regular exercise and health enhancement lectures. The mode of exercise in this course is walking-jogging. Course content in EXS 101, 102 and 104 includes the same lecture topics. Students who have received credit or who are currently enrolled in EXS 102 or 104 may not repeat the lecture material or final examination. An independent project and/or a different final examination must be completed before receiving credit.

**EXS 102 Exercise (Swimming) and Health Enhancement (2)**
An examination of lifestyle factors related to disease prevention and improved quality of life. This course combines regular exercise and health enhancement lectures. The mode of exercise in this course is swimming. Course content in EXS 101, 102 and 104 includes the same lecture topics. Students who have received credit or who are currently enrolled in EXS 101 or 104 may not repeat the lecture material or final examination. An independent project and/or a different final examination must be completed before receiving credit.

**EXS 103 Exercise (Strength Training) and Health Enhancement (2)**
An examination of lifestyle factors related to disease prevention and improved quality of life. This course combines regular exercise and health enhancement lectures. The mode of exercise in this course is strength training.

**EXS 104 Exercise (Aerobics) and Health Enhancement (2)**
An examination of lifestyle factors related to disease prevention and improved quality of life. This course combines regular exercise and health enhancement lectures. The mode of exercise in this course is aerobics. Course content in EXS 101, 102, and 104 includes the same lecture topics. Students who have received credit or who are currently enrolled in EXS 101 or 102 may not repeat the lecture material or final examination. An independent project and/or a different final examination must be completed before receiving credit.

**EXS 180 Exercise (Judo) and Health Enhancement (2)**
An examination of lifestyle factors related to disease prevention and improved quality of life. This course combines regular exercise and health enhancement lectures. The mode of exercise in this course is judo.

**EXS 202 Introduction to Exercise Science (2)**
An examination of graduate and occupational opportunities in exercise science. This course includes special topics in motor learning, exercise physiology, kinesiology and sports medicine.

**EXS 204 Weight Control, Nutrition and Exercise (4)**
Theories dealing with weight loss and nutrition including such topics as fundamental nutrition, the relationship of foods to weight control, the physiology of weight loss and the body's internal weight control mechanisms. Included are laboratory experiences to help students apply concepts. Recommended for students attempting to develop the necessary skills for successful weight loss and improved nutritional habits.

**EXS 207 American Red Cross Advanced First Aid (2)**
Understanding of procedures in the immediate and temporary care of victims of an accident or sudden illness. In addition, course content includes "safety-proofing" facilities and equipment.

**EXS 211 American Red Cross Senior Lifesaving and Water Safety Instruction (2)**
Principles and procedures for swimming, lifesaving and water safety with student participation. ARC certification upon successful completion of course.

**EXS 215 Stress Management (2, 3 or 4)**
Concepts and techniques to enable students to manage stress more effectively.

**EXS 304 Exercise Physiology (4)**
Effects of exercise and physical training on the physiological systems of the body, with emphasis on cardiorespiratory systems. Includes muscle contraction mechanisms, circulatory and respiratory adjustment during exercise, and nutrition for physical activity. Laboratory experiences are provided for insight into the dynamics of human performance.
Prerequisite: BIO 104 or 200.

**EXS 320 Kinesiology (4)**
Study of selected anatomical, structural and functional properties of human muscular, skeletal and connective structure. Normal human movement is emphasized to develop a base of knowledge for clinical assessment and treatment. Laboratories in surface anatomy and gait analysis are included. Abnormalities and physical dysfunctions are discussed on a limited basis.
Prerequisite: Admission to the Physical Therapy Program.

**EXS 350 Human Motion Analysis (4)**
The study of basic mechanical and kinesiological principles and their functions, interrelationships, and involvement with the mechanics of human motion.
Prerequisite: BIO 205.

**EXS 493 Independent Study and Research (1, 2, 3 or 4)**
Special study areas and research in exercise science.
Prerequisite: Departmental permission.

## PHYSICAL THERAPY

**PT 301 Introduction to Physical Therapy (4)**
Theory and practice of basic therapeutic techniques utilized in physical therapy. Lecture/laboratory modules include: professional orientation, history taking, range of motion, massage, wheelchair prescription, assistive devices, transfer training and gait training.

**PT 321 Physical Therapy and the Human Life Cycle I: Infancy through Adolescence (3)**
This course explores human developmental progression from conception up to and including adolescence through classroom and experiential means. Developmental assessment and disabilities encountered in the pediatric period are studied.

**PT 322 Physical Therapy and the Human Life Cycle II: Adulthood and Aging (2)**
This course describes the normal age related changes from adulthood into old age in terms of physiology, psychology, sociology and environmental resources. The focus of this course is to highlight how patient assessment needs to be adapted in light of normal age related changes.

**PT 323 Clinical Medicine and Physical Therapy (4)**
Lecture/discussion covering the etiology, pathology, symptomatology, treatment and prognosis of patient disorders associated with the medical specialty areas included in this course: cardiopulmonary, oncology, burn care, orthopedics, rheumatology and neuromuscular.

**PT 324 Emotional Aspects of Disability (3)**
Survey of the various factors impinging upon the patient, the family, and ultimately the patient-physical therapist relationship and what the physical therapist needs to consider when interacting with the patient or family.

**PT 330 Evaluation Procedures I (1)**
Basic evaluation principles and techniques used in physical therapy. Lecture, laboratory, demonstration, discussion and clinical site visits will be used to teach students principles and techniques of palpation, manual muscle testing, goniometry and anthropometric measurements.

**PT 331 Evaluation Procedures II (3)**
Study of basic evaluation principles and procedures for the patient with musculoskeletal and neuromuscular problems. Lecture, laboratory and problem-solving sessions on manual muscle testing, goniometry, sensory and reflex testing and neuro developmental assessment.

**PT 341 Physical Agents (3)**
Principles and use of superficial and deep heat, cold, infrared radiation, ultraviolet radiation, spinal traction and hydrotherapy in therapeutic evaluation and treatment.

**PT 342 Electrotherapy (3)**
Principles and techniques of evaluation and treatment of pathological conditions using electrotesting and electrotherapy procedures. Descriptive medical electronics and instrumentation.

**PT 343 Therapeutic Exercise (4)**
Introduction to principles and techniques of therapeutic exercise. Students will begin to formulate treatment programs to resolve patient problems and foster awareness of the ramifications of these procedures on the client and his/her life.

**PT 351 Clinical Education (3)**
Orientation to clinical education including the practice of basic evaluation and treatment skills through supervised experience in the clinical environment.

**PT 402 Cardiac Rehabilitation and Physical Therapy (1, 2, 3 or 4)**
Principles and techniques of implementing the physical therapy portion of a cardiac rehabilitation program. Includes certification in advanced cardiac life support.

**PT 403 Orthopedic Physical Therapy (1, 2, 3 or 4)**
Theory and techniques of orthopedic physical therapy.

**PT 404 Orthopedic Physical Therapy Practicum (1, 2, 3 or 4)**
A directed study dealing with the clinical application of orthopedic physical therapy.

**PT 405 Special Topics (1, 2, 3 or 4)**
Several special topics courses are offered each spring term for senior physical therapy majors and for practicing physical therapists wishing to expand their knowledge base. New courses are developed each year to deal with current changes in techniques and clinical practice.

**PT 406 Physical Therapy and Advanced Pediatrics (1, 2, 3 or 4)**
Advanced theory and principles of physical therapy care of pediatric patients.

**PT 407 Physical Therapy and Clinical Pediatrics (1, 2, 3 or 4)**
A directed study dealing with the clinical application of advanced physical therapy techniques for the pediatric patient.

**PT 408 Physical Therapy and Aging (1, 2, 3 or 4)**
Theoretical and research perspectives of aging with emphasis on implications for physical therapy health care provision.

**PT 409 Physical Therapy and Clinical Gerontology (1, 2, 3 or 4)**
A directed study dealing with the clinical considerations of physical therapists working with a geriatric population.

**PT 425 Physical Therapy Administration and Health Care Delivery (3)**
Discussion and group experience dealing with various aspects related to the administration of a physical therapy service including: patient care audit, policies and procedures, problem oriented medical record systems, and quality assurance.

**PT 432 Research in Physical Therapy (4)**
Theory and application of the principles of problem solving and the scientific method, with emphasis on current research in physical therapy, towards the completion of a small scale project.

**PT 443 Cardiopulmonary System (3)**
Physiology, pathophysiology, evaluation and treatment of disorders of the pulmonary and cardiac systems. Therapeutic principles are relevant to all patients, not only those with a primary diagnosis of cardiopulmonary abnormalities. Module on EKG interpretation included. Clinical application and problem-solving skills are the emphasis of the laboratory sessions.

**PT 444 Neuromuscular System (4)**
Theory, principles, and application of neurophysiologic approaches to therapeutic exercise for neuromuscular problems.

**PT 445 Rehabilitation Procedures (4)**
A lecture/laboratory course comprised of four modules: spinal cord injuries, prosthetics, orthotics and traumatic brain injuries. Focus is on evaluation and comprehensive therapeutic program planning. Skill development in clinical problem solving is emphasized.

**PT 446 Musculoskeletal System (3)**
Lectures, demonstrations and case presentations of orthopedic disorders from the standpoint of etiology, clinical signs and symptoms, treatment and prognosis. Joint mobilization techniques are emphasized.

**PT 452 Clinical Education II (3)**
Continuation of PT 351.

**PT 453 Clinical Education III (12)**
An 18-week full-time clinical experience. Occurs during the winter semester in a variety of locations. Students must provide their own transportation and living expenses.

# DEPARTMENT OF LABORATORY SCIENCES

**Chairperson:** *Lynne Williams*

**Medical laboratory sciences program director:** *Lynne Williams*

**Medical physics program director:** *Abraham R. Liboff*

**Medical physics associate director:** *Michael Chopp*

**Medical laboratory sciences clinical coordinator:** *Mary L. Sherman*

**Cytotechnology directors:** *Sudah Kini (Henry Ford Hospital), Richard J. Pollard (Harper Hospital)*

**Histotechnology director:** *Abdul A. Al Saddi*

**Nuclear medicine technology medical director:** *Michael M. Joh*

**Professors:** *Michael Chopp (Medical Physics), Fredrick W. Hetzel (Medical Physics), Abraham R. Liboff (Medical Physics), Norman Tepley (Medical Physics)*

**Associate professors** *Lynne Williams (Medical Laboratory Sciences)*

**Special instructor:** *Mary L. Sherman (Medical Laboratory Sciences)*

**Clinical professors:** *Jay Bernstein (Histotechnology), Howard J. Dworkin (Medical Physics), Harold D. Portnoy (Medical Physics), Gerald C. Timmis (Medical Physics) Richard H. Walker (Medical Technology)*

**Clinical associate professors:** *Donovan M. Bakalyar (Medical Physics), Billy B. Baumann (Medical Laboratory Sciences), Wayne L. Eaton (Medical Technology), William B. Fuqua (Medical Laboratory Sciences), Barbara J. Jenkins (Medical Technology), John H. Libcke (Medical Technology), Aaron Lupovitch (Medical Technology), Kenneth R. Meyer (Medical Technology), Richard J. Pollard (Cytotechnology), Joseph Rosenshein (Medical Physics), Taljit S. Sandhu (Medical Physics),Boris K. Silberberg (Medical Technology)*

**Clinical assistant professors:** *Abdul A. Al Saadi (Histotechnology), Morris I. Bank (Medical Physics), Elena I. Dvorin (Medical Laboratory Sciences), Evelyn R. Hansen (Medical Laboratory Sciences), Michael M. Joh (Nuclear Medicine Technology)*

**Clinical instructors:** *James Adams (Medical Technology), Barbara J. Cahalan (Medical Technology), Raymond A. Carlson (Medical Physics), Ellen Chapin (Nuclear Medicine Technology), Harriet L. Cronin (Medical Technology), Dorothy Cummings (Histotechnology), Susan Dingler (Cytotechnology), James R. Ewing (Medical Physics), Deanna Dupree Klosinski (Medical Technology), Margaret M. Kluka (Medical Technology), Ross L. Lavoie (Cytotechnology), Melanie Madercic (Histotechnology), Joseph Roszka (Histotechnology), Joyce Salancy (Medical Technology), Carolyn A. Shalhoub (Medical Technology), Deborah Thompson (Medical Technology), Robert Weimer (Histotechnology), Peggy Wenk (Histotechnology)*

# Medical Laboratory Sciences Program

The medical laboratory sciences program is designed to prepare students for professional opportunities in a variety of clinically related fields. The four specializations within the program are cytotechnology, histotechnology, medical technology and nuclear medicine technology. All specializations are designed to provide students with a strong background in both basic and clinical sciences.

The curriculum of each specialization meets basic requirements for entry into post-baccalaureate professional programs. In clinical settings, medical laboratory scientists perform many routine and specialized laboratory tests for the purpose of developing data for the determination of the presence and extent of disease, as well as implications pertaining to the cause of disease. Cytotechnologists and histotechnologists are involved in the diagnosis of disease based on cellular or tissue alterations. Medical technologists perform a wide range of diagnostic procedures, including the various chemical, microscopic, bacteriological and immunological procedures used in the diagnosis and study of disease. Nuclear medicine technologists utilize small amounts of radioactive materials for diagnostic evaluations of the anatomic or physiologic conditions of the body and to provide therapy with radioactive sources.

Admission to the professional part of these programs is restrictive and selective, and occurs in the winter semester of the sophomore year, either by progression of students enrolled at Oakland University or by transfer from other institutions. Acceptance into the professional part of the programs is contingent upon satisfactory completion of the health science core curriculum, required courses complementing the core curriculum and the university general education requirements.

The medical laboratory sciences programs have enrollment quotas that are filled with preference to applicants judged to be best qualified to complete the programs. Admission is based on grades, personal interviews and letters of recommendation.

## Requirements for the B.S. degree with a major in medical laboratory sciences

Students seeking the Bachelor of Science degree with a major in medical laboratory sciences must complete 136 credits through the following requirements:

1. Complete the writing proficiency requirement. In satisfying this requirement, students may need to complete RHT 100 and RHT 101, or their equivalents at another college or university. Credits associated with these courses are not included in the 136 credits required for this degree.
2. Meet the university general education requirements, as detailed on pages 31-34. In completing the health science core curriculum, medical laboratory sciences majors will automatically satisfy the field groups in mathematics, logic and computer science, and in natural science and technology.
3. Complete the health science core curriculum.
4. Complete BIO 322 or 206, CHM 149, CHM 203-204 and MLS 201, all of which complement the core curriculum.
5. Be admitted to major standing in the professional program.
6. Complete the major course requirements specified under one of the four medical laboratory sciences specializations (cytotechnology, histotechnology, medical technology or nuclear medicine technology)
7. Complete all medical laboratory sciences major program course work with a cumulative GPA of 2.70 or higher.

### Admission to major standing

To be accepted to major standing, students should have at least a 3.00 overall grade point average. Students with lower grade point averages may be admitted to provisional major standing pending completion of fall semester, junior year course work, in which a semester grade point average of 2.70 or higher shall be earned, with no course grade below 2.0.

## Grade point policy

Students must maintain a cumulative grade point average of 2.70 in all course work applied to the medical laboratory sciences major. Students in the major program (specialization) will be placed on probation if they earn a grade less than 2.0 in any course or if their cumulative grade point average in major course work falls below 2.70. Students who earn a second grade less than 2.0 must have their programs reviewed by the faculty to determine remediation or termination from the program.

In order to remove probationary status, students must raise their major grade point average to 2.70 or higher.

## Specialization in cytotechnology

**Directors:** *Sudah Kini (Henry Ford Hospital), Richard J. Pollard (Harper Hospital)*

A cytotechnologist is a trained medical laboratory technologist who detects cell disease by light microscopic examination of cell samples from all areas of the human body.

Students may be accepted into the cytotechnology program after completing the health science core curriculum, the courses that complement the core curriculum and the university general education requirements. In the junior year, students follow the prescribed academic program at Oakland University. The senior year consists of a 12-month internship at an approved hospital school of cytotechnology. The program includes an integrated presentation of didactic material, microscopic study, specimen preparation, clinical observation, cytogenetics, laboratory management, and a research project.

### Cytotechnology specialization course requirements

Students accepted into the cytotechnology specialization must complete the following courses: BIO 205, 305, 306, 307, 325, 326, 341, 393 and 423; MLS 312; and 28 credits in clinical courses, CT 401 and 402.

## Specialization in histotechnology

**Director:** *Abdul Al Saadi*

Histotechnologists perform a variety of diagnostic and research procedures in the anatomic sciences. Basic histologic techniques involve the processing and staining of tissue specimens that have been removed from humans or animals by biopsy or autopsy. Advanced techniques involve the use of the electron microscope, immunofluorescence microscopy, autoradiography, cytogenetics and medical photography.

Students may be accepted into the histotechnology specialization after completing the health science core curriculum and the university general education requirements. In the junior year, students follow the prescribed academic program at Oakland University. The senior year consists of a 12-month affiliation at William Beaumont Hospital School of Histotechnology.

### Histotechnology specialization requirements

Students accepted into the histotechnology specialization must complete the following courses: BIO 205, 305, 306, 307, 325, 341, 429 and 430; MLS 312; and 28 credits in clinical courses, HT 401, 402, 403 and 404.

## Specialization in medical technology

Medical technologists perform a wide range of diagnostic procedures, including procedures in hematology, clinical chemistry, microbiology, serology, urinalysis and immunohematology (blood banking).

Students may be accepted into the medical technology program after completion of the health science core curriculum, the courses that complement the core curriculum and the university

general education requirements. The junior year consists of the prescribed academic program at Oakland and the senior year consists of a 9 or 12-month affiliation at an approved hospital school of medical technology. Upon completion of the internship, the student must pass a national certification examination to become a registered medical technologist.

Currently, the following hospitals are affiliated with Oakland University: Detroit Receiving Hospital, Detroit; Garden City Osteopathic Hospital, Garden City; Pontiac General Hospital, Pontiac; Providence Hospital, Southfield; St. John Hospital, Detroit; St. Joseph Hospital, Flint; and William Beaumont Hospital, Royal Oak. Internships have also been arranged with other Michigan hospital programs under individually approved agreements.

Oakland University is studying modifications of the medical technology program that would alter the curriculum to include four years of on-campus academic work followed by a shortened clinical rotation at an affiliated hospital. Students are encouraged to consult periodically with the School of Health Sciences academic adviser for information on these modifications.

**Medical technology specialization requirements**

Students accepted into the medical technology specialization must complete the following courses: BIO 319 (2 credit option), 365, 366, 421, 422, 423, 325 (or CHM 453, 454); MLS 313, 314, 316, 317, 326, 327, 328; and 28 credits in clinical courses, MT 415, 416, 418, 421, 423 and 428.

## Specialization in nuclear medicine technology

**Medical director:** *Michael M. Joh*

**Program coordinator:** *Ellen Chapin*

Nuclear medicine technologists utilize small amounts of radioactive materials for diagnostic evaluations of the anatomic or physiologic conditions of the body and to provide therapy with radioactive sources.

Students are accepted into the nuclear medicine technology program after completion of the health science core curriculum, the courses that complement the core curriculum and the university general education requirements. The junior year consists of the prescribed academic program at Oakland University. The senior year consists of a 12-month affiliation at St. John Hospital School of Nuclear Medicine Technology.

**Nuclear medicine technology specialization requirements**

Students accepted for nuclear medicine technology major standing must complete the following courses: BIO 205, 206, 325, 423; PHY 158 and one additional physics course (number to be assigned); PHL 318; HS 331, 401; MLS 210, 312, 325, 328, 405; 28 credits in clinical courses, NMT 401, 402.

# Medical Physics Program

**Director:** *Abraham R. Liboff*

**Associate director:** *Michael Chopp*

The baccalaureate program in medical physics is offered jointly by the School of Health Sciences and the College of Arts and Sciences, Department of Physics.

Medical physics, a developing health-related professional field, is concerned with the use of physical techniques to diagnose and treat disease. In the past, medical physics played a vital part in the development of radiation therapy. Today, it also includes the physical aspects of x-ray diagnosis, nuclear medicine, radiation safety, ultrasonics, lasers, thermography, image intensification, EKG and EEG. Medical physics is involved in related areas, such as patient monitoring and general medical instrumentation. Much of the progress made in the last decade both in diagnosing and treating cancer can be traced directly to the increasing use of physics in medicine.

In addition to clinical duties surrounding those techniques, medical physicists engage in research and development, consultation and service, and teaching residents, hospital personnel and undergraduate students.

The medical physics program is based on a group of physics courses, with relevant biology, chemistry and mathematics courses added.

In the senior year, students take courses in the physics of diagnostic radiology and the physics of nuclear medicine. In addition, students are placed in hospitals as medical physics interns. During their internships, students assist the resident medical physicists in providing clinical medical physics support, and thereby gain direct experience in a clinical environment.

Students interested in the medical physics program should consult with the associate director for specific information and counseling.

### Requirements for the B.S. degree with a major in medical physics

Students seeking the Bachelor of Science degree with a major in medical physics must complete a minimum of 128 credits through the following requirements:

1. Complete the writing proficiency requirement. In satisfying this requirement, students may need to complete RHT 100 and RHT 101 (or their equivalent at another college or university). Not all credits associated with these courses will apply to the 128 credits required for the degree.
2. Meet the university general education requirements, as detailed on pages 28-31. In completing the health science core curriculum, medical physics majors will automatically satisify the field groups in mathematics, logic and computer science, and in natural science and technology.
3. Complete the following courses:
   a. PHY 151, 152, 158, 317, 318, 341, 347, 351, 361, 371, 372, 381, 441, 442, 443 and 444.
   b. MTH 154, 155, 254, STA 226 and APM 257.
   c. CHM 144, 145, 149 plus 4 additional credits at a level not below CHM 144.
   d. BIO 200, 205 and 207.

## Course Offerings

### CYTOTECHNOLOGY

**CT 401 Clinical Internship (14)**
Microscopic study of cellular alterations indicative of cancer and precancerous conditions, bacterial, viral and parasitic infections, and hormonal abnormalities; cytogenetics; and a research project.

**CT 402 Clinical Internship (14)**
Continuation of CT 401.

### HISTOTECHNOLOGY

**HT 401 Basic Histotechnique and Histochemical Staining Methods (12)**
Didactic and practicum experience in preparing histologic sections for light microscopy, including the study of over 50 different histologic staining methods and their specific applications.

**HT 402 Basic Electron Microscopy (8)**
Didactic and practicum experience in basic biological electron microscopy. Electron microscopic histochemistry and special techniques are also covered. Emphasis is on the electron microscope as a medical diagnostic tool.

**HT 403 Immunohisto-cytochemistry (4)**
A course designed to teach basic and advanced procedures of fluorescent and enzyme-labeled antibody techniques. The course includes the preparation of tissues, staining with labeled antibodies and the use of the fluorescence microscope in clinical medicine and research.

**HT 404 Cytogenetics (4)**
An intensive course in human cytogenetics. Human chromosome methodology, chromosome identification and chromosomal abnormalties and their application in clinical medicine.

## MEDICAL LABORATORY SCIENCES

**MLS 201 Careers in Medical Laboratory Sciences (0)**
An introductory seminar in medical laboratory sciences, including career opportunities in clinical settings (medical technology, histotechnology, cytotechnology, nuclear medicine technology, industrial sales and/or research and development, basic medical research, and education). Graded S/U.

**MLS 210 Medical Terminology (1)**
This course is designed as an independent study using a programmed text. Initial emphasis is on learning Greek and Latin word parts and rules for combining them, with cumulative study directed to the analysis and definition of medical terms.

**MLS 312 Hematology/Cellular Pathophysiology (3)**
Topics include current concepts of hematopoiesis, including selected topics in red blood cell, white blood cell, and platelet morphogenesis, physiology and pathophysiology; an introduction to the basic principles involved in cellular disease mechanisms.
Prerequisite: BIO 207 or 321; permission of instructor.

**MLS 313 Immunohematology (3)**
Discussion of the immunologic and genetic basis for the study of red cell antigen/antibody systems, including physiologic and pathophysiologic consequences of foreign antigen exposure. Laboratory included.
Prerequisite: BIO 207 or 321; permission of instructor.

**MLS 314 Hemostasis (3)**
In depth study of the basic physiology and pathophysiology of the human hemostatic system. Laboratory included.
Prerequisite: BIO 207 or 321; permission of instructor.

**MLS 316 Medical Hematology (4)**
Theory and techniques in hematology, including red blood cell, white blood cell and platelet morphogenesis, physiology, and pathophysiology.
Prerequisite: BIO 207 or 321; permission of instructor.

**MLS 317 Hematology Laboratory (1)**
To accompany MLS 316.
Prerequisite: Permission of instructor.

**MLS 318 Immunohematology/Hemostasis (2)**
Survey of immunohematology and hemostasis for non-medical laboratory sciences majors.
Prerequisite: BIO 207 or 321.

**MLS 325 Special Topics in Instrumentation and Clinical Analysis (1)**
An introduction to theoretical and practical aspects of instrumentation and clinical analysis applicable to nuclear medicine technology. Laboratory included.
Prerequisite: Major standing in nuclear medicine technology.

**MLS 326 Instrumentation and Clinical Analysis (3)**
An introduction to theoretical and practical aspects of instrumentation and clinical analysis. Includes practical experience in the calibration, operation, and preventive maintenance of laboratory instruments. Laboratory included.
Prerequisite: Permission of instructor.

**MLS 327 Clinical Chemistry (3)**
A theoretical introduction to the fundamentals of clinical chemistry with emphasis on pathophysiology and clinical correlations.
Prerequisite: BIO 325.

**MLS 328 Clinical Chemistry Laboratory (1)**
Provides practical experience in the application of clinical instrumentation and current clinical methodologies to the performance of clinical chemistry assays.
Prerequisite: Successful completion of MT 326 with grade of 2.0 or better.

**MLS 405 Special Topics (1, 2, 3 or 4)**
Prerequisite: Permission of instructor.

**MLS 451 Clinical Education (6)**
Prerequisite: Permission of instructor.

**MLS 490 Individual Laboratory Work (2, 3, 4)**
Prerequisite: Permission of instructor.

**MLS 497 Apprentice College Teaching (2)**
Directed teaching of selected undergraduate courses. May be repeated for credit. (Graded S/U).
Prerequisite: Permission of instructor.

## MEDICAL TECHNOLOGY

**MT 415 Clinical Practicum — Urinalysis/Coagulation (3)**
Didactic and practicum experience at an affiliated hospital school of medical technology, in the fields of urinalysis and coagulation.
Prerequisite: Permission of instructor.

**MT 416 Clinical Practicum — Hematology (5)**
Didactic and practicum experience at an affiliated hospital school of medical technology, in the area of hematology.
Prerequisite: Permission of instructor.

**MT 418 Clinical Practicum — Immunohematology (4)**
Didactic and practicum experience at an affiliated hospital school of medical technology, in the field of immunohematology.
Prerequisite: Permission of instructor.

**MT 421 Clinical Practicum — Microbiology (7)**
Didactic and practicum experience at an affiliated hospital school of medical technology, in the field of medical microbiology, including parasitology and mycology.
Prerequisite: Permission of instructor.

**MT 423 Clinical Practicum — Serology (2)**
Didactic and practicum experience at an affiliated hospital school of medical technology, in the field of serology.
Prerequisite: Permission of instructor.

**MT 428 Clinical Practicum — Chemistry (7)**
Didactic and practicum experience at an affiliated hospital school of medical technology, in the field of clinical chemistry.
Prerequisite: Permission of instructor.

## NUCLEAR MEDICINE TECHNOLOGY

**NMT 401 Clinical Internship I (14)**
Prerequisite: Permission of instructor.

**NMT 402 Clinical Internship II (14)**
Continuation of NMT 401.

# PROGRAM IN INDUSTRIAL HEALTH AND SAFETY

**Program director:** *Uwe Reischl*

**Associate professor:** *Uwe Reischl*

**Assistant professor:** *Richard Rozek*

**Clinical associate professor:** *Joseph P. Chu*

**Clinical assistant professors:** *Joseph A. Calcaterra, Daniel Fink, David S. Sugano*

**Clinical instructors:** *Frank M. Cleary, Sarunas S. Mingela*

The Bachelor of Science degree program in industrial health and safety addresses the interests and aspirations of students seeking responsible involvement in the field of occupational health and safety. State-of-the-art concepts in industrial hygiene and occupational safety are presented with relevant exposure to the basic physical, chemical, biological and behavioral science disciplines. The program is multidisciplinary in nature and provides advanced specialized perspectives in the form of three course groupings: physical/life science, social/behavioral science and work organization.

