

Department of Philosophy

Professor:	James C. Haden, Chairman
Associate Professors:	Richard J. Burke Alfred Lessing
Assistant Professors:	Richard W. Brooks Henry Rosemont, Jr.
Lecturer:	Charles E. Morton

Philosophy is one of the oldest, often one of the least understood of the liberal arts. The philosopher is interested in all aspects of human life, searching for the greatest possible clarity concerning the most fundamental questions. There is no one kind of philosophy; there are many kinds, each with its own value. Philosophy has always served two functions: the first is speculative, the attempt to formulate illuminating generalizations about science, art, religion, nature, society, and any other important topic; the second is critical, the unsparing examination of its own generalizations and those of others to uncover unfounded assumptions, faulty thinking, hidden implications, and inconsistencies. The study of philosophy is designed to encourage a spirit of curiosity, a sensitivity toward the uses of words, a sense of objective assessment toward oneself as well as others. Competence in philosophy is solid training for advanced study in such fields as law, government, and public administration, as well as the ministry and teaching.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN PHILOSOPHY

Nine departmental courses (36 credits) are required, including one in logic (PHL 102 or 370), one in ethics (PHL 103 or 317), any two courses in the history of Western philosophy (chosen from PHL 204, 205, 206, and 207), one course devoted to a single philosopher (PHL 382 or 383), and a senior research project (PHL 490). Formal admission to major standing requires the completion of at least one philosophy course at the 200 level or above.

All 100-level courses have no prerequisites; 200-level courses are open to students with sophomore standing (28 credits or more); 300-level courses require successful completion of at least one philosophy course; 400-level courses require major standing.

**REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY
WITH CONCENTRATION IN AREA STUDIES**

(Chinese Studies or South Asian Studies)

See the Concentration in Area Studies, pp. 140-42.

**REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY
WITH CONCENTRATION IN LINGUISTICS**

See the Concentration in Linguistics, p. 146.

PHL 102 Introduction to Logic

A study of the relationship between statements and reasons given in support of them. Informal reasoning and fallacies, inductive logic, traditional deductive systems of formal logic, and some modern developments. Offered every year.

PHL 103 Introduction to Ethics

Systematic reading and discussion of major ethical analyses of the distinction between right and wrong, good and evil. The appeals to custom, theology, happiness, reason, and human nature will all be examined as offering viable criteria for judgments on contemporary issues of moral concern. Offered every year.

PHL 204, 205, 206, 207 History of Western Philosophy

The development of systematic philosophical thought in the Western world from its beginnings in the Mediterranean region to the present, with extensive readings in the works of major philosophers. The four courses are:

PHL 204: Classical Greek Philosophy (beginnings to Aristotle);

PHL 205: Hellenistic and Medieval Philosophy (Stoics to the Renaissance);

PHL 206: Early Modern Philosophy (Galileo to Kant);

PHL 207: Recent Philosophy (Hegel to the present).

Each course may be taken separately, although together they present a continuous development. Offered in sequence, so that each course is offered every other year.

PHL 219 Aesthetics

Systematic examination of the nature of aesthetic experience and aesthetic judgment in the appreciation of both nature and art. Critical analysis of major theories, old and new, of the creation and structure of works of art, the psychology of aesthetic perception, and the logic and semantics of aesthetic judgment.

PHL 221 Theories of Justice, Power, and Freedom

The meanings of central concepts in political philosophy, together with several closely related concepts such as those of law, authority, and the like, are examined and analyzed through intensive readings in classic writings of political philosophers and through study of especially crucial problems.

PHL 225 Philosophy of Religion

An examination of various approaches to religious faith and worship in the Western world, from the traditional arguments for a benevolent Deity to the theories of modern psychologists and anthropologists. The course does not strive to produce or confirm any particular point of view other than that of enlightened interest.

PHL 250 Philosophies and Religions of Asia

A study of the major religions of India, China, and Japan with emphasis on their philosophical significance. The course will cover Hinduism, Jainism, Confucianism, Taoism, and Buddhism (with special reference to Ch'an or Zen), and will deal with both the ancient traditions and some modern developments. Offered every year.

PHL 317 Recent Theories of Ethics

Theories of ethics and meta-ethics of the twentieth century, with emphasis on the analysis of ethical statements. Typical problems considered include the possibility of supporting ethical claims, the place of reason, emotion, and persuasion in ethics, and ethical relativism. Offered every other year.

PHL 329 Philosophy of Science

A study of philosophical problems related to the sciences. Typical topics discussed are the structure of scientific explanation, problems of measurement and observation, the nature of scientific laws and theories, causality and indeterminacy, relativity, and the ontological status of theoretical entities.

Prerequisite: One course in philosophy, or UC 086 or 087, or one departmental course in the natural or social sciences.

PHL 340 Metaphysics

An intensive study of selected influential attempts to characterize the basic features of the world. Emphasis on reformulations of metaphysical problems, such as the relation between nature and mind, in the light of modern advances in scientific knowledge and sophistication.

PHL 351 Chinese Philosophy

Systematic study of the rise and development of Chinese philosophy, with emphasis on the classical (Chou) period. Confucianism, Taoism, Mohism, Legalism, the "Hundred Schools." The impact of Buddhism on Chinese philosophical thinking will be examined with special reference to the growth of Ch'an (Zen) Buddhism. Offered every other year.

PHL 352 Indian Philosophy

An examination of the presuppositions and doctrines of India's major philosophic systems. Both Indian logic and metaphysical speculation will be covered. Realistic, idealistic, pluralistic, dualistic, and monistic systems will be considered, with some reference to contemporary developments. Offered every other year.

Prerequisite: PHL 250.

PHL 355 Existentialism

A study of several different types of existentialist philosophy, ranging from Kierkegaard to Sartre and Heidegger. Some attention may also be given to phenomenology. Offered every other year.

PHL 357 Contemporary Analytic Philosophy

A study of the main forms of twentieth century analytic philosophy, with special emphasis on logical empiricism and linguistic analysis. Offered every other year.

PHL 365 Topics in Philosophy

A study of one philosophic topic or problem which cuts across the usual

divisions of the field. Offered once each year. The instructor will announce the topic to be studied in the schedule of classes.

PHL 370 Systems of Logic

Examination and analysis of the elements and structure of deductive systems. Basic notions, symbolism, and proof techniques employed in natural and axiomatic propositional calculi; Boolean classes; the predicate calculus; elementary set theory; philosophical problems of the relation of logic to mathematics; and of logic to natural and artificial languages. Fulfills the University Distribution Requirement in science and mathematics. (See p. 29.) Offered every year.

PHL 375 Philosophies of Language

An intensive study of selected logical and philosophical questions concerning the structure and function of linguistic systems.

PHL 382 Ancient and Medieval Philosophers

An intensive study of the works of one major philosopher of the ancient or the medieval period. The specific philosopher to be considered will vary from year to year. May be repeated for credit. Offered every year.

PHL 383 Modern Philosophers

An intensive study of the works of one major philosopher of the period from 1600 to the present. The specific philosopher to be considered will vary from year to year. May be repeated for credit. Offered every year.

PHL 390 Directed Readings in Philosophy (2 credits)

A tutorial, intended primarily (but not exclusively) for majors, in which a student may study a restricted topic of special interest to him which is not treated in regular courses, or which he wishes to pursue in greater detail. Students should have a clear idea of what they want to study *before* approaching a faculty member. The Department Chairman will often know best which professor the student should approach on a given topic. Graded "S" or "U."

PHL 490 Philosophical Research

The goal of the study of philosophy is the independent practice of philosophical inquiry. In this final phase of the program, open only to philosophy majors, students have an opportunity to formulate philosophical questions and to progress toward carefully considered solutions. The research is carried on in consultation with and under the supervision of a faculty member, and the results are embodied in a written paper. Halfway through the semester, a meeting of the philosophy faculty is held at which the student presents and defends a complete first draft of his paper, and receives constructive criticism.

Department of Physics

Professors:	Ralph C. Mobley, Chairman Robert M. Williamson
Associate Professors:	John M. McKinley Paul A. Tipler
Assistant Professors:	Granvil C. Kyker, Jr. Marshall J. Sheinblatt Libor J. Velinsky
Instructor:	Bruce R. Danner

The Department of Physics offers a comprehensive program in basic physics leading to the degree of Bachelor of Arts. The curriculum provides a solid foundation in both classical and modern physics. Physics majors with the degree of Bachelor of Arts are qualified for graduate work in physics and related subjects, for research positions in government and industrial laboratories, or with additional courses in education, for secondary school teaching.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN PHYSICS

- PHY 151, 152, 158, 317, 318, 331, 341, 347, 348, 361, 371, 381, 400 (2 credits); nine courses, five laboratories; 39 credits.
- CHM 114, 115, 117; two courses, one laboratory; 8 credits.
- MTH 154, 155, 254, and 255; four courses; 16 credits.
- Seven University Courses; 28 credits.
- Completion of a second-semester language course or placement beyond this level.
- Two electives; 8 credits.

Admission to major standing requires 14 credits in physics, 8 credits in chemistry, and 8 credits in mathematics.

REQUIREMENTS FOR THE SECONDARY TEACHING MAJOR IN PHYSICS

- PHY 151, 152, 158, 317, 331, 341, 347, 348, 361, 371, 381, 400; eight courses, four laboratories; 36 credits.
- CHM 114, 115, 117; two courses, one laboratory; 8 credits.
- MTH 154, 155, 254, and 255; four courses; 16 credits.
- Seven general education courses; 28 credits.
- ED 244, 245, 428, 455; four courses; 20 credits.
- Completion of a second-semester language course or placement beyond this level.

- (g) Two electives; 8 credits.
 (h) A minor. If the minor is in one department, 20 credits are required; otherwise 24 credits are required. See p. 157 for details. A mathematics minor is recommended.

Admission to major standing requires 14 credits in physics, 8 credits in chemistry, 8 credits in mathematics, and acceptance into the Teacher Education Program.

REQUIREMENTS FOR THE SECONDARY TEACHING MINOR IN PHYSICS

Twenty credits in physics are required.

LIBERAL ARTS MAJOR IN PHYSICS

(A typical program)

Fall
Semester 1

CHM 114
 CHM 117
 MTH 154
 Freshman Exploratory**
 Distribution Requirement**

Fall
Semester 3

PHY 152
 PHY 158
 MTH 254
 Distribution Requirement**
 Distribution Requirement**

Fall
Semester 5

PHY 317
 PHY 331
 PHY 371
 PHY 348
 GRM 101¹

Fall
Semester 7

PHY 400
 PHY 421*
 PHY 472*
 PHY 490*
 PHY 542*
 PHY 548*

Winter
Semester 2

PHY 151
 CHM 115
 CHM 118*
 MTH 155
 Freshman Exploratory**

Winter
Semester 4

PHY 341
 PHY 347
 PHY 361
 MTH 255
 Distribution Requirement**

Winter
Semester 6

PHY 318
 PHY 381
 GRM 102¹
 MTH 431*

Winter
Semester 8

PHY 400
 PHY 490*
 PHY 482*
 Senior Colloquium**
 Elective

Arts and Sciences

Fall

Semester 7 Alternate

PHY 400
PHY 421*
PHY 472*
PHY 490*
PHY 562*

*Courses so designated are not required for a major in physics; they are recommended electives for students planning graduate work in physics.

Students not planning graduate work should defer either PHY 331 or 371 until semester 7, replacing PHY 472. It is further recommended that MTH 255 be deferred from semester 4 to semester 8, replacing PHY 482.

**General Education Requirements—Seven University Courses (28 credits) distributed as follows: Western History and Philosophy, 4 credits; Literature, 4 credits; Art or Music, 4 credits; Social Sciences, 8 credits; Area Studies, 4 credits; and one other 4-credit University Course. These courses must include two Freshman Exploratories and one Senior Colloquium.

†May be taken in semester 7 and 8. This is in many ways preferable for a student planning graduate work in physics.

SECONDARY TEACHING MAJOR IN PHYSICS

(A typical program)

Fall Semester 1	Winter Semester 2
CHM 114 CHM 117 MTH 154 Freshman Exploratory** Distribution Requirement**	PHY 151 CHM 115 CHM 118* MTH 155 Freshman Exploratory**
Fall Semester 3	Winter Semester 4
PHY 152 PHY 158 MTH 254 Distribution Requirement** Distribution Requirement**	PHY 341 PHY 347 PHY 361 MTH 255 Distribution Requirement**
Fall Semester 5	Winter Semester 6
PHY 317 PHY 331 PHY 348 GRM 101 ED 244	PHY 318 PHY 381 GRM 102 ED 245 Elective
Fall Semester 7	Winter Semester 8
PHY 371 PHY 400	ED 428 ED 455

Arts and Sciences

PHY 400 Seminar (1 credit per semester)

PHY 405 Special Topics
Prerequisite: Permission of the Department.

PHY 417-418 Advanced Laboratory (2 credits each)
Prerequisite: PHY 318.

PHY 421 Thermodynamics
The zeroth, first and second laws of thermodynamics with applications to pure substances. Introduction to the kinetic theory of gases and to statistical mechanics.
Prerequisites: PHY 151, MTH 254.

PHY 472 Quantum Mechanics I
Principles of non-relativistic quantum mechanics, Schrödinger wave equation, expectation values of energy, position, momentum and angular momentum operators, spin, perturbation theory, identical particles—with applications to atomic systems.
Prerequisites: PHY 361, MTH 255.

PHY 482 Electricity and Magnetism II
Multipole fields, solutions of Laplace and Poisson equations, electromagnetic waves in insulators and conductors, the derivation of the laws of optics from Maxwell's equations.
Prerequisites: PHY 381, MTH 255.

PHY 490 Independent Study and Research (2, 4, or 6 credits)
Prerequisite: Permission of the Department.

PHY 542 Advanced Electronics
Selected topics in the analysis and design of electronic circuits.
Prerequisite: PHY 341.

PHY 548 Advanced Electronics Laboratory (2 credits)
Prerequisite: PHY 348.

PHY 562 Mechanics II
Methods of Lagrange and Hamilton, tensor algebra, rigid bodies in three dimensions, continuous media, and coupled systems.
Prerequisites: PHY 361, MTH 255.

PHY 573 Nuclear Physics
The properties of ground and excited states of nuclei, nuclear reactions, fundamental particles, nuclear forces, interaction of particles and photons with matter, nuclear particle detectors.
Prerequisite: PHY 472.

PHY 574 Introduction to Solid State Physics
An introduction to the thermal, electrical, and magnetic properties of solids, including the periodic structure, lattice dynamics, electron interactions and behavior, transport properties, the Fermi surface, and optical behavior, superconductivity.

Department of Political Science

Professor:	Edward J. Heubel, Chairman
Associate Professors:	Sheldon L. Appleton Roger H. Marz John E. Rue Carl R. Vann
Assistant Professors:	Thomas W. Casstevens Henry Kennedy William F. Sturner
Instructors:	Herbert M. Heidenreich James Ozinga

Political science courses offer a concentrated and systematic study of politics at all levels of government and in many different cultural and national settings. Policy-making, law, administration, international politics, foreign governments, and theories and philosophies of government are among the many topics included in these courses. The most general educational aim is to increase the student's awareness and deepen his understanding of the realm of politics and government. Political science majors prepare for careers in ciivl service, law, practical politics, and the teaching of government and social studies. The liberal arts major in political science provides undergraduate study appropriate to most of these careers; the social studies major (see pp. 148-49) permits the prospective secondary teacher to concentrate on political science courses.

**REQUIREMENTS FOR THE LIBERAL ARTS MAJOR
IN POLITICAL SCIENCE**

The major requires nine courses in political science including UC 052, PS 131, and PS 221. Admission to major standing requires successful completion of these three courses.

LIBERAL ARTS MAJOR IN POLITICAL SCIENCE

(A typical program)

Semester 1

Freshman Exploratory
UC 052
Distribution Requirement
Foreign Language

Semester 2

Freshman Exploratory
PS 131
Distribution Requirement
Foreign Language

Arts and Sciences

Semester 3

PS 221
Distribution Requirement
Foreign Language
Elective

Semester 5

Political Science
Political Science
Distribution Requirement
Elective

Semester 7

Political Science
Distribution Requirement
Elective
Elective

Semester 4

Political Science
Distribution Requirement
Foreign Language
Elective

Semester 6

Political Science
Political Science
Distribution Requirement
Elective

Semester 8

Senior Colloquium
Political Science
Elective
Elective

PS 131 Foreign Politics

Analysis of the politics and governmental systems of selected countries in the contemporary world; types chosen range from established constitutional democracies and totalitarian systems, to movements and regimes of new and developing nations.

PS 205 Politics of the Local Community

Study of state and local government, local political forces, trends in metropolitan and suburban politics, problems of planning in an age of urbanization.

Prerequisite: UC 052.

PS 213 World Politics

Intensive interdisciplinary study of concepts and hypotheses basic to understanding and analysis of relations among nations. The class engages in a mock U.N. exercise and in the analysis of a number of actual cases to gain experience in the application of the hypotheses studied.

Prerequisite: UC 052.

PS 221 Systematic Political Analysis

Alternative approaches to the study of political events; how to describe political events and how to compare them; how to design research to test whether the descriptions and comparisons are useful.

Prerequisite: UC 052.

PS 241 Law and Politics

A broad survey of the relationship of law and legal systems to politics and political systems. The student will be exposed to the classic jurisprudential, historical, anthropological, and comparative treatments of the subject.

Prerequisite: UC 052.

PS 251 Public Administration

Intensive study of government in action, with special attention to policy formulation, organization, personnel administration, supervision, coordination, administrative control, and accountability.

Prerequisite: UC 052.

PS 271 American Political Thought

The writings of prominent American thinkers and statesmen whose ideas have influenced the development of the American policy will be considered. Selected texts by European thinkers will also be examined with a view to their influence on America.

Prerequisite: UC 052 or permission of the instructor.

PS 272, 273 Western Political Thought

A study of the important texts in political thought, focusing on critical moments in the Western tradition, and including questions raised by the decline of Athenian democracy, the dawn of modern liberalism, the rise of democratic capitalism, and the emergence of challenges to liberal democracy, such as romanticism, Marxism, and some varieties of modern relativism.

PS 277 International Communism

The development of revolutionary socialism from early Marxism to the present day. The course analyzes the relevance of Marxism to a variety of contemporary revolutionary situations.

Prerequisite: PS 131.

PS 290 Political Science Laboratory (2 credits)

From time to time, collateral, independent work of various kinds will be offered to students in conjunction with regular departmental courses. These opportunities may be limited to students enrolled in particular courses and may be restricted to political science majors. Such work may be taken more than once.

Prerequisite: Permission of the instructor.

PS 301 American Presidency and the Executive Process

A study of presidential politics, decision-making, and leadership in the American political system.

Prerequisite: UC 052.

PS 302 Legislative Process and Public Policy

A study of legislative behavior and decision-making, emphasizing the problems of public policy development in the American political system.

Prerequisite: UC 052.

PS 315 U.S. Foreign Policy

Study of the foreign policy issues and challenges confronting the United States in the nuclear age, in the light of the historical evolution of American diplomacy, and of the limitations imposed upon foreign policy makers by public opinion and the exigencies of domestic politics.

Prerequisite: PS 213.

PS 331 The British Political System

Analysis of British politics and the main features of the British constitution today; parties, parliament, and public policy are interpreted in the context of the British social and cultural setting.

Prerequisite: PS 131.

Arts and Sciences

PS 335 Politics of Latin America

Analysis of the political systems of Latin America and the historical, social, and economic factors underlying them. The major countries are studied intensively, and a comparative approach is used to examine the variations from democracy to dictatorship and the political instability that characterize the area.

Prerequisite: UC 052.

PS 336 U.S.-Latin American Relations

Analysis of contemporary relations of the United States with the countries of Latin America. Relations with particular countries will be studied as well as the overall economic, military, and diplomatic aspects of our Latin American policy. The Inter-American system and regional groupings within Latin America will also be studied.

Prerequisite: PS 335.

PS 337 The Soviet Political System

A descriptive analysis of the Soviet society as a political system; its origins, institutions, and political behavior. Trends and developments in the system will be assessed, and comparisons with other political systems will be undertaken.

Prerequisite: PS 131.

PS 338 Modern Chinese Politics

An analysis of the rise of social movements in China after the breakdown of the traditional order; the emergence of the Nationalist and Communist regimes and the triumph of the Communists; the political processes of the People's Republic of China, emphasizing the role of elites in policy formation, ideology, mass support, and the exercise of central power.

Prerequisite: UC 062.

PS 339 Sino-Soviet Relations

The relations between the People's Republic of China and U.S.S.R. emphasizing the reaction to the Russian experience by the leaders of China and the split between the U.S.S.R. and the People's Republic.

Prerequisite: PS 337 or PS 338.

PS 342 The American Legal System

A study of the American legal system in relation to politics and the American political system. The course emphasizes the functioning of the United States Supreme Court as a legal and political instrument.

Prerequisite: UC 052.

PS 361 Political Parties

The development of the concept of party in political research and political action; analysis of the growth and function of parties and party competition in modern societies.

Prerequisite: UC 052.

PS 365 Public Opinion

A study of the formation, communication, and change of the politically relevant opinions of individuals and groups in modern societies and of the ways in which these opinions lead to political actions.

Prerequisites: UC 052 and PS 221.

PS 381 Political Theory

The role of theory in the study of politics; the use of formal models and systems theories; examination of the problems of developing a science of politics and its relationship to value and policy questions.

Prerequisites: PS 221, and either PS 271 or PS 272.

Seminars

From time to time, the Department offers seminar courses at the advanced level in which a topic or problem is studied in depth, and in which individual student research of a significant sort is presented for analysis and criticism. The seminar titles refer to the broad fields of political science within which the problem falls; the precise problems to be studied will be announced by the Department at the time the seminars are offered. Except for PS 490, each seminar earns 4 credits.

PS 400, 401 Seminar in Public Policy

PS 410, 411 Seminar in World Politics

PS 420, 421 Seminar in Political Behavior

PS 430, 431 Seminar in the Comparative Study of Political Systems

PS 440, 441 Seminar in Public Law

PS 480, 481 Seminar in Political Theory

PS 490 Special Topics or Directed Research (2,4, or 8 credits)

Prerequisite: Consent of the Department.

Department of Psychology

Professors:	Harvey Burdick, Chairman Edward A. Bantel David C. Beardslee Donald D. O'Dowd
Associate Professors:	Donald C. Hildum David G. Lowy Irving Torgoff
Assistant Professors:	Max Brill Kenneth H. Coffman Mrs. Evelyn W. Katz Aharon Kuperman L. Crocker Peoples Ralph J. Schillace David W. Shantz Richard L. Sprott

The undergraduate psychology program is directed to the student who wishes a broad foundation in contemporary psychological science, with emphasis both on methods of study and on interpretation of research. For programs leading to the degree of Master of Arts in psychology, see the *Graduate Bulletin*.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN PSYCHOLOGY

This major requires nine courses in psychology which must include PSY 146, 231, 351 or 352, 353, and at least one course at or above the 400 level.

Admission to major standing requires successful completion of three courses in psychology, including PSY 146 and 231.

A student who wishes to earn departmental honors must apply for and be accepted into the honors program. The prerequisite for applying is 72 credits, including PSY 146, 231, 351 or 352, and 353. Honors candidates will be required to take PSY 490 and 499.

LIBERAL ARTS MAJOR IN PSYCHOLOGY

(A typical program)

Semester 1

Freshmen Exploratory
Distribution Requirement

Semester 2

Freshman Exploratory
Distribution Requirement

Distribution Requirement
Foreign Language

Semester 3

PSY 146
Distribution Requirement
Foreign Language
Elective

Semester 5

PSY 351 or 352
Psychology
Distribution Requirement
Elective

Semester 7

Psychology
Distribution Requirement
Elective
Elective

Distribution Requirement
Foreign Language

Semester 4

PSY 231
Psychology
Foreign Language
Elective

Semester 6

PSY 353
Psychology
Distribution Requirement
Elective

Semester 8

Senior Colloquium
Psychology
Elective
Elective

PSY 146 Foundations of Contemporary Psychology

An introduction both to basic principles and the most recent formulations in psychology. Topics include the central psychological processes of attending, perceiving, learning, thinking, remembering, and the development and organization of personality.

PSY 171 Child Development

Theory and principles of the development of the child from birth to puberty. Selected topics include: maturational processes, learning and motivation, intelligence, the self concept, and child-rearing practices.

PSY 231 Statistics and Research Design

A survey of the principal statistical procedures commonly employed in research in the social sciences. Emphasis is given to the design of experimental studies, problems of sampling and control of variables, and psychological measurement. Two years of high school mathematics are recommended.

PSY 241 Individual Differences

A study of intellectual, motivational, and personality differences associated with age, social roles, sex, ethnic and racial groups, and social class.

Prerequisite: UC 054 or PSY 146.

PSY 251 Abnormal Psychology

The psychodynamics of abnormal behavior, clinical types, methods of investigation, and principles of psychotherapy.

Prerequisite: UC 054 or PSY 146.

PSY 261 Foundation of Organizational Behavior

Empirical and theoretical approaches to understanding human behavior in complex organizations. (Normally offered in the Winter Semester.)

Prerequisite: UC 054 or PSY 146.

PSY 351 Experimental Psychology: Learning, Memory, and Thinking

Theories and research methods on such topics as conditioning, habit formation, perceptual-motor skills, verbal learning, and problem-solving. Weekly laboratory.

Prerequisites: PSY 146 and 231.

PSY 352 Experimental Psychology: Sensation and Perception

Theories and research methods on basic sensory systems. Topics include modern psychophysics, color vision, and spatial organization. Weekly laboratory.

Prerequisites: PSY 146 and 231.

PSY 353 Motivation and Personality

The study of the nature of motivation and emotion, and the organization of personality, with emphasis on research approaches and methods of measurement.

Prerequisites: Three courses in psychology, including PSY 146.

PSY 363 Research Projects

A course providing opportunity for individual projects of research in the fields of perception, learning, motivation, personality, or social psychology.

Prerequisites: Four courses in psychology, including PSY 146, 231, and permission of the Department.

PSY 371 Comparative Psychology

A phylogenetic approach to the analysis of animal behavior. Emphasis will be placed on the historical, philosophical, and methodological foundations of the comparative approach to the study of behavior. A simple experiment will be performed.

PSY 421 Advanced Experimental Psychology

Empirical and theoretical investigation of issues in learning, perception, thinking, physiological psychology, and animal behavior, with research projects.

Prerequisites: PSY 146, 231, 351, and 352.

PSY 423 Advanced Social Psychology

Problems of human social behavior are approached through study of the research literature and by carrying out further research.

Prerequisites: Four courses in psychology, including PSY 231.

PSY 427 Human Personality

The development and functioning of the adult person, with emphasis on experimental and clinical approaches to understanding.

Prerequisites: Four courses in psychology, including PSY 231 and 353.

PSY 431 Historical and Contemporary Issues

Major theoretical issues in psychology, approached both historically and philosophically.

Prerequisites: Three courses in psychology, including PSY 146.

PSY 435 Psychology of Communication

Selected topics from among the following: the nature and origin of language; structural syntactics and semantics and their psychological significance; translation; persuasion; mass communication, including

its sources, determinants, organization, messages, audience, and effects.
Prerequisites: Four courses in psychology, including PSY 146 and 231.

PSY 490 Honors Research

Individual research projects under supervision of a member of the Department.

Prerequisite: Acceptance into the honors program.

PSY 499 Honors Seminar

Critical study of theoretical issues involved in selected problems. (Offered only in the Fall Semester.)

Prerequisite: Acceptance into the honors program.

PSY 510 Developmental Psychology

Description and evaluation of the principles and theories of development from birth to maturity. Maturation processes, learning, and emotional disturbances will be some of the issues considered.

Prerequisite: Permission of the instructor or acceptance into the Master of Arts in Teaching program.

PSY 515 Theories of Development

A review and critical analysis of major issues and theories concerning the developmental process from birth to old age. The approaches of such theorists as Lewin, Freud, Piaget, Erikson, and leading exponents of social-learning theory will be examined. The course will focus on such issues of development as: continuity-discontinuity, reversibility-irreversibility, predeterminism-*tabula rasa* approaches and mechanisms of developmental change.

Prerequisites: Five courses in psychology, including PSY 171 and permission of the instructor or acceptance into the graduate program.

PSY 520 Tests and Measurement

Theories of measurement and evaluation. Construction and examination of tests of ability, achievement, interests, and special aptitudes. Objective tests of personality.

Prerequisite: Permission of the instructor or acceptance into the Master of Arts in Teaching program.

PSY 530 Advanced Abnormal

Review of the major neurotic, psychotic, psychosomatic, and organic syndromes. Current issues and research in psychopathology.

Prerequisites: Five courses in psychology, including PSY 251 and permission of instructor or acceptance into the graduate program.

PSY 540 Behavior Theory and Learning

Conditioning, reinforcement, punishment, drives, and transfer of training will be studied in their relationship to such complex human behavior as education, psychotherapy, and the development of motives.

Prerequisites: Five courses in psychology, including PSY 231, 351, and 353 or acceptance into the graduate program.

PSY 561 Advanced Statistics

Following a review of descriptive and simple inferential statistics, major emphasis will be given to analysis of variance procedures and non-parametric statistics. An introduction to functions and procedures of factor analysis will also be presented.

Prerequisite: An undergraduate course in statistics.

Arts and Sciences

PSY 595 Special Topics

Exploration of current findings and theory in an area of special interest. Prerequisites: Four courses in psychology and permission of the instructor.

PSY 610 Pro-Seminar

PSY 611 Research Methods and Project

PSY 620 Individual Testing

PSY 621 Projective Tests

PSY 630 Clinical Psychology

PSY 640 Seminar in Social and Personality Development

PSY 641 Seminar in Perceptual and Cognitive Development

PSY 650 Seminar and Field Studies in Adolescence and Aging

PSY 670 Applied Developmental Psychology

PSY 680 Practicum I

PSY 681 Practicum II

PSY 690 Research Thesis

Department of Sociology and Anthropology

Professor:	Jesse R. Pitts
Associate Professor:	George Rawick
Assistant Professor:	Saghir Ahmad
Instructors:	Arturo Biblarz Harold Olofson Mrs. Karen Sacks Carleton W. Smith, Acting Chairman

The Department of Sociology and Anthropology participates in four degree programs, two within the Department and two in conjunction with other programs provided by the University. It is presumed that students majoring in any of these programs will have taken UC 058 in partially fulfilling their social science Distribution Requirement for the University Course Program. The two majors offered within the Department lead to the degree of Bachelor of Arts in sociology and in sociology and anthropology. Jointly with other programs, the Department also offers instruction leading to the degree of Bachelor of Arts in two other major fields: the secondary teaching major in social studies with concentration in sociology (history minor) and the major in sociology with concentration in area studies.

The majors in sociology, in sociology and anthropology, and in sociology with concentration in area studies will all take the following core curriculum: SOC 300, SOC 301, SOC 302, SOC 303, and SOC 304. In addition, sociology majors are required to take AN 102, four electives within the Department, and two electives in related social sciences. Majors in sociology with concentration in area studies are required to take one elective from within the Department, and majors in sociology and anthropology are required to take AN 101, AN 102, AN 302, AN 351, and AN 201 or AN 261. Those taking the secondary teaching major in social studies with concentration in sociology (history minor) are required to take AN 102, SOC 300, SOC 301 or SOC 302, SOC 303, and one elective from within the Department. These requirements are summarized below.

REQUIREMENTS FOR STUDENTS MAJORING IN SOCIOLOGY PROGRAMS

1. Major in Sociology. AN 102, SOC 300, SOC 301, SOC 302, SOC 303, SOC 304, four sociology and/or anthropology electives, and two electives from related social sciences.

Arts and Sciences

2. Major in Sociology and Anthropology. SOC 300 or AN 300, SOC 301, SOC 302, SOC 303, SOC 304, AN 101, AN 102, AN 302, AN 351, and AN 201 or AN 261.

3. Major in Sociology with Concentration in Area Studies. SOC 300, SOC 301, SOC 302, SOC 303, SOC 304, and one sociology or anthropology elective.

4. Secondary Teaching Major in Social Studies with Concentration in Sociology (History Minor). AN 102, SOC 300, SOC 301 or SOC 302, SOC 303, and one sociology or anthropology elective. (Where a student does not elect a history minor, he should take AN 102, SOC 301 or SOC 302, and one sociology or anthropology elective.)

The rationale behind these requirements is the desire on the part of the members of the Department to provide students in all departmental programs with as broad a base in theory and research methodology as possible. Reasonable substitutions for these requirements consistent with this rationale are permissible if these substitutions are approved by the student's departmental adviser and the departmental chairman. Students planning to major in any departmental program should consult with the Department during their first semester at Oakland University.

LIBERAL ARTS MAJOR IN SOCIOLOGY

(A typical program)

Semester 1

Freshman Exploratory
UC 058
Distribution Requirement
Foreign Language

Semester 2

SOC 301
Distribution Requirement
Distribution Requirement
Foreign Language

Semester 3

SOC 303
Distribution Requirement
Distribution Requirement
Social Science Elective

Semester 4

SOC 300
Distribution Requirement
SOC or AN Elective
Elective

Semester 5

Freshman Exploratory
SOC or AN elective
AN 102
Foreign Language

Semester 6

SOC 302
Social Science Elective
Distribution Requirement
Foreign Language

Semester 7

SOC 304
Distribution Requirement
SOC or AN Elective
Elective

Semester 8

SOC or AN Elective
Senior Colloquium
Elective
Elective

Anthropology

AN 101 Introduction to Anthropology

A survey of the biological and cultural career of man. The principles of biological evolution applied to the fossil record as well as to the living varieties of man. The nature and role of language in human culture. The development of early prehistoric cultures and early civilizations.

AN 102 Cultural and Social Anthropology

An introduction to the methods and theories of cultural and social anthropology. Analysis of institutions (religious, economic, familial, and political) and their interrelationships among a number of cultures around the world.

AN 201 Peasant Society and Culture

The analysis and description of agricultural and artisan peoples living a preliterate and pre-industrial existence. They will be examined in terms of their modes of articulation with the larger societies of which they are parts, as well as in terms of their internal organization. The perspective will be comparative, focusing on political, religious, and economic institutions.

Prerequisite: AN 102 or permission of the instructor.

AN 261 A Cultural Survey of Childhood and Adolescence

This course will deal with an analysis of child-rearing practices throughout literate (U.S., France, Soviet Russia) and non-literate societies and will use historical references as well as ethnological ones. The sub-cultures and roles of adolescent peer groups in various societies are discussed.

Prerequisite: Permission of the instructor.

AN 300 Social Stratification in Cross-Cultural Perspective

A course which examines the concepts of class, caste, and race in terms of social conflict and social integration. Students will study these problems in a cross-cultural perspective placing emphasis upon comparative materials from India and Pakistan.

Prerequisites: AN 102 and SOC 301, or SOC 302, or permission of the instructor.

AN 302 Peoples and Cultures of Africa

An ethnographic survey of representative African tribes at varying levels of sociocultural integration, with special reference to their economic, social, political, and religious institutions. Emphasis will be placed upon the problems of colonialism, urbanization, and industrialization. The role of African research in the shaping of anthropological theory will be discussed.

Prerequisite: AN 102 or permission of the instructor.

AN 303 The Origin of the State

Examines the various anthropological views of the state as a particular form of society. Utilizing ethnographic, historical, and archeological materials, current theories of state formation will be discussed with a view toward developing a typology of states.

Prerequisite: AN 102 or permission of the instructor.

AN 351 Social Organization

The comparative study of family and kinship, social class and caste,

Arts and Sciences

associations, and political organization, with emphasis on non-European societies. Theories accounting for cultural differences in social organization are considered.

Prerequisites: AN 102 *and* permission of the instructor.

AN 403 The Sociology of India and Pakistan

An analysis of the social structure and culture of India and Pakistan with emphasis upon economic, political, and religious institutions. The relations between India and Pakistan and between the Indian subcontinent and the Soviet bloc and the United States will be discussed, and the problems of economic development and population growth will be examined.

Prerequisites: AN 351 *and* permission of the instructor.

AN 480 Independent Study and Research

A tutorial course in which the student will pursue a course of reading and research with the instructor.

Prerequisites: SOC 304, AN 351, *and* permission of the instructor.

AN 490 Current Problems in Anthropology

An advanced seminar in which a topic or problem is studied in depth. Each seminar requires students to do independent reading and writing. This course may be taken more than once.

Prerequisites: AN 351, AN 300, *and* permission of the instructor.

Sociology

SOC 201 Population Theory and Problems

This course will provide an historical analysis of world population growth, focusing upon the relationships among population size, population policy, and social and economic development.

Prerequisite: UC 058 or permission of the instructor.

SOC 221 Sociology of Crime and Punishment

A study of the various forms of deviance, from illness and juvenile delinquency to habitual crime; and an analysis of sociological theories developed to explain the incidence of deviance. A study of modes of control from hospitals to penitentiaries.

Prerequisite: UC 058 or permission of the instructor.

SOC 231 Racial and Cultural Relations

A study of racial, national, and religious groups, particularly those of the United States. Emphasis will be placed on their historical development, on special problems of adjustment and assimilation, and on specific present-day problems and trends.

Prerequisite: UC 058 or permission of the instructor.

SOC 255 Industrial Sociology

A study of the relationship between industrial and business organizations and the community; the history of industrial sociology; the study of occupations; the social structure of business and industrial organizations, labor unions, and informal work groups; and the character of occupational life in America.

Prerequisite: UC 058 or permission of the instructor.

SOC 300 Social Stratification in Cross-Cultural Perspective

A course which examines the concepts of class, caste, and race in terms of social conflict and social integration. Students will study these problems in a cross-cultural perspective placing emphasis upon comparative materials from India and Pakistan.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 301 Sociological Theory (Conflict Theories)

A study of sociological theory with an emphasis upon conflict theories. Readings will be selected from current and classic theorists.

Prerequisite: UC 058, or SOC 221, or SOC 231, or permission of the instructor.

SOC 302 Sociological Theory (Functionalism)

A study of sociological theory with an emphasis upon sociological functionalism. Readings will be selected from current and classic theorists.

Prerequisite: UC 058, or SOC 221, or SOC 231, or permission of the instructor.

SOC 303 Social Research (Surveys)

A comprehensive survey of sociological research methods with emphasis upon survey research. Includes units on research design, statistics, and data analysis. Requires participation in a research project.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 304 Social Research (Field Techniques)

Examination of specialized research methods with emphasis upon anthropological field techniques. Includes units on computer programming and report writing. Requires participation in a research project.