The curriculum is designed as a four-year baccalaureate program. However, students can obtain certificates after completing the industrial health and safety core sequence of courses. This normally involves the successful completion of the first four semesters of course work.

A one-semester internship is required for both the certificate and the Bachelor of Science degree. This internship provides first-hand field experience in the practice of industrial hygiene and occupational safety. Internship placements will be the responsibility of the program and will include labor, industry and government settings.

Graduates of the program will find employment opportunities within industry, labor, and local, state and federal health agencies. Many courses in this program are scheduled in the evening to accommodate part-time students.

## Requirements for the Bachelor of Science Degree with a Major in Industrial Health and Safety

Students seeking the Bachelor of Science degree with a major in industrial health and safety must complete a minimum of 136 credits through the following requirements:

1. Complete the writing proficiency requirement. In satisfying this requirement, students may need to complete RHT 100 and RHT 101 (or their equivalent at another college or university). Not all credits associated with these courses will apply to the 136 credits required for the degree.
2. Meet the university general education requirements, as detailed on pages 31-34. In completing the health science core curriculum, industrial health and safety majors will automatically satisfy the field groups in mathematics, logic and computer science, and in natural science and technology.
3. Complete the health science core curriculum. The biology sequence of BIO 200, 207 is preferred.
4. Complete BIO 205, CHM 203-204 and PHY 158 which complement the core curriculum.
5. Complete the major courses: HS 201 and IHS courses numbered 201, 202, 211, 212, 303, 304, 330, 420 and 440.
6. Complete HST 302.

7. Complete 16 credits from the perspective options: physical/life science, social/behavioral science, or work organization. Perspective courses may not be counted toward both the general education requirements and this requirement.
8. Complete all industrial health and safety required IHS courses with grades of 2.0 or higher.

## Industrial health and safety program perspectives

As a requirement for the Bachelor of Science degree in industrial health and safety, students must successfully complete 16 credits from three perspective options. Twelve or more of the credits must be in courses at the 300-level or above. (This, along with the 20 credits of 300-level or above courses required in the curriculum, satisfies the university requirement of completing 32 credits at the 300-level or above.)

The program perspective options are designed to give students greater insight into one facet of industrial health and safety. As such, students are encouraged to choose all 16 credits in one option. Students may select courses from more than one option with permission from their academic or faculty adviser and with approval of the industrial health and safety program director.

Option A: Physical/life science perspective: Choose from BIO 319, BIO 325, BIO 341, EXS 304, CHM 225, ENV 308, ENV 312, ENV 355, ENV 372, ENV 373, ENV 390, ENV 461, ENV 484, ENV 486, PHY 241, PHY 242, PHY 243, CSE 125, IHS 313, IHS 421, IHS 450, IHS 451, IHS 452 and IHS 453.

Option B: Social/behavioral sciences perspective: Choose from HBS 400, AN 333, AN 392, AN 420, PSY 100, PSY 350, PSY 351, PT 324, CSE 125, SOC 100, SOC 345 and SOC 357.

Option C: Work organization perspective: Choose from ENC 150, ECN 309, ECN 310, ECN 326, ECN 328, ECN 338, ECN 347, ORG 330, PS 350, IHS 431 and CSE 125.

## Grade point policy

Industrial health and safety majors must achieve minimum course grades of 2.0 in required IHS courses. A final course grade below 2.0 places a student on probation, which requires a meeting with the program director or his designated representative to discuss a method of remediation. In most cases, the method of remediation involves repeating the course in which the unsatisfactory grade was earned.

## Certificate option

A certificate in industrial health and safety may be issued to students who complete the core sequence and basic science courses. A minimum of 68 credits must be completed, including the following: completion of the university writing proficiency requirement; HS 201, IHS 201, IHS 202, IHS 211, IHS 212, IHS 240, IHS 304, MTH 141, CHM 144, CHM 145, PHY 101, PHY 102, PHY 158 and course electives to total 68 credits minimum.

## Minor in industrial health and safety

Students seeking the Bachelor of General Studies who complete the requirements for the certificate option in industrial health and safety are eligible to receive a minor in industrial health and safety. Students should apply for this minor with forms available from the General Studies office.

# Course Offerings

**IHS 201 Industrial Hygiene II (4)**

Methods of environmental testing. Evaluation of occupational stresses found in selected work environments. Noise, heat, ventilation, microwave radiation, ionizing radiation, illumination. The role of labor and management in controlling environmental quality.

Prerequisites: HS 201, CHM 144.

**IHS 202 Industrial Hygiene III (4)**
Advanced methods of environmental testing. Focus on air contaminants in the work environment. Analysis of toxic fumes and gases, dusts, and fibers. Analytical techniques for laboratory and field applications.
Prerequisites: IHS 201, CHM 145, MTH 141 or 154.

**IHS 211 Industrial Safety II (4)**
Safety assessment for occupational environments. Analytical techniques, structural analysis, strength of materials, electrical safety, fire life-safety, medical management of injuries, personal protective clothing.
Prerequisite: HS 201.

**IHS 212 Industrial Safety III (4)**
Introduction to concepts in security and protection of property, disaster response planning, hazardous materials handling during transport. Safety planning and management. Report preparation, writing, and oral presentations.
Prerequisite: IHS 211.

**IHS 240 Industrial Health and Safety Internship (4)**
Practical training and field exposure to industrial work settings. Intended only for students seeking the certificate in IHS.
Prerequisite: Advanced standing and departmental permission.

**IHS 303 Industrial Toxicology (3)**
Introduction to the basic concepts and techniques of toxicology with special attention given to industrial work environments. Evaluation of the effects of toxic substances on the human body. Focus on responses of various systems within the body to selected toxic agents.
Prerequisites: IHS 202, CHM 204, BIO 207.

**IHS 304 Introduction to Epidemiology (3)**
An introduction to the uses of epidemiology in public health practice, using selected diseases to illustrate the development of knowledge on disease causation and the application of such knowledge to disease control.
Prerequisites: IHS 202, STA 225.

**IHS 312 School Safety and Health (2)**
Analysis of accident causation and prevention in school facilities. Study of federal, state and local codes which apply to safety and health in schools. Review of concepts, methodology and procedures of assessment of safety and health hazards in school science laboratories and vocational education and training facilities. Identical with VTE 312.
Prerequisite: Departmental permission.

**IHS 313 Fire Prevention and Protection (2)**
Fundamentals of flame generation and propagation; fire behavior in open and confined spaces; theory of fire fighting methods, methods and devices for fire detection and suppression.
Prerequisites: IHS 202, IHS 212.

**IHS 330 Environmental Standards (3)**
Examines ambient and work place air, noise, radiation, water and pesticide standards. Topics will be analyzed in terms of standard development, enforcement at state and federal levels, and the validity of the standard's ability to protect health.
Prerequisites: IHS 202, IHS 212, PHY 102, PHY 158.

**IHS 403 Advanced Industrial Toxicology (3)**
Detailed discussions on how various environmental and industrial toxicants affect animal models and humans. Major areas of concentration will center around environmental pollutants, industrial chemicals, solvents, and metals, and how various systems within the body respond to these toxic agents.
Prerequisite: IHS 303.

**IHS 405 Special Topics (2, 3, or 4)**
Prerequisite: Permission of instructor.

**IHS 420 Public Health Engineering (3)**
Planning, design, and survey of factors related to the physical aspects of environmental health with particular reference to industrial pollution control for water and air, waste, and life-safety in buildings.
Prerequisites: IHS 202, IHS 212, CHM 144, MTH 141 or 154.

**IHS 421 Human Factors in Lighting (2)**
Presents information related to the basic science of light and vision with emphasis on the relationship between light and work. The course is designed to provide knowledge of lighting fundamentals and to provide lighting design skills relevant to industrial work settings.
Prerequisite: Departmental permission.

**IHS 431 Regulatory Aspects of Safety (3)**
Survey of regulatory basis of accident prevention requirements; federal laws, codes, standards, court judgments, and procedures; case studies; worker influences.
Prerequisites: IHS 212, IHS 330.

**IHS 440 Advanced Industrial Health and Safety Internship (4)**
Field training in industrial safety and health in close collaboration with professional industrial hygiene and safety personnel. Exposure to health and safety program planning and evaluation. Graded S/U.
Prerequisite: Advanced standing and departmental permission.

**IHS 450 Robotic Safety (2)**
Information and issues related to worker safety in industrial environments where robots are used will be presented. The state-of-the-art of advanced automation will be surveyed with emphasis on system safety and injury prevention features required to assure an adequate worker/robot interface.
Prerequisite: Departmental permission.

**IHS 451 Industrial Ventilation (2)**
Design and control applications for reducing worker exposure to airborne contaminants. Concepts and principles of dilution and local exhaust ventilation will be presented. Methods for assessment of industrial ventilation systems required to prevent the accumulation of flammable or explosive concentrations of gases, vapors, or dusts.
Prerequisite: IHS 202, IHS 212, MTH 141.

**IHS 452 Industrial Noise Control (2)**
Concepts in engineering controls required in the management of noise overexposure in industrial environments. Analysis of engineering design options and mechanical modifications effective in controlling worker exposure to undesirable industrial noise will be presented.
Prerequisite: Departmental permission.

**IHS 453 Radiation Safety (2)**
Safety aspects of occupational hazards associated with the use of ionizing radiation in industry will be presented. Methods for the identification, evaluation, and control of potential worker overexposure conditions will be reviewed. Biological effects of acute and chronic worker exposure will also be reviewed.
Prerequisite: Departmental permission.

**IHS 490 Independent Study (1, 2, 3 or 4)**
Student initiated and problem-oriented independent study focusing on occupational health and safety issues. Graded S/U.
Prerequisite: Departmental permission.

# Health Behavioral Sciences

**Director:** *Carl R. Vann*

**Professors:** *Philip Singer, Carl R. Vann*

**Clinical professor:** *Daniel E. DeSole*

**Clinical associate professor:** *Ruben S. Kuenetz*

**Clinical assistant professors:** *Michael N. Musci, Anthony R. Thersigni*

Courses in health behavioral sciences are recommended as electives for students pursuing degree programs offered by the School of Health Sciences. Students interested in a program in health services administration should consult the Department of Political Science in order to combine courses in health behavioral sciences with a program in public administration.

## Concentration in health behavioral sciences

The concentration in health behavioral sciences should be taken in conjunction with a regular departmental major or independent major. Its purpose is to offer a multidisciplinary perspective of the behavioral sciences on the many and varied aspects of the health disciplines, problems and concerns. It provides a cross-cultural as well as an American perspective. It is especially relevant to students seeking careers in health-related fields and it offers significant insights and opportunities for study to students pursuing programs in general education, administration and law.

The requirement for the concentration in health behavioral sciences is successful completion of 20 credits, chosen from: HBS 200, 250, 251, 300, 359, 400 and 499; AN 333 and 420; ECN 467; and PA 568 and 569.

# Course Offerings

**HBS 200 Health Care Dimensions (4)**
Development, present status, and dynamics of the American health care system emphasizing structure of the various health professions and the problems, opportunities, and constraints of health care delivery, and professionalism. Other topics are relationships between the health care cultures and personality and professional roles of health care practitioners, and issues involving hospitals and health care.

**HBS 250-251 Health Behavioral Sciences (4 each)**
Human behavior, institutions, and professions in the health-medical fields. Emphasis on concepts of health and illness, death and dying, the sick role, doctor-patient relationships, organization and delivery of health care.

**HBS 300 Independent Study in the Health Behavioral Sciences (4, 8, 12 or 16)**
A semester of off-campus independent study and applied research. Projects are developed with and supervised by faculty within the framework of methodology and explanation in the behavioral sciences.

**HBS 359 Public Policy and Health Care (4)**
An examination of the status and evolution of public policies relating to health and health care, the policy-making processes in health care and the various implications of trends in health care policy.

**HBS 400 Field Practicum in Health Behavioral Sciences (4, 8, 12 or 16)**
Primarily for students seeking careers in health-related fields, this course is a supervised field placement combined with academic content and individually guided research. Students are placed with hospitals, government and voluntary health agencies, comprehensive medical service organizations, etc.

**HBS 499 Senior Seminar in Health Behavioral Sciences (4)**

# SCHOOL OF HUMAN AND EDUCATIONAL SERVICES

**Dean:** *Gerald J. Pine*

**Associate Dean:** *F. James Clatworthy*

**Office of the Dean:** *Nancy Collins, coordinator, advising center; Jean Goebel, adviser; Jean Kirsch-Sullivan, administrative assistant to the dean; Patricia Loncharich, adviser; Geraldine Palmer, coordinator of school and field services*

**Professors:** *Jane M. Bingham, Harold C. Cafone, George E. Coon, Ronald L. Cramer, Gerald G. Freeman, Harry T. Hahn, W. Dorsey Hammond, James W. Hughes, Jacqueline I. Lougheed, Donald M. Miller, William F. Moorhouse, Gerald J. Pine, Roderic E. Righter, Howard H. Splete, Ronald M. Swartz*

**Associate professors:** *John W. Atlas, Richard F. Barron, Gloria T. Blatt, Marc E. Briod, Robert W. Brown, Robert J. Christina, F. James Clatworthy, David N. Cooper, Anne Cairns Federlein, William C. Fish, David C. Housel, Patrick J. Johnson, William H. Jones, David P. Meyer, Billy Jo Minor, Sharon P. Muir, Mary L. Otto, Robert G. Payne, Anne Porter, James C. Schmidt, Robert M. Schwartz, Carol A. Swift*

**Assistant professors:** *Ann H. Atkinson, Julia J. Dorminey, Joyce Eckart, Andrew Gunsberg, Dyanne M. Tracy*

**Adjunct associate professor:** *Elinor Waters*

**Continuum Center:** *Elinor Waters, director; Roberta "Jeff" Daily, coordinator of volunteers; Jane Goodman, associate director; Patricia Gries, counselor/trainer; Judith Hoppin, counselor/trainer; Jacqueline McCarroll, counselor/trainer; Mary Lou Stone, coordinator, Older Adult Project*

**Ken Morris Center for the Study of Labor and Work:** *David Cooper, director; Dick Danjin, staff associate, Dee Lyons, program specialist; Irene Lopez, program specialist, Union Minorities/Women Leadership Training Project; Symantha Myrick, program specialist*

**Lowry Early Childhood Center:** *Gerald G. Freeman, director; Stephanie C. Riley, program coordinator*

**Office of Research and Development:** *Gerald J. Pine, co-director; Donald M. Miller, co-director*

**Resource Center:** *Laura Snider-Feldmesser, director*

## Programs Offered

The School of Human and Educational Services offers programs designed to prepare students for careers in teaching and related human service activities. The programs include a Bachelor of Science in elementary education, teaching certification for secondary education in music, and a Bachelor of Science in human resource development with specialization in either human services or training and development. A minor in human resource development and a concentration in labor studies are also available.

The School of Human and Educational Services offers programs leading to the Doctor of Philosophy in reading, the Education Specialist in school administration, the Master of Arts in counseling, and the Master of Arts in Teaching in four areas: early childhood; curriculum, instruction and leadership; reading and language arts education; and special education.

In addition, programs leading to Master of Arts in Teaching degrees in mathematics and English are offered jointly by the School of Human and Educational Services and the College of Arts and Sciences.

For information on these programs, see the *Oakland University Graduate Catalog.*

# Additional Services

## Advising Center

The S.H.E.S. Advising Center is responsible for providing academic advising and career counseling for students in the Bachelor of Science degree in elementary education, initial certification for second undergraduate students and the Bachelor of Science degree in human resource development with specializations in human services and training and development.

## Continuum Center

The Continuum Center is an adult counseling center that assists men and women of all ages in personal exploration and planning. Workshops for personal, career and professional development are offered, as well as individual counseling. Workshops and training in such areas as assertiveness training, career or retirement planning and communications also are offered on a contractual basis.

## Lowry Early Childhood Center

The Lowry Early Childhood Center provides care to young children, toddlers through kindergarten-age. The center is a research facility for students and faculty concerned about child growth and development. It is a training site for students enrolled in the School of Human and Educational Services human development and child studies programs.

## Ken Morris Center for the Study of Labor and Work

The Ken Morris Center for the Study of Labor and Work provides teaching, research, consultation and public service activities for labor organizations and their members. It coordinates the Concentration in Labor Studies, and oversees other credit and non-credit courses, primarily for adult working students who are active in unions. Courses, conferences, residential institutes and special lectures and training, taught at on- and off-campus locations, are offered on topics related to work, the needs of working people and labor organizations, and other areas of special concern to union members, leaders and staff.

## Office of Research and Development

The Office of Research and Development facilitates action research and professional development conducted in collaboration with schools, school districts, education service agencies and other institutions and organizations. Field-based studies on teaching and learning are carried out in cooperation with school building and program teams at the preprimary, elementary and secondary school levels. Examinations are made of alternative practices in instruction, curriculum and professional development. Outstanding practitioners are occasionally affiliated as teacher-researchers for selected studies and projects.

## Office of School and Field Services

The Office of School and Field Services is responsible for the coordination of all off-campus sections of graduate education courses, as well as the placement of pre-service interns and special education practicum students. Special credit offerings, educational forums and conferences also are coordinated through this office.

### Resource Center

The Resource Center provides support for the academic, research and development activities of the School of Human and Educational Services. Patrons are provided with a functional setting for the examination, study, research, development, production and evaluation of instructional materials and technologies. Workshops, seminars and consultation services in instructional technology are available.

## Board of Visitors

The Board of Visitors of the School of Human and Educational Services is composed of outstanding leaders in the field of education and human services. The Board of Visitors' role is to advise and counsel the dean and faculty of the school. The board also assists the school in providing programs responsive to the learning and training needs of the public schools and human service agencies as they cope with changing society in the complex technological and diverse culture of southeastern Michigan.

Members of the Board of Visitors are:

*Sandra Adams, Teacher, Costello Elementary School, Troy*
*C. Danford Austin, Director, Teacher Preparation and Certification, Michigan Department of Education*
*Mary Jane Bauer, Teacher, Seaholm High School, Birmingham*
*W. Robert Docking, Superintendent, Bloomfield Hills School District*
*Beverly Geltner, Associate Superintendent, Southfield Public Schools*
*William G. Keane, Superintendent, Oakland Intermediate School District*
*Charles T. King, Consultant, Professional Development/Human Rights Development, Michigan Education Association*
*Byron K. Love, Deputy Superintendent, Pontiac School District*
*Eleanor Monks, Former Chair, Rochester Community Schools Board of Trustees*
*Joseph Nicita, Superintendent, Macomb Intermediate School District*
*William H. Saville, Superintendent, Avondale Schools*
*John M. Schultz, Superintendent, Rochester Community School District*
*Dana Whitmer, Former Superintendent, Pontiac School District*
*Lisa Woodring, Teacher, DeKeyser Elementary School, Utica*

# DEPARTMENT OF CURRICULUM, INSTRUCTION AND LEADERSHIP

**Chairperson:** *Sharon P. Muir*

**Professors:** *James W. Hughes, Jacqueline I. Lougheed, Roderic E. Righter*

**Associate professors:** *David C. Housel, Patrick J. Johnson, Sharon P. Muir*

**Assistant professors:** *Julia J. Dorminey, Joyce A. Eckart, Dyanne M. Tracy*

## General Information

The Department of Curriculum, Instruction and Leadership offers courses designed to prepare students for careers in teaching. The courses are designed for a Bachelor of Science in elementary education and for support of the secondary education program in music.

The undergraduate elementary education program enables students to earn concurrently a B.S. degree from Oakland University and recommendation for a Michigan Elementary Provisional Certificate (see Michigan Teacher Certification, page 294). The program is approved by the National Council for Accreditation of Teacher Education (NCATE). Students who hold a bachelor's degree pursue the program as second undergraduates.

## Admission to the B.S. in Elementary Education

### Advising

The School of Human and Educational Services Advising Center is located in 472 O'Dowd Hall (370-4182). All students are required to attend an orientation to plan their first semester courses. During the first semester at Oakland, an advising appointment should be scheduled to go over the program plan and degree requirements. In subsequent semesters, advising appointments should be scheduled far in advance of pre-registration time so that the staff may adequately serve the students' needs.

Students must follow the undergraduate degree program; however, previous undergraduate course work may apply to the requirements. Accepted students will meet with an adviser (472 O'Dowd Hall, 370-4182) who will determine equivalencies.

### Pre-elementary education

Students who pursue elementary education are admitted to Oakland University with pre-elementary education status if they possess a 2.80 high school grade point average (GPA) or a 2.70 college GPA.

### Elementary education candidacy

Admission to elementary education candidacy is a prerequisite for some courses in the elementary education major (see course descriptions or *Schedule of Classes*). Students who hold pre-elementary education status must satisfy two criteria for admission to elementary education candidacy:

1. **2.70 non-professional GPA.** The GPA must represent at least 24 credits and includes all courses completed at Oakland University and at all previous colleges at the time the student applies for candidacy.
2. **Pre-professional Skills Test** (PPST). A score of 174 or higher is required on each sub-test — reading, mathematics and writing — of the PPST. The test, which may be taken at any site approved by the Educational Testing Service, is administered at Oakland at least twice each year. Information on test registration is available from the department office.

To obtain candidacy in elementary education, students present the original PPST score report to the SHES Advising Center, which verifies the GPA and initiates change of status for qualified students. Students retain candidacy status so long as the non-professional GPA needed for admission to the major is maintained. Students who lose candidacy are reassigned to pre-elementary education status. Personnel in the School of Human and Educational Services (SHES) Advising Center provide academic advice for elementary education candidates.

### Admission to the major

Students who hold elementary education candidacy must complete EED 110 before applying for the major or professional program.

Admission, which occurs once each year, is selective; meeting the minimum requirements does not guarantee admission to the major.

Minimum quantitative criteria for admission to the major are:

1. Candidacy in elementary education
2. Completion of all general education requirements
3. 2.0 minimum grade in each non-professional course
4. Minimum grade of 2.8 in EED 110
5. Submission of a completed application by the published deadline.

Qualitative criteria may be required as well. Preference will be given to students who have completed a majority of their credits at Oakland University. Male and minority students are especially encouraged to apply.

## Requirements for the Bachelor of Science in Elementary Education

### Program requirements

Admission to the major is required before beginning a four-semester professional sequence. Pre-elementary education students plan their course work with an adviser in the School of Human and Educational Service (SHES) Advising Center. To earn the B.S. degree, they must:

1. complete 124 credits. At least 32 credits, including the last 8, are taken at Oakland University and at least 32 credits are at the 300-level or above. Education credits may not be older than six years upon completion of the program. Courses transferred from NCATE-accredited colleges may be approved.
2. meet university general education requirements, including special general education requirements for elementary education majors (described below).
3. complete a major or two minor concentrations (described below).
4. complete MTE 210, SCS 105, 4 hours of pre-professional course work and 60 hours of professional education course work.
5. earn a minimum grade of 2.0 in each non-professional course, a minimum grade of 2.0 in EED 455 (2.8 required for certification), and a minimum grade of 2.8 in each remaining pre-professional and professional course; maintain a 2.70 GPA in non-professional courses.
6. maintain a cumulative GPA of at least 2.70.
7. be in compliance with all legal curricular requirements for Michigan certification.

#### General Education

Elementary education majors must take STA 225 to meet the university general education requirement in mathematics. Recommended course work in other areas follows:

Literature: Choose one from ENG 100, ENG 224 or ENG 241
Language: ALS 176 is preferred unless modern language is a major or minor
Western Civilization/History: HST 114 or HST 115
Social Science: One from SOC 100, PSY 100, PSY 130, PS 100 or ECN 150
Natural Science/Technology: Choose one from BIO 110, BIO 190, BIO 300, BIO 104 or BIO 200
Art: Any course listed in the catalog that meets the requirement.
International Studies: Any course listed in the catalog that meets the requirement.

**Major/minor concentrations**

In keeping with state requirements, one major concentration or two minor concentrations selected from the following subject areas is/are required for certification. The concentration identifies subjects that a graduate is certified to teach in grades 6-8. Course work is limited to the classes listed or their equivalents.

**History/social science minor** (24 credits) — HST 114 and 115; PS 110; 4 credits of ECN; 4 credits from IS 210, 220, 230, 250, 270 preferred, or IS 240, 260; 4 credits from the following electives: AN 102, 222; HST 101, 102, 218; PSY 100; SOC 100 or a course in geography. (Physical geography will not meet this social studies requirement.)

**History/social science major** (36 credits) — Meet requirements of the social studies minor plus 12 additional credits of IS or the social studies minor electives.

**Language arts minor** (24 credits) — RDG 332; ALS 176; 4 credits of literature from ENG 100, 105, 111, 120, 140, 214, 224, 241, 301, 303 or THA 346; and 12 credits from literature electives or the following: ALS 102; ENG 215; LIN/SCN 207; SCN 201, 202; THA 100, 213, 230, 267, 346, 350.

**Language arts major** (36 credits) — Meet requirements of the language arts minor plus 12 additional credits selected from literature or language arts minor electives.

**Mathematics minor** (20 credits) — MTE 210, 211, 410; MTH 141; STA 225. Students who test out of MTH 141 must elect one course from: MTE 317, 418; MTH 121, 122, 154, 185.

**Mathematics major** (30 credits) — Meet requirements of the mathematics minor plus at least 10 credits from: APM 263; CSE 130, 230, 231, 232, 233, 235; MTE 317, 418; MTH 121, 122, 154, 155, 185, 254, 256, 372; STA 226, 322, 323, 324.

**Modern languages minor** (24 credits) — All credits must be in one language, SPN, FRH, or GRM; 16 must be at the 300-level or above.

**Modern languages major** (36 credits) — Meet requirements of the modern languages minor plus an additional 12 credits.

**Science minor** (24 credits) — SCS 105; 4 credits from BIO 104, 110, 190/195, 200, or 300; 4 credits from CHM 104, 110, or 140; 4 credits from ENV 308, 322; 4 credits from PHY 104, 105, 106, 107; and 4 credits from PHY 115, 127, or 100/101.

**Science major** (36 credits) — Meet requirements of the science minor plus an additional 12 credits from the minor electives or the following: BIO 301, 303, 311, 313, 317, 323/324; 325, 327, 341/342, 373, 375, 377, 387; CHM 201, 203, 204, 234, 235, 453/457, 454/457; ENV 474, 461; PHY 102/100, 107, 158, 306; SCS 490.

An optional second major concentration or third minor concentration in fine arts may be added to the certificate. Students may pursue a general concentration of art, music and theatre or a specialized concentration in one area — art, music or theatre.

**Fine arts general minor** (24 credits) — 4 credits AH; 4 credits SA; 4 credits MUT or MUS excluding music education; 4 credits MUE and/or MUA except MUA 373; 4 credits THA 100, 200, 268, 269 or 346; 4 credits THA 213, 267 or 350.

**Fine arts specialized minor** (24 credits) — All credits are in one area — art, music or theatre — including a minimum of 8 credits in history, theory, literature or appreciation (AH or MUT, MUS or THA 100, 200, 268, 269, 346) and a minimum of 8 credits in application or performance (SA or MUE, MUA except MUA 373, or THA 213, 267, 350).

**Fine arts general major** (36 credits) — Meet requirements of the fine arts general minor plus 4 credits AH or SA; 4 credits MUA, MUT or MUS including music education; 4 credits THA.

**Fine arts specialized major** (36 credits) — Meet requirements of the fine arts specialized minor plus 12 credits in the same area — art, music or theatre — with prior approval of an adviser.

**Professional program**

Upon being admitted to the program, students are expected to maintain continuous enrollment during the fall and winter semesters in at least one professional education course. The professional education courses are: EED 302, 305, 354, 420, 470; FE 210, 215; RDG 331, 333, 396, 414; SE 355. A recommended sequence is provided at the time of admission. A field experience is required concurrently with methods courses. Prerequisites are required for some professional education courses (i.e., SCS 105 for EED 302, STA 225 for EED 354, and MTE 210 for EED 302). Students who lose eligibility may retake a course; readmission then is automatic if the requirement is met. Continuation in the program also is based on the expectation that students demonstrate the characteristics of and conduct themselves as members of the teaching profession.