Prerequisite: SOC 303 or permission of the instructor.

SOC 305 Sociology of Religion

An analysis of the changing relationship between social structure and religion. Comparative materials will be examined from pre-industrial societies, Europe during the Protestant Reformation, and the contemporary United States.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 330 The Sociology of Youth

A cross-cultural analysis of the emerging youth culture in industrial societies. Emphasis will be placed upon the economic, social, and political consequences for the rest of society of the emergence of this youth culture.

Prerequisite: SOC 301 or SOC 302.

SOC 335 The Family

A comparative and historical treatment of the background of contemporary problems of this institution. Function forms, and processes are discussed.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 341 Social Change

The prediction and explanation of social changes in society. Special attention is given to such mechanisms of change as crowds, publics,

Arts and Sciences

mass movements, social movements, revolutions, wars of national liberation, and total cultural revolutions. Implications for social action are discussed.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 351 Social Organization

The comparative study of family and kinship, social class and caste, association, and political organization, with emphasis on non-European societies. Theories accounting for cultural differences in social organization are considered.

Prerequisites: AN 102 and permission of the instructor.

SOC 355 Sociology of Occupations and Professions

An analysis of the structure of major occupations and especially of the major professions, in terms of their publics, their mandates, their clients, and the career lines they offer. Comparisons between "incomplete professions" such as nursing, undertaking, and full-fledged professions.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 360 Political Sociology

An analysis of the sociological factors which influence the distribution of power within a society. Political communication, the maintenance of consensus, the process of revolution, the structure of political parties, and of the emergence of new states will be studied; emphasis will vary according to the research interest of the instructor.

Prerequisite: UC 058 or permission of the instructor.

SOC 365 Sociology of Education

The structure of educational institutions in the U.S. as compared with those of other societies. The teacher's role in American society, the peer group, the drop-out, and the first-generation college student.

Prerequisite: UC 058 or permission of the instructor.

SOC 380 Sociology of Bureaucracy

A study of bureaucratic forms of organization. Systematic study of theories of bureaucracy and theories of organizational change.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 390 American Society

A survey of the culture and social structure of American society. The course will examine American patterns of kinship, family structure, and social stratification.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 392 Comparative Institutions in France and America

A comparative survey of the cultures and social structures of French society and American society. This course will describe and analyze patterns of kinship, religion, politics, and social stratification.

Prerequisite: SOC 301 or SOC 302.

SOC 402 Seminar in Sociological Theory

An advanced course for pre-professional sociology majors. Provides a detailed analysis of classic sociological theories and examines their contemporary relevance.

Prerequisites: SOC 301, and SOC 302, and permission of the instructor.

SOC 403 The Sociology of India and Pakistan

An analysis of the social structure and culture of India and Pakistan with emphasis upon economic, political, and religious institutions. The relations between India and Pakistan and between the Indian subcontinent and the Soviet bloc and the United States will be discussed, and the problems of economic development and population growth will be examined.

Prerequisites: AN 351 and permission of the instructor.

SOC 480 Independent Study and Research

A tutorial course in which the student will pursue a course of reading and research with the instructor.

Prerequisites: SOC 303 and permission of the instructor.

SOC 490 Special Topics in Sociology

An advanced seminar in which a topic or problem is studied in depth. Each seminar requires students to do independent reading and writing. This course may be taken more than once.

Prerequisites: SOC 300 and permission of the instructor.

SOC 500 Sociology of Education

A course of particular importance to teachers and school and college administrators. Examines social and cultural influences on school policies. Special emphasis on bureaucratic theory. Studies of organizational change efforts in schools. Course open to graduate students and to juniors and seniors.

Prerequisites: Core courses or permission of the instructor.

Interdepartmental Programs and Courses

The Area Studies Program

Committee on Area Studies

S. Bernard Thomas (History - East Asia), Chairman

Robert C. Howes (History - Russia)

Richard P. Tucker (History - South Asia)

Richard W. Brooks (Philosophy)

Edward J. Heubel (Political Science)

Carleton W. Smith (Sociology)

Amitendranath Tagore (Modern Languages)

The area studies program is dedicated to the understanding of living civilizations whose various aspects—language, history, government, social organization, literature, and so on—form the basis of studies primarily within the traditional departments. A concentration in area studies might be considered by any student who seeks an integrated view of a civilization out of intellectual curiosity as well as by the student who looks forward to a career in government service or journalism, to foreign residence or work, or to graduate study with an area emphasis. At present, Oakland University offers area programs in East Asian studies (China), South Asian studies (India and Pakistan), and Slavic studies (Russia and Eastern Europe).

Area concentrations are available only on a joint basis with a department and consist of a modified departmental major combined with a concentration in area studies, including work in the language of the area. Concentrations are now offered in combination with the Departments of Modern Languages and Literatures, History, Political Science, Philosophy, and Sociology and Anthropology. Appropriateness in combining an area specialization and a department, and the suitability of specific course requirements for a joint degree, depend in large measure upon the interests and the career plans of each particular student.

Admission to the concentration in area studies requires successful completion of UC062 or UC066, two semesters of the area language, and major standing within a cooperating department. Interested students should consult with a member of the Committee on Area Studies as early in their college careers as possible. For the specific program options and requirements see below.

I. PROGRAMS OFFERED BY THE LANGUAGE AND AREA CENTER FOR EAST ASIA

(The China program is offered by Oakland University's Language and Area Center for East Asia, established in 1965 with

the support of a continuing grant from the U. S. Office of Education, under the National Defense Education Act.)

Faculty of the Center

S. Bernard Thomas (History), Director
 Sheldon L. Appleton (Political Science)
 Edward L. Buote (Chinese Language and Literature)
 Robert C. Howes (History)
 Robert J. Krompart (History)
 Shih-Chen Peng (Chinese Language and Literature)
 Henry Rosemont, Jr. (Philosophy)
 John E. Rue (Political Science)
 Amitendranath Tagore (Chinese Language and Literature)

Course Offerings

(For detailed course descriptions, see entries under individual departments.)

Chinese Language and Literature courses

HST 372 Development of the Imperial Chinese State

HST 373 Nineteenth Century China

HST 374 Nationalism and Communism in China

PS 338 Modern Chinese Politics

PS 339 Sino-Soviet Relations

PHL 250 Philosophies and Religions of Asia

PHL 351 Chinese Philosophy

AS 381 Seminar in Asian Studies

AS 390 Directed Readings in Area Studies

AS 490 Directed Research in Area Studies

(See pp. 143-44 for descriptions of AS 381, 390, and 490.)

Program Options and Requirements

The Concentration in Chinese Studies.

Offered in combination with the modified departmental major in history, political science, philosophy, or sociology. The requirements are as follows: six courses in the major department; completion of two years of Chinese language; five additional courses in China area studies, including AS 490. These area courses are to be selected from the course offerings listed above (exclusive of courses in the Chinese language).

II. THE SOUTH ASIAN STUDIES PROGRAM

Faculty

Richard P. Tucker (History), Coordinator
Richard W. Brooks (Philosophy)
Carlo Coppola (Linguistics and Modern Languages)
Herbert Heidenreich (Political Science)
John Hurd, II (Economics)
Amitendranath Tagore (Modern Languages)

Course Offerings

(For detailed course descriptions, see entries under individual departments.)

Indian Language and Literature courses*

EB 223 The Indian Economy

HST 382 Mughal and British India, 1526-1860

HST 383 India: The Nationalist Era, 1860-1947

PHL 250 Philosophies and Religions of Asia

PHL 352 Indian Philosophy

SOC/AN 300 Social Stratification in Cross-Cultural Perspective

SOC/AN 403 The Sociology of India and Pakistan

AS 382 Seminar in South Asian Studies

AS 390 Directed Readings in Area Studies

AS 490 Directed Research in Area Studies

(See pp. 143-44) for descriptions of AS 382, 390, and 490.)

*Instruction in Hindi-Urdu will be offered beginning in fall, 1969; therefore, students graduating in 1971 and later may use Hindi-Urdu to fulfill the area language requirement. In special cases, Sanskrit or Bengali may be considered an alternative to Hindi-Urdu, with special consent of the coordinator of South Asian studies.

Program Options and Requirements

The Concentration in South Asian Studies.

The concentration in South Asian studies is offered in combination with a modified departmental major in history, political science, philosophy, or sociology. The requirements are as follows: six courses in the major department; completion of two years of an Indian language; and five additional courses chosen from those listed above, including AS 490 (exclusive of courses in Indian languages).

III. THE SLAVIC STUDIES PROGRAM

Faculty

Robert C. Howes (History), Coordinator

Leonard Bushkoff (History)
 Lee M. Corrigan (Russian Language and Literature)
 Helen Kovach (Russian Language and Literature)
 James Ozinga (Political Science)

Course Offerings

(For detailed course descriptions, see entries under individual departments.)

Russian Language and Literature courses

HST 251, 252 Introduction to Russian History

HST 352 Kiev and Muscovy

HST 353 Imperial Russia

HST 354 Soviet Russia

HST 355 Russian Intellectual History

HST 356 Russian Foreign Policy, 1700-1960

PS 337 The Soviet Political System

PS 339 Sino-Soviet Relations

AS 383 Seminar in Slavic Studies

AS 390 Directed Readings in Area Studies

AS 490 Directed Research in Area Studies

(See pp. 144) for descriptions of AS 382, 390, and 490.)

Program Options and Requirements

The Concentration in Slavic Studies

The concentration in Slavic studies is offered in combination with a modified departmental major in history or political science. The requirements are as follows: six courses in the major department; completion of two years of Russian language; five additional area courses chosen from those listed above, and including HST 215 or 252, PS 337, and AS 490 (exclusive of courses in the Russian language).

IV. INTERDEPARTMENTAL COURSES OFFERED TOWARDS THE AREA CONCENTRATIONS

AS 381 Seminar in East Asian Studies

Offered periodically to supplement departmental area courses. An intensive study of selected topics dealing with East Asia. May be taken more than once.

Prerequisite: UC 062.

AS 382 Seminar in South Asian Studies

Offered periodically to supplement departmental area courses. An

Arts and Sciences

intensive study of selected topics dealing with South Asia. May be taken more than once.

Prerequisite: UC 066.

AS 383 Seminar in Slavic Studies

Offered periodically to supplement departmental area courses. An intensive study of selected topics dealing with the Slavic area. May be taken more than once.

Prerequisite: HST 251 or 252.

AS 390 Directed Readings in Area Studies

Readings from diverse disciplines with focus on a student's area of specialization. Conducted on a tutorial basis by an instructor chosen by the student. Requires approval of the chairman of the Committee on Area Studies *prior to registration*.

Prerequisites: UC 062, UC 066, or HST 251 or 252, as appropriate, and permission of the instructor.

AS 490 Directed Research in Area Studies

Research relating to the student's area of specialization including completion of a senior essay or research paper. May be offered as a seminar or as a tutorial. Supervised by an instructor from the area studies staff. Approval of the instructor and of the chairman of the Committee on Area Studies are required *prior to registration*.

Prerequisites: Senior standing and admission to an area concentration.

The Concentration in Linguistics

Committee

William Schwab (English), Chairman
 John W. Barthel (German)
 Daniel Fullmer (English)
 John E. Gibson (Engineering)
 Donald C. Hildum (Psychology)
 Don R. Iodice (French)

Modern or general linguistics is concerned with the systematic study of language, the mode of communicative behavior most characteristic of humanity. Work in general linguistics provides a way of thinking which, to take only two extremes, is both as rigorous as the mathematician's and as broadly humanistic as the historian's. The concentration in linguistics is intended to provide students with a firm but extensive grounding in the discipline of modern linguistics within the context of one of the regular departmental major programs of instruction. Career possibilities for students with work in general linguistics are numerous and growing. Graduate work in linguistics is a rapidly developing field. Government and private industry are eager for people with a background in the subject. Foreign and native language instruction increasingly places emphasis on linguistics. Many graduate programs in the social sciences recommend or require work in general linguistics as part of their degree requirements.

REQUIREMENTS FOR THE CONCENTRATION IN LINGUISTICS

The concentration in linguistics is available only on a joint basis with a department in the College of Arts and Sciences or with the School of Engineering. A wide range of such combinations is possible: Students may major in English, modern languages, mathematics, history, philosophy, psychology, biology, engineering, physics, sociology, and anthropology (other majors might also be considered) and may concentrate in linguistics at the same time. But the student must first be admitted to a departmental major and secondly be accepted into the concentration upon application to the Committee on Linguistics. His program will then be developed by joint action between the department and the Committee. Interested students should consult the Committee as early as possible in their college careers. Four courses (LIN 301-302, LIN 403, LIN 404) constitute the minimum of work directly in the concentration. Other courses may be recommended.

Concentrations in linguistics have to date been authorized by the Departments of English Language and Literature, Modern Languages and Literatures, Philosophy, and Psychology. Distribution requirements for concentrations in linguistics are as follows:

Major in English

The linguistic concentration for the English major requires:

- (a) five courses in linguistics, and,
- (b) six courses in English literature.

The courses in literature must include ENG 141-142, two courses in English literature, and two courses in American literature. The five courses in linguistics must include LIN 301-302, LIN 403, LIN 404, and one elective, either in linguistics or a course in English language analysis or history, such as ENG 376 or 377.

Major in Modern Languages (French, German)

The linguistic concentration for the French or German major requires:

- (a) five courses in linguistics, and
- (b) six courses in French or German language and literature beyond FRH or GRM 215.

The modern language requirements are FRH or GRM 261-262, 271-272, 361, and one course at the 400 level. The linguistic requirement includes LIN 301-302, LIN 403, LIN 404, and one elective. In addition, the modern language major must take FRH or GRM 365, the applied linguistics of a particular foreign language.

Major in Philosophy

The linguistic concentration for a philosophy major requires:

- (a) five courses in linguistics, and
- (b) six courses in philosophy.

The five courses in linguistics must include LIN 301-302, LIN 403, LIN 404, and one elective in linguistics. The six courses in philosophy must include PHL 370, PHL 375, and PHL 490.

Major in Psychology

The linguistic concentration for a psychology major requires:

- (a) four courses in linguistics, and
- (b) six courses in psychology.

Five of the six psychology courses must be PSY 146, PSY 231, PSY 351 or 352, PSY 353, and PSY 435. Arrangements may be made for a psycholinguistics major to substitute a linguistic or other cognate course for the unspecified sixth psychology course. The linguistic courses are LIN 301-302, LIN 403, LIN 404.

The linguistic requirements are those specified for each department, but a student may be allowed certain substitutions by permission of the Committee on Linguistics.

Course Offerings

LIN 176, 177 The Nature of Language

The first semester deals with language as a conceptual system and with the interrelationships of language and other cultural subsystems. Language and dialects, acquisition both of native and of foreign languages,

and other topics about the nature of language are examined.

The second semester studies the relationship between speech and writing; phonological, grammatical, and semantic systems; the history of language; the application of linguistic principles to language learning, stylistic analyses, the teaching of standard dialects, and the psychology of communication.

Identical with ENG 176, 177.

LIN 301-302 Introduction to Linguistics

A general introduction to modern linguistics and to synchronic linguistic analysis. The second semester extends the study to include diachronic and other specialized applications of linguistic techniques.

LIN 365 Applied Linguistics

A series of sections in French, German, Russian, and Spanish are offered in this course. They are the same as FRH, GRM, RUS, and SPN 365.

LIN 401 Phonetics

An introduction to articulatory and acoustic descriptions of spoken language, and training in the recognition and production of sounds found in languages other than English.

Prerequisite: LIN 301 or equivalent.

LIN 403 Phonology

Structural and generative theories of phonetics, phonemics, and morphophonemics; supervised work with informants applying those theories to a variety of linguistic problems.

Prerequisites: LIN 301-302.

LIN 404 Grammatical Analysis

A presentation of the theory and application of morphological and syntactical analysis, with emphasis on work with original material.

Prerequisites: LIN 301-302.

LIN 428 The Teaching of English as a Foreign Language

A study of modern techniques of teaching pronunciation, grammar, and vocabulary. The preparation and use of language tests; laboratory techniques.

Prerequisite: Permission of the instructor.

LIN 480 Seminar in Linguistics

Topics and problems selected by the instructor.

Prerequisites: LIN 301-302 or permission of the instructor.

LIN 490 Independent Study

Special research projects in linguistics.

Prerequisite: Permission of the Committee on Linguistics.

Courses of Related Interest

English

ENG 382 Old English

ENG 376 History of the English Language

ENG 377 Modern English Grammar

ENG 583 Transformational Grammar

Arts and Sciences

Languages

- GRK 114-115 Elementary Greek
- GRK 214-215 Intermediate Greek
- LTN 114-115 Elementary Latin
- LTN 214-215 Intermediate Latin
- CHE 114-115 First Year Chinese
- CHE 214-215 Second Year Chinese

Philosophy

- PHL 370 Systems of Logic
- PHL 375 Philosophies of Language

Psychology

- PSY 435 Psychology of Communication

The Concentration in Premedical Studies

Students intending to pursue careers in the medical or dental professions are expected to complete the concentration in pre-medical studies. The concentration consists of a series of courses in biology, chemistry, mathematics, and physics intended to satisfy the minimum requirements for admission to the various medical and dental schools in Michigan and elsewhere. In general, the concentration is completed with the following courses:

- (a) Biology: 3 semester courses, including laboratories.
- (b) Chemistry: 4 semester courses, including laboratories.
- (c) Mathematics: 2 semester courses.
- (d) Physics: 2 semester courses, including laboratories.

The premedical studies concentration does not constitute a major. Students must select a major from among those offered by the University. Each student in the concentration will be assigned a premedical adviser who will assist the student in planning his academic program for as long as the student is enrolled in the concentration.

Social Studies Program

REQUIREMENTS FOR THE SECONDARY TEACHING MAJOR IN SOCIAL STUDIES

This major has been devised for students who plan to teach social studies in junior or senior high school. The program pro-

vides a broad background in the social sciences and related fields. Admission to major standing requires ~~successful~~ completion of ED 244 and two courses in the social sciences and the concurrent approval of the major adviser and the School of Education. The program requires:

- (a) Either UC 054 or PSY 146.
- (b) ED ~~244, 245~~, ED 428, and ED 455. 2 4
- (c) Non-Western Civilizations: 8 credits.
- (d) Social Sciences: 20 credits. For purposes of this program, the Departments of Economics, Political Science, Psychology, and Sociology and Anthropology are defined as the departments of the social sciences. The 20 credits may be distributed among these departments, with a concentration of 12 credits in one department.
- (e) History: 8 credits.
- (f) If a student pursues this major and *offers a minor in history*, the requirement of 8 credits in history in the major does not apply. Instead, an additional 8 credits in the social science chosen for the concentration are required.

In this program, University Courses, Freshman Exploratories, and the Senior Colloquium may, when appropriate, be counted in meeting the required totals. Courses in geography may also be counted in the major.

In consultation with the adviser, a number of minors may be selected to accompany the social studies major. Recommended minors include history and English.

REQUIREMENTS FOR THE TEACHING MINOR IN SOCIAL STUDIES

The minor requires a minimum of 24 credits selected from courses offered by the social science departments or courses in area studies, geography, or Western Institutions. Included in this total are such Freshman Exploratories and Senior Colloquia as fall within the minor.

Students majoring in history who wish to elect a social studies minor must confer with the Placement Office and/or the Office of the School of Education before electing this program.