**Internship:** EED 455 must be taken in the final semester of one's degree program. *Application for the internship, EED 455, must be made one full semester in advance of the intended enrollment.* Contact the department for date of required orientation meeting (early each semester) at which application is made. Students must petition the department to enroll in more than 16 credits during the internship semester. Admission criteria for the internship are: a) satisfactory grade point average and minimum required grades, and b) completion of all professional education course work, except RDG 414. A minimum grade of 2.0 in EED 455 is required for graduation, a minimum grade of 2.8 for certification.

# Additional Information

## Secondary teaching minor in social studies

Secondary teachers who do not have a social studies major concentration, but who wish to add a teaching minor in social studies to an existing certificate must meet the following requirements: 24 credits in the social sciences (HST, PS, PSY, SOC). At least 12 credits must be taken at the 200 level or above with a concentration of at least 8 credits in each of two social sciences.

## Michigan teacher certification

Successful completion of requirements for the B.S. in elementary education and a minimum grade of 2.8 in EED 455 and meeting additional requirements that may be established by the Michigan Department of Education are required in order to be recommended for a provisional elementary certificate. Exit tests in content areas will be required for certification applicants beginning in September, 1991. Applicants should be aware that a conviction for a felony or for a misdemeanor involving moral turpitude of a minor may constitute grounds for denial of a certificate by the State of Michigan.

**Teaching Certification for Elementary Education:** The Michigan Elementary Provisional Certificate issued after September 1, 1988, is valid for teaching all subjects in grades K-5, all subjects in self-contained classrooms for grades 6-8 in which a majority of the instruction is provided by one teacher, and in majors and minors in departmentalized programs for grades 6-8.

# Course Offerings

For FE and SE course descriptions see the Department of Human Development and Child Studies; for RDG courses see the Department of Reading and Language Arts.

## ELEMENTARY EDUCATION

**EED 110 Public Education for the Future (4)**
Assists pre-elementary education majors in deciding whether or not to pursue education as a career. Examines, through lectures and extensive written assignments, topics pertaining to public education. Includes a required field experience.
Prerequisite: Oakland University writing proficiency and elementary education candidacy.

**EED 302 Teaching Mathematics in the Elementary School (4)**
Assists prospective teachers in developing sound pedagogical strategies and instructional techniques for teaching mathematics in the elementary school. Includes a required field experience.
Prerequisites: MTE 210, admission to major and FE 215.
Corequisites: EED 305, EED 420, EED 470.

**EED 305 Teaching Science to Children (4)**
Develops philosophies, rationale, and methods for teaching elementary school science. Explores knowledge and skills for planning instruction, using instructional models, integrating the curriculum, using current instructional materials and evaluating outcomes. Includes a required field experience and a weekend field trip; additional field experiences available.
Prerequisite: SCS 105, admission to major and FE 215.
Corequisites: EED 302, EED 420, EED 470.

**EED 354 Testing and Assessment for Teachers (4)**
Prepares a teacher-in-training to make effective use of formal and informal teacher-created assessment techniques in the process of planning, implementing and evaluating instruction. Includes a required field experience.
Prerequisite: STA 225 and admission to major.
Corequisites: RDG 331, RDG 333, SE 355.

**EED 420 Interaction Laboratory for Teacher Development (4)**
Acquaints prospective teachers with the importance of human interactive skills, including sensitivity to cultural differences. Provides understanding of the flexible line separating personal and professional behavior. Includes student involvement in role-playing and action-oriented problem solving. Includes a required field experience.
Prerequisite: Admission to major.
Corequisites: EED 302, EED 305, EED 470.

**EED 455 Internship in Elementary Education (12)**
Provides teaching and other appropriate activities in an area classroom with guidance by a university supervisor and a cooperating teacher. General and specific instructional concerns of interns are explored in five or more concurrent seminars. Completion of a program evaluation survey is required before a grade is reported to the registrar.
Prerequisite: See program requirements — internship.
Corequisite: RDG 414.

**EED 470 Teaching Social Studies in the Elementary School (4)**
Examines instructional objectives and strategies, curriculum materials and evaluative procedures for social studies education. Upon completion of the course, students are able to develop, defend and implement an elementary social studies program. Includes a required field experience.
Prerequisite: Admission to major and FE 215.
Corequisite: EED 302, EED 305, EED 420.

**EED 490 Independent Study (2 or 4)**
Pursues directed individual reading and research. May include a field placement as well as development of specific teaching materials.
Prerequisite: Permission of department (present written consent by faculty who will supervise study).

## SCIENCE STUDIES

**SCS 105 Science for the Elementary Teacher (4)**
Develops science concepts and processes based on recent elementary school curricula in the fields of earth, physical and chemical science. For elementary education majors only.
Prerequisite: Elementary education candidacy.

**SCS 490 Independent Problems in Science Education (2 or 4)**
Individual work in science for educators. Credits may be applied to a major or minor in science for teachers.
Prerequisite: Permission of instructor.

## SECONDARY EDUCATION

**SED 100 Tutoring Experience in Secondary Education (2)**
Involves work with teachers and students in secondary schools as tutors, teacher aides and leaders of group discussions. To be taken early in the pre-secondary education program.
Corequisite: SED 200.

**SED 200 Micro-teaching in Secondary Education (2)**
Explores areas of inquiry related to secondary schools, including creativity, self-perception, critical thinking, educational philosophy, motivation and learning theory. Students develop personal learning plans for working effectively in a public school.
Corequisite: SED 100.

**SED 354 Testing and Assessment for Teachers (4)**
Prepares a teacher-in-training to make effective use of formal and informal teacher-created assessment techniques in the process of planning, implementing and evaluating instruction. Includes a required field experience.
Prerequisite: Admission to secondary teaching social studies major.

**SED 427 Methods of Teaching Secondary Students (2)**
Emphasizes the development of teaching strategies and human interaction techniques unique to secondary students and classrooms. Topics include discipline, motivation, instructional technology, skill assessment, evaluation and affective learning.
Corequisite: SED 428.

**SED 428 Teaching of the Major Field (2)**
Explores content and methodology appropriate to teaching the major field in secondary education. Emphasizes organization of programs and courses, bibliography of the field and techniques of instruction.
Prerequisites: FE 344, 345; SED 100, 200; RDG 338.
Corequisite: SED 427; SED 455 with permission of major department.

**SED 455 Internship in Secondary Education (12)**
Provides teaching and other appropriate activities in an area classroom with guidance by a university supervisor and a cooperating teacher. General and specific instructional concerns of interns are explored in concurrent seminars. Completion of a program evaluation survey is required before a grade is reported to the registrar.
Prerequisite: Permission of major department.
Corequisite: SED 427, 428, only with departmental permission.

## SOCIAL STUDIES

**SS 370 Field Problems in Social Science (4)**
Identifies instructional problems related to social studies instruction. Students are placed in schools to work with teachers and secondary students.
Prerequisites: SED 100, SED 200 and admission to secondary teaching social studies major.

# DEPARTMENT OF HUMAN DEVELOPMENT AND CHILD STUDIES

**Chairperson:** *Donald M. Miller*

**Professors:** *Gerald G. Freeman, Donald M. Miller, Ronald M. Swartz*

**Associate professors:** *Marc Briod, Anne Cairns Federlein, Carol A. Swift*

**Assistant professors:** *Ann H. Atkinson, Andrew Gunsberg*

As a department within the School of Human and Educational Services, the faculty of the Department of Human Development and Child Studies offers courses in early childhood, educational foundations and special education at the undergraduate level for students pursuing a teacher education career. The department houses master's degree programs in early childhood education and special education.

## Course Offerings

### EARLY CHILDHOOD

**EC 220 Early Childhood Development — Experiences with the Young Child (4)**
Child development. Instruction, observation and experience with focus on children and their developmental needs during infancy and early childhood, especially in the context of particular settings. Students must register concurrently for EC 221.

**EC 221 Early Childhood Development Experience Block (1, 2, 3 or 4)**
Experience in a setting with young children. One credit must be taken concurrently with EC 220 and 224. Students who take additional credits of EC 221 must be taking another early childhood course concurrently.

**EC 223 Physical and Social Environment in Early Childhood Programs (4)**
Various aspects of the social and physical environment for young children. Includes analysis of what makes a healthful, pleasant physical environment and how the roles and relationships of various staff members contribute to this environment.
Prerequisite: Admission to early childhood program taken with no more than one other early childhood course.

**EC 224 Early Childhood Programming Activities for the Young Child (4)**
Uses of various media and materials, supportive play activities, and specific art, music, science, language and other educational activities for young children. Provides a basic repertoire of skills for the early childhood staff member.
Prerequisite: EC 220 or equivalent. Corequisite: EC 221 and admission to the program.

**EC 225 Health and Nutrition — Childhood (4)**
Includes knowledge of basic health and safety requirements and basic nutritional and dietary needs for early childhood.
Prerequisite: Admission to early childhood program taken with no more than one other early childhood course.

**EC 320 Topics in Early Childhood Curriculum (2 or 4)**
Selected curriculum topics relevant to early childhood teachers, with focus on specific curriculum areas identified by advanced early childhood students or special groups working in this field.
Prerequisite: Completion of at least two 200-level early childhood courses.

**EC 322 Introduction to Early Childhood: Theory and Practice (4)**
Introduction to the field of early childhood: growth and development of infants and young children, optimal learning environments for the young child, and methods and materials. For students who wish some background in early childhood but who are not HRD/EC majors. Students must register concurrently for EC 221.
Prerequisite: FE 210 and 215 or permission of instructor.

**EC 324 Parent and Community Involvement in Early Childhood Programs (4)**
In-depth study of home/school coordination and education. Development of skills and sensitivities in the areas of parent education, parent-teacher conferences, utilization of parents in the classroom and working with parents in the home.
Prerequisite: At least two 200-level childhood courses, or permission of instructor.

**EC 325 Learning Environment in Early Childhood (4)**
In-depth study of the learning environment and curriculum in early childhood education, including theoretical and practical aspects. Analysis of curriculum areas as they relate to individual children's needs and to the total learning environment.
Prerequisite: At least two 200-level early childhood courses, to be taken with no more than one other early childhood course.

**EC 326 Introduction to Early Childhood Program Operation (4)**
Overview of types of program operation in early childhood. Designed to give teacher and childcare development majors the skills to direct programs which are in operation.
Prerequisite: At least two 200-level early childhood courses, to be taken with no more than one other early childhood course.

**EC 450 Advanced Studies in Early Childhood (2 or 4)**
Current issues affecting the field of early childhood, especially those related to current legislation, child advocacy, and the child welfare concern; research methodology appropriate for young children; and/or in-depth issues such as development of infants or exceptional children.
Prerequisite: Completion of all 200-level early childhood courses and at least two 300-level early childhood courses.

**EC 456 Internship in Early Childhood (12)**
Work in practicum settings with young children, parents, or caregivers. Students will gradually assume total responsibility for an intensive field experience. Consists of 301 hours of on-site practicum. Includes bi-weekly seminar. No other courses may be taken concurrently and it is strongly advised that the student not be employed or take other courses. Apply September for winter, January for fall.
Prerequisite: 30 credits in early childhood courses with an overall 2.50 grade point average.

**EC 490 Independent Study and Research (2 or 4)**
A program of directed individual reading and research.
Prerequisite: Permission of the Department of Human Development and Child Studies (granted only if a student presents written faculty consent to supervise his/her study).

## FOUNDATIONS OF EDUCATION

**FE 210 Social and Philosophical Issues in Elementary Education (4)**
Study of elementary education in broad perspective, as both an interpersonal activity and a social institution. Topics include immediate and ultimate aims of elementary education, social and cultural differences within and between schools, and assumptions underlying school policy.
Prerequisite: Admission to candidacy in elementary education, and satisfaction of the university writing proficiency requirement.

**FE 215 Educational Psychology for Elementary Teachers (4)**
Incorporates and places into perspective learning theories, developmental theories, biological theories and evaluation, with emphasis on the effects of varied qualities of experience during childhood and early adolescence. Includes a required field experience.
Prerequisite: FE 210.

**FE 301 Human Nature (4)**
An analysis of human nature through evolutionary, developmental, and philosophical cultural perspectives. Topics include: the formation of brain, self, ego; the significance of autonomy, love, death; the search for meaning and change. Implications for the helping professions. Identical with PHL 301.

**FE 344 Social and Philosophical Issues in Secondary Education (4)**
Study of secondary education in broad perspective, as both an interpersonal activity and a social institution. Topics include immediate and ultimate aims of secondary education, social and cultural differences within and between schools, and assumptions underlying school policy.

**FE 345 Educational Psychology for Secondary Teachers (4)**
Psychological factors in learning and development are examined in lectures, class discussions and observations. These may be observations of actual teaching in the schools, or of videotapes of teaching. Attention to regular and exceptional development during the adolescent years.

## SPECIAL EDUCATION

**SE 355 Identifying Learning and Behavior Problems in Students (4)**
Familiarizes students with the characteristics of all types of special education children and adolescents, including the gifted and talented. Introduces special education law and services for handicapped persons. Includes field placement in a special education setting where students practice informal observation and assessment techniques for determining individual differences.

# DEPARTMENT OF HUMAN RESOURCE DEVELOPMENT

**Chairperson:** *David P. Meyer*

**Professor:** *William F. Moorhouse*

**Associate professors:** *John W. Atlas, F. James Clatworthy, David N. Cooper, William C. Fish, David P. Meyer, Billy Joe Minor, Robert G. Payne, Luellen Ramey*

The School of Human and Educational Services offers a program in human resource development (HRD) leading to a Bachelor of Science degree.

This program prepares students for service-action careers related to human problems, services and social change. It provides students with an opportunity to acquire knowledge and skills usable in a wide range of human service activities. Students may select a major specialization in human services, or training and development.

A primary goal of the program is to develop potential leaders who have the analytic abilities, communication and organization skills, and experimental know-how to respond to human needs in an era of rapid social change. The basic approach to the program is joining understanding, skills and service. Problem-solving and decision-making abilities are developed through field experiences and on-the-job internships.

## Advising

The School of Human and Educational Services Advising Center is located in 472 O'Dowd Hall (370-4182). All students are required to attend an orientation to plan their first semester courses. During the first semester at Oakland, an advising appointment should be scheduled to go over the program plan and degree requirements. In subsequent semesters, advising appointments should be scheduled far in advance of pre-registration time so that the staff may adequately serve the students' needs.

## Requirements for the Bachelor of Science in Human Resource Development

To earn a Bachelor of Science degree with a major in human resource development, students must:

1. Complete 124 credits.
2. Complete at least 32 credits at Oakland University.
3. Complete at least 32 credits in courses at the 300-level or above.
4. Take the last 8 credits needed to complete the baccalaureate degree requirements at Oakland University.
5. Have a cumulative grade point average of at least 2.50.
6. Satisfy the writing proficiency requirement as described on page 31.
7. Complete the university general education requirement of 32 credits, as described on pages 31-34.
8. Complete a specialization of at least 64 credits in training and development or human services. The specialization must consist of: 24-32 credits in a specified core of courses, 22-24 credits in supporting cognate courses, and 8-12 credits in internships. Specializations are described below.
9. Complete 20-28 credits in elective courses.

## Specialization in human services

**Coordinator:** *Luellen Ramey*

**Committee:** *Billy Joe Minor, John Atlas*

This specialization has been developed in cooperation with agency and industry employers in the community. It prepares students for a wide variety of human service occupations in such fields as employment and training, probation and corrections, guidance, mental health, substance abuse, youth or family services and services for older persons.

Students develop helping profession competencies through human interaction courses, special topic courses in human resource development and field experiences, culminating in the internship.

**Requirements for admission to the specialization**

Students may apply for admission to the human services program after satisfactory completion of at least 32 semester hours of credit at an accredited college or university with a grade point average of 2.50 or better. Courses that carry no numerical or letter grades (such as S or U) are excluded from the calculation of the grade point average. Before applying, students must also have completed HI 261 or an equivalent course, HI 360, HI 361 and HI 363 with a minimum grade of 2.5 in each course and met the university writing proficiency requirement.

Application for admission to the specialization must be submitted to the Department of Human Resource Development by September 15 or January 15 of each year. Because space in the program is limited, completion of the above requirements does not guarantee admission to the specialization. Admission status of applicants will be determined prior to early registration each fall and winter semester.

Before completing the above requirements, students who have a GPA of 2.50 or better may enroll as pre-HRD majors. Grades in courses submitted for credit in the specialization in human services must be 2.0 or better. To continue in the program, students must maintain a minimum overall grade point average of 2.50.

**Specialization course requirements**

Students seeking a specialization in human services must:

1. Earn 32 credits in core courses, including HI 261, HI 360, HI 361, HI 363, HRD 362 and 16 credits in other HI, HRD, or LE courses.
2. Earn 22-24 credits in cognate courses at the 200-level or above, including a) two advanced courses in psychology, sociology or anthropology; b) a course dealing with social change chosen from: HRD 401, LE 320, ECN 309, ECN 338, PS 305, SOC 205, SOC 314, SOC 336, SOC 346, SOC 350, and SOC 470 or a course approved by an HRD adviser; c) a course in research, evaluation or statistics chosen from: HRD 402, HRD 440, PSY 250, PSY 311, SOC 202 or SOC 203 (those who intend to pursue a Master of Social Work degree should consult with an HRD adviser regarding cognate statistics requirements); d) remaining advanced courses in behavioral science chosen from: GRY 400, HRD 301, HRD 302, SCN 114, SCN 115, WS 300, WS 400 or a course in economics, management, organizational behavior, health behavioral sciences, political science, psychology, sociology/anthropology, speech communication or labor education.
3. Complete a minimum of four substantially different placements or four significantly different roles in a minimum of two agencies for a total of 700 clock hours. For further information on clock hour conversions to credit hours, consult the SHES Advising Center and/or the specialization coordinator.

## Specialization in training and development

**Coordinator:** *Robert Payne*

**Committee:** *F. James Clatworthy, David P. Meyer*

Training and development is the process of systematically developing human resources within a work organization to create motivation and increase efficiency. The specialization in training and development requires course work in behavioral sciences, human relations, training and program delivery. These courses provide preparation for a variety of careers in government, health and human services, and in business and industry.

An internship during one semester of the senior year provides work experience in an appropriate setting.

**Requirements for admission to the specialization**

Students may apply for admission to the training and development specialization after completion of a minimum of 32 semester hours of credit at an accredited college or university with a minimum grade point average of 2.50; completion of HI 360 and HI 361 or HI 363 with a minimum grade point average of 2.50; and completion of the university writing proficiency requirement.

Application for admission to the specialization must be submitted to the Department of Human Resource Development by September 15 or January 15 of each year. Because space in the program is limited, completion of the above requirements does not guarantee admission to the specialization. Admission status of applicants will be determined prior to early registration each fall and winter semester.

Before applying for admission, students who have a GPA of 2.50 or better may enroll as pre-HRD majors. Grades in courses submitted for credit towards the specialization must be 2.0 or better. To continue in the program, students must maintain an overall grade point average of 2.50 or better.

**Specialization course requirements**

Students seeking a specialization in training and development must:

1. Earn 24 credits in core courses, including one in each of the following six categories: a) human relations and effective interaction (prerequisite: HI 261 or equivalent): HI 360 and HI 361, HI 363, HI 461, or HI 463; b) assessment of individuals: HRD 362 or PSY 311; c) adult learning theory and design of training programs: HRD 310; d) development process: HRD 364, HRD 368 or HI 464; e) adult instruction: HRD 420 and HRD 421 or HRD 422; f) professional growth: HRD 369, HRD 467, HRD 469, or an HI, HRD, LE, or VTE course approved by an adviser.
2. Earn 22-24 credits in cognate courses. The requirement may be satisfied by completing a minor in management (22 credits) or by earning one course in each of the following six categories (24 credits): a) writing skills for instruction: RHT 335 (ENG 382 may be substituted when RHT 335 is not offered); b) organizational theory: HRD 401, LE 322, ORG 330, ORG 331 or ORG 334; c) economics or accounting: ECN 150, ECN 200, ECN 201, ECN 338 or ACC 200; d) planning and evaluation: HRD 402, HRD 440, HRD 390, PSY 250, SOC 202 or SOC 203; e) labor relations and employee involvement: LE 324, LE 326, MGT 433, HRD 467, HRD 469, HST 302, SOC 350, SOC 354, SOC 359 or PHL 316; f) computer literacy: CSE 125, CSE 130 or RDG 396.
3. Earn 8-10 additional credits, to make a total of 64 credits for the specialization in training and development. The credits must be in additional courses chosen from the following categories: a) any course that counts toward the requirements for a minor in management; b) any course listed above under either the cognate or core courses; c) any additional course up to the approved maximum in HRD 369, HRD 390 or HRD 490; d) any HI, HRD, LE, or VTE course.
4. Successfully complete an 8- or 12-credit internship, HRD 490, during one semester of the senior year.

## Occupational/technical education within the training and development specialization

**Coordinator:** *David P. Meyer*

**Committee:** *Robert Payne, Roderic Righter*

Oakland University offers several courses for students wishing additional preparation in the occupational/technical area. The following courses may be applied as substitutions for certain requirements of the specialization in training and development, as approved by an HRD adviser: RDG 338, SE 355, VTE 300, 310, 312, 420, 421, 490.

## Minor in human resource development

**Coordinator:** *David P. Meyer*

The School of Human and Educational Services offers a minor in human resource development for students who wish to combine their majors with an introduction to human interaction skills and knowledge and techniques in human resource development.

To obtain a minor in human resource development, students must earn at least 24 credits in human interaction (HI) and human resource development (HRD) courses, including a minimum of 8 credits in each area; the plan of study must be subject to the approval of an HRD adviser. Courses counted towards the minor must have a cumulative grade point average of 2.50 or better and no course may carry a grade less than 2.0.

**Related minors and concentrations**

Normally, students seeking the Bachelor of Science with a major in human resource development may not earn more than one minor or concentration. Students who wish to obtain more than one must obtain the approval of the human resource development program adviser.

The gerontology concentration, co-sponsored by the School of Human and Educational Services and the College of Arts and Sciences, is recommended for HRD students planning careers of service to older people. A description of the concentration is on page 191.

HRD students may also consider the following concentrations or minors, which supplement the HRD major and may further their educational or career goals. Minors: applied statistics, management, psychology, sociology. Concentrations: environmental studies, health behavioral sciences, labor studies, social justice and corrections, social services, urban studies, women's studies.

## Concentration in labor studies

**Coordinator:** *David N. Cooper (Ken Morris Center for the Study of Labor and Work)*

**Academic advisory committee:** *Lizabeth A. Barclay (Management), John Barnard (History), De Witt S. Dykes, Jr. (History), Dee Lyons (Ken Morris Center for the Study of Labor and Work), David P. Meyer (Human Resource Development), Billy Joe Minor (Human Resource Development), Robert G. Payne, (Human Resource Development)*

Labor studies is an interdisciplinary concentration that provides an academic background for understanding the empirical and theoretical bases of labor organizations. The program may be particularly useful to individuals interested in the operational aspects of unions, including the dynamics of staff, leadership and participative roles.

The concentration is open to any student who has been admitted to the university. Core courses will be scheduled to maximize accessibility to both full-time undergraduate and adult working students. Students who seek to apply credits toward a degree must contact an adviser to design a degree plan and to select appropriate courses. The following course selections are subject to prerequisite requirements as well as departmental policies.

A required application for the Labor Studies Concentration is available from either the Human Resource Development or Bachelor of General Studies advising offices.

The concentration requires 24 credits distributed among the following four areas of preparation:

1. Core, 12 credits minimum, with the option of registering for all of the following courses:
   - LE 320 Introduction to Labor Studies (4)
   - LE 322 Union Structure and Governance (4)
   - LE 324 Work and the Law (4)
   - LE 326 Collective Bargaining and Dispute Resolution (4)
   - HST 302 American Labor History (4)
2. To fulfill the remaining 12-credit requirement, students may elect additional courses from the core and/or courses from the following three cognate areas, with no more than one course from each cognate area.
   a. **Organizational Theory and Practice:**
      - HRD 401 Change Process and Organizational Analysis (4)
      - ORG 330 Introduction to Organizational Behavior (4)
      - ORG 334 Human Development in Organizations (4)
      - SOC 353 Seminar in Socio-Technical Systems (4)
      - SOC 381 Sociology of Modern Organizations (4)

   b. **Work Life Processes:**
      - ECN 338 Economics of Human Resources (4)
      - HI 363 Dynamics of Group Relationships (4)
      - HI 464 Consultation (4)
      - HS 201 Health in Personal and Occupational Environments — Ideas, Concepts, Issues and Applications (4)
      - SCN 202 Group Dynamics and Communications (4)
      - SCN 304 Communication of Organizations (4)
      - SOC 350 The Transformation of the Workplace (4)
      - SOC 354 Quality of Work Life (4)
      - SOC 359 Human Factors in Quality Control (4)

   c. **Community and Society:**
      - HRD 302 Ethics and Personal Crises (4)
      - HRD 331 Community Mental Health (4)
      - HRD 335 Substance Abuse (4)
      - HRD 364 Career Development (4)
      - PS 110 Contemporary Political Issues (4)
      - PSY 235 Social Psychology (4)
      - PSY 326 Psychology of Social Issues (4)
      - SOC 331 Racial and Ethnic Relations (4)
      - SOC 357 Industrial Sociology (4)
      - SOC 455 Contemporary Work Roles, Careers and Labor Markets (4)

# Course Offerings

## HUMAN INTERACTION

**HI 261 Fundamentals of Human Interaction (4)**
Introduction to key aspects of interpersonal relationships such as self disclosure, feedback, conflict, trust and nonverbal communication. Examines various theories of healthy relationships and personal maturity. Self-appraisal, role plays, simulations and group interaction are used.

**HI 360 Interviewing Practicum (2)**
An application of the methods studied in HI 361. Students practice helping interview skills in a supervised laboratory setting, are video-taped, critiqued and evaluated.
Corequisite: HI 361.

**HI 361 The Helping Interview (2)**
Listening and responding skills, establishing mutual trust and acceptance, gathering information and providing support in a one-to-one helping relationship. Introduction to related theory and research. Instructional techniques include role-playing and simulation.
Prerequisite: HI 261 or equivalent.
Corequisite: HI 360.

**HI 363 Group Dynamics (4)**
Deals with relationships among group members, including peer and supervisory interaction, in settings such as community agencies, industry and adult training. Covers such basic concepts and practices as teamwork, conflict resolution, consensus, group leadership and support groups.
Prerequisite: HI 261 or equivalent.

**HI 460 Advanced Practicum (2)**
An application of the theories, research, and methods studied in HI 461. Students practice introductory counseling skills in a supervised laboratory setting, are videotaped, critiqued and evaluated.
Corequisite: HI 461.

**HI 461 Introduction to Counseling (2)**
Theory and practice of guidance and counseling in brief. Covers professional, ethical and legal issues in helping others. Compares major counseling approaches in both theory and application.
Prerequisite: HI 361.
Corequisite: HI 460.

**HI 463 Group Facilitation (4)**
Theory and practice of small group process in the helping relationship. Explores several approaches to group leadership and offers an opportunity to experience and/or lead small groups in order to prepare students to foster group interaction. Identical with ED 463.
Prerequisite: HI 363.

**HI 464 Consultation (4)**
Includes study of processes of internal and external consultation, strategies for intervention in organization and consulting approaches in support of individual helping professionals, supervisors and administrators.
Prerequisite: Junior standing and HI 360 and HI 361 or HI 363.

## HUMAN RESOURCE DEVELOPMENT

**HRD 264 Educational and Career Exploration (2)**
Introduction to key aspects of personal career decision making encompassing self assessment, occupational research and the relationship between academic majors and future career options. Use of computerized career guidance systems, inventories and exercises in exploration, planning and goal setting.

**HRD 269 Field Work in Human Services (4)**
Supervised experiences at human service agencies plus on-campus seminars. Written report which describes contributions, personal growth, and accomplishments. Required for HRD Human Services majors who do not have equivalent experience. Submit application to instructor; obtain information to seek an approved site.
Prerequisite: RHT 101, HI 261 or permission of instructor.

**HRD 301 Human Nature (4)**
An analysis of human nature through evolutionary, developmental, cultural and philosophical perspectives. Topics include: the formation of brain, self, ego; the significance of autonomy, love, death; the search for meaning and change. Implications for the helping professions. Identical with PHL 301, FE 301.

**HRD 302 Ethics and Personal Crises (4)**
Historical examination of perennial moral crises in sexual behavior, abortion, suicide, euthanasia, criminal punishment and war from the points of view of major historical figures in ethics. Use of ethical knowledge in helping others make moral decisions in personal life is addressed. Identical with PHL 302.
Prerequisite: RHT 101 or equivalent.