SS 570 Social Studies in the Elementary School

An intensive study of current trends, challenges, characteristics, and content of effective social studies programs, with emphasis on the relationships among discipline areas comprising the social studies. The course will stress application of these studies in urban area elementary schools.

Prerequisite: Education 245 and acceptance into a graduate or certification program or major standing in elementary education.

Miscellaneous Courses

Geography

GEO 200 Geography

A general survey of selected regions of the world with an emphasis on the problems of political geography, but including aspects of cultural and economic geography.

Science

REQUIREMENTS FOR THE TEACHING MINOR IN SCIENCE

The minor requires a minimum of 24 credits, selected from courses offered by the Departments of Biology, Chemistry, and Physics. Course selections must cover two of the three disciplines and must include 12 credits in each discipline applied to the minor. Hence the following options are available: chemistry-biology; chemistry-physics; biology-physics. All courses must be at the levels of BIO 111, CHM 114, PHY 151, or above, and they may *not* include courses in the discipline of the student's major.

SCI 305 Science in the Elementary School

Content and methodology appropriate to students in the elementary education program.

Prerequisite: Major standing in elementary education.

SCI 505 Basic Concepts and New Developments in Science

Basic concepts in science and science methodology. An intensive study of one science area (e.g. biology, chemistry, physics, etc.) and a study of the new curricula in science for the elementary school.

Prerequisite: Admission to course in a graduate program in elementary education or permission of the instructor.

Speech

SPH 201 Effective Oral Communication

Theory and practice in oral communication, with emphasis on the adaptations required by particular speaking goals, audiences, and occasions. Through the researching, organizing, and delivery of classroom speech assignments (interview, informative, persuasive, manuscript, group discussion, etc.) students are prepared for a variety of communication situations. Videotaped student speeches and classroom interaction aid in identifying, and thereby correcting or enhancing, individual personality and delivery characteristics.

SPH 301 Persuasive Oral Communication

Theory (drawn from social sciences, psychology, linguistics, etc.) and practice in persuasion. Includes units on self-evaluation through videotaped speeches, appropriate application of logical and extralogical

appeals, ethical considerations, distinctions between debate and persuasive argument, and problem-solving functions of discussion.

Prerequisite: SPH 201.

Graduate Studies in the College of Arts and Sciences

The following departments offer instruction leading to the degree of Master of Arts:

English Language and Literature

Mathematics

Psychology

The following departments offer instruction leading to the degree of Master of Science:

Chemistry

Physics

The following departments, jointly with the School of Education, offer instruction leading to the degree of Master of Arts in Teaching:

English Language and Literature

Mathematics

For further information concerning these programs, see the *Graduate Bulletin*.

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University of Texas

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University Reading Center

HARRY T. HAHN

Director

E. HAROLD BENNETT

B.S., Appalachian State Teachers College; M.Ed., University of Michigan

Special Instructor in Reading

JANE L. DAVIDSON

B.S., Western Michigan University; M.Ed., Wayne State University

Special Instructor in Reading

WALLACE S. MESSER

B.S., Wayne State University; M.A., San Fernando Valley State College

Special Instructor in Reading

The School of Education is a genuinely interdisciplinary body. As the faculty roster indicates, staff members from a great variety of departments of the University contribute their talents to the education of teachers. Undergraduates all work for the degree of Bachelor of Arts and are majors in a departmental or interdepartmental program of the College of Arts and Sciences. Graduate students in secondary teaching fields are sponsored jointly by the School of Education and the College of Arts and Sciences for their degrees; those in elementary specializations are sponsored by the School of Education alone. In both programs the University awards the degree of Master of Arts in Teaching (M.A.T.).

The Undergraduate Programs

Prospective elementary and secondary teachers may pursue a variety of programs and be sponsored for teaching certificates in the State of Michigan. Certification in this state usually suffices for or facilitates the obtaining of teaching certificates in other states. Concerning certification in Michigan and in other states, see p. 161 of this catalog.

The aim of all teacher education programs at Oakland is to develop graduates who are both broadly educated and competently prepared for their specialized duties. Prospective teachers take the liberal arts and science courses required of all students, and on this framework they build one of a variety of majors. For general requirements for the degree of Bachelor of Arts and for further information on the general education component in the undergraduate instructional program of the College of Arts and Sciences, see pp. 25-39. The Department of Teacher Education offers professional education courses, but the student's major and minor subjects are taught by the departments of the College of Arts and Sciences.

Teacher preparation at Oakland has some unusual aspects. First and foremost, the interdisciplinary approach assures that students receive instruction from a variety of departments and participate on an equal footing with liberal arts students in the various major

fields. A second unusual feature assures each prospective teacher at least two extended field experiences in public schools. In the sophomore year students are assigned as observers in nearby schools for two weekly periods. Thus, they may test their career choices early and realistically before they proceed very far in professional training. In the senior year a ten-week teaching internship completes their academic preparation with a full-time assignment in public school classrooms. The internship provides a transition to professional duties, a transition facilitated by full assistance from University and school staffs. Since both observation and internship are accompanied by weekly seminars, discussions with professors and fellow students provide constant integration between theoretical and practical phases of the program.

All undergraduate teaching majors must take ED 244-245, 455, and either ED 428 (secondary) or ED 433 (elementary).

Secondary Teaching Majors

Prospective secondary school teachers have a choice of any one of thirteen teaching majors. Consult the section of the catalog appropriate to the fields of concentration for specific courses and requirements for admission to major standing and for completion of the major program.

Biology	(See p. 51)	Mathematics	(See pp. 86-87)
Chemistry	(See pp. 57-58)	Music	(See p. 109)
English	(See p. 71)	Physics	(See p. 118)
French	(See p. 95)	Russian	(See p. 95)
German	(See p. 95)	Spanish	(See p. 95)
History	(See p. 78)	Social Studies	(See pp. 148-49)
Latin	(See p. 62)		

Secondary Teaching Minors

Nine teaching minors are available to the prospective secondary school teacher:

Art	(See p. 45)	History	(See p. 78)
Biology	(See p. 51)	Mathematics	(See p. 87)
Chemistry	(See p. 58)	Physics	(See p. 119)
English	(See p. 71)	Science	(See p. 150)
		Social Studies	(See p. 149)

Elementary Teaching Majors

Prospective elementary school teachers must take a common core program and choose one area for major concentration and another for minor concentration. Students may concentrate in

School of Education

two major fields (instead of one major and one minor), but they may *not select a single area for both major and minor concentrations*. The core program plus the concentrations completes all University requirements for graduation except that together they do not normally yield sufficient credits for the degree of Bachelor of Arts. To reach the minimum graduation requirement of 124 credits, students, in consultation with their advisers, must round out their programs with electives.

THE CORE PROGRAM FOR PROSPECTIVE ELEMENTARY TEACHERS

For course descriptions of Freshman Exploratories, Distribution Requirements, Senior Colloquia, and the Language Requirement, see pp. 30-40.

Freshman Exploratories	8 credits
Foreign Language or LIN (ENG) 176, 177*	8 credits
Psychology (UC 054 or PSY 146 or PSY 171)	4 credits
ART 147 or UC 047 (<i>with laboratory</i>)	4 credits
MUS 149	4 credits
MTH 314	4 credits
MTH 315 and MTH 316	8 credits*
SCI 305	4 credits
Area Studies	4 credits
Literature (See Distribution Requirements p. 28)	4 credits
Social Sciences (other than psychology)	4 credits
Senior Colloquium	4 credits
ED 244-245	8 credits
ED 331	4 credits
ED 433-455	12 credits
Total	78-84 credits

*Students in the foreign language major concentration must elect the foreign language 114-115 sequence for 10 credits and are not required to take MTH 315 and MTH 316.

MAJOR CONCENTRATIONS

History/Social Science

Psychology (UC 054 or PSY 146 or PSY 171)	} From the core program	4 credits
Area Studies		4 credits
Social Sciences		4 credits
HST 214, 215		8 credits
Additional courses in history, social science, geography, area studies		16 credits
Total		36 credits

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration. Admission to major standing requires that the student have completed 56 credits. He

must also be in academic good standing and have attained a combined average of 2.0 in a group of courses consisting of two Freshman Exploratories, psychology, ED 245, and three additional courses in the core and/or concentration. Approval for major standing must be obtained from the School of Education. Admission to major standing must be approved before the student completes more than 72 credits.

Foreign Language

Foreign Language	From the core program	10 credits
Additional courses in same language offered in fulfillment of core requirement		26 credits
Total		36 credits

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration. Admission to major standing requires that the student have completed 56 credits. He must also be in academic good standing and have attained a combined average of 2.0 in a group of courses consisting of two Freshman Exploratories, psychology, ED 245, and three additional courses in the core and/or concentration. Approval for major standing must be obtained from the School of Education and from the Department of Modern Languages and Literatures. Admission to major standing must be approved before the student completes more than 72 credits.

NOTE: Students who plan to combine a foreign language major concentration with a language arts minor should include LIN (ENG) 176, 177, as a part of the minor sequence.

Language Arts

Foreign Language or LIN (ENG) 176, 177	} From the core program	8 credits
Literature		4 credits
Additional courses in English*, speech, foreign language		24 credits
Total		36 credits

*Students who elect the foreign language sequence in the core program must include LIN (ENG) 176 or 177 (4 credits) as part of the language arts major concentration.

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration. Admission to major standing requires that the student have completed 56 credits. He must also be in academic good standing and have attained a combined average of 2.0 in a group of courses consisting of two Freshman Exploratories, psychology, ED 245, and three additional courses in the core and/or concentration. Approval for major standing must be obtained from the School of Education. Admission to major standing must be approved before the student completes more than 72 credits.

School of Education

Science/Mathematics

MTH 314, 315, 316	} From the core program	12 credits
SCI 305		4 credits
Additional courses in science and mathematics approved by the Committee on Science and Mathematics		20 credits
Total		36 credits

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration. Admission to major standing requires that the student have completed 56 credits. He must also be in academic good standing and have attained a combined average of 2.0 in a group of courses consisting of two Freshman Exploratories, psychology, ED 245, and three additional courses in the core and/or concentration. Approval for major standing must be obtained from the School of Education and from the Committee on Science and Mathematics. Admission to major standing must be approved before the student completes more than 72 credits.

MINOR CONCENTRATIONS

History/Social Science

Psychology (UC 054 or PSY 146 or PSY 171)	} From the core program	4 credits
Area Studies		4 credits
Social Sciences		4 credits
HST 214, 215		8 credits
Additional courses in history, social science, geography, area studies		4 credits
Total		24 credits

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration.

Science/Mathematics

MTH 314, 315, 316	} From the core program	12 credits
SCI 305		4 credits
Additional courses in science and/or mathematics		8 credits
Total		24 credits

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration.

Language Arts

Foreign Language or LIN (ENG) 176, 177	} From the core program	8 credits
Literature		4 credits
Additional courses in English,* speech, and foreign		

language	12 credits
Total	24 credits

*Students who elect the foreign language sequence in the core program must include LIN (ENG) 176 or 177 (4 credits) as part of the language arts minor concentration.

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration.

Sponsorship for Michigan Teacher Certification

The State Department of Education certifies teachers in Michigan. It issues provisional certification to candidates deemed qualified by colleges and universities. This Provisional Certificate can be converted to a Permanent Certificate after a period of teaching and additional studies. Oakland University sponsors its graduates for the Provisional Elementary and the Provisional Secondary Certificates if the following requirements are met:

1. Completion of the University baccalaureate with a teaching major and one appropriate minor.
2. An internship (ED 455) grade of 2.5 or better.
3. Demonstrated proficiency in the use of English. The criteria of acceptability may be ascertained by consulting the School of Education Office. Students should satisfy this requirement before the senior year to allow time to remove deficiencies.

NOTE: Students who expect to teach in a state other than Michigan should ascertain what requirements beyond those of Michigan that state demands. It is the responsibility of the student to plan his program accordingly.

The Graduate Programs

The School of Education and the College of Arts and Sciences jointly offer programs leading to the degree of Master of Arts in Teaching in English and mathematics (for secondary teachers). Additional programs, in such fields as history, social science, French, etc., may be available at a future date. The School of Education offers programs of instruction leading to the degree of Master of Arts in Teaching in the fields of elementary education and of reading instruction. Additional specialized degrees, in counselling and guidance, special education, administration, and for school diagnosticians may also be instituted in the future. For details consult the *Graduate Bulletin*.

Certification Programs for Graduates

For graduates of accredited institutions who wish to be certified as teachers, Oakland University makes available programs in all majors offered by the University. Those seeking sponsorship for certification must be admitted to the University through

School of Education

regular procedures and must then apply to the School of Education for preparation of a certification program. This program will be prepared in consultation with the departments concerned and must be approved by them as well as by the School of Education. Successful completion of such a program leads to sponsorship by Oakland University for the appropriate Michigan Provisional Certificate.

Course Offerings

N.B. Unless otherwise noted, all courses are 4-credit courses.

ED 244 Social and Philosophical Issues in Education

Education is treated both as a social phenomenon and as an embodiment of philosophic commitments. Basic concepts studied in the social sciences and philosophy are examined with special attention to their pertinence to education. Such questions as the nature of reality, knowledge, and values are examined from widely differing points of view in order to analyze controversial issues in theory and practice.

Prerequisites: Two Freshman Exploratories.

ED 245 Psychological and Field Studies in Education

Psychological factors involved in learning and development are examined in lectures, class discussions, and extensive field observations in schools. Application must be filed early in the semester preceding registration for this course.

Prerequisites: ED 244 and one course in psychology.

ED 331 Teaching and Reading

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 among the topics of the course.

Prerequisite: ED 245.

ED 428 Teaching of the Major Field

Content and methodology appropriate to the student's major field. Organization of programs and courses, bibliography of the field, and techniques of instruction receive special emphasis.

Prerequisites: ED 245, major standing, and permission of the student's major department.

ED 433 Teaching in the Elementary School

The content and methodology of instruction in the elementary school. This course is designed to supplement specialized courses in the various teaching fields.

Prerequisites: ED 245, major standing, and permission of the School of Education.

ED 455 Internship (8 credits)

Supervised teaching in the public schools. Students spend approximately fifty days in public school classrooms and participate in such further activities as a supervising teacher may direct. The course includes a seminar dealing with problems of instruction.

Prerequisites: ED 245, major standing, concurrent registration in ED 428

or 433, and permission of both the student's major department and the School of Education. Application must be filed early in the semester preceding internship.

Note: Since the internship requires full-time work for ten weeks, students should plan their programs in ways which will avoid any conflict with this obligation. In many instances this will mean scheduling either ED 428 (for secondary teaching majors) or ED 433 (for elementary teaching majors) during the semester of internship. In other cases a particular departmental course will be offered as the companion course for internship. Students should consult with their major departments before planning their internship semester.

ED 490 Independent Study and Research (2 or 4 credits)

A program of directed individual reading and research.

Prerequisite: Permission of the Department of Teacher Education. Such permission will be granted only if a student presents written evidence that a faculty member has consented to supervise his study.

ED 497 Apprentice College Teaching (2 or 4 credits)

An elective course open to any well-qualified upperclassman who wins consent of a faculty member to assist in presenting a regular college course to underclassmen. The apprentice should be capable of assuming limited classroom teaching duties.

Prerequisite: Permission of the Department of Teacher Education. Such permission will be granted only if a student presents written evidence that a faculty member has accepted him as an apprentice.

ED 509 The School and the Disadvantaged Child (2 or 4 credits)

A study of the difficulties and opportunities arising in the schooling of children from disadvantaged home environments. The course will concern itself with such topics as: clashes between values in school and home environments, communication across subcultural barriers, problems of motivation, etc.

Prerequisite: Permission of the instructor.

ED 531 Current Trends in the Teaching of Reading

An intensive examination of current instructional practices, problems, and research in the teaching of reading. Prevailing trends in reading instruction will be evaluated in the light of cumulative research findings concerning the development of reading skills.

Prerequisite: Admission to course in any graduate program or permission of the Department.

ED 532 Teaching Reading in the Primary Grades

This course is designed to examine principles, practices, and research related to early reading instruction. It will include an analysis of the relationship of the various language arts to reading skills, and will place emphasis upon the developmental skills of pupils starting with kindergarten.

Prerequisite: Admission to course in any graduate program or permission of the Department.

ED 533 Teaching Reading in the Upper Grades

This course is designed to examine the principles, practices, and research related to the teaching of reading in Grade Four and higher grades. Emphasis will be placed upon the developmental reading skills in a

School of Education

reading program adjusted to the individual needs of pupils. Particular emphasis will be placed upon reading in the content areas.

Prerequisite: Admission to course in any graduate program or permission of the Department.

ED 534 Language Arts Instruction in the Elementary Schools

This course is designed to provide a scholarly examination of research findings, materials, and procedures for the development of spelling, composition, speaking, and listening skills in children. Discussions will center on those areas of the curriculum which directly influence language development. The course will demonstrate how the coordinated language-arts approach and the use of literature appropriate to each age level can balance the growth of communication skills.

Prerequisite: ED 331 or ED 531 or equivalent preparation in reading instruction.

ED 590 Special Problems in Education (2, 4, 6, or 8 credits)

A course dealing with specialized problems in various phases of education. Depending on the clientele and staff needs, the specific topics may differ from term to term. The course may be taken more than once but for no more than a total of 8 credits. May be elected for independent study.

Prerequisite: Admission to course in any graduate program or permission of the Department.

ED 601 History of Education

A study of the cultural forces (primarily in the West) as they shaped, and were shaped by, the education of the young. Characteristic patterns of educational institutions, changing conceptions of curricula, dominant social and philosophic ideas concerning education, significant contributions by individual educators, represent some of the professional topics which are discussed in their historical settings.

Prerequisite: Admission to course in any graduate program.

ED 602 Philosophy of Education

A study of philosophical inquiry in relation to education. Philosophic analysis of educational problems, educational conclusions by systematic philosophers, logical relationships between various philosophical and educational positions are among the topics considered.

Prerequisite: Admission to course in any graduate program.

ED 603 Comparative Education

An analysis of education and its relationship to social and economic change in various cultures. Lectures, readings, and discussions will deal primarily with existing educational systems originating in Western culture, such as those of Great Britain, U.S.S.R., Sierra Leone, Kenya, but the course will also include some study of selected utopian educational systems.

Prerequisite: Admission to course in any graduate program.

ED 611 Problems in Elementary Education (4 or 8 credits)

A study of issues in the organization, curriculum, administration, and methodology of elementary schools. Student needs and preparation determine the specific topics included in a given semester. Students may register repeatedly for this course up to a total of 8 credits.

Prerequisite: Admission to course in a graduate program in elementary

education or in reading instruction.

ED 612 Curriculum Studies

A study of practices in and research on curriculum in modern elementary schools. The course will investigate the sum total of experiences provided for young people in school settings and will challenge established practices on the basis of recent curricular developments.

Prerequisite: Admission to course in a graduate program in elementary education or in reading instruction.

ED 631 Problems in Reading Instruction (4 or 8 credits)

A study of diagnostic, methodological, organizational, and administrative issues in reading programs. Student needs and preparation determine the specific topics included in a given semester. Students may register repeatedly for this course up to a total of 8 credits.

Prerequisite: Admission to course in a Master of Arts in Teaching program and at least one previous course in reading instruction.