**HRD 310 Training Design (4)**
Adult learning theory including cognitive, affective, psychomotor domains. Instructional design models, needs analysis, occupational task analysis, development of competencies and learning objectives. Determination of appropriate training approach. Selection and evaluation of instructional materials and media. Same as VTE 310.
Prerequisite: RHT 101 or equivalent.

**HRD 331 Community Mental Health (4)**
A critical examination of mental health treatment programs, community mental health centers and family-care programs. Socio-cultural factors in the onset of mental illness and roles as members of a treatment team and community resources in mental health.

**HRD 335 Substance Abuse (4)**
Comprehensive study of the modes of prevention and treatment programs for substance abuse. Readings and reports include basic information about various drugs and alcohol, with history, categories and definitions, misuse, abuse, legitimate use, laws, attitudes and reasons people abuse drugs.

**HRD 362 Assessment of Youth and Adults (4)**
Techniques in appraising people for educational, occupational and personal-social decisions. Students are introduced to measurement terminology, techniques of test administration and interpretation. Emphasis on synthesis of data in case studies and conferences.

**HRD 364 Career Development (4)**
Sources of occupational, educational and personal-social information. Techniques for using guidance information in the helping process. Theories of career choice and adjustment, the work ethic and life/work planning.

**HRD 366 The Human Services (4)**
Overview of human service work. Interdisciplinary relationships among professionals and organizations in helping practice. Surveys major service modalities and legislation impacting human services.

**HRD 368 Work and Training Development (4)**
Development of jobs and training programs for persons such as displaced workers, handicapped, chronically unemployed, unemployed through industry and government action. Appraisal of employers' needs, on-the-job training programs, collaboration among employers and educators and analysis of market factors.

**HRD 369 Field Work in HRD (2, 4, 6 or 8)**
Intermediate-level supervised experiences in HRD settings such as training and personnel departments in business, industry and government, employment offices and human service agencies. Students submit application to instructor, then obtain information to seek an approved site.
Prerequisite: Completed application, junior standing, two HI, HRD or VTE courses, and permission of instructor.

**HRD 390 Special Project in HRD (2, 4, 6 or 8)**
Directed reading or research in an HRD topic. May be elected for independent study. Student selects topic, obtains faculty sponsor's permission before registration and writes report. May be taken with special permission more than once, for 8 credits total.
Prerequisite: Permission of a faculty sponsor by application.

**HRD 401 Change Process and Organizational Analysis (4)**
Study of structure of HRD services in organizations and the processes of effecting individual and group change. Influence of assigned roles of administrators and workers on attitude and behavior. Theory and research of institutional growth and change.
Prerequisite: Junior standing and two courses in HI, HRD or VTE.

**HRD 402 Program Planning and Evaluation (4)**
Emphasizes skills in developing performance objectives and in organizing, writing and presenting proposals for program development. Methods of evaluation of training and development and human service program i.e., action and survey research design.
Prerequisite: Junior standing and HRD 362.

**HRD 420 Instructional Methods (2)**
Methods of instructing adults in training programs using instructional materials and media. Application of adult learning theory and evaluation of learning based upon competencies. Teacher-student interaction process and use of audio-visual equipment. Same as VTE 420.
Prerequisite: HRD 310. Corequisite: HRD 421 or HRD 422.

**HRD 421 Instruction Presentation Lab (2)**
An application of the methods studied in HRD 420. Students present training program lessons and exercises in a supervised laboratory setting, are video-taped, critiqued and evaluated.
Corequisite: HRD 420.

**HRD 422 Instructional Media Lab (2, 4, 6 or 8)**
The application of instructional media production techniques. Students develop instructional media for a training program which was designed under HRD 310 or obtained from a training manager. May be taken more than once for a total of 8 credits.
Prerequisite: HRD 310.
Corequisite: HRD 420 or permission of instructor.

**HRD 431 Death and Dying (4)**
Seminar on the philosophical, religious, cultural and psychological issues in death and dying. Topics include: religious views of death and after-life; ethical issues in suicide and euthanasia; cultural attitudes toward death and funerals; psychological studies of counseling the dying and the bereaved; children and death; forming attitudes toward one's own death. Recommended for upper-level students only.
Prerequisite: Junior standing and two HI/HRD courses or permission of instructor.

**HRD 440 Strategic Planning (4)**
Development of long-range plans to accomplish the training and development mission. Simulation, group problem solving and preferred future planning used to acquire strategic planning skills.
Prerequisite: Junior standing and two HI, HRD or VTE courses.

**HRD 451 Strategies for Helping Older Adults (4)**
Considers physical and psychological changes occurring with aging and implications of these changes for helpers, differences in helping techniques appropriate for older people and special techniques useful for older people, such as the life review.
Prerequisite: HI 261 and PSY 331 or instructor's permission.

**HRD 452 Community Resources for the Elderly (4)**
Assesses community needs and services for elders and their families and ways to promote intra- and inter-agency cooperation within the aging network. Investigates services offered by senior centers, long-term care, day care and respite care organizations, home health care agencies and retirement communities.
Prerequisite: HI 261, PSY 331 or instructor's permission.

**HRD 467 Workshop (2 or 4)**
Opportunity for industry/agency personnel and students to focus on various programs and practices. Offered as needed to meet needs of agency or industry employers and training directors. May be taken more than once for 8 credits total.
Prerequisite: Course work or experience in the workshop topic.

**HRD 469 Seminar (2 or 4)**
Scope is predefined and based on a broad topic in the HRD field. Students select research areas and contribute their findings to the class. Visiting consultants and the instructor provide direction and content. May be taken more than once for a total of 8 credits.
Prerequisite: Course work or experience in the seminar topic.

**HRD 490 Internship in HRD (4, 8 or 12)**
A culminating experience where students apply learning in a supervised HRD setting. Students must submit application to instructor two or more months in advance, then obtain information to seek an approved site.
Prerequisite: Senior standing in HRD, completion of core courses, a grade point average of at least 2.5 and permission of instructor by application.

## LABOR EDUCATION

**LE 320 Introduction to Labor Studies (4)**
Origin and development of labor organizations, emergence of collective bargaining. Identification of structures and functioning of unions. Impact of unions on the economy and body politic. Impact of unionism on technological innovation, trade, employe involvement, and changing work force.

**LE 322 Union Structure and Governance (4)**
Analysis of development, composition, structure, behavior, and internal operational processes of U.S. labor organizations from the local to the national federation level. Focus on organizational behavior in different unions, political processes, and issues involving union democracy and contract administration.

**LE 324 Work and the Law (4)**
Survey of law governing labor-management relations and the regulation of internal union affairs. Case and statutory law on rights and duties of employers and unions. Review of OSHA, ERISA, workers' compensation, unemployment compensation, EEOC, and other employment-related legislation. Identical with SOC 324.

**LE 326 Collective Bargaining and Dispute Resolution (4)**
Historical, legal, economic, and philosophical aspects of collective bargaining and contract administration. Analysis of bargaining data, contract provisions, simulated bargaining, and methods of dispute resolution.

## VOCATIONAL AND TECHNICAL EDUCATION

**VTE 300 Vocational/Technical Education (2)**
Historical development, philosophy, purpose and intent of vocational and technical education including the structure, function and purposes of educational institutions in our society.
Prerequisite: Permission of instructor.

**VTE 310 Occupational Course Design (4)**
How human beings grow and learn. Motivation theory, learning styles, individual and cultural differences. Instructional design models, needs analysis, occupational task analysis, development of competency-based learning objectives. Selection/evaluation of instructional materials and media. Same as HRD 310.
Prerequisite: VTE 300.

**VTE 312 School Safety and Health (2)**
Analysis of accident causation and prevention in school facilities. Study of federal, state and local codes which apply to safety and health in schools. Review of concepts, methodology and procedures for assessment of safety and health hazards in school science laboratories and vocational education and training facilities. Identical with IHS 312.
Prerequisite: Permission of instructor.

**VTE 401 Supervised Occupational Experience (1, 2, 3 or 4)**
Directed technical-occupational experience required for vocational education teacher certification. Work must be in a trade area directly related to the area to be certified. May be taken more than once for total of four credits.
Prerequisite: Permission of instructor.

**VTE 420 Methods and Materials of Instruction (2)**
Presentation of occupational instruction materials and media. Use of instructional equipment. Application of learning theory and evaluation of earning based upon competencies. Teacher-student interaction, laboratory and simulation methods. Same as HRD 420.
Prerequisite: VTE 310.
Corequisite: VTE 421.

**VTE 421 Laboratory Instruction (2)**
Three dimensional teaching aids, setting up laboratory space for instruction, safety and supervision of students. Physical environment, material handling, tools and equipment, work area planning and all aspects of managing a laboratory course.
Corequisite: VTE 420.

**VTE 490 Internship (2, 10)**
Supervised student teaching experience in a vocational/technical education setting. Students with fewer than nine months of full-time teaching experience must register for 10 credits. Others may apply for permission to register for two credits which cover performance evaluation.
Prerequisite: 12 credits in VTE, senior standing and a minimum overall GPA of 2.50.

# DEPARTMENT OF READING AND LANGUAGE ARTS

**Chairperson:** *George E. Coon*

**Professors:** *Jane M. Bingham, Harold C. Cafone, George E. Coon, Ronald L. Cramer, Harry T. Hahn, W. Dorsey Hammond*

**Associate professors:** *Richard F. Barron, Gloria T. Blatt, Robert J. Christina, Anne Porter, Robert M. Schwartz*

As a department within the School of Human and Educational Services, the instructional staff of the Reading and Language Arts Department offers courses in reading, language arts, computer literacy and children's literature at the undergraduate level for students pursuing a teacher education career. The department houses a master's degree program in reading and language arts, a certificate program in computer literacy, and a doctor of philosophy degree in reading.

## Course Offerings

**RDG 331 Teaching of Reading (4)**
Intensive preparation for the teaching of reading skills in the elementary grades. Identification of reading readiness, problems of program construction and a variety of teaching methods are included. Includes a required field experience.
Corequisites: RDG 333, EED 354, and SE 355.
Prerequisite: Admission to major.

**RDG 332 Literature for Children (4)**
The ability to evaluate children's literature critically, to understand its history, to assess children's needs and developmental levels, and to be able to select and use quality literature effectively with children are major objectives of the course.
Prerequisite: RHT 101 or equivalent.

**RDG 333 Teaching The Language Arts (4)**
Preparation for teaching language arts in the elementary, middle and early secondary schools. Topics include teaching composition, creative writing, oral language development, listening, spelling, reading and the application of linguistic principles. Includes a required field experience.
Corequisites: RDG 333, EED 354, SE 355.
Prerequisite: Admission to major.

**RDG 338 Teaching Reading in the Content Areas (4)**
A basic course in reading for prospective secondary teachers. Content will deal with the nature of the reading process and methods and materials for teaching the reading of English, social studies and other subjects to junior and senior high school students. Not open to elementary education majors.

**RDG 396 Educational Uses of Microcomputers (4)**
General microcomputer literacy course designed with focus on educational applications to enable education students to utilize microcomputers for career and personal goals. Required for elementary education majors.

**RDG 414 Reading Appraisal in the Elementary Classroom (4)**
Involves direct classroom appraisal of reading abilities of children in elementary school classrooms. Formal and informal diagnostic instruments are used. Diagnostic data are used for prescriptive teaching. Specifically involves reading instruction with pupils and involvement with school personnel.
Corequisite: EED 455.
Prerequisite: RDG 331.

**RDG 490 Independent Study and Research (2 or 4)**
A program of directed individual reading and research.
Prerequisite: Permission of the Department of Reading and Language Arts (granted only if a student presents written faculty consent to supervise his/her study.)

# SCHOOL OF NURSING

**Dean:** *Andrea R. Lindell*

**Office of the Dean:** *Barbara Biallas, assistant to the dean; Sue Lindberg, program planning adviser*

**Professors:** *Andrea R. Lindell*

**Associate professors:** *Gary Moore, Lorraine M. Wilson*

**Assistant professors:** *Margaret L. Birney, Penny S. Cass, Mary Elizabeth Eddy, Kathleen A. Emrich, Rita Munley Gallagher, Frances C. Jackson, Mary A. Johnson, Norman Kloosterman, Anaheid Kulwicki, Diane Wilson, Carol Zenas*

**Instructors:** *Mary E. Mittelstaedt, Barbara Ann Russol*

**Special instructor:** *Ramune Mikaila, Dolores Solosky*

**Visiting instructors:** *Linda Drobish, Jean Mohan, Mary Ruhana,*

**Visiting special instructor:** *Virginia R. Hosbach*

**Lecturers:** *Lynda K. Byer, Barbara S. Donahue, Martha Gotshall, Mary Jane Heaney, Susan T. Lankowsky, Joann Richards, Catherine Vincent*

**Applied nursing instructor:** *Patricia T. Ketcham*

**Adjunct professor:** *Clara Adams-Ender, Cyril A. Akpom*

**Adjunct associate professors:** *Karen S. Ehrat, Joanne Napiewocki, Rita Snyder-Halpern, Sharon Wilkerson*

**Adjunct instructors:** *Margaret L. Campbell, Stephen R. Tackitt*

## Board of Visitors

The Board of Visitors for the School of Nursing is composed of community leaders in the greater Detroit area. It assists the school in developing goals and objectives, curricula design, and clinical and research programs to meet the rapidly changing and expanding requirements of the health care field. Board members are available individually or collectively for consultation on such matters as facilities, equipment requirements, special topics and long-range planning.

Members of the Board of Visitors are:

*Ernest W. Baker, Chairman and President, Baker, Abbs, Cunningham & Klepinger, Inc.*
*Glenn Betts, Representative, United Auto Workers*
*Donald J. Bortz, Jr., President, Bortz Health Care Corporation*
*Joseph F. Galvin, Attorney, Schlussel, Lifton, Simon, Rands, Kaufman, Galvin & Jackier*
*Representative Dennis M. Hertel, U.S. House of Representatives, 14th District*
*Richard Lee Hogan, M.D., Detroit, Michigan*
*Ruth Huebner, Rochester, Michigan*
*Robert Hutton, Grosse Pointe Park, Michigan*
*Harold C. L. Jackson, Jr., Manager, General Publicity, General Motors Corporation*
*Mary Ann Keyes, Associate Hospital Administrator, William Beaumont Hospital*
*Bruce McIntyre, Publisher and President, Oakland Press*
*Robert Shapiro, Vice President for Professional Affairs, Perry Drug Stores*
*Sharon Woodcock, R.N., Ann Arbor, Michigan*

# The Nursing Program

The course of study combines general education in the humanities and the behavioral, biological and physical sciences with education in the theory and practice of nursing. Graduates qualify for employment as professional nurses in a variety of settings.

The major purposes of the program are:

1. To provide a program of quality baccalaureate nursing education grounded on a firm foundation in the liberal arts and sciences.
2. To prepare a generalist nurse for entry into professional practice.
3. To foster professional role development and commitment to continued personal and professional growth.
4. To prepare a graduate to take the licensure examination of the State Board of Nursing.
5. To prepare a graduate for application to graduate school.

# Admission

## The prenursing year

Students wishing to enter the prenursing year, which for most students is equivalent to the freshman year, should have completed two years of high school mathematics, including algebra (a third year is highly recommended); one year of college preparatory biology; and one year of chemistry, with a grade of 2.8 or better in each. A cumulative average of 2.80 or better is required.

Prior to orientation, all students are required to take placement tests in mathematics, chemistry and rhetoric.

During the prenursing year, students must complete a minimum of 20 credits (or the equivalent) of introductory courses in the physical and behavioral sciences and the humanities.

## Admission to the School of Nursing

Application for admission to the nursing program occurs during the spring session of the prenursing year (generally, the freshman year). Students wishing to be considered for admission are required to meet with the program planning adviser to develop application materials. The School of Nursing has an enrollment quota, which is filled with preference to applicants judged to be best qualified to undertake the program. Preference will be given to students who have completed a majority of their prenursing credits at Oakland University. The School of Nursing encourages and actively seeks applicants among male and minority students.

Admission to the nursing program is selective. It may occur either by progression of freshmen students currently enrolled at Oakland, or by transfer from other institutions. Consideration of students for the nursing program, which begins in the sophomore year, will be based on the applicant's:

1. Admissibility to and retention in the university.
2. Completion of all required prenursing courses with a minimum cumulative grade point average of 3.00. Calculation of the grade point average is based on all prenursing courses whether taken at Oakland University or at other institutions. students must earn a minimum grade of 2.0 in required prenursing courses.
3. Submission of a completed health history and physical examination, including inoculation for tetanus, skin testing for tuberculosis (possible chest x-ray), rubella titer, and correction of any correctable physical limitations (at the student's expense).
4. Obtaining malpractice insurance of at least $1,000,000 coverage for the sophomore, junior and senior years (at student's expense).
5. Completion of an approved Heartsaver or BCLS/BLS class within the last year.
6. Submission of all required information to the School of Nursing by specified deadlines.

## Transfer policy

The program offered by the School of Nursing is designed to meet National League for Nursing accreditation criteria as well as to reflect the Oakland University philosophy of education. Thus, the program is more than a mere assemblage of courses. Records of students transferring to Oakland University from other academic institutions are evaluated and transfer credit granted as appropriate. Once matriculated at Oakland, students are expected to complete all remaining course work for the degree at Oakland. Exceptions that permit taking courses at another institution must have the prior consent of the School of Nursing Committee on Instruction. A student who has completed 62 semester hours of credit from any accredited institution(s), including Oakland University, may not transfer additional credits from a community or junior college.

# Requirements for the Bachelor of Science in Nursing Degree

To earn the Bachelor of Science in Nursing degree, students must complete a minimum of 128 credits and meet the following requirements:

1. Complete the writing proficiency requirement.
2. Be admitted to candidacy for the Bachelor of Science in Nursing degree by Oakland University and the School of Nursing.
3. Complete all credits and courses prescribed in the degree curriculum, including: 32 credits in general education (see pages 31-34); 59 credits in the nursing component; and 25 credits in the humanities and the behavioral, biological and physical sciences and 4 credits in electives as corequisites to the nursing component, as prescribed by the School of Nursing.
4. Maintain a cumulative grade point average of at least 2.50 in all nursing courses.
5. Complete at least 32 credits at the 300-level or above.
6. Be in compliance with all legal regulations of the School of Nursing.

## Plan of Study

Prior to registration for their first nursing (NRS) course, students must complete a Plan of Study in the student program planning office in the School of Nursing. The Plan of Study is a timetable of courses to be taken and assures orderly progress toward satisfying degree requirements.

The following is a model schedule, based on full-time study.

| Fall | | | Winter | | |
|---|---|---|---|---|---|
| **Prenursing** | | | **Prenursing** | | |
| *CHM 104 | Introduction to Chemistry | (4) | *RHT 101 | Composition II | (4) |
| *RHT 100 | Composition I | (4) | *BIO 200 | Biology | (4) |
| *PSY 100 | Introduction to Psychology | (4) | General Education | | (4) |
| OR | | | General Education | | (4) |
| PSY 130 | Psychology & Society | | | | |
| General Education | | (4) | | | |
| **Sophomore** | | | **Sophomore** | | |
| NRS 223 | Introduction to Professional Nursing I | (5) | NRS 234 | Introduction to Professional Nursing II | (6) |
| NRS 225 | Effective Communication | (2) | NRS 205 | Health Assessment | (2) |
| BIO 205 | Human Anatomy | (4) | NRS 230 | Pharmacotherapeutics | (2) |
| BIO 206 | Human Anatomy Lab | (1) | BIO 207 | Physiology | (4) |
| CHM 201 | Organic and Biological Chemistry | (4) | BIO 307 | Microbiology | (4) |
| **Junior** | | | **Junior** | | |
| NRS 322 | Pathophysiology | (3) | NRS 333 | Emotional Disorders | (4) |
| NRS 323 | Nursing Care of Children | (4) | NRS 334 | Emerging Family | (4) |
| NRS 324 | Nursing Care of Adults | (4) | PSY 270 | Lifespan Development | (4) |
| NRS 325 | Learning Resource Lab | (1) | General Education | | (4) |
| General Education | | (4) | | | |

| | Fall | | | Winter | |
|---|---|---|---|---|---|
| Senior | | | Senior | | |
| NRS 420 | Professional Nursing in Community | (8) | NRS 430 | Leadership | (3) |
| NRS 422 | Nursing Research | (3) | NRS 434 | Nursing Care Adults II | (3) |
| Elective | | (4) | NRS 436 | Practicum | (5) |
| | | | General Education | | (4) |
| | | | | **Total:** 128 credits | |

**NOTE:** MTH 011 (Elementary Algebra) is a corequisite to CHM 104. MTH 012 (Intermediate Algebra) is a prerequisite to some general education courses in the math, computer science, logic category. Credits for MTH 011/012 do not apply to the B.S.N.

*Courses required for admission to the nursing program.

## Annual requirements

**Each year** students in the nursing program must supply written validation of:

1. Skin testing for tuberculosis and/or chest x-ray.
2. Malpractice insurance of at least $1,000,000 coverage.
3. Completion of an approved Heartsaver or BCLS/BLS (CPR) class.

Students who have not submitted all of the above items prior to beginning clinical experiences **will be excluded from clinical agencies** until they have met all the above requirements.

## Course sequencing

The nursing curriculum has been developed based upon full-time study. Nursing courses must be taken in the order indicated on the Plan of Study. Students who have already completed non-nursing courses may have a lighter course load than normal, but they will not complete the program earlier.

Students are not allowed to register for the next year of the nursing major without having successfully completed all designated course requirements for the previous year. Students who are not eligible to progress to the next level are placed on inactive status. Their return to the program is contingent upon availability of space. Students who return to the nursing program from inactive status must comply with all School of Nursing policies currently in effect.

## Clinical placements

Nursing students are placed in hospitals and other clinical settings each semester. These clinical experiences provide students with opportunities to apply theory to practice in working with individuals, families or groups.

Cooperating agencies are located throughout the metropolitan Detroit area. Students are responsible for providing their own transportation to and from the clinical agency. It is imperative that students have access to their own transportation for community health clinical placements in the senior year.

## Academic standing policy

### Grade point policy

Each student's program progress will be reviewed at the end of each nursing course. The periods between reviews are grading periods. The term grade means:

1. an overall grade for a course, or
2. either a clinical grade or a theory grade, when a course contains both components (the component grade).

**Probation/termination**

1. A student assigned a course or component grade below 2.5 is automatically placed on probation. A student assigned a course or component grade below 2.0 is subject to academic dismissal from the program. In the latter case, the school may impose a remediation program while probation continues or may immediately terminate the student from the nursing program. A student on probation who in the next grading period has no nursing grade or grades below 2.5 will be removed from probation if this is consistent with any remediation program imposed. A student on probation, who in the next grading period has a grade or grades below 2.5, may be immediately terminated from the nursing program or may have a remediation program imposed while probation continues, as the school shall determine.
2. A student must maintain a G.P.A. of at least 2.50 in all nursing courses to remain in good academic standing. If a student's nursing G.P.A. falls below 2.50, the student is automatically placed on probation. If a student increases the nursing G.P.A. to at least 2.50 within the next two grading periods, the student will be removed from probation. If not, the school may impose a remediation program while probation continues or immediately terminate the student from the nursing program.
3. A student who earns course or component grades below 2.5 in two nursing courses within the same grading period may be immediately terminated from the nursing program or may have a remediation program imposed while on probation, as the school shall determine.
4. A student who is placed on probation by the School of Nursing more than one time may be immediately terminated from the nursing program or may have a remediation program imposed while on probation, as the school shall determine.

**Eligibility for graduation**

In addition to satisfying other stated requirements, to be recommended for graduation:

1. A student must be in good academic standing (non-probationary).
2. A student must have a cumulative G.P.A. of at least 2.50 in nursing courses.
3. A student must have a grade of at least 2.0 in all required non-nursing courses.
4. A student placed on probation at the expected time of graduation may have a remediation program imposed as the school shall determine.

## Registered Nurse sequence

The School of Nursing offers registered nurses an opportunity to earn a Bachelor of Science in Nursing. The purposes, philosophy and objectives of the B.S.N. program are the same for traditional and registered nurse students. However, flexible teaching methodologies take into account the clinical and life experiences of R.N. students. The first course in the nursing sequence is NRS 222, specifically designed as a transition course for registered nurses, to provide content not obtained in their previous educational experience.

Students who have satisfactorily completed a diploma or associate degree program in nursing and who possess a valid Michigan R.N. license may apply for admission to the B.S.N. program. Registered nurses must complete all credits and/or courses in the degree program.

Completion may be achieved in several ways, including:

1. CLEP (College Level Examination Program) and ACT Proficiency Examination Program (PEP) credit. Academic credit may be granted for courses for what students know, regardless of where or how they acquired the knowledge.
2. Transfer of credits. The School of Nursing evaluates previous course work to determine equivalency.
3. Credit by examination at Oakland University. Registered nurses may demonstrate competency by passing competency examinations, except as noted below.
4. Required course enrollment. When course requirements cannot be fulfilled by the above methods, R.N. students must enroll and successfully complete courses. All R.N. students are required to enroll in NRS 222, NRS 420, NRS 422, NRS 430 and NRS 436.

This program is designed to allow students to proceed at their own pace.

# Additional Information

## Accreditation and program review

The Oakland University School of Nursing is accredited by the National League for Nursing and has approval from the Michigan State Board of Nursing.

## Sigma Theta Tau

Theta Psi, the local chapter of Sigma Theta Tau International Honor Society in Nursing, was chartered in April 1986 at Oakland University. Candidates for membership are selected on the basis of superior scholastic achievement, evidence of professional leadership potential and dependable personal qualifications.

## National Student Nurses' Association

Prenursing and nursing students are eligible and encouraged to join and remain members of the National Student Nurses' Association. NSNA is the mechanism through which students participate in planning and formulating policies related to the School of Nursing.

## Qualification for licensure

Licensure is obtained through satisfactory performance on the licensing examination prescribed by the State of Michigan. Upon registration of the license, a nurse is known as a registered nurse (R.N.). Licensure in one state entitles a qualified holder to seek licensure by endorsement in other states.

Applicants who have been convicted of charges other than minor traffic violations may be denied a license to practice nursing.

# Course Offerings

Nursing courses may include student learning experiences in the following settings: classroom, learning resource laboratory and clinical agencies in the community.

**NRS 205 Health Assessment (2)**
Introduces students to the process of health assessment. Emphasis on physical examination of all body systems and techniques for communicating data collected to other health personnel.
Prerequisite: BIO 205 and 206.

**NRS 222 Transition to Professional Nursing (5)**
Introduces framework of nursing curriculum, including the concepts of man, environment, health and nursing. Opportunity for the demonstration of clinical competency. For registered nurses only.

**NRS 223 Introduction to Professional Nursing I (5)**
Introduces framework of nursing curriculum, including the concepts of man, environment, health and nursing. Basic nursing skills are applied to the care of clients experiencing commonly occurring, uncomplicated health deviations.

**NRS 234 Introduction to Professional Nursing II (6)**
Continuation of NRS 223. Examines general principles involved in care of clients undergoing pharmacotherapeutic and/or surgical interventions. Gordon's Functional Health Framework is utilized as the basis for the assessment, planning, implementation and evaluation of nursing care to assigned clients.
Prerequisite: BIO 205 and 206.

**NRS 225 Effective Communication in Clinical Practice (2)**
Focus on effective communication as the basis for implementing the nursing process. Initiates development of skills in deliberative communication, and presents behavioral theory related to successful application of communication skills in both non-clinical and clinical interpersonal encounters.

**NRS 230 Pharmacotherapeutics (2)**
Focuses on basic concepts of pharmacology and their application in the clinical setting. Jointly offered with HS 331.

**NRS 322 Pathophysiology (3)**
Examines how physiological functions are modified by disease processes.

**NRS 323 Nursing Care of Children (4)**
Implications of increasingly complex variables related to health and illness in children. Emphasis is on the interaction of biological responses to stressors from birth through adolescence. Study provides the base for expanding competence in nursing skills centering on care function and more sophisticated application of nursing process with clients in various clinical settings.

**NRS 324 Nursing Care of Adults I (4)**
Explores the effect of variables related to health and illness in the adult. Emphasis is on the interaction of biological responses to stressors in the adult life cycle. Study provides the base for expanding competence in nursing skills centering on care functions and more sophisticated application of nursing process with clients in acute care clinical settings.

**NRS 325 Learning Resource Lab: Adults/Children (1)**
Practice and validation of selected nursing care skills in the learning resource laboratory.
Corequisite: NRS 323 and 324.

**NRS 333 Nursing Care of Clients with Emotional Disorders (4)**
Study focuses on the care of clients in acute psychiatric settings. Includes exploration of variables affecting the development of psychopathology and emphasizes the development of nursing interventions to provide care for patients experiencing acute psychiatric problems.

**NRS 334 Nursing Care of the Emerging Family (4)**
Experience in the care of families throughout the childbearing cycle. Emphasis is on the care of mothers and infants in the labor room, delivery and post partum settings. Focus is on variables contributing to a healthy pregnancy, normal delivery and positive transition to parenthood.

**NRS 360 Advanced Care of the Adult-Extern (4-6)**
Provides precepted theoretical and clinical practice and classroom instruction in an acute care setting, working with an adult population.
Prerequisite: Completion of all junior-level courses.

**NRS 420 Community Health Nursing (8)**
Exploration of the functions of the community health nurse with the individual, the family and the community. Emphasis is on analysis of client adaptation to environmental stressors, nursing actions directed toward prevention of illness, restoration, maintenance and promotion of public health, and collaboration with others in the community to achieve mutual goals.

**NRS 422 Nursing Research (3)**
A broad overview of the research process in nursing. Includes content related to nursing theory, research design, and data analysis strategies. Major emphasis is on the use of research concepts for the purpose of evaluating relevant research for use in nursing practice.

**NRS 430 Leadership in Professional Nursing (3)**
Seminar designed to enable students to develop a beginning framework for nursing leadership and practice. In-depth examination of management principles, theories and professional practice issues.
Corequisite: NRS 436.

**NRS 434 Nursing Care of Adults II (3)**
Nursing of adult clients experiencing increasingly complex biopsychosocial altercations.
Corequisite: NRS 436.

**NRS 436 Practicum in Professional Nursing (5)**
Practicum, offered in a variety of acute care settings designed to facilitate the transition from student to practicing professional. Students will apply the nursing process to acutely ill clients while functioning as a leader and an agent of change.

**NRS 460 Topics in Nursing (2-4)**
Provides comprehensive theoretical nursing content to senior nursing students in a specialty area, e.g., critical care, maternity, industrial, intensive care, operating room, etc. Clinical experience in a health care facility may be required.
Prerequisite: NRS 420 or 430.

**NRS 490 Independent Study (1-12)**
Options include the opportunity for selected students to participate in faculty research or preceptorships in areas of special interest. Permission of undergraduate program director is needed to enroll for more than 4 credits of independent study in one semester. May be taken more than once for a total of 12 credits.

# UNIVERSITY FACULTY

This list reflects faculty appointments effective June 1, 1988 as they were available on the publication date.

## Officers of Instruction

**JOSEPH E. CHAMPAGNE,** President of Oakland University and Professor of Management; Ph.D., Purdue University

**KEITH R. KLECKNER,** Senior Vice President for University Affairs and Provost and Professor of Engineering; Ph.D., Cornell University

## The Faculty

**ALI A. ABBASI,** Clinical Associate Professor of Health Sciences; M.D., Damascus University

**HODA ABDEL-ATY-ZOHDY,** Associate Professor of Engineering; Ph.D., University of Waterloo

**BONNIE F. ABIKO,** Assistant Professor of Art History; Ph.D., Princeton University

**JAMES R. ADAMS,** Clinical Instructor in Medical Laboratory Sciences; M.S., Wayne State University

**MICHELLE M. ADAMS,** Instructor in Political Science, M.A., University of Missouri (Columbia)

**CLARA ADAMS-ENDER,** Adjunct Professor of Nursing; M.S., R.N., University of Minnesota

**JOYCE ADELSON,** Adjunct Assistant Professor of Music; B.M., Eastman School of Music

**CHARLES W. AKERS,** Professor of History; Ph.D., Boston University

**CYRIL A. AKPOM,** Adjunct Professor of Nursing; M.D., Case Western Reserve University

**JANICE ALBRIGHT,** Adjunct Assistant Professor of Music; B.M.Ed., Indiana University

**RAYNOLD L. ALLVIN,** Associate Professor of Music; D.M.A., Stanford University

**ABDUL A. AL SAADI,** Clinical Assistant Professor of Medical Laboratory Sciences; Ph.D., University of Michigan

**OSMAN D. ALTAN,** Adjunct Associate Professor of Engineering; Ph.D., University of California (Berkeley)

**WALLIS MAY ANDERSEN,** Assistant Professor of Rhetoric; Ph.D., University of Detroit

**BLAIR VAUGHN ANDERSON,** Visiting Assistant Professor of Theatre; M.A., Western Illinois University

**KEVIN T. ANDREWS,** Associate Professor of Mathematical Sciences; Ph.D., University of Illinois

**SHELDON L. APPLETON,** Professor of Political Science, Associate Dean for Advising, College of Arts and Sciences, and Acting Associate Provost; Ph.D., University of Minnesota

**JOSEPH A. ARENDS,** Clinical Assistant Professor of Exercise Science; M.D., Wayne State University

**ELWOOD P. ARMOUR,** Clinical Assistant Professor of Medical Physics; Ph.D., University of Texas

**HARVEY J. ARNOLD,** Professor of Mathematical Sciences; Ph.D., Princeton University

**MARY E. ARSHAGOUNI,** Assistant Professor of English; Ph.D., University of California (Los Angeles)

**JOSEPH ASSENZO,** Adjunct Professor of Mathematical Sciences; Ph.D., Oklahoma University

**THOMAS A. ASTON,** Adjunct Assistant Professor of Theatre and Assistant to the Director, Center for the Arts; Wayne State University

**ANN H. ATKINSON,** Assistant Professor of Education; Ph.D., Florida State University

**JOHN W. ATLAS,** Associate Professor of Education; Ed.D., Wayne State University

**ALLEN L. BABCOCK,** Clinical Assistant Professor of Physical Therapy; M.D., Loyola-Stritch School of Medicine (Maywood, Illinois)

**WILLIAM R. BACK,** Clinical Associate Professor of Exercise Science; D.O., Kirksville College

**DONOVAN M. BAKALYAR,** Clinical Associate Professor of Medical Physics; Ph.D., University of Minnesota

**MORRIS I. BANK,** Clinical Associate Professor of Medical Physics; Ph.D., University of Michigan

**JAMES D. BANNON,** Adjunct Professor of Sociology; Ph.D., Wayne State University

**LIZABETH A. BARCLAY,** Associate Professor of Management and Acting Chairperson, Department of Management and Marketing; Ph.D., Wayne State University

**JOHN BARNARD,** Professor of History and Chairperson, Department of History; Ph.D., University of Chicago

**CARL F. BARNES, JR.,** Professor of Art History and Archaeology and Director, Center for the Arts; Ph.D., Columbia University

**RICHARD F. BARRON,** Associate Professor of Education; Ph.D., Syracuse University
**JOHN W. BARTHEL,** Associate Professor of German and Linguistics; Ph.D., University of Illinois
**BILLY BEN BAUMANN,** Clinical Associate Professor of Medical Laboratory Sciences; M.D., Washington University (St. Louis, Missouri)
**MOHAMMAD S. BAZAZ,** Visiting Assistant Professor of Accounting; Ph.D., University of Oklahoma
**JOHN L. BEARDMAN,** Professor of Art; M.F.A., Southern Illinois University
**DAVID C. BEARDSLEE,** Professor of Psychology and Director, Office of Institutional Research; Ph.D., University of Michigan
**RONALD R. BECK,** Adjunct Associate Professor of Engineering; Ph.D., University of Iowa
**DAVID BECKER,** Adjunct Associate Professor of Chemistry; Ph.D., University of Washington
**JACK E. BELEN,** Clinical Assistant Professor of Physical Therapy; D.O., Chicago College of Osteopathic Medicine
**BEVERLY K. BERGER,** Associate Professor of Physics; Ph.D., University of Maryland
**JAY BERNSTEIN,** Clinical Professor of Medical Laboratory Sciences; M.D., State University of New York
**PETER J. BERTOCCI,** Professor of Anthropology; Ph.D., Michigan State University
**KEITH A. BERVEN,** Assistant Professor of Biological Sciences; Ph.D., University of Maryland
**WILLIAM E. BEZDEK,** Associate Professor of Sociology; Ph.D., University of Chicago
**BHUSHAN L. BHATT,** Professor of Engineering and Associate Dean, School of Engineering and Computer Science; Ph.D., Oakland University
**JANE M. BINGHAM,** Professor of Education; Ph.D., Michigan State University
**PETER J. BINKERT,** Professor of Linguistics and Classics; Ph.D., University of Michigan
**MARGARET L. BIRNEY,** Assistant Professor of Nursing; Ph.D., R.N., Wayne State University
**VIRGINIA R. BLANKENSHIP,** Associate Professor of Psychology; Ph.D., University of Michigan
**GLORIA T. BLATT,** Associate Professor of Education; Ph.D., Michigan State University
**CARL E. BLEIL,** Adjunct Professor of Physics; Ph.D., University of Oklahoma
**DUANE L. BLOCK,** Consulting Professor of Health Sciences; M.D., University of Wisconsin
**MARK S. BLUMENKRANZ,** Adjunct Associate Professor of Biomedical Sciences; M.D., Brown University
**DAVID E. BODDY,** Professor of Engineering; Ph.D., Purdue University
**PETER J. BOETTKE,** Visiting Instructor in Economics; M.A., George Mason University
**SETH BONDER,** Adjunct Professor of Mathematical Sciences; Ph.D., Ohio State University
**BIJOY BORDOLOI,** Visiting Assistant Professor of Management Information Systems; Ph.D., Indiana University
**PETER M. BORUTA,** Clinical Assistant Professor of Physical Therapy; M.D., Wayne State University
**ELEFTHERIOS N. BOTSAS,** Professor of Economics and Management; Ph.D., Wayne State University
**LOUIS R. BRAGG,** Professor of Mathematical Sciences; Ph.D., University of Wisconsin
**JEAN S. BRAUN,** Professor of Psychology; Ph.D., Wayne State University
**DANIEL N. BRAUNSTEIN,** Professor of Management and Psychology and Chairperson, Department of Management and Marketing; Ph.D., Purdue University
**DAVID C. BRICKER,** Associate Professor of Philosophy and Chairperson, Department of Philosophy; Ph.D., Johns Hopkins University
**GOTTFRIED BRIEGER,** Professor of Chemistry; Ph.D., University of Wisconsin
**JANE BRIGGS-BUNTING,** Associate Professor of Journalism and Acting Chairperson, Department of Rhetoric, Communications and Journalism; J.D., University of Detroit
**MAX BRILL,** Associate Professor of Psychology; Ph.D., University of Cincinnati
**MARC E. BRIOD,** Associate Professor of Education and Philosophy; Ph.D., Northwestern University
**RICHARD W. BROOKS,** Associate Professor of Philosophy; Ph.D., University of Minnesota
**ARNOLD L. BROWN,** Clinical Assistant Professor of Health Sciences; M.D., University of Texas
**JUDITH K. BROWN,** Professor of Anthropology; Ed.D., Harvard University
**ROBERT W. BROWN,** Associate Professor of Education and Chairperson, Department of Counseling; Ph.D., Wayne State University
**WILLIAM C. BRYANT,** Associate Professor of Spanish; Ph.D., University of California (Berkeley)
**NICOLE B. BUFFARD-O'SHEA,** Instructor in French; M.A., University of Caen
**HARVEY BURDICK,** Professor of Psychology; Ph.D., University of Minnesota
**RICHARD J. BURKE,** Professor of Philosophy; Ph.D., University of Chicago

**FRANCIS M. BUTTERWORTH,** Professor of Biological Sciences; Ph.D., Northwestern University
**HAROLD C. CAFONE,** Professor of Education; Ed.D., University of Arizona
**BARBARA J. CAHALAN,** Clinical Instructor in Medical Laboratory Sciences; B.S., Aquinas College
**BARUCH CAHLON,** Associate Professor of Mathematical Sciences; Ph.D., Tel Aviv University
**JOSEPH A. CALCATERRA,** Clinical Assistant Professor of Industrial Health and Safety; J.D., Wayne State University
**DENIS M. CALLEWAERT,** Professor of Chemistry; Ph.D., Wayne State University
**JOHN B. CAMERON,** Professor of Art History; Ph.D., Yale University
**MARGARET L. CAMPBELL,** Adjunct Instructor in Nursing; M.S.N., R.N., Wayne State University
**RAY A. CARLSON,** Clinical Instructor in Medical Physics; M.S., Wayne State University
**PENNY S. CASS,** Assistant Professor of Nursing, kAssistant Professor of Nursing; M.S., R.N., University of Michigan
**THOMAS W. CASSTEVENS,** Professor of Political Science; Ph.D., Michigan State University
**W.F. PAUL CHAO,** Assistant Professor of Marketing; Ph.D., University of Washington
**CHARLES CHING-AN CHENG,** Associate Professor of Mathematical Sciences; Ph.D., Rutgers University
**KA CHAI CHEOK,** Assistant Professor of Engineering; Ph.D., Oakland University
**J. CURTIS CHIPMAN,** Associate Professor of Mathematical Sciences; Ph.D., Dartmouth College
**MICHAEL CHOPP,** Professor of Physics; Ph.D., New York University
**ROBERT J. CHRISTINA,** Associate Professor of Education; Ph.D., Syracuse University
**JOSEPH P. CHU,** Clinical Associate Professor of Industrial Health and Safety; Ph.D., Purdue University
**FRANK A. CIOCH,** Assistant Professor of Engineering; Ph.D., University of Michigan
**F. JAMES CLATWORTHY,** Associate Professor of Education and Associate Dean, School of Human and Educational Services; Ph.D., University of Michigan
**FRANK M. CLEARY,** Clinical Instructor in Industrial Health and Safety; M.B.A., Washington University
**MARY P. COFFEY,** Assistant Professor of Mathematical Sciences; Ph.D., University of Michigan
**SADIK COKELEZ,** Assistant Professor of Management; D.B.A., Texas Technological University
**WILLIAM W. CONNELLAN,** Adjunct Assistant Professor of Journalism and Associate Provost; Ph.D., University of Michigan
**GEORGE D. COON,** Professor of Education and Chairperson, Department of Reading and Language Arts; Ed.D., Wayne State University
**DAVID N. COOPER,** Associate Professor of Education and Director, Ken Morris Center for the Study of Labor and Work; Ed.D., Rutgers University
**ROSE MARIE COOPER,** Special Instructor in Rhetoric; Ph.D., Wayne State University
**CARLO COPPOLA,** Professor of Hindi-Urdu and Linguistics and Director, Center for International Programs; Ph.D., University of Chicago
**PETER M. CORRY,** Clinical Professor of Medical Physics; Ph.D., University of Texas
**JOHN D. COWLISHAW,** Associate Professor of Biological Sciences; Ph.D., Pennsylvania State University
**RONALD L. CRAMER,** Professor of Education; Ph.D., University of Delaware
**WILLIAM S. CRAMER,** Assistant Professor, University Library; M.S.L.S., Case Western Reserve University
**MICHAEL D. CRIBBS,** Clinical Instructor in Exercise Science; M.S., University of Michigan
**HARRIETT L. CRONIN,** Clinical Instructor in Medical Laboratory Sciences; B.S., St. Mary's College
**DOROTHY CUMMINGS,** Clinical Instructor in Medical Laboratory Sciences; B.S., Wayne State University
**GEORGE DAHLGREN,** Professor of Chemistry, Vice Provost and Dean of Graduate Study; Ph.D., University of Wyoming
**DAVID DANIELS,** Professor of Music; Ph.D., University of Iowa
**MONOHAR K. DAS,** Assistant Professor of Engineering; Ph.D., Colorado State University
**INDRA M. DAVID,** Associate Professor, University Library and Associate Dean, University Library; M.S.L.S., Syracuse University
**JAMES E. DAWSON,** Associate Professor of Music; A.Mus.D., University of Michigan

**HENRY R. DeLORME,** Special Instructor in Exercise Science; M.A.T., Oakland University
**JOSEPH W. DeMENT,** Professor of English; Ph.D., Indiana University
**ROBERT M. DESMOND,** Professor of Engineering and Dean, School of Engineering and Computer Science; Ph.D., University of Minnesota
**DANIEL E. DeSOLE,** Clinical Professor of Health Behavioral Science; M.D., University of Cincinnati
**DAVID DiCHIERA,** Adjunct Professor of Music; Ph.D., University of California (Los Angeles)
**BERNADETTE DICKERSON,** Special Instructor in Rhetoric; B.S., Ohio State University
**GADIS J. DILLON,** Professor of Accounting and Chairperson, Department of Accounting and Finance; Ph.D., University of Michigan
**SUSAN DINGLER,** Clinical Instructor in Medical Laboratory Sciences; B.F.A., University of Wisconsin
**DAVID P. DOANE,** Professor of Economics and Management and Chairperson, Department of Management Information Systems and Quantitative Methods; Ph.D., Purdue University
**ROBERT L. DONALD,** Associate Professor of English; M.A., University of Detroit
**A. CHARLES DORANDO,** Clinical Professor of Physical Therapy; B.S., Adelphi College
**JULIA J. DORMINEY,** Assistant Professor of Education; Ph.D., Florida State University
**NITIN C. DOSHI,** Clinical Assistant Professor of Health Sciences; M.D., S.C.B. College (India)
**JOHN N. DOVARAS,** Associate Professor of Music; M.M., Northwestern University and D.Litt (Honorary), Alma College
**JAMES W. DOW,** Professor of Anthropology; Ph.D., Brandeis University
**DAVID J. DOWNING,** Associate Professor of Mathematical Sciences and Acting Associate Dean, College of Arts and Sciences; Ph.D., University of Iowa
**LINDA DROBISH,** Visiting Instructor in Nursing; M.S.N., R.N., University of North Carolina (Chapel Hill)
**ALFRED J. DuBRUCK,** Professor of French; Ph.D., University of Michigan
**ELENA I. DVORIN,** Clinical Assistant Professor of Medical Laboratory Sciences; Ph.D., Academy of Science of USSR
**HOWARD J. DWORKIN,** Clinical Professor of Medical Physics; M.D., Albany Medical College
**DE WITT S. DYKES, JR.,** Associate Professor of History; M.A., University of Michigan
**WAYNE L. EATON,** Clinical Associate Professor of Medical Laboratory Sciences; M.D., Baylor University
**JANE D. EBERWEIN,** Professor of English; Ph.D., Brown University
**ROBERT T. EBERWEIN,** Professor of English and Chairperson, Department of English; Ph.D., Wayne State University
**JOYCE ECKART,** Assistant Professor of Education; Ed.D., University of Rochester
**MARY ELIZABETH EDDY,** Assistant Professor of Nursing; Ph.D., R.N., University of Connecticut
**ROBERT H. EDGERTON,** Professor of Engineering; Ph.D., Cornell University
**KAREN S. EHRAT,** Adjunct Associate Professor of Nursing; Ph.D., R.N., University of Arizona
**LAURIE N. EISENHOWER,** Assistant Professor of Dance; M.F.A., Arizona State University
**ISAAC ELIEZER,** Professor of Chemistry and Associate Dean, College of Arts and Sciences; Ph.D., Hebrew University of Jerusalem
**NAOMI ELIEZER,** Adjunct Assistant Professor of Biological Sciences; Ph.D., Hebrew University of Jerusalem
**KATHLEEN A. EMRICH,** Assistant Professor of Nursing; M.S., R.N., University of Michigan
**MARTIN A. ERICKSON,** Adjunct Professor of Engineering; M.S., Chrysler Institute
**DAVID H. EVANS,** Professor of Engineering; Ph.D., Brown University
**JAMES R. EWING,** Clinical Instructor in Medical Physics; M.S., Cornell University
**ROBERT I. FACKO,** Associate Professor of Music; Ed. D., Columbia University
**DONALD R. FALKENBURG,** Adjunct Professor of Engineering; Ph.D., Case Western Reserve University
**EDWARD J. FARRAGHER,** Associate Professor of Finance; Ph.D., University of Illinois
**ANNE FEDERLEIN,** Associate Professor of Education; Ph.D., University of Michigan
**DANIEL FINK,** Clinical Assistant Professor of Industrial Health and Safety; M.D., University of Michigan
**WILLIAM C. FISH,** Associate Professor of Education and Philosophy; Ed.D., Columbia University
**THOMAS FITZSIMMONS,** Professor of English; M.A., Columbia University
**SHERMAN T. FOLLAND,** Assistant Professor of Economics; Ph.D., University of Iowa
**AUGUSTIN K. FOSU,** Associate Professor of Economics; Ph.D., Northwestern University
**SUZANNE O. FRANKIE,** Professor, University Library and Dean, University Library; D.P.A., George Washington University
**BARRY A. FRANKLIN,** Clinical Associate Professor of Exercise Science; Ph.D., Pennsylvania State University
**GERALD G. FREEMAN,** Professor of Education; Ph.D., University of Michigan
**SONYA FRIEDMAN,** Adjunct Assistant Professor of Health Sciences; Ph.D., Wayne State University

**JON FROEMKE,** Associate Professor of Mathematical Sciences; Ph.D., University of California (Berkeley)
**DANIEL H. FULLMER,** Associate Professor of Linguistics and English; Ph.D., University of Michigan
**WILLIAM B. FUQUA,** Clinical Associate Professor of Medical Laboratory Sciences; M.D., Medical College of Alabama
**RITA MUNLEY GALLAGHER,** Assistant Professor of Nursing; M.S.N., R.N., Wayne State University
**GEORGE J. GAMBOA,** Associate Professor of Biological Sciences; Ph.D., University of Kansas
**SUBRAMANIAN GANESAN,** Associate Professor of Engineering; Ph.D., Indian Institute of Science (India)
**WILMA GARCIA,** Associate Professor of Rhetoric; Ph.D., Wayne State University
**GEORGE L. GARDINER,** Professor, University Library; M.A., University of Chicago
**ROBERT G. GAYLOR,** Associate Professor, University Library; M.L.S., University of Oklahoma
**JULIEN GENDELL,** Associate Professor of Chemistry; Ph.D., Cornell University
**GEORGE R. GERBER,** Clinical Associate Professor of Health Sciences; M.D., Wayne State University
**GRANT R. GERHART,** Adjunct Professor of Engineering; Ph.D., Wayne State University
**LEONARDAS V. GERULAITIS,** Associate Professor of History; Ph.D., University of Michigan
**RENATE GERULAITIS,** Associate Professor of German and Chairperson, Department of Modern Languages and Literatures; Ph.D., University of Michigan
**FRANK J. GIBLIN,** Associate Professor of Biomedical Sciences; Ph.D., State University of New York
**MICHAEL E. GILLESPIE,** Associate Professor of Theatre; Ph.D., Stanford University
**ALEKSANDRA E. GLOWACKA,** Visiting Instructor in Marketing; M.B.A., Indiana University
**HARRY GOLD,** Associate Professor of Sociology; Ph.D., University of Michigan
**ROBERT J. GOLDSTEIN,** Professor of Political Science; Ph.D., University of Chicago
**SEYMOUR GORDON,** Clinical Professor of Health Sciences; M.D., University of Michigan
**SHELDON R. GORDON,** Assistant Professor of Biological Sciences and Adjunct Assistant Professor of Biomedical Sciences; Ph.D., University of Vermont
**ESTHER M. GOUDSMIT,** Professor of Biological Sciences; Ph.D., University of Michigan
**JAMES D. GRAHAM,** Associate Professor of History; Ph.D., Northwestern University
**KARL D. GREGORY,** Professor of Economics and Management; Ph.D., University of Michigan
**KEVIN T. GRIMM,** Assistant Professor of English; Ph.D., University of Virginia
**JERROLD W. GROSSMAN,** Associate Professor of Mathematical Sciences; Ph.D., Massachusetts Institute of Technology
**THADDEUS A. GRUDZIEN,** Assistant Professor of Biological Sciences; Ph.D., Virginia Polytechnic Institute and State University
**REN-JYH GU,** Assistant Professor of Engineering; Ph.D., State University of New York (Buffalo)
**YOU-LANG GU,** Assistant Professor of Engineering; Ph.D., Purdue University
**ANDREW S. GUNSBERG,** Assistant Professor of Education; Ph.D., University of Illinois
**JOHN F. HALPIN,** Assistant Professor of Philosophy; Ph.D., University of Illinois (Chicago)
**CAROL E. HALSTED,** Associate Professor of Dance; Ed.D., Wayne State University
**BARBARA B. HAMILTON,** Special Instructor in Rhetoric; Ph.D., University of Southern California
**W. DORSEY HAMMOND,** Professor of Education; Ph.D., University of Delaware
**NIGEL HAMPTON,** Associate Professor of English; Ph.D., University of Connecticut
**EVELYN HANSEN,** Clinical Assistant Professor of Medical Laboratory Sciences; Ph.D., Wayne State University
**RANALD D. HANSEN,** Professor of Psychology; Ph.D., University of Connecticut
**FEONA M. HANSEN-SMITH,** Assistant Professor of Biological Sciences; Ph.D., Medical College of Wisconsin
**NASIR U. HAQUE,** Clinical Associate Professor of Health Sciences; M.D., Dacca Medical College (India)
**CLIFFORD V. HARDING,** Adjunct Professor of Biological Sciences; Ph.D., University of Pennsylvania
**KENNETH M. HARMON,** Professor of Chemistry; Ph.D., University of Washington
**ALGEA O. HARRISON,** Professor of Psychology; Ph.D., University of Michigan

**LUCINDA HART-GONZÁLEZ,** Associate Professor of Linguistics, Sociology and Anthropology; Ph.D., Georgetown University
**MICHAEL K. HARTZER,** Visiting Assistant Professor of Biomedical Sciences; Ph.D., Iowa State University
**RICHARD E. HASKELL,** Professor of Engineering; Ph.D., Rensselaer Polytechnic Institute
**SUSAN E. HAWKINS,** Assistant Professor of English; Ph.D., University of Oregon
**GERALD C. HEBERLE,** Associate Professor of History; Ph.D., Ohio State University
**JOHN W. HENKE, JR.,** Visiting Associate Professor of Marketing; Ph.D., Michigan State University
**EGBERT W. HENRY,** Professor of Biological Sciences and Chairperson, Department of Biological Sciences; Ph.D., The City University of New York
**LASZLO T. HETENYI,** Professor Emeritus, Ed.D., Michigan State University
**FRED W. HETZEL,** Professor of Physics; Ph.D., University of Waterloo (Ontario)
**EDWARD J. HEUBEL,** Professor of Political Science; Ph.D., University of Minnesota
**KENNETH R. HIGHTOWER,** Associate Professor of Biomedical Sciences; Ph.D., Southern Illinois University
**PAMELA A. HILBERS,** Special Instructor in Physical Therapy; M.S., University of Michigan
**LINDA L. HILDEBRAND,** Assistant Professor, University Library; M.A., University of Denver
**DONALD C. HILDUM,** Professor of Communications; Ph.D., Harvard University
**VAN E. HILLARD,** Assistant Professor of Rhetoric; Ph.D., University of Cincinnati
**EDWARD H. HOEPPNER,** Assistant Professor of English; Ph.D., University of Iowa
**RICHARD A. HOFLER,** Associate Professor of Economics; Ph.D., University of North Carolina
**MARVIN D. HOLLADAY,** Associate Professor of Music; M.A., Wesleyan University
**STANLEY W. HOLLINGSWORTH,** Professor of Music; Fellow of the American Academy of Roma
**AMIR M. HORMOZI,** Assistant Professor of Management Information Systems; Ph.D., University of Houston
**ALICE S. HORNING,** Associate Professor of Rhetoric and Linguistics; Ph.D., Michigan State University
**RONALD M. HORWITZ,** Professor of Management and Dean, School of Business Administration; Ph.D., Michigan State University
**VIRGINIA R. HOSBACH,** Visiting Special Instructor in Nursing; B.S.N., R.N., Wayne State University
**HAROLD HOTELLING,** Assistant Professor of Economics; Ph.D., Duke University
**ROBBIN R. HOUGH,** Professor of Economics and Management; Ph.D., Massachusetts Institute of Technology
**DAVID HOUSEL,** Associate Professor of Education; Ph.D., Arizona State University
**JOSEPH D. HOVANESIAN,** Professor of Engineering and Chairperson, Department of Mechanical Engineering; Ph.D., Michigan State University
**SHARON L. HOWELL,** Associate Professor of Communications; Ph.D., Wayne State University
**JAMES F. HOYLE,** Professor of English; Ph.D., Princeton University
**JAMES W. HUGHES,** Professor of Education; Ed.D., University of New Mexico
**YAU YAN HUNG,** Professor of Engineering; Ph.D., University of Illinois
**R. DOUGLAS HUNTER,** Associate Professor of Biological Sciences; Ph.D., Syracuse University
**RIKUMA ITO,** Adjunct Professor of Management; Ph.D., University of Illinois
**ODED IZRAELI,** Associate Professor of Economics; Ph.D., University of Chicago
**FRANCES C. JACKSON,** Assistant Professor of Nursing; M.S., R.N., University of Michigan
**GLENN A. JACKSON,** Professor of Engineering and Acting Chairperson, Department of Computer Science and Engineering; Ph.D., University of Michigan
**SHEILA M. JACOBS,** Assistant Professor of Management Information Systems; Ph.D., Arizona State University
**ROBERT W. JARSKI,** Visiting Associate Professor of Health Sciences; Ph.D., University of Iowa
**WILLIAM D. JAYMES,** Associate Professor of French; Ph.D., University of Kansas
**BARBARA J. JENKINS,** Clinical Associate Professor of Medical Laboratory Sciences; M.D., Wayne State University
**MICHAEL M. JOH,** Clinical Assistant Professor of Medical Laboratory Sciences; M.D., Seoul National University (Korea)
**G. PHILIP JOHNSON,** Professor of Mathematical Sciences; Ph.D., University of Minnesota
**MARY A. JOHNSON,** Assistant Professor of Nursing; Ph.D., R.N., Wayne State University
**PATRICK J. JOHNSON,** Associate Professor of Education; Ed.D., Wayne State University
**WILLIAM H. JONES,** Associate Professor of Education; Ph.D., University of Michigan