ED 632 Diagnosis of Reading Disabilities

A laboratory course concerned with the analysis and study of factors which contribute to or precipitate reading disabilities in elementary and/or secondary school pupils. The course includes selection and administration of both informal and standardized tests and also deals with the preparation and evaluation of case reports.

Prerequisite: Admission to course in a Master of Arts in Teaching program and at least one previous course in reading instruction.

ED 633 Correction of Reading Disabilities

A laboratory course designed to focus attention on methods, materials, and practices pertaining to the instruction of disabled readers. The course provides opportunities to plan, organize, and conduct remedial instruction for children under the supervision of the instructor.

Prerequisite: Admission to course in a Master of Arts in Teaching program and at least one previous course in reading instruction.

ED 699 Terminal Project

The planning and execution of a significant research or action project in accordance with the advice of the student's guidance committee.

Prerequisite: Admission to degree candidacy in a graduate program in elementary education or reading instruction *and* written approval of the student's guidance committee. Such approval should be requested by the student early in the Fall Semester for registration in the Winter Semester, and early in the Winter Semester for registration in the Spring Session or Fall Semester. The terminal project should be discussed with the adviser as early in the program as possible.

SCHOOL OF ENGINEERING

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Cornell University

Undergraduate Curriculum in Engineering

The undergraduate engineering program at Oakland University is built on the broad intellectual base laid down by the University's imaginative liberal arts program and is designed to provide a comprehensive academic preparation for students planning to enter the engineering profession. It is intended especially for the relatively able student entering one of the newer fields of engineering. The undergraduate program of instruction offered by the School of Engineering leads to the degree of Bachelor of Science.

The curriculum lays stress on the fundamentals of science and mathematics as well as of engineering. During the freshman and sophomore years in particular, each student majoring in engineering takes extensive work in mathematics, the physical sciences, and the life sciences as a foundation for his professional studies. Concurrently, he takes a series of engineering courses ranging from thermodynamics and electronics to the mechanics of solids. Required of every student, this core curriculum of nine engineering courses is planned to ensure the thorough professional training necessary to every well-prepared engineer. The schedule of engineering courses is so arranged that a student takes at least one course in engineering each semester, including each semester in the freshman year. This early introduction to engineering provides career motivation and alleviates crowding of technical courses late in a student's program.

The undergraduate program places strong emphasis on the digital computer and on electronic analog computer simulation. The first several weeks of the initial course in engineering (EGR 101) are devoted to an introduction to digital computer FORTRAN programming, and the digital computer is used in every engineering course in the major.

During his senior year, each engineering student specializes in a particular area of his own choice. Advanced courses (EGR-400 series) are available in areas such as electronics, control

systems, and transport phenomena. From time to time, courses on special topics (EGR 405) are offered for credit in a variety of engineering fields.

The Senior Engineering Project (EGR 409) deserves special mention. A student and a professor agree upon a design project, the time schedule for its completion, the cost of materials and labor, and the number of credits to be earned by the student. To prepare the student for independent project work during the senior year, the engineering and physics laboratories taken in the first six semesters consist of open-ended experiments. In consultation with the instructor, the student is permitted to design, assemble, analyze, and report on his own experiments. He is encouraged to use the student machine shop (note EGR 111) and the electronics shop to construct apparatus not otherwise available, and he may call upon an instrument maker and an electronics technician for aid in designing more complex pieces of equipment. This concept of individual responsibility tends to stimulate in the student the maturity and self-reliance required of every successful engineer.

Entering students planning to major in engineering should present at least three years of high school mathematics, including one-half unit of trigonometry. If it is possible for the prospective student in engineering to take more high school courses in certain subjects than the minimum normal requirements for admission to the University, additional courses in mathematics, the laboratory sciences, and English are most desirable. Preparation in elementary drafting and machine shop practice is also useful.

Career Preparation in Engineering

The engineering program at Oakland University is designed to allow the maximum possible latitude in the choice of industrial careers; it is also planned effectively to prepare students who wish to enter the best graduate schools. Serving both these goals, the engineering core program and advanced engineering electives combine to form an overall program at Oakland University that is equivalent in scope and depth to the typical requirements in specialized curricula in other fine schools of engineering. The School of Engineering at Oakland University, however, places high value on not forcing a student to make a premature choice of career specialization. The student should consult with his adviser on the selection and scheduling of courses. Listed here for guidance are a few typical options.

ELECTRICAL ENGINEERING

The student should elect Advanced Electronics (EGR 426) and Electric and Magnetic Fields (EGR 445) and give consideration to

further work in Automatic Control Systems (EGR 431).

SYSTEMS ENGINEERING

The systems engineer is called on to develop automatic controls for a wide variety of physical processes, and to the core program he should add Automatic Control Systems (EGR 431) and Analysis of Nonlinear Systems (EGR 432).

MECHANICAL ENGINEERING

The student should elect advanced courses in Thermal Energy Transport (EGR 448) and Fluid Transport (EGR 449), as well as courses in systems or energy conversion, depending upon his particular interest.

MATERIALS ENGINEERING

To the materials courses in the core program and the required course in Modern Physics (PHY 371), the students should consider adding courses in chemistry, starting with CHM 114-115. Advanced work in special topics (EGR 405) and projects (EGR 409) should be elected.

SALES ENGINEERING AND BUSINESS

Engineering students interested in technical sales and technical management will wish to add electives from the offerings of the Department of Economics and Business Administration, e.g., Economic Growth, Fluctuations, and Forecasting (EB 303).

BIOLOGICAL ENGINEERING

This is one of the rapidly developing frontiers of engineering. Oakland University is unusual in including a program in biology in its regular requirements for engineering students. Further work may be taken in cooperation with the Department of Biology, e.g., Biophysics (BIO 425).

ENERGETICS

The student preparing for a career involving such applications as plasma engineering, magnetohydrodynamics, ion propulsion, and fuel cells should add to the core program Electric and Magnetic Fields (EGR 445) and Direct Energy Conversion (EGR 454).

OTHER FIELDS

A number of fields of student interest such as nuclear engineering, for example, are primarily areas of graduate specialization. The program at Oakland University is excellent preparation for these fields. Some areas of undergraduate specialization such as mining engineering and textile engineering, for example, are not offered at Oakland University. The prospective student should consult the Office of Admissions or the School

School of Engineering

of Engineering on the availability of preparation for his particular field of interest.

General Education

Oakland University requires all undergraduates in degree programs to share in a series of courses designed to provide a broadening intellectual experience in liberal education. Typically, engineering students meet this general education requirement by participating in the University Course Program. (See pp. 30-34 of this catalog for course descriptions.) It is also possible for engineering students to meet this requirement by enrollment in Charter College or New College; engineering students taking either of these latter options, however, may find they need more than eight semesters in which to meet the requirements for the degree of Bachelor of Science.

UNIVERSITY COURSE PROGRAM

1. Each student is required to complete two Freshmen Exploratories (8 credits) within his first three semesters. These Freshman Exploratories, taught in seminar-sized classes, offer an opportunity for the student to explore a wide variety of liberal arts subjects. They are intended to develop the student's ability to think, to discuss, and to write intelligently and critically.
2. Each student is required to pursue further study in the fields of Literature, Western History and Philosophy, Fine Arts, Social Sciences, and Non-Western Civilizations. These Distribution Requirements are normally met by courses elected throughout the student's eight semesters of study.
3. In his senior year, each student must participate in a Senior Colloquium. The Senior Colloquium serves to focus attention upon issues of liberal intellectual concern. In 1968-69, Senior Colloquia will be open only to students who entered the University in September, 1966, or later and who will be eligible for graduation in April, 1969.

Requirements for the Degree of Bachelor of Science

A student with a major in engineering must meet the following requirements in order to graduate:

1. Have completed at least 124 credits.
2. Have completed 32 credits at Oakland University. At least 16 of these credits must be in engineering. A student must be registered at Oakland University for at least 8 credits during the semester in which the degree is to be conferred.
3. Have a cumulative grade point average in courses taken at Oakland University of at least 2.0.
4. Have completed at least 8 credits in electives.
5. Have completed at least 24 credits in the University Course

Program (including two Freshman Exploratories and a Senior Colloquium), or in Charter College, or in New College. (See pp. 30-39 of this catalog for course descriptions.)

Each student, unless he has transferred equivalent credits from another institution, should take one and only one Freshman Exploratory in each of his first two semesters, chosen from the following groups (no two may be chosen from the same group): Literature, Western History and Philosophy, Fine Arts, Man and Contemporary Society (Social Sciences), Non-Western Civilizations, and Science and Mathematics. Any student who has not satisfactorily completed two Exploratories in his first three semesters may be declared ineligible to continue as an enrolled student by action of the Committee on Academic Standing. *Successful completion of two Exploratories satisfies the University writing competency requirement.* No student may receive credit for more than two Exploratories, including equivalent credits for courses taken at other institutions. The Freshman Exploratories, if in Literature (UC 01A), Western History and Philosophy (UC 01B), Fine Arts (UC 01C), Man and Contemporary Society (Social Sciences, UC 01D), or Non-Western Civilizations (UC 01E) satisfy equivalent Distribution Requirements in these areas for the student in engineering.

The 24 credits (including the 8 credits in Freshman Exploratories and the 4 credits in the Senior Colloquium) must be distributed as follows:

A. Literature: 4 credits.

(UC 018, ENG 141, ENG 142, or any course in modern foreign languages numbered 271 or higher and especially those numbered 285.)

B. Western History and Philosophy: 4 credits.

(UC 036, UC 037, ED 244, HST 141, HST 142, or PS 272.)

C. Fine Arts: 4 credits.

(UC 047 or UC 049.)

D. Social Sciences: 8 credits.

(UC 052, UC 054, UC 056, UC 058, PS 131, PSY 146.)

E. Non-Western Civilization: 4 credits.

(UC 062 or UC 066. Neither course is open to freshmen.)

6. Have fulfilled the requirements for Michigan Public Law 229, by taking either the University Course in Political Science (UC 052) or any combination of two other courses from the University Course Social Science sequence (UC 054, UC 056, UC 058) or the American History sequence (HST 214, 215).

7. Have demonstrated reading knowledge of a foreign language by successfully completing a second-semester course in language at the college level or by placing beyond first-year language at the college level in a proficiency examination administered upon admission. For students majoring in engineering, completion of LIN 176 (ENG 176) and LIN 177 (ENG 177) is an

School of Engineering

alternative to demonstrating foreign language proficiency.

8. Have completed the engineering core program, which consists of EGR 101, 115, 225, 226, 241, 325, 345, 361, and 372, and in addition any combination of three 400-level courses approved by the student's adviser, attaining at least a 2.0 cumulative grade point average in all EGR courses taken.

9. Have completed PHY 151, 152, 158, 253, and 371; MTH 154, 155, 254, and 255; and BIO 108 or a substitute course in biology or chemistry approved by the student's adviser.

The term "complete" as used above means either to establish credit in a course (by earning a passing grade in the course or by receiving transfer credit from another institution) or to have the course requirement formally waived either by test or by a successful Petition of Exception (via the Registrar to the appropriate Committee on Instruction). A student may demonstrate proficiency in a course in which he is not registered; the course requirement will be waived but no academic credit or grade will be given for the course. In exceptional cases, credit may be awarded, provided that such credit shall not exceed 20 per cent of the credits earned at Oakland University for the degree of Bachelor of Science. The number of credits will be entered in the "transfer credit" column on the student's record. For further information concerning the procedures to be followed, inquire at the office of the Dean of Engineering.

Requirements for Admission to Major Standing in Engineering

A student must have completed 56 credits before he may formally be admitted to major standing. It is the engineering student's responsibility to apply for major standing, at the office of the Dean of Engineering, before the end of the semester in which he completes 56 credits. To be eligible for major standing, a student must have completed at least two engineering courses and have attained at least a 2.0 cumulative grade point average in all EGR courses taken at Oakland University.

Bachelor of Science Major in Engineering

(A typical program)

Semester 1

Freshman Exploratory
EGR 101
MTH 154
PHY 151

Semester 3

EGR 225

Semester 2

Freshman Exploratory
EGR 115
MTH 155
PHY 152

Semester 4

EGR 226

MTH 254
PHY 253 and 158
Distribution Requirement

Semester 5

EGR 325
EGR 345
EGR 361
Foreign Language

Semester 7

EGR 409
PHY 371
Distribution Requirement
Elective

EGR 241
BIO 108
Distribution Requirement

Semester 6

EGR 372
EGR (400 level)
MTH 255
Foreign Language

Semester 8

Senior Colloquium
EGR (400 level)
Elective
Elective

Undergraduate Course Offerings

Regulations Governing Courses

1. All courses are assigned four credits unless otherwise specified.
2. A course sequence joined by a hyphen (e.g., MTH 154-155) must be taken in the order indicated. The first course in such a sequence is regarded as a prerequisite to that following. A department has, however, the right to waive these and any other prerequisite course requirements.
3. Course numbers separated by commas (e.g., HST 214, 215) indicate related courses, which may be taken in any order. Departmental or program requirements may govern the order in certain cases, however.
4. University Courses and courses numbered 100 to 299 are introductory or intermediate undergraduate courses. Courses numbered 300 to 499 are advanced courses primarily for undergraduates. Courses numbered 500 and above are primarily for graduate students.
5. The Registrar reserves the right to cancel any course in which there is insufficient registration.

EGR 101 Introduction to Engineering Design (Core)

An introduction to the philosophy and tools of preliminary design. The digital computer and graphical data reduction, statistics, economics, energy, and thermodynamics as well as human factors and information concepts are applied to the solution of engineering design problems.

EGR 105 The Computer in Science and Engineering (2 credits)

Computer programming and problem solving; use of FORTRAN. A student who has received prior credit for EGR 101 may not receive credit for EGR 105.

School of Engineering

EGR 108 Drafting (1 credit)

Introduction to the use of drafting instruments and drafting procedures.

EGR 111 Shop Practice (1 credit)

Introduction to basic machining principles and machine shop techniques, with emphasis on practical experience.

EGR 115 Statics and Dynamics (Core)

A vector treatment of mechanics which includes particle statics, equilibrium of rigid bodies, analysis of structures, friction, centroids and moments of inertia, particle dynamics, and lumped-parameter linear mechanical systems.

Prerequisites or corequisites: MTH 154 and PHY 151.

EGR 225 Lumped-Parameter Linear Systems (Core)

A unified approach for steady-state and transient analysis of electrical, mechanical, fluid, and thermal lumped-parameter linear systems. Network elements and formulation procedures for differential equations. Analogies, phasors, impedance concept, natural and forced behavior, resonance, complex frequency plane, network theorems. Use of analog and digital computers to solve differential equations for these systems.

Prerequisites: EGR 115, PHY 152, and MTH 155.

EGR 226 Electronic Circuit Design (Core)

Analysis and design of solid-state electronic circuits. Four-terminal active network theory applied to the design of small-signal transistor amplifiers. Harmonic and intermodulation distortion. Linear and non-linear waveshaping circuits.

Prerequisites: EGR 225 and PHY 152.

Prerequisite or corequisite: MTH 254.

EGR 241 Thermodynamics (Core)

Introduction to fundamental concepts, thermal energy, thermodynamic properties and equilibrium, basic physical laws of thermodynamics; entropy and its consequences, reversible energy transfers in both open and closed systems; application of thermodynamics to systems involving energy conversion and transport.

Prerequisites: PHY 158 and PHY 253.

Prerequisite or corequisite: MTH 254.

EGR 325 Signal and System Analysis (Core)

The analysis and synthesis of complex signals and the response of linear systems to complex signals. Singularity functions, orthogonal bases, Fourier synthesis of periodic signals. Exponential synthesis of aperiodic signals, double-sided Laplace transforms, Fourier transforms. Frequency response, time-bandwidth reciprocity, generalized modulation and sampling. A wide range of applications to engineering systems.

Prerequisites: EGR 226 and MTH 254.

EGR 345 Introduction to Fluid and Thermal Energy Transport (Core)

Fundamentals of fluid mechanics, properties of fluids, conservation principles; viscous and inviscid flow; laminar and turbulent flow; boundary layer theory; basic concepts of heat transfer; fundamental modes: conduction, convection, and thermal radiation; applications to problems of engineering interest.

Prerequisites: EGR 241 and MTH 254.

EGR 361 Mechanics of Materials (Core)

An introduction to the mechanics of deformable bodies; the distribution of stress and strain in beams, shafts, and columns. Both elastic and plastic materials are considered, including the effects of temperature change.

Prerequisites: EGR 115 and MTH 155.

EGR 372 Properties of Materials (Core)

The atomic, molecular, and crystalline structure of solids, including a description of x-ray analysis, metallography, and other methods for determining structure; correlation of structure with the electric, magnetic, and mechanical properties of solids.

Prerequisites: EGR 361 or consent of the instructor.

EGR 405 Special Topics

Advanced study in special areas. May be taken more than once.

EGR 409 Senior Engineering Project (2, 4, 6, or 8 credits)

Independent work on advanced laboratory projects; topics to be chosen by the student in consultation with an instructor. May be taken more than once.

EGR 426 Advanced Electronics

High frequency transistor behavior. Design of multistage transistor amplifiers. Modulation and demodulation, oscillators, resonant load amplifiers. Introduction to digital circuit design.

Prerequisites: EGR 226 and MTH 254.

EGR 431 Automatic Control Systems

Review of basic methods for determining the equations of motion of various types of linear components and systems. Transient response to deterministic inputs and the definition of Lagrangian stability. The root locus method. Open and closed loop frequency response. Bode and Nyquist diagrams. Compensating networks. Use of analog computers in control system design.

Prerequisites: MTH 255 and EGR 226.

EGR 432 Analysis of Nonlinear Systems

Analysis of first- and second-order nonlinear physical systems with many engineering applications. Piecewise-linear models for zero-memory systems. Phase-plane analysis for autonomous systems; singular points, equilibrium, limit cycles. Stability analysis via theorems of Poincaré, Lienard, and Bendixson. Perturbation theory with applications to both forced and autonomous systems, averaging methods. Subharmonics, jump phenomena, and frequency entrainment in forced systems.

Prerequisite: EGR 325.

EGR 445 Electric and Magnetic Fields

Introduction to the fundamental concepts of electric and magnetic fields. Fundamental laws, basic postulates, Maxwell's equations. Electrostatics, magnetic fields of steady currents, time varying fields, waves, transmission lines, reflection and refraction at interfaces, guided waves, radiation and elementary radiators. Use of computers for solution of practical problems.

Prerequisites: PHY 152 and MTH 254.

School of Engineering

EGR 448 Thermal Energy Transport

A continued study of the basic concepts, properties, and descriptions of the three fundamental modes of heat transfer (conduction, convection, and thermal radiation); theoretical, numerical, and analogical methods of analysis of steady, transient, single, and multi-dimensional problems; with laboratory.

Prerequisite: EGR 345, MTH 255, or consent of the instructor.

EGR 449 Fluid Transport

A continued study of the fundamentals of fluid mechanics and their applications; potential flow of inviscid fluids, laminar and turbulent boundary layer theory, compressible flow; similarity, modeling, and dimensional analysis.

Prerequisite: EGR 345, MTH 255, or consent of the instructor.

EGR 454 Direct Energy Conversion

Thermoelectric engines, thermionic converters, magnetohydrodynamic engines, photovoltaic effect and solar cells, free energy and fuel cells.

Prerequisites: EGR 241 and EGR 226.