**ROBERT P. JUDD,** Associate Professor of Engineering; Ph.D., Oakland University
**JORGE A. JUST VIERA,** Clinical Associate Professor of Medical Physics; M.D., University of Maryland
**FREDDY M. KALTENBORN,** Clinical Professor of Physical Therapy; D.O., London College of Osteopathy
**RICHARD F. KANOST,** Assistant Professor of Political Science; Ph.D., University of Oklahoma
**ADRIAN KANTROWITZ,** Adjunct Professor of Physics; M.D., Long Island College of Medicine
**MARY C. KARASCH,** Associate Professor of History; Ph.D., University of Wisconsin
**JOHN J. KARAZIM,** Clinical Associate Professor of Exercise Science; M.D., Wayne State University
**FRANK C. KAVA,** Clinical Assistant Professor of Physical Therapy; M.S., University of Kentucky
**KRISTIE S. KAVA,** Clinical Assistant Professor of Physical Therapy; M.S., University of Kentucky
**JOHN F. KAZMIERSKI,** Clinical Associate Professor of Exercise Science; D.O., College of Osteopathic Medicine and Surgery (Des Moines, Iowa)
**PAUL A. KETCHUM,** Associate Professor of Biological Sciences; Ph.D., University of Massachusetts
**VINCENT B. KHAPOYA,** Associate Professor of Political Science; Ph.D., University of Denver
**NAIM A. KHEIR,** Professor of Engineering and Chairperson, Department of Electrical and Systems Engineering; Ph.D., The Hungarian Academy of Sciences
**TERENCE E. KILBURN,** Adjunct Professor of Theatre and Artistic and General Director, Meadow Brook Theatre
**PATRICIA J. KISH,** Visiting Instructor in Accounting; M.B.A., Wayne State University
**JOSEPH A. KLAITS,** Professor of History; Ph.D., University of Minnesota
**ROBERT KLEIMAN,** Assistant Professor of Finance; Ph.D., Michigan State University
**JOHN S. KLEMANSKI,** Assistant Professor of Political Science; Ph.D., Wayne State University
**NORMAN KLOOSTERMAN,** Assistant Professor of Nursing; M.S.N., R.N., Wayne State University
**DEANNA D. KLOSINSKI,** Clinical Instructor in Medical Laboratory Sciences; M.S., Purdue University
**OSA JACKSON KLYKKEN,** Associate Professor of Physical Therapy and Chairperson, Department of Kinesiological Sciences; Ph.D., University of Michigan
**CHIN LONG KO,** Assistant Professor of Engineering; Ph.D., University of Oklahoma
**ROY A. KOTYNEK,** Associate Professor of History; Ph.D., Northwestern University
**JANET A. KROMPART,** Professor, University Library; M.L.S., University of California (Berkeley)
**KORNELIA KULIG,** Assistant Professor of Physical Therapy; Ph.D., Academy of Physical Education (Wroclaw, Poland)
**DEVADATTA M. KULKARNI,** Assistant Professor of Mathematical Sciences; Ph.D., Purdue University
**ANAHID KULWICKI,** Assistant Professor of Nursing; D.N.S., R.N., Indiana University School of Nursing
**BARBARA MABEE,** Assistant Professor of German; Ph.D., Ohio State University
**RUBEN S. KURNETZ,** Clinical Associate Professor of Health Behavioral Sciences; M.D., University of Michigan
**NANCY S. KURSMAN,** Assistant Professor of Political Science; Ph.D., Rice University
**MARGARET L. KURZMAN,** Special Instructor in Rhetoric; Ph.D., Union Graduate School (Cincinnati, Ohio)
**MYRON M. LaBAN,** Clinical Professor of Health Sciences; M.D., University of Michigan
**I. THEODORE LANDAU,** Associate Professor of Psychology; Ph.D., University of California
**CATHY A. LARSON,** Clinical Instructor in Physical Therapy; M.S., University of Alabama (Birmingham)
**JANUSZ W. LASKI,** Professor of Engineering; Ph.D., Technical University of Gdansk
**MICHAEL A. LATCHA,** Assistant Professor of Engineering; M.S., Wayne State University
**DAVID L. LAU,** Assistant Professor of Communications; Ph.D., Southern Illinois University
**THOMAS W. LAUER,** Assistant Professor of Management Information Systems; Ph.D., Indiana University
**ROSS R. LAVOIE,** Clinical Instructor in Medical Laboratory Sciences; B.A., Wayne State University
**HAI-WOONG LEE,** Associate Professor of Physics; Ph.D., University of Pittsburgh
**LEONARD LEONE,** Adjunct Professor of Theatre
**FRANK J. LEPKOWSKI,** Assistant Professor, University Library; M.L.S., University of Michigan
**MURRAY B. LEVIN,** Clinical Professor of Exercise Science; M.D., Wayne State University

**JOHN H. LIBCKE,** Clinical Associate Professor of Medical Laboratory Sciences; M.D., Wayne State University
**ABRAHAM R. LIBOFF,** Professor of Physics; Ph.D., New York University
**LAWRENCE G. LILLISTON,** Associate Professor of Psychology; Ph.D., Temple University
**ANDREA R. LINDELL,** Professor of Nursing and Dean, School of Nursing; D.N.Sc., R.N., Catholic University
**CHARLES B. LINDEMANN,** Associate Professor of Biological Sciences; Ph.D., State University of New York (Albany)
**KEH CHUNG LIU,** Assistant Professor of Engineering; Ph.D., Pennsylvania State University
**JAMES D. LLEWELLYN,** Adjunct Instructor in Journalism; B.S., University of Wisconsin
**NAN K. LOH,** John F. Dodge Professor of Engineering and Associate Dean, School of Engineering and Computer Science; Ph.D., University of Waterloo
**PAUL LORENZ,** Adjunct Professor of Management; M.B.A., University of Chicago
**JACQUELINE I. LOUGHEED,** Professor of Education; Ed.D.,Wayne State University
**DAVID G. LOWY,** Associate Professor of Psychology; Ph.D., University of Tennessee
**MICHAEL R. LUBETSKY,** Clinical Assistant Professor of Physical Therapy; M.D., Wayne State University
**KURT LUEDTKE,** McGregor Professor of the Humanities and Arts; B.A., Brown University
**AARON LUPOVITCH,** Clinical Associate Professor of Medical Laboratory Sciences; M.D., Wayne State University
**BARBARA MABEE,** Assistant Professor of German; Ph.D., Ohio State University
**WILLIAM A. MACAULEY,** Associate Professor of Political Science and Chairperson, Department of Political Science; Ph.D., University of Houston
**MELANIE MADERCIC,** Clinical Instructor in Medical Laboratory Sciences; M.S., Wayne State University
**SYED MAHMUD,** Assistant Professor of Engineering; Ph.D., University of Washington
**FREDERICK P. MAIBAUER,** Clinical Assistant Professor of Physical Therapy; M.D., Wayne State University
**TADEUSZ MALINSKI,**Associate Professor of Chemistry; Ph.D., University of Poznan
**DONALD G. MALM,** Professor of Mathematical Sciences; Ph.D., Brown University
**J. CHRISTOPHER MALONEY,** Associate Professor of Philosophy; Ph.D., Indiana University
**BRUCE J. MANN,** Assistant Professor of English; Ph.D., University of Michigan
**MICHAEL MARCOTTY,** Adjunct Professor of Engineering; B.,S., University of Reading (England)
**JOHN MARNEY,** Associate Professor of Chinese; Ph.D., University of Wisconsin
**JERRY E. MARSH,** Special Instructor in Engineering; M.S., Oakland University
**ROGER H. MARZ,** Professor of Political Science; Ph.D., Michigan State University
**KAREN J. MASCHKE,** Assistant Professor of Political Science; Ph.D., Johns Hopkins University
**DAVID W. MASCITELLI,** Associate Professor of English; Ph.D., Duke University
**GEORGE T. MATTHEWS,** Professor Emeritus of History; Ph.D., Columbia University
**KATHRYN M. McARDLE-PIGOTT,** Associate Professor of Spanish; Ph.D., Universidad Central de Madrid
**GARY C. McDONALD,** Adjunct Professor of Mathematical Sciences; Ph.D., Purdue University
**CHARLES M. McGRATH,** Adjunct Professor of Biological Sciences; Ph.D., University of California (Berkeley)
**JAMES H. McKAY,** Professor of Mathematical Sciences; Ph.D., University of Washington
**JOHN M. McKINLEY,** Professor of Physiçs; Ph.D., University of Illinois
**ALBERT J. MEEHAN,** Assistant Professor of Sociology; Ph.D., Boston University
**MILDRED H. MERZ,** Associate Professor, University Library; M.L.S., George Peabody College
**DAVID P. MEYER,** Associate Professor of Education; Ph.D., Arizona State University
**KENNETH R. MEYER,** Clinical Associate Professor of Medical Laboratory Sciences; M.D., University of Pennsylvania
**PAUL M. MICHAUD,** Associate Professor of History; Ph.D., University of Chicago
**RAMUNE V. MIKAILA,** Special Instructor in Nursing; M.Ed., R.N., Loyola University
**CREAGH E. MILFORD,** Clinical Associate Professor of Exercise Science; D.O., Chicago College of Osteopathic Medicine
**FATMA MILI,** Assistant Professor of Engineering; Ph.D., University of Paris
**DONALD M. MILLER,** Professor of Education and Chairperson, Department of Human Development and Child Studies; Ph.D., University of Wisconsin

**STEVEN R. MILLER,** Associate Professor of Chemistry; Ph.D., Massachusetts Institute of Technology
**SARUNAS S. MINGELA,** Clinical Instructor of Industrial Health and Safety; M.S., Wayne State University
**BILLY JOE MINOR,** Associate Professor of Education; Ph.D., Indiana University
**MOUFID MITRI,** Clinical Assistant Professor of Health Sciences; M.D., St. Joseph University
**MARY E. MITTELSTAEDT,** Instructor in Nursing; M.S.N., R.N., Wayne State University
**SID MITTRA,** Professor of Economics and Management; Ph.D., University of Florida
**RALPH C. MOBLEY,** Professor of Physics; Ph.D., University of Wisconsin
**JACK R. MOELLER,** Professor of German; Ph.D., Princeton University
**JEAN A. MOHAN,** Visiting Instructor in Nursing; M.S.N., R.N., Wayne State University
**PATRICIA G. MONTENEGRO,** Assistant Professor of Spanish; Ph.D., Stanford University
**SOO-YOUNG MOON,** Assistant Professor of Marketing; Ph.D., University of Oklahoma
**GARY MOORE,** Assistant Professor of Nursing; Ph.D., R.N., Wayne State University
**KATHLEEN H. MOORE,** Associate Professor of Chemistry; Ph.D., Wayne State University
**MICHAEL J. MORDEN,** Visiting Assistant Professor of Philosophy; Ph.D., Columbia University
**DONALD E. MORSE,** Professor of English; Ph.D., University of Connecticut
**CHARLES E. MORTON,** Adjunct Professor of Philosophy; Ph.D., Columbia University
**VIRINDER K. MOUDGIL,** Professor of Biological Sciences; Ph.D., Banaras Hindu University
**EDWARD F. MOYLAN,** Adjunct Professor of Mathematical Sciences; M.A., University of Detroit
**MARY S. MUIR,** Associate Professor of Education and Chairperson, Department of Curriculum, Instruction and Leadership; Ph.D., University of Nebraska
**BRIAN F. MURPHY,** Associate Professor of English and Director, Honors College; Ph.D., University of London
**J. AUSTIN MURPHY,** Assistant Professor of Finance; Ph.D., University of Georgia
**KEVIN J. MURPHY,** Associate Professor of Economics; Ph.D., Michigan State University
**MICHAEL N. MUSCI,** Clinical Assistant Professor of Health Behavioral Sciences; D.O., Michigan State University
**LOUIS J. NACHMAN,** Professor of Mathematical Sciences; Ph.D., Ohio State University
**ASISH C. NAG,** Professor of Biological Sciences; Ph.D., University of Alberta
**JOANNE NAPIEWOCKI,** Adjunct Associate Professor of Nursing; J.D., M.S.N., R.N., Wayne State University
**KEVIN S. NATHAN,** Assistant Professor of Accounting; Ph.D., University of Oregon
**MICHAEL L. NAYLOR,** Assistant Professor of Music; M.M., University of Miami (Florida)
**ROBERT C. NESTOR,** Clinical Assistant Professor of Exercise Science; D.O., Kansas City College of Osteopathic Medicine
**LYLE E. NORDSTROM,** Professor of Music; D.M.A., Stanford University
**RICKY E. OLSON,** Clinical Assistant Professor of Physical Therapy; M.D., Wayne State University
**RONALD E. OLSON,** Professor of Health Behavioral Sciences and Dean, School of Health Sciences; Ph.D., Illinois Institute of Technology
**LAWRENCE D. ORTON,** Associate Professor of History; Ph.D., Indiana University
**LAURIE E. OSBORNE,** Assistant Professor of English; Ph.D., Syracuse University
**CARL R. OSTHAUS,** Associate Professor of History; Ph.D., University of Chicago
**MARY L. OTTO,** Associate Professor of Education and Director of Research and Academic Development; Ed.D., Indiana University
**JAMES R. OZINGA,** Professor of Political Science; Ph.D., Michigan State University
**MOON J. PAK,** Clinical Professor of Health Sciences; Ph.D., University of Minnesota
**PAUL A. PAPPALARDO,** Assistant Professor of Chemistry; Ph.D., Indiana University
**RAVI PARAMESWARAN,** Professor of Management; Ph.D., Georgia State University
**MICHAEL J. PARROTT,** Clinical Assistant Professor of Medical Physics, Ph.D., University of Notre Dame
**DEBORAH P. PARUCH,** Visiting Instructor in Accounting; M.B.A., University of Detroit
**ROBERT G. PAYNE,** Associate Professor of Education; Ph.D., University of Michigan
**EILEEN PEACOCK,** Assistant Professor of Accounting; Ph.D., University of Birmingham (England)
**SANDRA H. PELFREY,** Visiting Assistant Professor of Accounting; M.B.A., Wright State University
**SUBBAIAH PERLA,** Associate Professor of Mathematical Sciences; Ph.D., University of Rochester
**RICHARD L. PETTENGILL,** Assistant Professor, University Library; M.S., Columbia University
**JOHN R. PFEIFER,** Clinical Professor of Health Sciences; M.D., University of Saskatchewan

**DAVID R. PIEPER,** Clinical Associate Professor of Health Sciences; Ph.D., Wayne State University
**MARGARET B. PIGOTT,** Associate Professor of Rhetoric; Ph.D., University of Detroit
**CHRISTINE PILLOW,** Special Instructor in Physical Therapy; M.A., Wayne State University
**GERALD J. PINE,** Professor of Education and Dean, School of Human and Educational Services; Ed.D., Boston University
**ANN M. POGANY,** Assistant Professor, University Library; A.M.L.S., University of Michigan
**RICHARD J. POLLARD,** Clinical Associate Professor of Medical Laboratory Sciences; M.D., Wayne State University
**ANN PORTER,** Associate Professor of Education; Ph.D., Wayne State University
**HAROLD D. PORTNOY,** Clinical Professor of Medical Physics; M.D., Wayne State University
**GERALD V. POST,** Assistant Professor of Economics; Ph.D., Iowa State University
**M. DAVE POULIK,** Adjunct Professor of Biological Sciences; M.D., University of Toronto Medical School
**RAJENDRA PRASAD,** Clinical Associate Professor of Exercise Science; M.D., Prince of Wales Medical College (India)
**DEAN G. PURCELL,** Professor of Psychology; Ph.D., University of Toronto
**MUNIBUR RAHMAN,** Associate Professor of Hindi-Urdu; Ph.D., University of London
**LUELLEN RAMEY,** Associate Professor of Education; Ph.D., University of Florida
**RONALD F. RAPIN,** Assistant Professor of Spanish; Ph.D., Michigan State University
**MARILYN J. RAYMOND,** Special Instructor in Physical Therapy; M.A., Wayne State University
**JOHN R. REDDAN,** Professor of Biological Sciences and Adjunct Professor of Biomedical Science; Ph.D., University of Vermont
**CHANDRA S. REDDY,** Clinical Assistant Professor of Exercise Science; M.D., Osmania Medical College
**VENKAT N. REDDY,** Professor of Biomedical Sciences and Director, Eye Research Institute; Ph.D., Fordham University
**UWE REISCHL,** Associate Professor of Industrial Health and Safety; Ph.D., University of California (Berkeley)
**JOANN RICHARDS,** Adjunct Assistant Professor of Nursing; M.S.N., R.N., Wayne State University
**RODERIC E. RIGHTER,** Professor of Education; Ed.D., Wayne State University
**MICHAEL V. RILEY,** Professor of Biomedical Sciences; Ph.D., Liverpool University
**JOSEPH A. RINALDO,** Consulting Professor of Health Sciences; M.D., Harvard Medical School
**DANIEL F. RING,** Assistant Professor, University Library; M.S.L.S., University of Wisconsin (Madison)
**JOAN G. ROSEN,** Associate Professor of English; M.A., Wayne State University
**JOSEPH S. ROSENSHEIN,** Clinical Associate Professor of Physics; Ph.D., Massachusetts Institute of Technology
**ELIZABETH FROMM ROSS,** Clinical Instructor in Physical Therapy; M.M.Sc., Emory University
**JOSEPH ROSZKA,** Clinical Instructor in Medical Laboratory Sciences; B.S., University of Michigan
**RICHARD J. ROZEK,** Assistant Professor of Industrial Health and Safety; Ph.D., Wayne State University
**MARY L. RUHANA,** Visiting Instructor in Nursing; M.A., R.N., Central Michigan University
**ANDRZEJ RUSEK,** Associate Professor of Engineering; Ph.D., Technical University of Warsaw (Poland)
**JOEL W. RUSSELL,** Professor of Chemistry; Ph.D., University of California (Berkeley)
**BARBARA A. RUSSOL,** Instructor in Nursing; M.S.N., R.N., University of Texas (Galveston)
**JULIUS RUTZKY,** Consulting Professor of Biomedical and Health Sciences; M.D., New York University School of Medicine
**ANANDI P. SAHU,** Visiting Assistant Professor of Economics; Ph.D., Washington University
**JOYCE A. SALANCY,** Clinical Instructor in Medical Laboratory Sciences; M.S., Wayne State University
**KRISTINE S. SALOMON,** Assistant Professor, University Library; M.S.L., Western Michigan University
**TALJIT S. SANDHU,** Clinical Associate Professor of Medical Physics; Ph.D., State University of New York (Buffalo)
**BRIAN P. SANGEORZAN,** Assistant Professor of Engineering; Ph.D., University of Wisconsin (Madison)

**JACQUELINE R. SCHERER,** Professor of Sociology and Chairperson, Department of Sociology and Anthropology; Ph.D., Syracuse University
**FRANK SCHIEBER,** Assistant Professor of Psychology; Ph.D., University of Notre Dame
**RALPH J. SCHILLACE,** Associate Professor of Psychology; Ph.D., University of Cincinnati
**JANICE SCHIMMELMAN,** Associate Professor of Art History; Ph.D., University of Michigan
**DARRELL P. SCHMIDT,** Associate Professor of Mathematical Sciences; Ph.D., Montana State University
**JAMES C. SCHMIDT,** Associate Professor of Education; Ph.D., Wayne State University
**PETER SCHMIDT,** Professor of Chemistry; Ph.D., University of Michigan
**IRWIN E. SCHOCHETMAN,** Professor of Mathematical Sciences; Ph.D., University of Maryland
**THOMAS E. SCHOMAKER,** Clinical Assistant Professor of Exercise Science; D.O., Chicago College of Osteopathic Medicine
**WILLIAM SCHWAB,** Professor of Linguistics and English and Chairperson, Department of Linguistics; Ph.D., University of Wisconsin
**HOWARD S. SCHWARTZ,** Associate Professor of Management; Ph.D., Cornell University
**ROBERT M. SCHWARTZ,** Associate Professor of Education; Ph.D., University of Illinois
**ROBERTA C. SCHWARTZ,** Associate Professor of Journalism; Ph.D., Wayne State University
**JOHN A. SCOTT,** Adjunct Professor of Mathematical Sciences; M.S. Cornell University
**ROBERT L. SEGULA,** Consulting Professor of Health Sciences; M.D., University of Michigan
**MARK W. SEVERSON,** Assistant Professor of Chemistry; Ph.D., University of Minnesota
**MICHAEL D. SEVILLA,** Professor of Chemistry; Ph.D., University of Washington
**CAROLYN A. SHALHOUB,** Clinical Instructor in Medical Laboratory Sciences; B.S., University of Detroit
**MARK M. SHAMAMY,** Adjunct Associate Professor of Engineering; Ph.D., University of Illinois
**DAVID W. SHANTZ,** Associate Professor of Psychology and Chairperson, Department of Psychology; Ph.D., Purdue University
**BARKUR S. SHASTRY,** Associate Professor of Biomedical Sciences; Ph.D., University of Mysore (India)
**A. GARY SHEPHERD,** Associate Professor of Sociology; Ph.D., Michigan State University
**MARY LOU SHERMAN,** Special Instructor in Medical Laboratory Sciences; M.S., Wayne State University
**HITOSHI SHICHI,** Professor of Biomedical Sciences and Assistant Director, Eye Research Institute; Ph.D., University of California (Berkeley)
**BRYAN P. SHUMAKER,** Adjunct Assistant Professor of Physics; M.D., Michigan State University
**DAVID D. SIDAWAY,** Special Instructor in Management; M.Acc., Ohio State University
**BORIS K. SILBERBERG,** Clinical Associate Professor of Medical Laboratory Sciences; M.D., Wayne State University
**ALLEN SILBERGLEIT,** Clinical Associate Professor of Physical Therapy; Ph.D., Wayne State University
**SALLY M. SILK,** Instructor in French; M.A., Middlebury College
**PHILIP SINGER,** Professor of Health Behavioral Sciences and Anthropology; Ph.D., Syracuse University
**DOROTHY J. SMITH,** Clinical Instructor in Physical Therapy; B.S., Wayne State University
**RITA SNYDER-HALPERN,** Adjunct Associate Professor of Nursing; Ph.D., R.N., Indiana University
**DOLORES J. SOLOSKY,** Special Instructor in Nursing; M.S.N., R.N., University of Texas (San Antonio)
**GOPALAN SRINIVASAN,** Assistant Professor of Physics; Ph.D., Indian Institute of Technology (Bombay, India)
**HOWARD SPLETE,** Professor of Education; Ph.D., Michigan State University
**GOPALAN SRINIVASAN,** Assistant Professor of Physics; Ph.D., Indian Institute of Technology (Bombay, India)
**RONALD J. SRODAWA,** Associate Professor of Engineering; Ph.D., University of Michigan
**RICHARD B. STAMPS,** Associate Professor of Anthropology; Ph.D., Michigan State University
**MIRON STANO,** Professor of Economics and Management; Ph.D., Cornell University
**KEITH E. STANOVICH,** Professor of Psychology and Education; Ph.D., University of Michigan
**BRENT S. STEEL,** Assistant Professor of Political Science; Ph.D., Washington State University
**PAUL D. STEIN,** Adjunct Professor of Medical Physics; M.D., University of Cincinnati
**ROBERT L. STERN,** Associate Professor of Chemistry; Ph.D., Johns Hopkins University

**JOHN STEVENSON,** Assistant Professor of Exercise Science; Ph.D., Indiana University
**ROBERT B. STEWART, JR.,** Associate Professor of Psychology; Ph.D., Pennsylvania State University
**CHARLOTTE V. STOKES,** Associate Professor of Art History and Chairperson, Department of Art and Art History; Ph.D., University of Washington
**ALFRED W. STRANSKY,** Associate Professor of Exercise Science, Director of Health Enhancement Programs and Associate Dean for Community Health, School of Health Sciences; Ph.D., Florida State University
**W. PATRICK STRAUSS,** Professor of History; Ph.D., Columbia University
**TARUVIA N. SUBRAMIANIAM,** Assistant Professor of Mathematical Sciences; Ph.D., Brandeis University
**RONALD A. SUDOL,** Associate Professor of Rhetoric; Ph.D., State University of New York (Stony Brook)
**DAVID S. SUGANO,** Clinical Assistant Professor of Industrial Health and Safety; Dr. P.H., University of California (Los Angeles)
**NORMAN SUSSKIND,** Professor of French; Ph.D., Yale University
**ROBERT W. SWANSON,** Professor of Administration and Vice President for Development; B.S., Northwestern University
**RONALD M. SWARTZ,** Professor of Education and Philosophy; Ph.D., New York University
**CAROL A. SWIFT,** Associate Professor of Education; Ph.D., University of Arizona
**WINSON TAAM,** Instructor in Mathematical Sciences; M.A., University of Manitoba
**STEPHEN R. TACKITT,** Adjunct Instructor in Nursing; M.P.H., R.N., University of Michigan
**R. CRAIG TAYLOR,** Professor of Chemistry; Ph.D., Princeton University
**NORMAN TEPLEY,** Professor of Physics and Chairperson, Department of Physics; Ph.D., Massachusetts Institute of Technology
**ANTHONY R. TERSIGNI,** Clinical Assistant Professor of Health Behavioral Sciences; M.P.A., Oakland University
**BARBARA T. THEISEN,** Assistant Professor of Accounting; M.S.T., Walsh College of Accountancy and Business Administration
**S. BERNARD THOMAS,** Professor of History; Ph.D., Columbia University
**DEBORAH D. THOMPSON,** Clinical Instructor in Medical Laboratory Sciences; B.S., University of Michigan
**VIRGIL THOMSON,** McGregor Professor of the Humanities and Arts; A.B., Harvard University
**GERALD C. TIMMIS,** Clinical Professor of Medical Physics; M.D.,Wayne State University
**PAUL TOMBOULIAN,** Professor of Chemistry and Chairperson, Department of Chemistry; Ph.D., University of Illinois
**JOHN E. TOWER,** Associate Professor of Economics and Management and Associate Dean, School of Business Administration; Ph.D., State University of New York (Buffalo)
**DYANNE M. TRACY,** Assistant Professor of Education; Ph.D., Indiana Univesity
**RONALD L. TRACY,** Associate Professor of Economics and Chairperson, Department of Economics; Ph.D., Michigan State University
**ANNE H. TRIPP,** Associate Professor of History; Ph.D., University of Michigan
**SZE-KAI TSUI,** Professor of Mathematical Sciences; Ph.D., University of Pennsylvania
**RICHARD P. TUCKER,** Professor of History; Ph.D., Harvard University
**JYOTI TULADHAR,** Visiting Assistant Professor of Linguistics; Ph.D., Georgetown University
**J. BARRY TURETT,** Associate Professor of Mathematical Sciences; Ph.D., University of Illinois
**ALEXANDER S. ULLMANN,** Clinical Associate Professor of Health Sciences; M.D., University of Munich Medical School (W. Germany)
**NALIN J. UNAKAR,** Professor of Biological Sciences and Adjunct Professor of Biomedical Sciences; Ph.D., Brown University
**CARL R. VANN,** Professor of Health Behavioral Sciences and Political Science; Ph.D., Syracuse University
**MARY P. VAN SELL,** Associate Professor of Management; Ph.D., University of Iowa
**ROBERT P. VAN TIL,** Assistant Professor of Engineering; Ph.D., Northwestern University
**FLAVIO VARANI,** Associate Professor of Music; M.M., Manhattan School of Music
**MIGUEL A. VILLALOBOS,** Assistant Professor of Mathematical Sciences; Ph.D., University of Wisconsin

**SARMA R. VISHNUBHOTLA,** Associate Professor of Engineering; Sc.D., Washington University (St. Louis)
**CHRISTIAN C. WAGNER,** Associate Professor of Engineering; Ph.D., Michigan State University
**SATISH K. WALIA,** Assistant Professor of Biological Sciences; Ph.D., Maharishi Dayavand University (India)
**RICHARD H. WALKER,** Clinical Professor of Medical Laboratory Sciences; M.D., Emory University School of Medicine
**W. DONALD WALLACE,** Associate Professor of Physics; Ph.D., Wayne State University
**A. WHITNEY WALTON,** Assistant Professor of History; Ph.D., University of Wisconsin (Madison)
**STUART S. WANG,** Associate Professor of Mathematical Sciences; Ph.D., Cornell University
**REBECCA L. WARNER,** Assistant Professor of Sociology; Ph.D., Washington State University
**DONALD I. WARREN,** Associate Professor of Sociology; Ph.D., University of Michigan
**ELINOR B. WATERS,** Adjunct Associate Professor of Education; Ed.D., Wayne State University
**GILBERT L. WEDEKIND,** Professor of Engineering; Ph.D., University of Illinois
**PEGGY ANN WEEK,** Clinical Instructor in Medical Laboratory Sciences; B.S., Oakland University
**ROBERT V. WEIMER,** Clinical Instructor in Medical Laboratory Sciences
**PHILIP WEISS,** Adjunct Professor of Chemistry; Ph.D., New York University
**JOHN H. WELCH,** Assistant Professor of Economics; Ph.D., University of Illinois
**JAMES R. WELLS,** Adjunct Professor of Biological Sciences; Ph.D., Ohio State University
**TUNG H. WENG,** Professor of Engineering; Ph.D., University of Missouri (Columbia)
**ROBERT M. WEST,** Adjunct Professor of Anthropology and Biological Sciences; Ph.D., University of Chicago
**GERTRUDE M. WHITE,** Professor Emerita of English; Ph.D., University of Chicago
**JOHN PAUL WHITE,** Assistant Professor of Music; Diploma, Curtis Institute of Music
**PAUL H. WILEDEN,** Adjunct Professor of Political Science; M.P.A., University of Michigan
**SHARON A. WILKERSON,** Adjunct Associate Professor of Nursing; Ph.D., R.N., Wayne State University
**J. LYNNE WILLIAMS,** Associate Professor of Medical Laboratory Sciences and Chairperson, Department of Laboratory Sciences; Ph.D., Wayne State University
**ROBERT M. WILLIAMSON,** Professor of Physics; Ph.D., University of Wisconsin
**FLOYD G. WILLOUGHBY,** Assistant Professor of Management; Ph.D., Michigan State University
**DIANE R. WILSON,** Assistant Professor of Nursing; Ph.D., R.N., Michigan State University
**LORRAINE M. WILSON,** Associate Professor of Nursing; Ph.D., R.N., Wayne State University
**THOMAS G. WINDEKNECHT,** Professor of Engineering; Ph.D., Case Institute of Technology
**BARRY S. WINKLER,** Associate Professor of Biomedical Sciences; Ph.D., State University of New York (Buffalo)
**HOWARD R. WITT,** Professor of Engineering; Ph.D., Cornell University
**SUSAN E. WOOD,** Associate Professor of Art History; Ph.D., Columbia University
**MARK E. WORKMAN,** Associate Professor of English and Folklore; Ph.D., University of Pennsylvania
**STEPHEN J. WRIGHT,** Associate Professor of Mathematical Sciences; Ph.D., Indiana University
**JON A. YATES,** Assistant Professor of Biological Sciences; Ph.D., Tulane University
**JOHN R. YLVISAKER,** Consulting Professor of Health Sciences; M.D., University of Minnesota
**KENNETH M. YORK,** Assistant Professor of Management; Ph.D., Bowling Green State University
**CAROL S. ZENAS,** Assistant Professor of Nursing; Ph.D., R.N., University of Michigan
**HAROLD ZEPELIN,** Associate Professor of Psychology; Ph.D., University of Chicago
**QIUMING ZHU,** Visiting Assistant Professor of Engineering; Ph.D., Rensselaer Polytechnic Institute
**MOHAMED A. ZOHDY,** Associate Professor of Engineering; Ph.D., University of Waterloo
**RICHARD J. ZUNKER,** Consulting Professor of Health Sciences; B.S., Marquette University

# OFFICES OF THE UNIVERSITY

## Board of Trustees

David Handleman, Chairperson
Patricia B. Hartmann, Vice Chairperson
Donald L. Bemis
Larry W. Chunovich
Phyllis Law Googasian
Ken Morris
Stephan Sharf
Howard F. Sims

## Office of the President

**Joseph E. Champagne,** Ph.D., President
**Pamela A. Marin,** Ph.D., Executive Assistant to the President
**Bret Moeller,** M.B.A., Assistant to the President for Planning and Policy Analysis

### Athletics

**Paul E. Hartman,** Ph.D., Director
**Jane E. Bentham,** B.S., Office Manager
**Glenn M. Busam,** P.G.A., Golf Coach
**Shawn Clemons,** B.A., Assistant Women's Basketball Coach and Intramural Director
**Hal Commerson,** B.S., Cross Country Coach
**Donna Dickinson,** Women's Tennis Coach
**Ronald J. Forbes,** B.B.A., Business Manager
**Thomas A. Ford,** M.S., Trainer
**Andrew Glantzman,** M.A., Sports Information Director
**Peter Hovland,** M.A., Men's Swimming Coach
**Robert N. Hurdle,** B.A., Volleyball Coach
**Tracy Huth, B.S.,** Women's Swimming Coach
**Greg Kampe,** M.A., Assistant to the Director, Men's Basketball Coach
**Robert Lees,** B.S., Assistant Men's Basketball Coach, Facilities Manager
**Gary Parsons,** M.S., Soccer Coach
**James Pinchoff,** B.S., Men's and Women's Tennis Coach
**Bob Taylor,** B.S., Women's Basketball Coach
**Thomas Van Voorhis,** M.S., Marketing and Promotions Representative

### Cultural Affairs

**Robert A. Dearth,** B.A., Director
**Mary Lynn Bonnell,** Costumier/Artists Relations Manager, Assistant Public Relations Director, Meadow Brook Music Festival and Theatre
**Lois W. Day,** Box Office Supervisor, Meadow Brook Music Festival and Theatre
**Sylvia P. Coughlin,** Director of Public Relations, Meadow Brook Music Festival and Theatre
**Suzanne Day,** Box Office Manager, Meadow Brook Music Festival and Theatre
**John K. Fischer,** M.B.A., Finance Manager, Meadow Brook Music Festival and Theatre
**Shirley Geary,** Box Office Supervisor, Meadow Brook Music Festival and Theatre
**Kathleen M. Gentile,** Box Office Supervisor, Meadow Brook Music Festival and Theatre
**Stuart C. Hyke,** B.A., Managing Director, Meadow Brook Music Festival
**Terence Kilburn,** General and Artistic Director Meadow Brook Theatre
**Carol J. Lamb,** Accountant and Financial Analyst, Meadow Brook Music Festival and Theatre
**Jane U. Mosher,** Director, Community Relations and Group Sales, Meadow Brook Music Festival and Theatre
**Jacqueline R. Sferlazza,** Assistant to the Director, Community Relations and Group Sales, Meadow Brook Music Festival and Theatre
**James P. Spittle,** Assistant to the Director, Meadow Brook Theatre
**Kiichi Usui,** M.A., Curator, Meadow Brook Art Gallery

### Meadow Brook Hall

**Lowell R. Eklund,** Ph.D., Executive Director, Consultant
**Corenna M. Aldrich,** B.A., Public Relations Director
**Matthew J. Edwards,** Assistant Program Administrator
**Susan Jurkiewicz,** B.A., Assistant Program Administrator
**W. W. Kent, Jr.,** M.M., Program Administrator
**Paul A. McDowell,** B.S., Assistant Managing Director
**Margaret R. Twyman,** Managing Director

### Meadow Brook Health Enhancement Institute

**Alfred W. Stransky,** Ph.D., Director
**Henry R. DeLorme,** M.A., Assistant Director
**Terri L. Darrenkamp,** R.N., Coordinator, Cardiac Rehabilitation and Diabetes Programs
**Terry Dibble,** B.S., Coordinator, Special Programs and Facilities
**Rebecca O'Connor,** Coordinator, Health Maintenance/Health Improvement Program
**Timothy Ismond,** D.O., Medical Director
**Ellie Smith,** M.A., R.D., Nutritionist

## University Affairs

### Office of the Senior Vice President and Provost

**Keith R. Kleckner,** Ph.D., Senior Vice President for University Affairs and Provost
**Sheldon L. Appleton,** Ph.D., Acting Associate Provost and Associate Dean, College of Arts and Sciences
**Thomas H. Atkinson,** M.A., Assistant Provost
**Scott J. Barns,** M.P.A., Administrative Assistant
**Edward T. Bishop,** M.B.A., Management Data Analyst
**William W. Connellan,** Ph.D., Associate Provost
**George Dahlgren,** Ph.D., Vice Provost and Dean of Graduate Study
**Jane D. Eberwein,** Ph.D., Secretary, University Senate
**Wilma Ray-Bledsoe,** B.A., Vice President for Student Affairs

## Computer and Information Systems

**William W. Connellan,** Acting Director
**Paul G. Amaranth,** M.S., Senior Computer Scientist
**Anthony M. Becker,** Systems Programmer
**Sue Biallas,** Programmer Analyst
**Kenneth E. Byrd,** Manager of Technical Services
**Gary L. Cauchon,** Programmer Analyst
**James H. Graham,** Manager, Operations
**Mary F. Grills,** Senior Programmer Analyst
**William C. Haga,** B.S., Manager, Academic Services
**Barbara A. Hallman,** Programmer Analyst
**Steve Holmstrand,** Office Automation Analyst
**Gerard R. Joswiak,** Ph.D., Scientific Programmer Analyst II
**Raymond C. Kraemer,** Senior Systems Analyst
**Vicki Larabell,** Office Automation Analyst
**Lily Li,** M.S., Senior Programmer Analyst
**Warner E. Lindell,** Senior Programmer Analyst
**Mary Lou Matyjanowski,** Senior Programmer Analyst
**John J. McMillan,** Systems Programmer
**Diana L. Nagy,** B.A., Senior Programmer Analyst
**Emeline Shulte,** Senior Programmer Analyst
**Gail S. Trammel,** Assistant Manager, Operations
**Anthony Trojan,** B.A., Senior Systems Analyst
**William S. Watt,** Senior Systems Programmer
**Judith A. Wharry,** Telecommunications Manager
**Karen M. Wisniewski,** Data Base Administrator

## Continuing Education

**Frank P. Cardimen, Jr.,** M.B.A., Interim Director
**Gloria Boddy,** B.S., Program Director, Legal Assistant and Personal Financial Planning Programs
**Nadine E. Jakobowski,** B.S., Director of Marketing and Program Director, Health and Medical Programs and Noncredit Computer Programs
**Kathryn LeBlanc,** M.P.A., Assistant Program Director, Legal Assistant Program
**Katherine Z. Rowley,** Program Director, Plastics Technology Program and Business and Industrial Programs
**Carmen Thomas,** B.S., Program Director, Accounting Assistant and Certified Public Accountant Programs

## Eye Research Institute

**Venkat N. Reddy,** Ph.D., Director
**Hitoshi Shichi,** Ph.D., Assistant Director
**Bhargaven Chakrapani,** M.S., Research Assistant

## General Studies

**Elaine Chapman-Moore,** M.A., Director

## Graduate Study

**George Dahlgren,** Ph.D., Dean
**Sheryl Lynn Clark,** B.S., Assistant to the Dean

## Institutional Research

**David C. Beardslee,** Ph.D., Director

## Kresge Library

**Suzanne O. Frankie,** Ph.D., Dean
**Indra David,** M.S.L.S., Associate Dean
**Eric Condic,** B.A., Manager, Circulation
**Patrick D. McNeill,** Coordinator, Technical Services, ITC
**George T. Preisinger,** M.A., Manager, ITC
**Alexis L. Salisz,** B.A., Manager, Technical Services
**Bernard L. Toutant,** Business Manager

## Registrar

**Lawrence R. Bartalucci,** M.B.A., Registrar
**Ronald L. Somerville,** M.A., Associate Registrar
**Elizabeth A. Millwood,** M.A., Assistant Registrar for Records and Teacher Certification
**Laura A. Schartman,** B.A., Assistant Registrar for Registration

## Research and Academic Development

**Mary L. Otto,** Ed.D., Director
**Barry S. Winkler,** Ph.D., Associate Director
**Patricia A. Beaver,** M.A., Information Specialist
**Arlene Pamukcu,** B.G.S., Grant and Contract Administrator

# Instructional Units

## College of Arts and Sciences

**Brian P. Copenhaver,** Ph.D., Dean
**Sheldon L. Appleton,** Ph.D., Associate Dean
**David J. Downing,** Ph.D., Acting Associate Dean
**Isaac Eliezer,** Ph.D., Associate Dean
**T. Andrew Aston,** B.A., Assistant to the Director, Center for the Arts
**Carl F. Barnes, Jr.,** Ph.D., Director, Center for the Arts
**Clarence Bennett,** B.S., Electronics Engineer
**William Bradford,** Ph.D., Assistant Manager, Chemistry Laboratories
**Patrick Colling,** Instrument Design Engineer
**Gerald Compton,** M.S., Manager, Chemistry Laboratories
**Carlo Coppola,** Ph.D., Director, Center for International Programs
**Sally Daniel,** M.Ed., Manager, Physics Laboratories
**Stewart Dorsey,** Manager, Instrument Shop
**Janice S. Elvekrog,** B.S., Administrative Assistant
**Thomas F. Kirchner,** M.A.T., Administrator for College Services
**Norma Mahle,** M.S., Chemical Research Assistant
**Barbara McCrory,** M.A., Academic Adviser
**Brian F. Murphy,** Ph.D., Director, Honors College
**Louisa C. Ngote,** M.A., Art Curator
**Rosemary Robinson,** M.A., Advising Coordinator
**John C. Shiff,** B.S., Manager, Biological Sciences Laboratories
**Deborah A. Szobel,** B.A., Editorial Associate
**Lynn M. Workman,** B.A., Curator of Slides, Art and Art History
**John D. Woudstra,** B.A., Facilities Manager, Center for the Arts

### School of Business Administration

**Ronald M. Horwitz,** Ph.D., Dean
**John E. Tower,** Ph.D., Associate Dean
**Frank Cardimen,** M.B.A., Director, Center for Economic Development and Corporate Services
**Thomas R. Berry,** B.S., Computer Facilities Administrator
**Katie Kazarian,** M.A., Coordinator for Academic Advising
**Carole Terry,** M.A., Academic Adviser

### School of Engineering and Computer Science

**Robert M. Desmond,** Ph.D., Dean
**Bhushan L. Bhatt,** Ph.D., Associate Dean for Administration
**Nan K. Loh,** Ph.D., Associate Dean, Graduate Studies
**Patrick Bennett,** Academic Adviser/Program Coordinator
**Lisa Birkby,** B.S., Assistant to the Dean
**Leonard M. Brown,** Manager, Engineering Laboratories
**Frederick J. Lutz,** B.S., Engineering Cooperative Education Coordinator
**Robert D. McDonald,** Computer Technologist
**Forrest Wright,** B.G.S., Manager, Mechanical Equipment and Instrumentation

### School of Health Sciences

**Ronald E. Olson,** Ph.D., Dean
**Alfred W. Stransky,** Ph.D., Associate Dean for Community Health
**Arthur J. Griggs,** M.S., Assistant to the Dean
**A. Jayne Hoskin,** M.A., Academic Adviser
**Clifford Snitgen,** Manager, Clinical Research Laboratory

### School of Human and Educational Services

**Gerald J. Pine,** Ph.D., Dean
**F. James Clatworthy,** Ph.D., Associate Dean
**Kathleen Birch,** Training Associate, Continuum Center
**Nancy Collins,** M.A., Coordinator, Advising Center
**David N. Cooper,** Ed.D., Director, Ken Morris Center for the Study of Labor and Work
**Elizabeth A. Cron,** M.A., Coordinator, Counseling Practicum Laboratory
**Roberta Daily,** B.A., Counselor Trainer, Continuum Center
**Jean P. Goebel,** M.A., Academic Adviser, Advising Center
**Jane Goodman,** Ph.D., Associate Director, Continuum Center
**Patricia Gries,** Counselor/Trainer, Continuum Center
**Judith Hoppin,** M.A., Counselor Trainer, Continuum Center
**Jean Kirsch-Sullivan,** Administrative Assistant to the Dean
**Patricia K. Loncharich,** B.A., Academic Adviser, Advising Center
**Irene G. Lopez,** Program Specialist, Ken Morris Center for the Study of Labor and Work
**Dee Lyons,** M.A., Program Specialist, Ken Morris Center for the Study of Labor and Work
**Jacqueline McCarroll,** Counselor/Trainer, Continuum Center
**Symantha O. Myrick,** Program Specialist, Ken Morris Center for the Study of Labor and Work
**Geraldine M. Palmer,** M.A., Coordinator, School and Field Services
**Stephanie Riley,** M.A.T., Program Coordinator, Early Childhood Research, Training and Educational Center
**Laura Snider-Feldmesser,** M.L.S., Director, Resource Center
**Mary Lou Stone,** Coordinator, Continuum Center
**Elinor Waters,** Ed.D., Director, Continuum Center

### School of Nursing

**Andrea R. Lindell,** D.N.Sc., Dean
**Barbara J. Biallas,** Assistant to the Dean
**Susan Lindberg,** M.A., Program Planning Adviser

## Student Affairs

### Office of the Vice President for Student Affairs

**Wilma Ray-Bledsoe,** B.A., Vice President
**Jack T. Wilson,** Ph.D., Associate Vice President
**Ronald B. Kevern,** M.S., Assistant Vice President
**Manuel H. Pierson,** Ed.D., Assistant Vice President for Student Affairs and University-School Relations
**David E. Herman,** Ph.D., Dean of Students
**Jerry Rose,** M.A., Director of Admissions and Scholarships

### Academic Services

**Elaine Chapman-Moore,** M.A., Director
**Marilyn Broderick,** M.A., Assistant Director, Undecided Advising and Placement Testing
**Carole Crum,** M.A., Assistant Director, Orientation and General Studies
**Kate Royce Burdick,** B.A., B.S., Orientation Coordinator
**Freddie Martin,** Ph.D., Counselor and Program Coordinator

### Academic Skill Center

**Robert Donald,** M.A., Director
**Lynn Hockenberger,** M.A., Coordinator

### Admissions and Scholarships

**Jerry Rose,** M.A., Director
**Anne Sandoval,** B.A., Associate Director
**William Headley,** M.A., Assistant Director
**Sharon Manceor,** M.A., Assistant Director
**Caretta A. Cooke,** M.Ed., Admissions Adviser
**Marcy J. Ford,** Admissions Adviser
**Carl Johnson,** B.M.E., Admissions Adviser
**James Pauley,** B.S., Admissions Adviser
**Elsie Pennacchini,** B.A., Admissions Adviser

### Campus Information, Programs and Organizations (CIPO)

**Maura Selahowski,** M.A., Director
**Paul L. Franklin,** M.Ed., Coordinator, Campus Programs
**Veronica Jenkins,** B.S., Administrative Assistant
**Nancy A. Schmitz,** M.A., N.C.C., Coordinator, Student Organizations

### Counseling Center

**Robert S. Fink,** Ph.D., Director
**Bela Chopp,** Ph.D., Associate Director
**Morris Frumin,** M.D., Consulting Psychiatrist
**F. Edward Rice,** Ph.D., Clinical Psychologist
**Patricia J. Rodgers,** D.O., Consulting Physician
**Ralph Schillace,** Ph.D., Clinical Psychologist

### Financial Aid

**Lee Anderson,** M.A., Director
**Cassandra Phillips,** M.A., Associate Director
**Carla Bender,** B.A., Financial Aid Adviser
**Anne Bulliner,** B.A., Financial Aid Officer
**Claudette Kennedy,** M.A., Financial Aid Adviser

### Graham Health Center

**Patricia J. Rodgers,** D.O., Staff Physician
**Carol Linington,** R.N., Head Nurse and Coordinator
**Susan Hayden,** R.N., Staff Nurse

### Oakland Center

**William K. Marshall,** Director
**David L. Bixby,** B.A., Manager, University Bookcenter
**Hosie Hillie,** B.A., Conference Coordinator
**Robert B. Johnson,** Assistant Manager, University Bookcenter
**Mona Wallace,** M.A., Assistant Director, Oakland Center

### Placement and Career Services

**Robert B. Thomas,** M.Ed., Director
**Alan Scott,** M.B.A., Associate Director
**Prasanna Datta,** M.B.A., Assistant Director, Placement and Career Services and Cooperative Education
**Joyce Esterberg,** B.A., Internship Program Manager
**William J. Jorns,** Ed.S., Placement Specialist
**Frederick J. Lutz,** B.S., Coordinator of Cooperative Education
**Gary Moss,** B.A., Coordinator of Cooperative Education
**Karen Pelowski,** B.A., Intern Coordinator

### Residence Halls

**Eleanor L. Reynolds,** Ed.S., Director
**Suzanne Bante,** M.A., Assistant Director
**Dan Lis,** B.S., Assistant Director for Finance and Operations
**Jean Miller,** M.A., Program Director

### Special Advising

**M. Jean Colburn,** Ph.D., Director

### Special Programs

**Monifa Jumanne,** M.Ed., Director
**Robert L. Douglas,** B.S., Assistant Director
**Roxanne Allen,** M.A., Counselor
**Pamela Charleston-Lyons,** M.Ed., Counselor

### Upward Bound

**Elizabeth Glass,** B.A., Director
**Timothy Ray Stokes,** Assistant to the Director

## Developmental Affairs

### Office of the Vice President

**Robert W. Swanson,** B.S., Vice President

### Katke-Cousins Golf Course

**William Rogers,** B.A., P.G.A. Golf Professional and Managing Director
**Glenn M. Busam,** P.G.A., Assistant Golf Professional
**John J. Delcamp,** Greens Superintendent

### Oakland University Foundation

**Robert W. Swanson,** B.S., Executive Vice President
**Marion A. Bunt,** B.A., President's Club Coordinator

## External Affairs

### Office of the Vice President

**David H. Rodwell,** B.A., Vice President for External Affairs, Director of Development

### Alumni Relations

**Pat A. Pancioli,** B.A., Acting Director

### Development

**David E. Lias,** B.S., Director of Major Gifts and Planned Giving
**Paul R. Osterhout,** Ph.D., Director of Corporate and Foundation Relations and Constituent Research

### Gift Accounting and Donor Records

**Pattie S. Harris,** Manager

### News Service

**James D. Llewellyn,** B.S., Senior Editor and News Director
**Jay Jackson,** B.A., Staff Writer

### Publications

**Geoffrey C. Upward,** M.A., Director
**Karel Bond,** B.A., Staff Writer
**Karen Hill,** M.A., Staff Writer
**Mimi Mayer,** B.A., Staff Writer
**Lynn Metzker,** B.F.A., Art Director
**Rick Smith,** B.S., Photographer

### University Relations

**Margo E. King,** Ph.D., Director
**Jill Dunphy,** B.A., Coordinator of Special Projects

## Finance and Administration

### Office of the Vice President

**Robert J. McGarry,** B.A., Vice President for Finance and Administration, Treasurer to the Board of Trustees
**Ray T. Harris,** C.P.A., Associate Vice President
**Barbara Hardeman,** B.S., Director, Purchasing
**Catherine R. Lark,** B.A., Director, Contract Administration and Risk Management
**Laurel A. Strong,** Administrative Assistant
**Nancy Vander Werff,** C.P.A., Financial Analyst

### Budget and Financial Planning

**Patrick C. Nicosia,** C.P.A., Director
**Elizabeth A. Kendall,** B.S., B.A., Assistant Director
**Carl W. Hunt,** B.B.A., Business Manager
**Vicky Hunt,** Budget Analyst
**Mary Jo Koster,** Senior Budget Analyst
**Ronald M. Maierle,** B.S., Business Manager, Auxiliary Operations

### Campus Facilities and Operations

**Alan F. Miller,** M.B.A., Assistant Vice President
**Patricia A. Bergh,** M.B.A., Business Manager
**Frank D. Clark,** Manager, University Services
**Nainan V. Desai,** M.S.M.E., Director of Plant Engineering and Facilities Planning
**Edward R. Dorich,** Coordinator, Energy Management Systems
**Frank S. Draveski,** B.S., Supervisor, Central Heating Plant
**Melvin E. Gilroy,** Senior Investigator
**Richard W. Leonard,** M.S., Director, Public Safety
**Clare C. McVety,** General Foreman, Building Maintenance
**Richard C. Moore,** Director, Special Services
**Albert P. Nordheden,** M.S., Landscape Architect
**M. Sue Smith,** Property Manager
**John R. SoloRio,** B.S., Senior Architect
**Roger A. Walklin,** Superintendent of Plant Maintenance
**Weldon Williams,** Foreman, Mechanical and Electrical Maintenance

### Controller's Office

**Thomas C. Evans,** C.P.A., Controller
**Vivian Lennox,** M.B.A., Assistant Controller
**Rockne C. DeLauney,** B.A., Special Accounts Analyst
**Barbara S. Gaves,** Payroll Manager
**Barbara B. Hedberg,** B.A., Manager Cashier/Vouchet Audit
**Nancy R. Pappenfuss,** Chief Accountant

### Employee Relations

**Willard C. Kendall,** M.A., Assistant Vice President
**John E. McNab,** B.B.A., Assistant Director of Employee Relations, Manager of Compensation Administration
**Larry Sanders,** B.A., Personnel Specialist/Compensation Analyst
**David C. Strubler,** M.A., Manager, Employment and Staff Development

### Internal Audit

**Peggy Cooke,** C.P.A., Manager
**David P. Vartanian,** B.S., Internal Auditor

# Governmental Affairs

### Office of the Vice President and General Counsel

**John H. DeCarlo,** J.D., Secretary to the Board of Trustees, Vice President for Governmental Affairs and General Counsel
**Robert H. Bunger,** J.D., Assistant General Counsel
**June A. Rosenbloom,** J.D., Staff Attorney
**Catherine J. Rush,** J.D., Director, Office of Equal Opportunity

# Oakland University Foundation

Through its activities, the Oakland University Foundation provides influence, advice and financial support to the university. Support generated by its President's Club and other activities augments traditional resources of tuition and state appropriations, and serves to enhance and maintain the high-quality characteristics of the educational, cultural and public-service programs of Oakland University.