Graduate Curriculum in Engineering

For detailed descriptions of graduate courses and admission requirements, see the *Graduate Bulletin*. The School of Engineering presently offers instruction leading to the degree of Master of Science in systems engineering. Options may be pursued in control and communication systems; energy systems; and electromagnetic and optical systems.

Graduate Course Offerings

EGR 500	Graduate Seminar
EGR 505	Engineering Design Project
EGR 510	Engineering Fields
EGR 520	Analysis and Synthesis of Linear Control Systems
EGR 521	Modern Topics in Control Engineering
EGR 530	Introduction to Random Signals and Systems
EGR 535	Large Scale Systems
EGR 540	Electromagnetic Signals and Waves
EGR 550	Coherent Optics
EGR 551	Convective Transport Phenomena
EGR 552	Thermal Transport Phenomena
EGR 555	Energy and Information Systems

SCHOOL OF PERFORMING ARTS

Officers of Administration

WILBUR W. KENT, JR. Associate Dean

Officers of Instruction

DURWARD B. VARNER Chancellor
B.A., Texas A & M; M.S., University of Chicago

DONALD D. O'DOWD Provost
Professor of Psychology
A.B., Dartmouth College; M.A.; Harvard University; Ph.D., Harvard University

JOHN L. BROOME Lecturer in Movement,
Academy of Dramatic Art
Classical Dance, Royal Ballet School; Diploma (Modern Dance), Jooss-Leeder School; M.R.A.D. (Honors), Royal Academy of Dancing, London

AUDREY M. BULLARD Lecturer in Voice,
Academy of Dramatic Art
Diploma (Dramatic Art), University of London; L.R.A.M. (Teacher of Speech), Royal Academy of Music; Diploma (Voice Training and Diction), Central School of Speech Training and Dramatic Art; First Class Certificate, International Phonetics Association

WALTER S. COLLINS II Professor of Music
Dean, Meadow Brook Summer School of Music
B.A., Yale University; B.Mus., Yale University; M.A., University of Michigan; Ph.D., University of Michigan

JOHN A. DENNY Assistant Dean,
Meadow Brook Summer School of Music
B.M., American Conservatory of Music; M.M., American Conservatory of Music

JOHN B. FERNALD Professor of Dramatic Art
Director, Academy of Dramatic Art
Director, Meadow Brook Theatre
Fellow, Royal Society of Arts, Great Britain

WILBUR W. KENT, JR. Assistant Professor of Music
Associate Dean, School of Performing Arts
B.M.E., University of Kansas; M.M., University of Illinois

PAUL A. D. LEE Lecturer in Acting,
Academy of Dramatic Art
Professional artist in residence; actor, director, dramatist

School of Performing Arts

CHRISTOPHER A. ROSS-SMITH

Lecturer in Voice,
Academy of Dramatic Art
B.A., Natal University, South Africa; Diploma (Speech and Drama), Rose
Bruford College, London; Fellow, Trinity College of Music, London

The School of Performing Arts provides intensive professional training for future performing artists with exceptional talent and potential. Programs of instruction in the School are practical; they concentrate upon the realities of requirement and opportunity in the contemporary world of the professional performing arts. The permanent faculty is supported by visiting artists of distinction, many of whom are successful performers with a vocation to teach. Some members of the faculty are also resident artists of the Meadow Brook Theatre or the Meadow Brook Music Festival. The professional training courses of the School of Performing Arts are thus doubly linked with current standards and current practices of the best professional artists.

All courses reflect the highest quality of training and, through specialized curricula and schedules, prepare young artists for careers on the theatrical or concert stage. Students' work concentrates on the development of skills of competence; the criterion of achievement is excellence in performance. Every effort is made to encourage in students a sense of the artist's responsibilities in society and to develop a concept of the performing arts as vital to the sound cultural health of society. Those who seek a place in the performing arts professions need the combination of artistic sensitivity and awareness with high achievement in performance capability which is engendered by such programs. Graduates who demonstrate exceptional abilities and who reach requisite standards of performance may be invited to join the professional performing arts enterprises on the campus of Oakland University.

The School of Performing Arts, through its relationship with resident performing artists in the Theatre and Festival, has launched two highly successful professional training courses: the Academy of Dramatic Art and the Meadow Brook Summer School of Music. The Academy of Dramatic Art offers an intensive two-year acting course which normally selects its faculty from professionals associated with the John Fernald Company of the Meadow Brook Theatre. A high standard of performance is expected in all aspects of the training, and those who demonstrate the required excellence are eligible for the Academy's Diploma in Dramatic Art. For six to eight weeks each summer, the Meadow Brook Summer School of Music offers a variety of courses which concentrate on training in choral, vocal, orchestral, and chamber music. These intensive courses are enriched by the close association of the School with members in residence of the Detroit

School of Performing Arts

Symphony Orchestra and with other artists of the concert stage appearing at the Meadow Brook Music Festival. Summer music students who demonstrate required levels of achievement are eligible for a certificate at the conclusion of the course.

The scope of the School of Performing Arts continues to broaden. Plans are under way for conservatories of music and of the dance, as well as for summer institutes in the other performing arts. As essential elements of a comprehensive enterprise in the performing arts, television and film are cited for later inclusion. Both present and future programs of professional training will extend and deepen the significant contribution Oakland University seeks to make to the larger community through its dynamic and diversifying center for the performing arts.

The faculty of the School of Performing Arts is authorized to develop its own standards for performance, curriculum, admission, and graduation. These standards reflect the realities of competitive professional performance. Moreover, experience shows that the more mature students derive most benefit from intensive training. Provided the student has a natural talent, the better his general education before entering professional training, the better is his chance of success. Candidates for admission must distinguish themselves in competitive performance auditions. It is not expected that students will undertake other academic work while training in the programs of the School of Performing Arts.

Oakland University provides a unique cultural and intellectual milieu for a School of Performing Arts. The confluence of the University's performing arts enterprises with its instructional programs of high quality ensures unusual advantages for students of the School.

The School of Performing Arts is concerned as well with the development of knowledgeable, alert audiences of tomorrow and endeavors to promote common understandings of artistic expression as a form of communication. When such communication takes place a contribution has been made to the future of the performing arts, and the making of such a contribution is part of the larger purpose of the University in entering this area.

Academy of Dramatic Art

John B. Fernald

Director

Members of the Faculty

John L. Broome
Audrey M. Bullard
John B. Fernald

Lecturer in Movement
Lecturer in Voice
Professor of Dramatic Art

School of Performing Arts

Paul A. D. Lee
Christopher A. Ross-Smith

Lecturer in Acting
Lecturer in Voice

The training of the Academy of Dramatic Art provides a practical approach to the professional theatre for students who intend to make their careers on the stage. Intensive training in voice and speech, movement, and acting technique are coordinated so that students may appear in public performance as soon as their professional attainment is provable. Performance in productions of the Studio Company is the goal to which Academy actors aspire.

A distinguished faculty, many of whom have served the Director during his long tenure as Principal of the Royal Academy of Dramatic Art in London, is chosen from among professional actors and directors with a vocation to teach. Specialized classes in style and technique complement the normal curriculum and have been given by such visiting members of faculty as Catherine Fleming, a voice coach to the National Theatre Company, London, and vocal adviser to Sir Laurence Olivier; Johan. Fillinger, distinguished Norwegian-American director and Ibsen scholar; Milo Sperber, actor-director and playwright for the British Broadcasting Corporation; and Eric Berry, senior member of the Meadow Brook Theatre Company and actor-director on Broadway and in American regional theatres.

Small classes of fifteen students permit close individual attention and cultivate the discipline necessary in the professional theatre. Full professional training requires a minimum period of two years, and candidates must be prepared to remain as full-time students for that period of time. Those who complete sixty credits and who satisfactorily pass each term's examinations are eligible for the Academy's Diploma in Dramatic Art. Provided the candidate has a natural talent for acting, the minimum educational requirement for entry is a high school diploma or its equivalent. Those who successfully pass competitive entrance auditions are admitted to the Academy in each of the three terms offered between early October and late June. The caliber of training, together with the stimulus of the close link with the John Fernald Company of the Meadow Brook Theatre, places graduates at an advantage in seeking professional employment. Outstanding graduates who reach requisite standards may be invited to join the resident company of the Meadow Brook Theatre and thus pass directly into the professional theatre.

All communications concerning the professional training course in acting, requests for the prospectus of the Academy, and requests for information on applications for audition should be directed to the Director of the Academy of Dramatic Art, Oakland University, Rochester, Michigan 48063.

Meadow Brook Summer School of Music

Walter S. Collins II
John A. Denny

Dean
Assistant Dean

The Meadow Brook Summer School of Music is committed to the value of providing for purposive musicians highly specialized and individualized opportunities of achieving new levels of excellence in performance. For six to eight weeks each year, the School offers intensive professional training in its Choral, Vocal, and Orchestral Institutes. In the Choral Conductors Workshop, an adjunct of the Choral Institute, students work with such eminent experts as Julius Herford, Weston Noble, Robert Shaw, Howard Swan, and Roger Wagner. The comprehensive offerings of all curricula make available training in private study, musicianship, analysis, techniques, and pedagogy.

A distinguished music faculty reflects the highest levels of professional expertise. It is assembled each summer from artist-teachers in national centers of excellence, from members of the resident Detroit Symphony Orchestra, from soloists at the Meadow Brook Music Festival, from other artists of the concert stage, as well as from the faculties of the Department of Music and the School of Performing Arts of Oakland University. The roster of artists who have taught in the Meadow Brook Summer School of Music includes Pierre Bernac, Sixten Ehrling, Eugene Istomin, Leonard Rose, Robert Shaw, Isaac Stern, Jennie Tourel, Roger Wagner, John Wustman, and members of the New York Pro Musica.

The Meadow Brook Summer School of Music achieves special distinction through its close association with the Meadow Brook Music Festival. Students are thus able to attend most rehearsals and concerts of the Detroit Symphony Orchestra in the Howard C. Baldwin Memorial Pavilion and such recitals as those given in the past by the New York Pro Musica, the Istomin-Stern-Rose Trio, the Cleveland Orchestra Trio, and other visiting soloists and ensembles. The Pavilion is also the site of performances given by the Meadow Brook Orchestra and Meadow Brook Chorus of the Summer School of Music. Chamber music and solo recitals of the School's Institutes may be heard in the handsome new Matilda Wilson Hall, home of the Meadow Brook Theatre and the University Art Gallery. This year the Festival includes a full week of performances by the American Ballet Theatre.

Each summer nearly five hundred students from across the nation and from many foreign countries are admitted to the Summer School of Music on the basis of competitive auditions. The records of successful candidates show that the more mature students derive most benefit from the vigorous professional train-

School of Performing Arts

ing provided by the Institutes. Students enrolled in the School comprise high school students who have completed the eleventh grade, college students, teachers, and mature professional musicians.

Address requests for the prospectus of the Choral, Vocal, and Orchestral Institutes to the Dean of the Meadow Brook Summer School of Music, Oakland University, Rochester, Michigan 48063.

DIVISION OF CONTINUING EDUCATION

Oakland University's Division of Continuing Education was, in September, 1958, the first of the academic divisions of the University to initiate its program. The Division offers a comprehensive and varied program of courses, conferences, and special events, all open to adults of the community it serves.

The University recognizes that education is a never-ending process. Because man never outlives his need for intellectual enlightenment in order to perform effectively his mature roles as worker, parent, and citizen, the University established the Division of Continuing Education. The program of the Division is thus an integral part of the University function. The University remains aware that the attainment of maturity through learning is never complete in the life of any individual. The pursuit of excellence is infinite; even the most dedicated student aspires to excellence he has not yet achieved.

Inherent in the philosophy of Oakland University is the wish to induce in students an insatiable hunger for more and more knowledge. Accordingly, the University extends to its graduates and to other members of the community maximum opportunity in a conducive environment and offers lively encouragement to all to continue their education throughout their lives.

The Division offers courses and conferences in professional and cultural subjects at a university level in content. The Division differs from other academic units of the University in that its only prerequisite for taking a course is the desire to learn.

A new series of courses is presented each term, and conferences on various subjects are held throughout the year. Currently, 200 courses are offered in the humanities, fine arts, business, engineering, government, and special skills.

In addition, the Division conducts numerous closed courses designed specifically to meet the needs of business, government, and social agencies. A Pre-College Study Center resident program is offered each summer to acquaint college-bound students with campus life, to sharpen their study skills, and to increase their proficiency in reading, composition, languages, and science. Opera workshops and preview lectures on the Meadow Brook Music Festival and the Stratford Festival Shakespearean plays are among the many cultural enterprises of the Division.

Conference subjects range from the problems of widows and divorcees to life insurance agency management. Local issues such

Continuing Education

as traffic safety and county home rule are studied by the officials and leaders of the community with the objective of mounting action programs leading to solutions or improvement.

The Division directs the Continuum Center for Women, which offers a unique and meaningful psychological testing program and specialized counseling service, and the Alumni Relations and Placement Departments. It also administers the Alumni Education Department, which counsels former students in their choice of purposeful and planned programs of lifelong learning.

Course catalogs and informational brochures on programs are available upon request. Call 338-7211, or write the Division of Continuing Education, Oakland University, Rochester, Michigan 48063.

Alumni Education

Oakland University graduates will find that many of the services and activities of the Alumni Education Department can make a valuable contribution to their post-collegiate careers. The Department provides resources to supplement the graduate's intellectual growth at home and on the job. It represents a growing community of college alumni who are attempting to meet the accelerating need of graduates to keep in touch with the ideals and standards of higher education. By extending Oakland University's resources to its alumni, the University has again affirmed its role as leader in diversified areas of continued learning.

Undergraduates should familiarize themselves with this office so that they may discuss the possibilities of long-range programs after graduation. The Department will assist them in anticipating and understanding the nature of their future work and the skills predictably requisite to becoming competent in their chosen fields. Senior-exit counseling allows the graduating senior to reflect upon his progress and to begin considering future alternatives for continued intellectual growth. Students will find discussing their anticipated educational objectives prior to a heavily scheduled senior year is both advantageous and meaningful. Opportunities exist for undergraduates to discuss the relationship of their education to their vocation through arranged meetings with former Oakland graduates who have experience both as student learners and as practitioners.

The Department serves as a clearing house for information responsive to the needs and requests of the alumni. It also is an advisement center for alumni desiring to locate persons, places, and things which are within their range of personal or professional interests. Presently, the Department administers the Oakland University Knowledge and Information Dissemination System

(OUKIDS), an experimental information system which selectively provides information designed to update the graduate's professional knowledge. The Department also maintains information on practitioners and their professional or trade associations and societies. Occasionally, a seminar, lecture, conference, or special activity is arranged.

These services are free to Oakland graduates and were instituted with the assistance of the Kellogg Foundation.

ADMISSION, ADVISING, REGISTRATION, AND GRADING

Requirements for Admission*

The University considers the best preparation for its work a program of studies at the high school level which consists chiefly of those fields that are fundamental to the liberal arts: English, mathematics**, foreign languages, social studies, and science. Students admitted to Oakland University are chosen on a selective basis; consideration is given to the candidate's high school academic achievement, recommendations, aptitude test scores, leadership qualities, interests, and educational goals.

Under the Michigan Association of Schools and Colleges Program, Oakland accepts students from among the *more* able graduates of accredited high schools without regard to the pattern of subject matter completed, provided they are recommended by their high school principals.

Application for Admission

Application forms, available from high school counselors or the University Director of Admissions, should be completed and submitted as early as possible in the senior year, and in any case before the end of the school year.

Students who are residents of the State of Michigan are strongly urged to present prior to registration either Scholastic Aptitude Test (SAT) results or scores from the American College Testing (ACT) Program. These test results will be used in advising students about courses of study and in assisting them to assess their qualifications for alternative course sequences within the curriculum. Students who are unable to submit results from either of the two national testing programs will be required to take tests at the University, administered by the Office of Psychological Services, prior to registration. There is a service charge for the University testing program.

*For requirements for admission to the Academy of Dramatic Art, write to the Academy of Dramatic Art, Oakland University, Rochester, Michigan 48063. For requirements for admission to the Meadow Brook Summer School of Music, write to Meadow Brook Summer School of Music, Oakland University, Rochester, Michigan 48063.

**Students planning majors in the sciences, mathematics, engineering, or business administration must present at least three years of mathematics (algebra, 1½ units; geometry, 1 unit; and trigonometry, ½ unit).

Application for Admission by Out-of-State Students

Out-of-state students must present with their application for admission either Scholastic Aptitude Test results of the College Entrance Examination Board or results from the American College Testing Program.

Application for Admission by Foreign Students

A student from abroad should write to the Director of Admissions, Oakland University, Rochester 48063, at least a year before the time he hopes to be admitted. He will be sent instructions and an application form, which he should complete and return at once. When the application is approved, he will receive a certificate of permission to enter the University. These forms will help the student in making application for his passport and a student visa.

Transfer Admission with Advanced Standing

A student is eligible to transfer to Oakland from another college only if he is entitled to an honorable dismissal without social or academic probation. He must complete an application form, have his dean of students complete the Personal Qualification form, and request the registrar of his institution to send an official transcript of his record. Each application will be considered on its merits.

Credit is granted for individual courses passed with a grade of "C" or better at accredited institutions, provided that these courses fit into the Oakland curriculum.

Advanced Placement

Credit toward graduation is granted to students presenting evidence of satisfactory completion of courses in high school under the Advanced Placement Program of the College Entrance Examination Board. Oakland gives credit for grades of 5 or 4 in the Advanced Placement examinations. If a grade of 3 or 2 is achieved, the examination is subject to review by the department concerned, which may grant advanced placement with or without credit toward graduation.

Health Certification Requirement

As a condition of enrollment, all students must complete a physical examination. The results of the examination should be recorded on the University health form, and this form must be submitted to the Health Service prior to enrollment. If a student's form is not on file in the Health Service Office, he will not be permitted to register.

Orientation

Freshman orientation is designed to introduce new students to academic programs and to campus life at Oakland University. At orientation sessions entering students meet other students and faculty who can help them to anticipate the opportunities afforded by a university education and the responsibilities inherent in receiving such an education. From these meetings freshmen gain some insight into the distinctive character of Oakland University. At orientation students take placement tests, receive academic advising, participate in campus activities, and attend information meetings which are helpful in acclimating students to college. All new students, except those from other states and foreign countries, are expected to attend one of the summer orientation programs. Out-of-state and foreign students will participate in an orientation program after their arrival on campus and before attending classes in the fall. A fee of \$35 is charged to cover the cost of freshman orientation.

New transfer students must attend a special orientation session late in the summer. A fee of \$10 is charged to cover the cost of transfer student orientation.

Academic Advising

Every student is assigned to a member of the faculty who serves as his academic adviser.

Advisers for Freshmen

Academic advisers for first-year students are selected to provide special assistance to freshmen students because of the problems and opportunities that are unique to the freshman year. Specifically, some of the many functions of advisers for freshmen students are:

(a) To provide a meaningful description and interpretation of the academic programs at Oakland University.

(b) To assist freshmen with the formulation and achievement of their educational objectives.

(c) To help them become acclimated to university life (particularly to the academic programs), giving individual attention and guidance to those with special concerns.

(d) To develop a personal acquaintance with each advisee and to express concern for his academic and personal welfare.

Advisers for Upperclassmen

At the end of the freshman year each student is reassigned to an adviser in the department in which he intends to major. It is the adviser's function to help the student select his courses,

develop his educational objectives and career interests, resolve problems related to academic procedures, and derive the maximum benefit from his educational experience. It is the student's responsibility to consult with his adviser frequently and to get his adviser's approval for each semester's selection of courses.

A student may request a change of adviser at the Advising Office during the times posted each semester in the Schedule of Classes.

Entering students who have questions about the advising program should direct them to the Dean of Freshmen.

Readmission

A student whose registration at Oakland is interrupted for one or more semesters must be readmitted. Application should be made to the Dean of Students at least one month before re-entry. Students who have attended another college or university during their absence from Oakland must pay a \$10 application fee. A check in this amount, payable to Oakland University, should accompany the application.

Course and Credit System

The unit of credit is the semester hour. Courses carry 4 credits unless otherwise specified. Normally, the maximum student registration is 16 to 18 credits a semester. With his adviser's permission, however, a student who has completed 12 or more credits at Oakland may register for as many as 21 credits provided that his cumulative grade point average is at least 2.60. All other students may take more than 18 credits only as a result of a successful Petition of Exception.

Petition of Exception

Any student may request a waiver or modification of specific academic requirements. A Petition of Exception should be filed on a form obtained from the Registrar's Office, countersigned by the student's academic adviser, and presented at the Registrar's Office. After making an endorsement, the Registrar will refer the petition to the dean of the appropriate school or college.

Change of Courses

To drop a course, a student must have the permission of both the instructor and his academic adviser. Denial of permission is to be subject to review by the dean of the appropriate school or college.

Admission and Grading

Courses may be dropped at any time up to the end of the ninth week of the semester. The only grade recorded by the Registrar for a course dropped during this period is an "N" grade (No grade). Courses approved for dropping before the close of the second week of classes will not be entered on the student's record.

No addition of courses or change of sections initiated by the student can be made after the end of the second week of classes.

Modified Major

Students taking certain majors may, if they so choose, apply to their major departments for permission to modify the normal requirements for the major in order to suit individual programs. Written permission for specific modifications must be given by the department and filed by the student in the Office of the Registrar.

Repeating Courses

With permission of his adviser, a student may be allowed to repeat a course. No course may be repeated more than twice. The *last* grade earned in a course will be used to compute the student's grade point average. A fee of \$5 per credit is charged for all courses repeated.

Course Proficiency

Any student giving evidence of proficiency in a course in which he is not registered may be granted permission to demonstrate this proficiency upon petition to the appropriate department chairman or program director. If the results are satisfactory, he may receive exemption from this course but will receive no academic credit or grade for the course. (The failure to grant credit does not apply to courses completed in the Advanced Placement Program of the College Entrance Board.)

In exceptional cases and upon recommendation from the chairman or program director, the dean of the appropriate school or college may award credit, provided that such credit does not exceed 20 per cent of the credits earned for a degree at Oakland. The credit will be entered in the "transfer credit" column on the student's record.

Independent Study

A student wishing to participate in independent study off campus after two successful semesters at Oakland University should contact the chairman of his intended department or the Registrar for complete details on regulations governing this program. The following stipulations are a part of those regulations:

4/13/67

(1) Any undergraduate student in good standing will be eligible to participate in the program after the completion of two semesters in residence.

(2) A written proposal describing a course of activity will be prepared by a student applicant prior to beginning the program.

(3) This proposal and the off-campus work it describes must receive the support and involvement of at least three members of the faculty, and the approval of the dean of the relevant college.

(4) All arrangements for off-campus work must be completed and filed by the end of the advising period in the semester preceding the semester of off-campus study.

(5) It is expected that part of the preparatory work will include the designation of course equivalents totaling at least eight credits for the independent study to be accomplished. This is to be effected by negotiation with the supporting faculty members.

(6) Whenever credit is sought toward the completion of a major, the department through its chairman must agree to the value of the independent work.

(7) The Dean of Students' Office will require a release from parents absolving the University of responsibility for the well-being of students under twenty-one years of age while they are participating in 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 period of independent study.

*UO decides for gen education
Some additional credits*

Grades and Grade Point System

Oakland University uses a numerical grading system in which the scale of grades rises by tenths from 0.0 to 4.3. The grade of 0.0 carries no credit and constitutes a failure. The next four numbers in the scale (0.1, 0.2, 0.3, and 0.4) are not used. The grade of 0.5 is the lowest grade for which credit is assigned; however, grades from 0.5 to 1.9 inclusive are in the penalty range in that they fall below the minimum cumulative grade point average of 2.0 required for graduation. Grades from 2.0 to 4.3 inclusive are in the range necessary to meet or exceed the minimum cumulative grade point average of 2.0 required for graduation. Thus, grades in the penalty range of 0.5 to 1.9 must be compensated for by grades in the range of 2.1 to 4.3 to the extent necessary to raise the cumulative grade point average to 2.0 or more.

Oakland University numerical grades may be described as follows:

- 4.3 highest grade
- 4.0 excellent

Admission and Grading

- 3.0 good
- 2.0 satisfactory
- 1.0 inadequate but receives credit
- 0.5 lowest grade receiving credit
- 0.0 failure; no credit.

I-Incomplete

The "I" (Incomplete) grade is a temporary grade that may be given only after the thirteenth week in a course in which a student is unable to complete the required work because of severe hardship. An "I" grade does not become official until approved by the Provost.

The "I" grade must be removed by completing the required work before the deadline set by the instructor but in no case later than the end of the next semester that the student is in residence, or a grade of 0.0 will be recorded. If more than three semesters intervene before the student resumes residence, then the "I" grade becomes an "N" grade.

N-No Grade

The grade of "N" (No grade) is given only during the first nine weeks of the semester when a student drops a course or officially withdraws from school.

P-Progress

The grade of "P" (Progress) is a temporary grade that may be given only in a course that could not be completed in one semester. A department that wishes to assign the grade of "P" must receive approval for such courses from the dean of the appropriate school or college prior to the enrollment of students. Such courses are usually research projects. This grade is given only for work that is satisfactory in every respect; it is work for which students need more than one semester in order to complete the research undertaken.

"P" grades must be removed within two calendar years from the date of assignment. If not removed within the time limit, the "P" will be changed to an "N".

Grade Point Average

A student's grade point average is computed by multiplying the grade received by the hours of credit for each course and dividing by the total credits carried in all semesters. If a course has been repeated, only the credits carried and the points of the last grade earned are computed. Courses for which grades "I" or "N" are reported are not used in this computation.

Academic Record

A report of the student's grades in each course is sent to the student at the end of each semester.

A student may be warned, placed on probation, or suspended from the University if his work is not satisfactory.

A permanent record of all the student's courses, credits, and grades earned is kept at the Registrar's Office. Copies of the permanent record are available to the student upon request and payment of a small service charge.

Academic Probation and Dismissal Policy

A student's academic status may fall into one of three categories: (a) good standing, (b) probation, (c) liable for dismissal. These are defined as follows:

(a) Good standing—cumulative G.P.A. (grade point average) 2.0 or above.

(b) Probation—cumulative G.P.A. less than 2.0 but not less than the relevant G.P.A. listed below.

(c) Liable for dismissal—cumulative G.P.A. less than the relevant G.P.A. listed below.

Total Credits Attempted (Oakland University and Elsewhere)	CUM G.P.A.	Total Credits Attempted (Oakland University and Elsewhere)	CUM G.P.A.
4	1.20	44	1.60
8	1.24	48	1.64
12	1.28	52	1.68
16	1.32	56	1.72
20	1.36	60	1.76
24	1.40	64	1.80
28	1.44	68	1.84
32	1.48	72	1.88
36	1.52	76	1.92
40	1.56	80	1.96
		84 and above	2.00

1. The Academic Standing Committee will review the status of all students in categories (b) and (c).
2. The Committee may dismiss students in category (c).
3. The Committee may dismiss students in category (b) who are not making satisfactory progress towards a 2.0 cumulative average. Satisfactory progress is defined as an average semester increase in cumulative G.P.A. of 0.01 for each credit taken. That is to say, for example, an increase of 0.040 for a 4-credit course, or 0.16 for four 4-credit courses.

Separation from the University

A student who is separated from the University is no longer officially enrolled and does not have the privileges of a registered student. A student who has been separated from the University may apply for readmission through the Office of the Dean of Students unless he has been informed that he will not be considered for readmission.

Leave of Absence

A student may be granted a formal leave of absence for a specified period because of illness or personal problems, or to pursue his studies at a university in a foreign country. A student who is granted a leave of absence is able to return to the University by simply indicating his desire to re-enroll in a letter to the Dean of Students.

Withdrawal

A student withdrawing from the University must do so through the Office of the Dean of Students. The withdrawal must be presented to the Registrar for recording and authorization for any possible refund. Grades and refunds are determined according to the effective date of the withdrawal. All students who withdraw must obtain permission from the Dean of Students to register again.

When a student has so recorded official voluntary withdrawal from the University, his grades will be determined as follows:

- (a) Before the end of the first two weeks of classes, no grades will be recorded.
- (b) From the third week through the ninth, a grade of "N" will be given.
- (c) After the ninth week, a grade of "N" or 0.0 will be assigned by the instructor in consultation with the Dean of Students.

Scope of the Aid Program

Oakland University seeks to provide financial aid to worthy students who do not have sufficient funds to finance their education. This aid is offered in the form of scholarship grants, National Defense Education loans, and, in some cases, campus jobs.

Procedures for Application

The University is a member of the College Scholarship Service and requires the parents of all students seeking assistance to file a confidential financial statement with that organization. Submitting this statement is necessary in order that a need factor may be determined, and the form to be used may be obtained from the applicant's high school, from the University, or by writing to the College Scholarship Service, Box 881, Evanston, Illinois.

Because all awards are based on academic achievement and financial need, the stipends vary. Under this policy the University may make awards ranging from an amount equal to full tuition, room, and board, to a small honorary stipend. Also, this policy allows the applicant to be considered for all awards for which he is eligible. *Applicants therefore need not apply for a specific scholarship.*

Requirements for Retaining Aid

All financial aid awards at Oakland University will be subject to renewal each semester of attendance. A student who has maintained a cumulative grade point average of 2.5 or higher will have his aid automatically renewed through eight semesters of work as long as the need for financial assistance continues. It is expected that all students receiving financial aid will carry the normal load defined as 16 credits or more per semester. Rare exceptions to this requirement will be handled by a petition to the Financial Aids Committee.

Financial Aid for Freshmen

Nearly 400 awards ranging from \$50 up to the full amount of tuition are made each year. The amount of the award is based on need. In addition, Oakland University has a competitive scholarship program which is open to all high school seniors. The competitive examination is held annually during the month of November. It is not necessary for a student to have been admitted to Oakland

Financial Aids

to participate in the competition. Winners for six premium scholarships are selected by a scholarship committee. Included in this group of scholarships is one General Motors scholarship with a stipend up to \$2000 per year for four years.

Financial Aid for Junior College and Transfer Students

Students who apply as transfer students from accredited public junior colleges in Michigan will be considered for all awards normally made available to freshmen. The same procedure for filing the parents' confidential statement with the College Scholarship Service should be followed. Transfer students from other four-year institutions are eligible for loan opportunities and campus work. Such students, however, do not qualify for scholarship grants until they have completed at least one year of academic work at Oakland University.

Special and Endowed Scholarships

The greater part of the funds available for Oakland's aid program has been raised by the Oakland University Scholarship Committee, a dedicated group of women in the greater Detroit area. Scores of individuals, groups, and companies have provided funds in varying amounts for other awards to help deserving students. Unless otherwise noted, all scholarships are awarded by a University scholarship committee and may be renewed each year throughout the recipient's college career if he maintains a satisfactory record.

Mr. and Mrs. Benjamin Anibal Scholarship

This endowed scholarship is to be awarded to a student in engineering.

Mary Fogarty Anibal Memorial Scholarship

This fund has been established in memory of the late Mary Fogarty Anibal. Earnings will be used to support an endowed scholarship.

Alvin M. Bentley Foundation Scholarship

A one-year award is made to a Michigan high school graduate. The amount of the scholarship is up to \$750 for a resident student or up to \$500 for a commuting student.

Campbell-Ewald Scholarship

This endowment fund was established to support the general scholarship fund.

Consumers Power Scholarship

An annual one-year scholarship of \$300 is awarded to a freshman student coming from an area served by Consumers Power Company.

The Harlow H. Curtice Memorial Scholarship

This award was established to honor the late Harlow H. Curtice, President of General Motors Corporation.

Detroit Edison Scholarship

One annual award of \$400 is made to a freshman student coming from an area served by Detroit Edison Company.

George H. Gardner Scholarship Fund

This fund will provide a scholarship award of approximately \$750 for a student from the local area.

General Motors Scholarship

One award is made each year to an entering student under the nationwide scholarship program of the General Motors Corporation. The award is worth from \$200 to \$2,000 a year, depending on need.

The Mrs. C. Allen Harlan Scholarship

An annual award is made to an entering freshman.

The Ormond E. Hunt Memorial Fund

A fund established in memory of the late Ormond E. Hunt supports an endowed scholarship for a student in engineering.

E. F. Johnson Memorial Scholarships

Three \$500 scholarships are awarded annually to students in engineering. These scholarships have been established by the Mary Louise Johnson Foundation to honor the contribution made by Mr. Johnson to the business climate of our community.

Isaac Jones Scholarship Fund

This fund was established in memory of Isaac Jones, the first Negro graduate of the University. The Isaac Jones Scholarship will be awarded annually to a promising Negro student.

Mr. and Mrs. Roger M. Kyes Scholarship in English

One award worth approximately \$400 a year is given annually to an upper-class student majoring in English.

Mildred Byars Matthews Memorial Scholarship in Art History

This fund has been established in honor of a former member of the faculty of Oakland University to create an endowed scholarship for an outstanding art history major.

Pontiac Central High School Scholarship

Established by Pontiac Central High School students, this award of approximately \$250 a year is made annually on the basis of competitive examination. Both entering and enrolled students

Financial Aids

who are graduates of that high school are eligible.

Village Woman's Club of Birmingham Scholarship

An award is made to a woman student from Oakland County.

A. Glen Wilson Endowment Fund

This endowment fund was established to yield earnings to benefit the general scholarship fund.

Alfred G. Wilson Honor Scholarship

Established in memory of the late Alfred G. Wilson, this award is worth up to \$1,000 and will be presented annually to an incoming freshman who may retain the scholarship for four years if his scholastic record is maintained and if financial need exists.

Matilda R. Wilson Honor Scholarship

Established by the Friends of Oakland University, this award is worth up to \$1,000. The award is made each year to an incoming freshman who may retain the scholarship for four years if his scholastic record is maintained and if financial need exists.

Thomas E. Wilson Scholarship

This endowment fund was established to support the general scholarship fund.

Loans

Several loan funds are available for assistance to students in good standing on the basis of need. The University participates in two government programs, the National Defense Education Act Program and the Federal Guaranteed Loan Program, both of which offer loans at low interest rates and long repayment periods.

Short-term loan assistance is provided from the following funds:

Century Brick Loan Fund

David R. Robson Memorial Loan Fund

Pontiac Kiwanis Club Loan Fund

C. Allen Harlan Loan Fund

H. H. Corson Loan Fund

Joan Selby Memorial Loan Fund

Henry Tiedeman Loan Fund

Greater Pontiac Centennial Student Loan Fund

Li Russ Club Student Loan Fund

Walter K. Willman Loan Fund

W. Everett Grinnell Loan Fund

Oakland County Engineering Society Loan Fund

Student Activities Coordinating Council Loan Fund

Woman's Literary Club of Pontiac Loan Fund

John A. MacDonald Loan Fund
Lathrup Village Women's Club Loan Fund
Piety Hill Chapter of the Daughters of the American Revolution
of Birmingham Loan Fund
Paul Solonika Loan Fund
Wm. Spickler Memorial Loan Fund

Part-Time Employment

Although demand almost always exceeds supply, on-campus jobs of varying kinds and durations have been provided for over 700 students at some time during each school year. Many of these jobs have been incidental to special occasions or projects. Students who wish employment should register with the Financial Aids Office. Most students who have part-time employment work between 10 and 20 hours per week.

A student who works 2 hours a day or 10 hours a week may earn up to \$210 per semester.

TUITION AND FEES

General Policy

The Board of Trustees of Oakland University reserves the right to change any and all rates of charge at such times as conditions or circumstances may make change necessary. All charges are assessed and payable in U.S. dollars. Checks and money orders should be made payable to Oakland University. Course fees, tuition, housing fees, and incidental fees quoted below are applicable to undergraduates and graduates in degree programs. For charges applicable to students in the School of Performing Arts, see the prospectus of the Academy of Dramatic Art and the prospectus of the Meadow Brook Summer School of Music. For charges applicable to students in the Division of Continuing Education, see the catalog of the Division.

Course Fees and Tuition Charges

Tuition is assessed each semester on the basis of the credit value of the courses carried, as follows:

		Michigan Residents*		Out-of- -State Residents
	Regular Fees	Net Payment after Fee Reduction Based on 1967 Parental Income		
		\$18,400-\$12,300	\$12,300 or less	
Undergraduates				
10 crs. or more	\$295 ^a	\$295 ^a -192 ^a	\$192 ^a	\$645 ^a
7-9 credits	221 ^b	221 ^b - 144 ^b	144 ^b	484 ^b
5-6 credits	177 ^b	177 ^b - 115 ^b	115 ^b	387 ^b
3-4 credits	118 ^b	118 ^b - 77 ^b	77 ^b	258 ^b
1-2 credits	74 ^b	74 ^b - 48 ^b	48 ^b	161 ^b
Graduates		\$19,400-\$14,800	\$14,800 or less	
10 crs. or more	\$310 ^c	\$310-\$230 ^c	\$230 ^c	\$660 ^c
7-9 credits	233	233- 173	173	495
5-6 credits	186	186- 138	138	396
3-4 credits	124	124- 92	92	264
1-2 credits	78	78- 57	57	165

*Students who are Michigan residents and are not receiving scholarships and grants of \$151 or more per semester may apply for a reduction in fees if their parents' 1967 "total" income is less than \$18,400 (\$19,400 for graduates) or if two or more members of the same family are students at Oakland University. If on the basis of final fee assessment it becomes apparent that additional financial need exists for students who receive scholarships or grants of \$151 or more, supplementary financial aid may be awarded.

^aFull-time undergraduates are charged an additional \$13. (\$5 health fee, \$5 activity fee, \$2 publication fee, and \$1 Wilson Memorial Library fee.)

^bPart-time undergraduates are charged an additional \$2 publication fee.

^cFull-time graduates are charged an additional \$5 health fee.

Course fees and tuition charges are payable at the time of registration. The times of payment of other fees and deposits are noted below.

Course Fee Deposit

Within three weeks after notification of admission, a deposit of \$50 must be paid which will be applied to tuition. One-half of this deposit is refundable if a student notifies the University before April 1 that he does not intend to enroll. *No refunds* will be made after that date.

Other Fees

Processing Fees

A fee of \$10 must accompany all applications for admission. This is a processing fee and is *not refundable*.

Late Credential Fee

A fee of \$5 is charged students who fail to file credentials before 5 p.m., seven days before the first day of registration.

Late Registration Fee

Students registering or paying fees after the regular registration date are required to pay an additional, non-refundable fee of \$15 for the first day, plus \$5 a day until a maximum of \$25 is reached.

Orientation Fee

A fee of \$35 is charged to all freshmen students to cover the cost of the three-day freshman orientation held in the summer. A fee of \$10 is charged to transfer students for a one-day pre-school orientation for transfers.