### Directors

**Marvin L. Katke,** Chairman
**Robert J. McGarry,** Treasurer
**Harold G. Warner,** Secretary
**Harold A. Cousins**
**Andrew G. Creamer**
**Walter E. Douglas**
**Edwin O. George**
**Ernest L. Grove, Jr.**
**David T. Harrison**
**Fred D. Houghten**
**Ruth Huebner**
**Dorothy Johnson**
**A. Randolph Judd***
**Semon E. Knudson**
**Walton A. Lewis**
**Paul F. Lorenz**
**Alex C. Mair**
**Howard L. McGregor, Jr.**
**Norman F. Mealey**
**Eugene A. Miller**
**John F. Mills***
**Marian Mitchell**
**Jody Petersen**
**Henry D. Price**
**Roy E. Rewold**
**Stephan Sharf**
**Phillip G. Williams***
**Joseph E. Champagne,** *ex officio*
**James L. Howlett,** *ex officio*
**Robert W. Swanson,** *ex officio*
Executive Vice President

*Alumnus of Oakland University*

# INDEX


Academic
advising,22
Conduct Policy, 39
forgiveness, 42
honors, 39
options, 187
probation and dismissal, 40
records, 38
Services and General Studies, 22
Skills Center, 26
Support Program, 27
Accounting
courses (ACC), 216
major, 209
minor, 214
Accreditation
business administration, 206
chemistry, 72
education, 291
engineering, 227
nursing, 315
physical therapy, 270
university, 7
Admission
arts and sciences, 49
engineering and computer sciences, 228
freshmen, 10
from Michigan community colleges, 11
guest status, 11
nonmatriculating, 12
non-U.S. citizens, 11
nursing, 311
post-baccalaureate status, 12
second degree, 12
transfers, 10
Advanced
placement, 13
standing, Honors College, 199
Advertising minor, 170
Advising
arts and sciences, 51
fee, orientation and advising, 20
General Studies, 265
School of Engineering and Computer Science, 229
School of Human and Educational Services, 289
special, 25
undergraduate, 22
African and Afro-American studies program, 95
American
Chemical Society, 72
studies courses (AMS), 187
Anatomy specialization, 63
Anthropology courses (AN), 174
Applicable analysis and mathematical modeling courses (APM), 107
Application fee, 20
Applied
language courses (ALS), 99
statistics concentration, 188
Archaeology concentration, 188
Art and Art History, Department of, 55
Art history courses (AH), 56
Arts and Sciences, College of, 49
cooperative education, 54
degree requirements, 49
departmental honors, 52
distribution requirements, 50
multiple majors, 52
Associate degree, two-plus-two, 264
Athletics, 48
Auditing courses, 29
Biochemistry
courses (BCM), 183
program, 182
Biological Sciences,
Department of, 61
courses (BIO), 63
Board of Visitors
School of Business Administration, 205
School of Engineering and Computer Science, 227
School of Human and Educational Services, 290
School of Nursing, 310
Business Administration, School of, 205
awards, honors, scholarships, 215
cooperative education, 215
*course descriptions:*
accounting, (ACC), 216
economics (ECN), 78,218
finance (FIN), 221
management (MGT), 221
management information systems (MIS), 222
marketing (MKT), 223
organizational behavior (ORG), 224

production and operations management (POM), 225
quantitative methods for management (QMM), 226
Calendar, 6
Campus Information, Programs and Organizations (CIPO), 23
Cancellation, extension class, 46
Career
advising, 22
Services and Placement, 25
Center
for International Programs, 94
for Robotics and Advanced Automation, 228
for the Arts, 204
Certification
elementary education, 294
undergraduate *(see department section)*, 294
music education, 128
Certified Public Accountant preparation, 209
Change of courses, 29
Chemistry
courses (CHM), 73
Department of, 70
engineering, 72, 250
Child care, 26
Child studies, 297
Chinese
courses (CHE), 113
studies *(see East Asian studies)*, 95
Cinema courses (CIN), 190
CLEP (credit by examination), 13
College of Arts and Sciences, *see Arts and Sciences, College of*
Commendations, *see honors*
Communication
courses, (SCN), 167
program, 166
Competency, course, 29
Computer
engineering, major, 238
science courses (CSE), 254
science major, 188, 240
Concentrations, 53
American studies, 187
applied statistics, 188
archaeology, 188
energy studies, 189
environmental studies, 189
film aesthetics and history, 189
folklore and popular culture, 190
for engineering and computer science students, 234
gerontology, 191
health behavioral sciences, 287
labor studies, 303
linguistics, 99
Michigan studies, 191
preprofessional studies in medicine, dentistry and optometry, 192
religious studies, 193
social justice and corrections, 194
social services, 194
urban studies, 195
women's studies, 195
Congress, student government, 24
Continuing Education, 46
Continuum Center, 289
Cooperative education, 25
arts and sciences, 54
business administration, 215
engineering and computer science, 232
Counseling Center, 27
Course
competency, 29
competency examination fee, 19
fees, 19
regulations, 28
system, 28
Credit system, 28
Curriculum, Instruction and Leadership, Department of, 291
Cytotechnology
courses (CT), 280
specialization, 278
Dance courses (DAN), 137
Dean of Students, 23
Degree requirements, 30
Degrees, additional, 12, 35
Dismissal, 40
appeals process, 42
option program, 42
Distribution fields, arts and sciences, 50
Double majors, 35
Early childhood education
courses (EC), 297
program, 297
Early music, 126
East Asian studies program, 95
Economics
courses (ECN), 78, 218
Department of, 77
major, Bachelor of Arts, 77
major, Bachelor of Science, 212
minor, 78, 214

Education courses
early childhood (EC), 297
elementary education (EED), 295
foundations of education (FE), 298
human interaction (HI), 304
labor education (LE), 307
reading (RDG), 309
secondary education (SED), 296
special education (SE), 299
vocational and technical education, (VTE), 308
Electrical engineering
courses (EE), 258
major, 242
Elementary education, 291
candidacy, 291
certification, 294
courses (EED), 295
major/minor concentrations, 293
post-bachelor, 291
Energy studies
concentration, 189
courses (EGY), 189
Engineering chemistry major, 72, 250
Engineering physics major, 251
Engineering and Computer Science, School of, 227
admission, 228
*course descriptions:*
engineering (EGR), 253
computer science and engineering (CSE), 254
electrical engineering (EE), 258
mechanical engineering (ME), 259
systems engineering (SYS), 261
transfer policy, 228
English
courses (ENG), 81
Department of, 80
Enrollment deposit, 20
Environmental
and resource management specialization, 184
health, 184
studies concentration, 189
studies courses (ENV), 185
Ethics policy, 38
Evening programs, 46
Exception, petition of, 35
Exercise science
courses (EXS), 272
program, 269
Extension program, 46
Faculty, university, 318
Family Educational Rights/Privacy Act, 3
Fees, 18
Field experience program, 54
Film aesthetics/history
concentration, 189
courses (CIN), 190
Finance
courses (FIN), 221
major, 209
minor, 214
Financial
Aid, Office of, 14
assistance, 14
Folklore and popular culture
concentration, 190
Forgiveness, academic, 42
Foundations of education courses (FE), 298
French courses (FRH), 114
Freshman admission, 10
General
education requirements
business administration, 207
elementary education, 292
engineering and computer science, 230
Honors College, 199
university undergraduate, 32
management major, 210
service fee, 19
Studies degree, 264
German courses (GRM), 115
Gerontology
concentration, 191
courses (GRY), 191
Grade point requirement, 31
Grading system, 37
Graduate studies, 13
Graduation service fee, 20
Grants-in-aid, 14
Guest status admission, 11
Handicapped, special advising, 25
Health behavioral sciences
courses, (HBS), 287
program, 286
Health Sciences, School of, 267
core curriculum, 268
courses (HS), 268
Health Services, 27
Hindi-Urdu courses (HIU, HIN, URD), 117
History
courses (HST), 88
Department of, 87
Histotechnology
courses (HT), 280

specialization, 278
Honors
academic, 39
anthropology, 174
art history, 56
biology, 62
business administration, 215
chemistry, 71
communication arts, 164
economics (arts and sciences), 78
English, 81
general studies, 265
history, 87
Honors College, 200
international studies, 94
journalism, 164
linguistics, 99
mathematics, 104
modern languages, 112
music, 123
philosophy, 139
physics, 146
political science, 152
psychology, 158
sociology, 174
university, 39
Honors College, 199
courses (HC), 200
Housing, 24
Human
and Educational Services, School of, 288
Advising Center, 289
certification, elementary education, 294
School and Field Services, 289
Resource Center, 290
Development and Child Studies, Department of, 297
interaction courses (HI), 304
Resource Development
courses (HRD), 305
Department of, 300
minor, 303
services specialization, 301
Independent
major, arts and sciences, 52
study, engineering, 236
Industrial health and safety
courses (IHS), 284
program, 283
Intercollegiate athletics, 48
Interdepartmental programs, arts and sciences, 52
International
economics minor, 111
management minor, 214
Programs, Center for, 94
students, advising, 25
Studies courses (IS), 96
Internship program, 25
Italian courses (IT), 117
Japanese
courses (JPN), 118
studies *(see East Asian studies)*, 95
Journalism
courses (JRN), 170
program, 169
Kinesiological Sciences, Department of, 269
Labor
education courses (LE), 307
studies center, 289
studies concentration, 303
Laboratory Sciences, Department of, 276
Late
add fee, 20
payment penalty, 20
registration fee, 19
Latin American studies program, 96
Legal assistant program, 152
Library, 44
Licensure, nursing, 315
Linguistics
courses (LIN), 100
Department of, 98
Literatures in translation courses (LIT), 121
Loans, short-term, 15
Lowry Early Childhood Center, 26, 289
Major requirements, arts and sciences, 49
Majors *(see also modified majors)*
accounting, 209
African and Afro-American studies, 95
anthropology, 173
art history, 55
arts and sciences, 57
biochemistry, 182
biology, 61
business administration, 207
chemistry, 71
Chinese language and civilization, 111
Chinese studies *(see East Asian studies)*, 95
communication arts, 166
computer engineering, 238
computer science, 240

computer science, 240
East Asian studies, 95
economics (Bachelor of Arts), 77
economics (Bachelor of Science), 212
electrical engineering, 242
elementary education, 291
engineering chemistry, 72,250
engineering physics, 145, 251
English, 81
environmental health, 184
finance, 209
French, 111
general management, 210
German, 111
history, 87
human resource development, 300
human resources management, 210
independent, 52
industrial health and safety, 283
international studies, 94
Japanese studies *(see East Asian studies)*, 95
journalism, 170
Latin American language and civilization, 112
Latin American studies, 96
linguistics, 98
management information systems, 211
marketing, 211
mathematical sciences, 103
mechanical engineering, 246
medical laboratory sciences, 277
medical physics, 145
modern languages, 111
music, (Bachelor of Arts), 124
music, (Bachelor of Music), 124
nursing, 312
philosophy, 139
physical therapy, 270
physics, 145
political science, 151
psychology, 158
public administration/public policy, 152
Registered Nurse sequence, 314
Russian language and civilization, 112
Slavic studies, 98
sociology, 173
sociology and anthropology, 173
South Asian studies, 95
Spanish, 111
systems engineering, 243

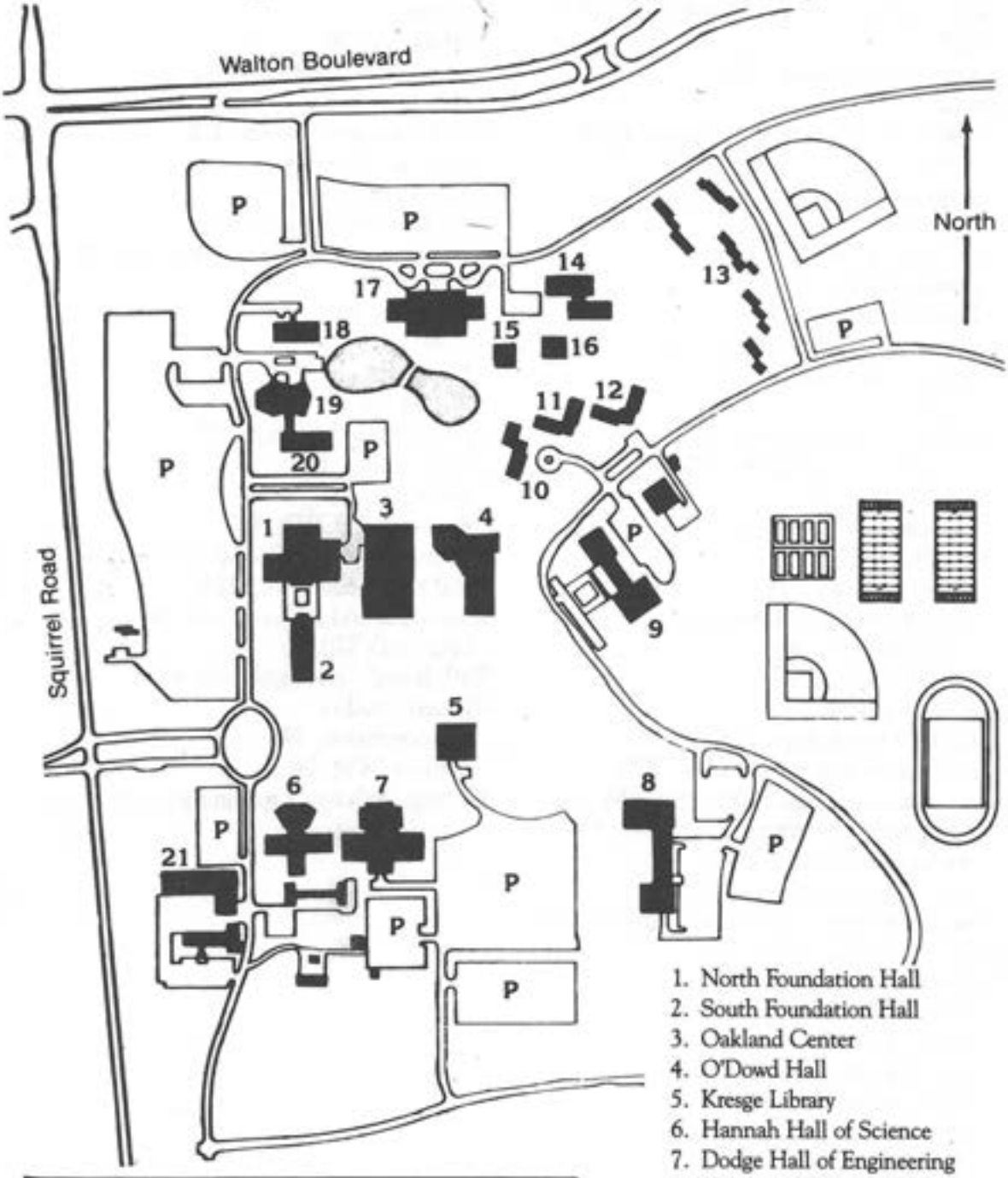
Major standing
biochemistry, 182
biology, 61
business administration, 208
chemistry, 70
computer science, 231
economics (Bachelor of Arts), 78
economics (Bachelor of Science), 213
elementary education, 292
engineering, 231
journalism, 169
modern languages, 110
music, 128
Majors, additional, 35
Management
courses (MGT), 221
minor, 214
Management information systems
courses (MIS), 222
major, 211
Marketing
courses (MKT), 223
major, 211
Master's programs
arts and sciences, 54
business administration, 206
education, 288
engineering and computer science, 228
interschool M.B.A., 54
Mathematical methods of operations research courses (MOR), 108
Mathematical Sciences, Department of, 102
Mathematics
courses (MTH), 105
for elementary education majors courses (MTE), 109
Meadow Brook
Art Gallery, 7
Hall, 7
Health Enhancement Institute, 267
Music Festival, 7
Theatre, 7
Mechanical engineering
courses (ME), 259
major, 246
Medical
laboratory sciences, 277
laboratory sciences courses (MLS), 281
physics, 279
technology courses (MT), 282
technology specialization, 278

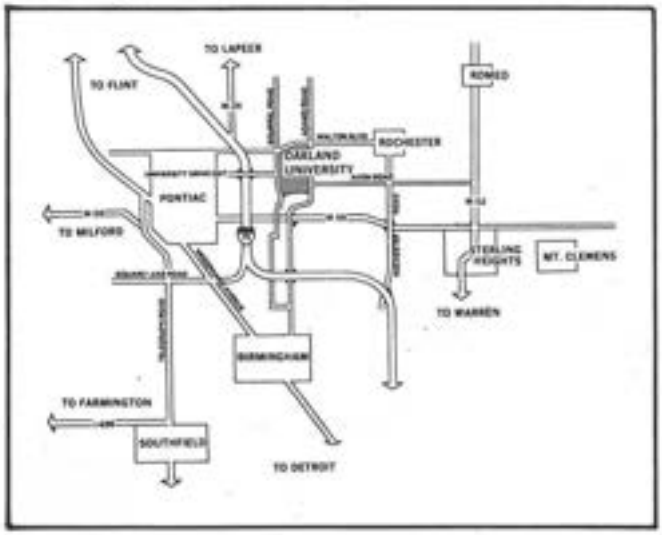
Michigan
studies concentration, 191
courses (MC), 192
teaching certification, 294
Microbiology specialization, 63
Minors
accounting, 214
advertising, 170
African and Afro-American studies *(see international studies)*, 95
anthropology, 174
art history, 56
biology, 63
chemistry, 72
Chinese studies *(see East Asian and international studies)*, 95
communication arts, 167
computer science
(for mathematics majors), 188
(for nonengineering majors), 241
dance, 135
economics, 78, 214
East Asian studies, 95
English, 81
finance, 214
for engineering and computer science majors, 234
for general studies majors, 265
for liberal arts programs, 52
for nonbusiness majors, 214
German studies, 112
history, 88
human resource development, 303
industrial health and safety, 284
international management, 214
international studies, 94
journalism, 170
Latin American studies, 96
linguistics, 99
management, 214
mathematics, 104
modern languages, 112
modern language and literature, 112
music, 128
philosophy, 140
physics, 146
political science, 153
production and operations management, 214
psychology, 158
quantitative methods, 214
science, 198
Slavic studies, 95
sociology, 174
South Asian studies, 95
studio art, 56
theatre, 135
Modern Languages and Literatures, Department of, 110
language courses (ML), 122
Modified majors
anthropology, 173
biology, 63
communication arts, 167
English, 81
German, 111
linguistics, 98
philosophy, 140
psychology, 158
sociology, 173
Music, Theatre and Dance, Department of, 123
applied music juries, 128
auditions, 128
certification, 128
*course descriptions:*
dance (DAN), 137
music (MUA, MUE, MUS, MUT), 128-135
theatre (THA), 136
education
instrumental, 124
vocal, 125
ensembles, 128
National
Student Exchange, 26
Student Nurses' Association, 315
Need-based grants-in-aid, 14
New Charter College, 201
courses (NCC), 201
Nonmatriculating admission, 12
Non-U.S. citizens, admission, 11
Nuclear medicine technology
courses (NMT), 282
specialization, 279
Nursing, School of, 310
academic standing, 313
annual requirements, 313
clinical placements, 313
courses (NRS), 315
licensure, 315
Oakland Center, 24
Occupational
health/safety specialization, 184

technical education specialization, 303
Off-campus studies programs, 197
Operations
management courses (POM), 225
research courses (MOR), 108
Organizational behavior courses (ORG), 224
Orientation, 22
Out-of-state tuition regulations, 21
Overseas study, 197
Performance
orchestral instruments or guitar, 126
piano or organ, 125
voice, 125
Petition of exception, 35
Philosophy
courses (PHL), 140
Department of, 139
Physical
education, *(see exercise science)*, 272
therapy courses (PT), 273
therapy program, 270
Physics
courses (PHY), 146
Department of, 149
engineering, 251
Placement
advanced, 13
and career services, 25
exams
chemistry, 73
mathematical sciences, 102
modern languages, 110
physics, 146
testing, 23
Plan of study
engineering and computer science, 229
general, 31
nursing, 312
Political science
courses (PS), 153
Department of, 151
Post-baccalaureate status, admission, 12
Pre-elementary education, 291
Prelaw studies, 196
Prenursing year, 311
Preprofessional studies in medicine, dentistry and optometry, 192
Privacy Act, 38
Probation, academic, 40
Procedural requirements, 34
Psychology
courses (PSY), 159
Department of, 158
Public administration/public policy, 152
Quantitative methods for management
courses (QMM), 226
minor, 214
Reading and Language Arts
courses (RDG), 309
Department of, 309
Readmission, 12,43
Records, academic, 38
Refund of fees, 21
Registered Nurse sequence, 314
Regulations governing courses, 28
Religious studies
concentration, 193
courses (REL), 193
Repeating courses, 30
Research and Development, Office of, 289
Residence
hall facilities, 24
hall fees, 20
requirement, 31
Resource Center (SHES), 290
Responsibility, student, 28
Rhetoric, Communications and Journalism,
courses (RHT), 165
Department of, 164
program, 165
Russian courses (RUS), 118
Scholarships, 15
School and field services office, 289
Science studies courses (SCS), 296
Secondary
certification, 53
education courses (SED), 296
teaching minors
arts and sciences, 53
biology, 63
chemistry, 72
English, 81
history, 88
mathematics, 104
modern languages, 112
music, 128
physics, 146
science, 198
social studies, 294
speech, 167
Short-term loans, 15

Skill development courses (MTH 011-012), 103
Slavic studies program, 96
Social
  justice and corrections concentration, 194
  services concentration, 194
  studies, 294
Sociology and Anthropology
  courses (SOC), 177
  Department of, 173
South Asian studies program, 95
Spanish courses (SPN), 119
Special
  Advising, Department of, 25
  education courses (SE), 299
  needs groups, 25
  Programs, Department of, 27
Specialization
  cytotechnology, 279
  environmental and resource management, 184
  histotechnology, 278
  human services, 301
  medical technology, 278
  nuclear medicine technology, 279
  occupational health and safety, 184
  occupational/technical education, 303
  training and development, 302
  toxic substance control, 185
Speech communication courses (SCN), 167
Statistics courses (STA), 108
Student
  Affairs, Division of, 22
  employment, 14, 25
  organizations, activities, 23
  responsibility, 28
Studio art
  courses (SA), 59
  minor, 56
Summer Support Program, 27
Systems engineering
  courses (SYS), 261
  major, 243
Theatre courses (THA), 136
Theory and composition, music
  courses (MUT), 134
  program, 126
Toxic substance control specialization, 185
Training and development
  specialization, 302
Transfer
  admission, 10
  engineering, 228
  policy, 36
Translation certification, 112
Tuition and fees, 18
Tutorial assistance, 27
Two-plus-two program, 264
Undergraduate degree requirements, 30
University
  Congress, 24
  honors, 39
  library, 44
  offices, 331
Upward Bound program, 27
Urban studies, 195
  courses (CHD), 195
Urdu courses (URD), 117
Veterans Affairs, Office of, 26
Vocal music education, 125
Vocational and technical education courses (VTE), 26
Withdrawals, undergraduate, 43
Women's studies
  concentration, 195
  courses (WS), 196
Writing proficiency requirement, 31

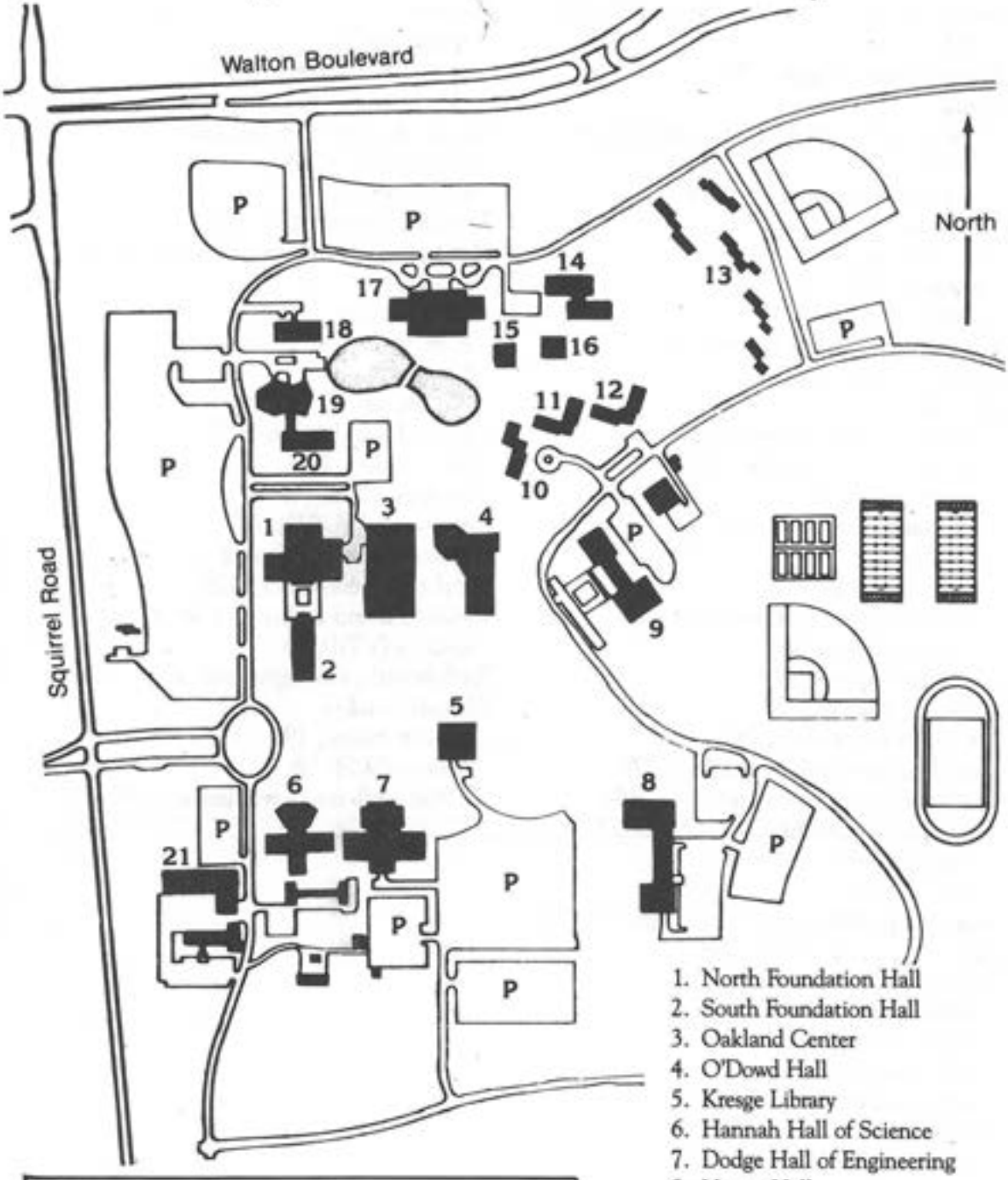
# Main Campus of Oakland University

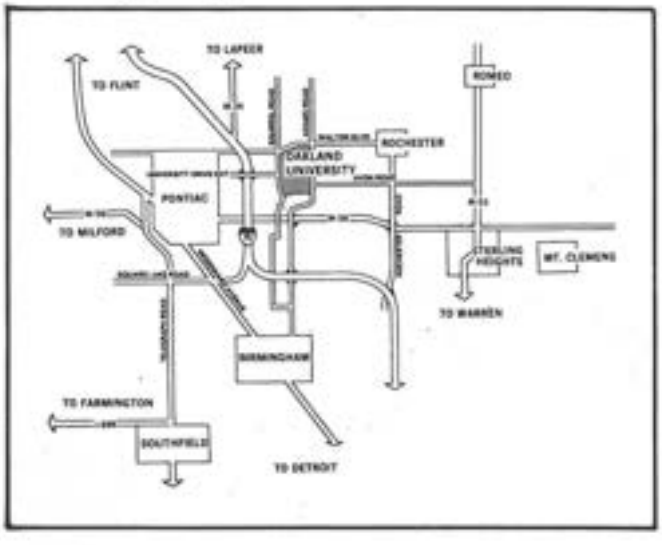



1. North Foundation Hall
2. South Foundation Hall
3. Oakland Center
4. O'Dowd Hall
5. Kresge Library
6. Hannah Hall of Science
7. Dodge Hall of Engineering
8. Varner Hall
9. Lepley Sports Center
10. Fitzgerald House
11. Anibal House
12. Pryale House
13. George T. Matthews Apartments
14. Hamlin Hall
15. Hill House
16. Van Wagoner House
17. Vandenberg Hall
18. Graham Health Center
19. Meadow Brook Theatre and Art Gallery
20. Wilson Hall
21. Public Safety and Services Building

# Main Campus of Oakland University




1. North Foundation Hall
2. South Foundation Hall
3. Oakland Center
4. O'Dowd Hall
5. Kresge Library
6. Hannah Hall of Science
7. Dodge Hall of Engineering
8. Varner Hall
9. Lepley Sports Center
10. Fitzgerald House
11. Anibal House
12. Pryale House
13. George T. Matthews Apartments
14. Hamlin Hall
15. Hill House
16. Van Wagoner House
17. Vandenberg Hall
18. Graham Health Center
19. Meadow Brook Theatre and Art Gallery
20. Wilson Hall
21. Public Safety and Services Building

OAKLAND UNIVERSITY
3 1816 00251263 2

DATE DUE

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Oakland
UNIVERSITY