Parking Fee

Parking of automobiles on campus is regulated by the University's Department of Public Safety. A yearly parking fee is payable at the time of registration.

Repeat Course Fee

An additional fee of \$5 per credit is charged for all courses repeated. A student who has received an "N" grade (No grade) in

Tuition and Fees

any course will not be charged the repeat course fee for that course.

Housing Fees

The fee for room and board is \$482.50 per semester. For details on payment, contracts, facilities, furnishings, and accommodations, see pp. 204-6.

Housing Deposit

Requests for housing reservations should be addressed to the Admission Office and must be accompanied by a \$25 deposit. For the Fall Semester, this deposit is refundable up to July 1, if the University is notified prior to that date that the student does not intend to take up residence. This deposit is held on account as long as a student resides in University housing. *It does not apply toward the housing fee.* For further information on refund policies, see pp. 205-6.

Refunds of Course Fees, Tuition, and Housing Fees

A student who withdraws voluntarily before the eighth week of the semester will receive a refund of one-half of his course fees. The student must present to the Registrar's Office an official withdrawal slip, his fee receipt, and his identification card. No refund will be given after this time. A student dropping a course (before the eighth week) which puts him in a lower fee category will receive a refund of half the difference between the two fee groups. No refund will be given after this time. Housing fees are refunded on a prorated basis.

Out-of-State Tuition Rules

1. A resident of Michigan (except for aliens) is defined as a person who has resided in this State for six months immediately preceding his first enrollment.
2. No one may gain or lose the status of a resident while a student at the University.
3. The residence of a minor shall be the same as that of his legal guardian *except* where guardianship has been established in this State for the purpose of evading the fee.
4. Aliens who have secured their Declaration of Intent papers and have otherwise met the residence requirements shall be considered residents.
5. The residence status of any person other than a parent or legal guardian who may furnish funds for payment of University fees shall in no way affect the residence status of the student.

Estimated Expenses

The cost of attending Oakland is moderate. For a commuter student who is a resident of Michigan, the total cost of tuition, books, lunches, and transportation may vary from \$487 to \$590 per semester, depending on family income.

The same basic costs for a Michigan student living on campus vary from \$724.50 to \$827.50 per semester, for tuition, books, room, and board. For an out-of-state student living on campus the same items would cost about \$1,177.50 per semester.

A table of estimated basic expenses for a semester, which does not include such items as laundry, transportation to and from home for students living on campus, clothing, or incidental spending money, follows:

Estimated Expenses—Per Semester

	Michigan		Out-of-State
	Commuter	Resident	Resident
Tuition and Course Fees	\$295*	\$295*	\$ 645
Books and Supplies	50	50	50
Board and Room		482.50	482.50
Local Transportation	200		
Total	\$545	\$827.50	\$1,177.50

*To qualify for reduced fees, a student must submit a copy of his parents' most recent federal income tax return and all relevant W-2 forms.

STUDENT HOUSING: FACILITIES AND COSTS

Residence Halls

The University maintains seven residence halls which house about a third of the student body. The residence halls, all built in the last seven years, are attractively grouped on spacious wooded grounds overlooking a small lake. They are all within convenient walking distance of classroom buildings, the Kresge Library, the Oakland Center, and the gymnasium. Students are encouraged to live in these facilities in order to take full advantage of the activities and resources of the University community. A wide variety of accommodation is offered. Anibal House, Fitzgerald House, and Pryale House are L-shaped buildings with twenty-four double rooms in each wing; the wings are joined by a student lounge and an apartment for resident advisers. Hill House and Van Wagoner Hall are six-story units, each containing 100 double rooms, a lobby, lounge, recreation room, and a resident adviser's apartment. Vandenberg Hall, completed in 1966, is a seven-story, twin-tower structure. It contains 285 double rooms, kitchen and dining facilities for 1,700 students, student lounges, multiple-use areas, study and seminar rooms, and recreation areas. Anibal House and Hill House are women's halls; Fitzgerald House and Van Wagoner Hall are men's units. Pryale House and Vandenberg Hall are coeducational units in which men and women share academic, study, dining, and recreational facilities. The newest facility, Hamlin Hall, completed in 1968, is also coeducational and houses 676 students. This residence is distinguished by a unique suite plan of accommodation. A nine-story hall, it has a main lounge with fireplace, other lounges on each floor, and large multipurpose areas.

Students enrolled in Charter or New College live in Vandenberg Hall, and the offices of these colleges are in the same hall.

General Policy

The University requires that all full-time unmarried students (that is, unmarried students registered for 12 or more credits) who are under the age of twenty-one and who do not commute from the residence of their parents or legal guardian must live in University housing. However, seniors under twenty-one years of age and students who will attain the age of twenty-one during the Fall or Winter Semester may live in housing off campus with parental consent. Students must register the address of their actual residence with the Office of the Registrar and notify this Office of any change of residence which takes place during the school year.

Application for Room

New students should request a housing reservation through the Admissions Office. A housing deposit fee of \$25 must accompany this request. This deposit serves as a breakage or damage fee, and it is refunded when students properly check out of University housing, provided no deductions are necessary. Upon a student's acceptance at Oakland, his reservations will be processed by the Housing Office. Notification of hall assignment will be given approximately four weeks before the beginning of each semester. Room assignments will be announced after the student's arrival on campus. Returning students may renew housing contracts through the Housing Assignment Office, 125 Vandenberg Hall.

Refunds of Deposits

Should an applicant for student housing find it impossible to honor an advance registration, the Director of Admissions should be notified of this change in plans prior to July 1 for the Fall Semester, December 1 for the Winter Semester, April 1 for the Spring Session. Any requests for refunds of deposits after these dates will not be granted, nor will reservation deposits made after the required dates be subject to refund if a student does not register and take up residence.

Check-in

Students may occupy their rooms beginning with the day preceding registration of the Winter Semester and Spring Session and, for the Fall Semester, beginning with the day of the Freshmen Convocation. Rooms and board are not provided during official recesses as listed in the University calendar or between semesters.

The first meal served in the Winter Semester and Spring Session is breakfast on the first day of registration. In the Fall Semester, the first meal is breakfast served on the day after the Freshmen Convocation. The last meal of any semester is breakfast following the last day of examinations. Meals are served in cafeteria style in the Oakland Center or in Vandenberg Hall.

Furnishings, Facilities, Services, and Personnel

Rooms are furnished with study desks and lamps, chairs, bookshelves, wastebaskets, bulletin boards, single beds, pillows, dressers, wardrobes, Venetian blinds, and telephones.

Student Housing

A weekly change of linen (two sheets, one pillowcase, two bath towels) is provided. Students may provide for themselves such items as blankets, bedspreads, throw rugs, draperies, etc. Lamps, electric blankets, clocks, radios, television sets, and record players are allowed subject to safety regulations and to the limitations of space. Student lounges are equipped with television.

Although general maintenance is provided by the University, students must assume responsibility for keeping their rooms in good order. Coin-operated washers and dryers are available in addition to free ironing facilities. Mail is picked up and delivered twice daily.

A head resident and student resident assistants live in each hall to provide leadership and direction in the personal welfare and extracurricular life of each student.

Housing Fees and Contracts

The fee for room and board is \$482.50 per semester. If a student signs a housing contract at any time during the Fall Semester, that contract is binding for both the Fall and Winter Semesters. If the contract is signed during the Winter Semester or Spring Session, it is binding for a single semester or session only. Room and board fees are payable on or before the registration date of each semester or, in case of need, in three allotted payments, the first due at registration and the second and third on the first day of each of the next two months. If students withdraw from the University, housing fees are refunded on a prorated basis.

Off-Campus Housing

Any inquiries about off-campus housing should be directed to the Housing Office, 202 Wilson Hall.

STUDENT SERVICES

When a student arrives on the Oakland University campus, he finds that many persons are interested in helping him to enter effectively into college life. Some of the various student services and their operations are outlined in the sections following.

Dean of Students

The primary objective of the Office of the Dean of Students is to contribute to student development through a diversified program of educational services and activities. Opportunities are offered for students to receive assistance regarding personal and social problems, to experience group living, to share in student government, and to participate in cultural, intellectual, and social activities. The functions of the Office include: general counseling; academic advising; administration of academic standing, withdrawal, and readmission policies; student housing; financial aids; student health; physical education; and operation of the Activities Center, the University Book Center, and other facilities of the Oakland Center. Students who need assistance concerning student affairs or personal matters are encouraged to consult the staff members of the various services and agencies which are a part of the Office of the Dean of Students.

Because the services and agencies of the Office of the Dean of Students relate to many areas and aspects of student life, reference to them is spread over many sections of this catalog. Specifically, for information on academic advising, see pp. 188-89; for information on academic standing, withdrawal, and readmission policies, see pp. 189-94; for information on student housing, see pp. 204-6; for information on financial aids, see pp. 195-99; for information on student health, see p. 208; for information on physical education, see pp. 212-13; for information on the various facilities and activities in the Oakland Center, see pp. 213-14.

Reading Center

The University Reading Center is available for students who wish to improve their reading and study skills. While many students who have difficulties in meeting their reading and study obligations can benefit from the help offered by the Center, others whose skills are already well developed, but who wish to improve them further, can benefit at least as much. A trained staff and special facilities are available in Rooms 311 and 314, Wilson Hall, and students may arrange appointments either directly or through referral by their

Student Services

adviser, the Office of the Dean of Students, or the Office of Psychological Services.

Writing Center

The Writing Center is designed to assist students in improving their writing competence. Members of the English faculty and a staff of graduate and undergraduate assistants accept students who enroll voluntarily in the Center and students who are referred by Freshman Exploratory instructors or academic advisers. Students in the latter category are enrolled in ENG 009, Aids to Expository Writing, in which "S" (satisfactory) or "U" (unsatisfactory) grades are awarded.

Grades awarded in Freshman Exploratories reflect the grades awarded in ENG 009.

Health Service and Student Insurance

The Health Service, located in a building north of Wilson Hall, provides limited medical treatment for full-time students. The twenty-two-bed infirmary will be open twenty-four hours a day, seven days a week except for certain stated times. Clinic hours and other details concerning the facilities of the Health Service are explained in a special brochure available to all students.

All students are encouraged to have adequate medical insurance. Information concerning student insurance is mailed to all students in August and January. The University encourages each student to have adequate medical coverage either through a family plan or through the student insurance plan.

Psychological Services

The Office of Psychological Services is designed to help the Oakland student with problems in academic, vocational, or personal areas. This Office is staffed with clinical psychologists trained to provide a wide range of testing and counseling to meet the needs of the individual student. The Office is also responsible for all non-instructional testing for entrance purposes and for orientation of new students. Service is available by appointment.

Continuum Child Care Center

While attending classes or participating in other campus activities, students who have pre-school children may leave them for a small fee at the Child Care Center. Complete information may be obtained from the Continuum Center. (See p. 184.)

Placement Office

The Placement Office provides assistance to graduating seniors interested in career-oriented employment in industry, business, government service, and some professional fields. It also assists with the placement of candidates for elementary and secondary teaching positions.

The Placement Office provides an occupational guidance and counseling service for all students who wish assistance in making a decision regarding a choice of careers. A placement library containing descriptive material on career opportunities in most fields and professions is maintained for students' use.

Another service performed by the Office is alumni placement. Information on career-oriented summer or part-time employment is also compiled and disseminated by this Office.

Alumni Relations

The Alumni Relations Office publishes regular issues of the *OU Alumni News*, conducts an annual alumni reunion at the time of the Meadow Brook Music Festival, administers the alumni fund drive, and maintains records of the alumni.

An Alumni Council composed of Oakland graduates works closely with the Alumni Relations Office in establishing alumni policies and procedures.

Veterans' Benefits

Students eligible to attend the University under the various Public Laws providing veterans' benefits should keep in close contact with the Office of the Registrar. This Office provides advice and assistance to eligible veterans and is responsible for reporting to the Veterans' Administration.

Selective Service

Questions regarding Selective Service should be directed to the Office of the Registrar, Oakland University.

STUDENT LIFE

Since intellectual and personal development derives from the student's cultural, social, and recreational activities as well as from his academic work, Oakland University seeks to provide the opportunities and the climate that will foster this development. Students are encouraged to participate in some phase of the University's comprehensive program of sports and recreational activities, but there is no required physical education. Similarly, the pattern of available cocurricular experiences and activities in publications, discussion groups, student government, music, dramatics, and cultural offerings is intended to enhance the student's abilities to think, speak, write, organize, share, judge, and enjoy. Individual initiative is most important. Though help from faculty and staff is always available, students are responsibly and creatively involved in shaping and directing meaningful campus activity.

Student Government

A substantial segment of student life at Oakland University is attached to an active group of student organizations. Student interests in relation to the whole University community are represented through the Student Activities Board, the Commuter Council, the Inter-Hall Council and through student membership on significant all-University committees and the University Senate. The University Senate is the prime legislative body recommending to the Chancellor all policies concerned with academic matters, with administration, and with student life.

The Student Activities Board is elected and assumes the responsibility for coordinating campus activities, for allocating funds accruing from the student activities fee, and for making and implementing plans for campus-wide activities. The Board represents the Oakland University student body on all issues pertaining to student activities. The Commuter Council is an elected representative body whose primary function is to provide means of involving commuter students in extracurricular campus programs and in the decision-making process. The Inter-Hall Council consists of elected representatives of the various residence halls. The Council gives resident students a voice in the administration of the halls and in general University matters; it also directs the programming of significant inter-hall activities.

Clubs and Organizations

Student activities at Oakland University are diverse and stimulating. The Student Activities Board sponsors or coordinates film series, lectures, and such major events as Mrs. Wilson's Birthday Weekend, the annual Snow Carnival, the Chancellor's Ball, and the Fine Arts Festival. Students have formed a variety of academic, religious, performing arts, political interest, and service organizations. These clubs and organizations all play an important role in campus life and serve to supplement the University's other social and cultural programs and enterprises. Participation in all clubs and organizations is open to all Oakland University students.

Student organizations of general interest to the campus community include the Dormitory Social Committee, the Dramatic Arts Film Society, and the Association of Women Students. The Dormitory Social Committee sponsors special social and cultural activities primarily for resident students, such as informal coffee hours with faculty members; the presentation of plays and poetry readings; parties and dances. The Dramatic Arts Film Society supplements the regular University film series by sponsoring classic foreign and American motion pictures. The Association for Women Students is an organization concerned with activities for all women students, both resident and commuter.

Dramatics, Dance, and Music

The annual Fine Arts Festival is the cultural high point of the student year at Oakland University. Through the extensive efforts of students and faculty, programs of drama, dance, and music and shows of visual arts are presented. The best contributions from within the University community and from the outside are assembled for a week of superb entertainment and education.

The Student Enterprise Theatre (S.E.T.) presents one play each semester. Recent productions include Albee's *The Sandbox*, Lorca's *The House of Bernarda Alba*, *Stop the World I Want to Get Off*, and *J.B.* With the help of its professional adviser, S.E.T. enables students to learn acting, directing, production, set designing and construction, lighting, and costuming. Productions are given in the Barn Theatre, a unique theatre designed and constructed by students and located on the Oakland University campus.

Oakland students may participate in various music groups. The largest of these groups is the University Chorus which consists of 150 voices and has performed major choral works both on and off the campus with groups such as the Minneapolis, Detroit, Pontiac, and Saginaw symphony orchestras. Among works re-

Student Life

cently performed are Handel's *Messiah*, Brahms' *Song of Fate*, Stravinsky's *Symphony of Psalms*, and Vivaldi's *Gloria*.

Student Volunteer Projects

Through Pontiac Tutorial (P.O.E.A.T.), Project Look Ahead, hospital volunteer work, and a variety of other projects under way or in the planning stages, students have meaningful opportunities to demonstrate their individual concern for their fellow man. Students have found that benefits realized from volunteer involvement more than adequately compensate for time spent.

Student Publications

Students may gain experience in creative writing, editing, and publishing through student publications. The *Oakland Observer*, the *Ascendant*, and the *Oakland Review* are currently being published regularly. The *Observer* is published in newspaper form once each week during the regular academic year. The *Ascendant* is the University yearbook. The *Oakland Review* publishes analytical research and critical articles written by Oakland University undergraduates. Students are invited to submit their writings, and faculty members are encouraged to recommend students' work for consideration by the *Oakland Review* editorial board. These publications are written, edited, and published by students under the general guidance of appointed faculty and staff advisers.

The Physical Education Program

The Sports and Recreation Building provides a range of facilities for recreation; activities in seven different sports can be carried on simultaneously. The building houses a collegiate-sized swimming pool with diving area; courts for tennis, handball, badminton, squash, and basketball; equipment for boxing, wrestling, fencing, gymnastics, weight lifting, and modern dance. There are also outdoor courts, playing fields, and a ski slope with tow.

Oakland University's voluntary physical education program encompasses sports clubs; instruction in sports; spontaneous and planned recreation; competitive intramural and extramural sports; and competitive intercollegiate sports. The program is designed and organized as a service program for all men and women students as well as for faculty and staff. It is directed to the participating individual, rather than to the spectator. Men and women with mutual interest in certain sports or recreational activities are encouraged to organize and develop clubs for instruction, practice, and competition both on and off campus.

Instruction is offered by the professional staff and spot-instructors in approximately twenty different sports and recreational activities. Aquatics and dance have important places in the program.

The facilities, equipment, and supplies are available about fourteen hours a day for spontaneous and planned recreation. Individuals, couples, and coed groups have the use of a variety of sports equipment, record players, table games, and so forth in the various rooms of the Sports and Recreation Building or on the adjacent tennis courts and playfields.

The competitive intramural sports program for men and women students and for faculty and staff includes eight to eleven different individual and team sports each term. Participants in the team sports may represent dormitory wings or floors, commuter districts, recognized campus clubs and organizations, or the faculty or staff. Participants in individual sports may also represent the foregoing groups, or they may compete as individuals unattached to any group. Students who participate in the intramural sports program are given further opportunity to compete with students from other colleges and universities during each term.

Students interested in intercollegiate sports competition in certain individual and team sports are encouraged to train for, to practice for, and to compete in regularly scheduled intercollegiate contests in cross country and soccer during the Fall Semester, basketball and swimming during the Winter Semester, and baseball, golf, and tennis during the latter part of the Winter Semester and during the Spring and Summer Sessions.

Oakland University is pleased to compete with MIAA Colleges, Adrian, Albion, Alma, Calvin, Hope, Kalamazoo, and Olivet, Aquinas College, Grand Valley State College, Ferris State College, Hillsdale College, Spring Arbor College, Lake Superior State College, Eastern Michigan University, Central Michigan University, Northern Michigan University, Western Michigan University, the University of Detroit, and Wayne State University, in one or more sports. Contests are also scheduled with colleges or universities in states and provinces bordering on Michigan. Oakland University is a member of the National Collegiate Athletic Association.

Oakland Center

The Oakland Center traditionally has served as the center of social, recreational, and cultural activity for members of the University community and for friends of the University. The facilities in the Oakland Center include the Activities Center, the University Book Center, the Grill, meeting rooms, a lounge, two

cafeterias, a faculty-staff dining room, a barber shop, a dry cleaners, and an information desk where miscellaneous items such as candy, magazines, and newspapers are available. The Book Center is the campus source for books and general supplies. The Grill, with its own outdoor patio and an informal atmosphere, offers short orders, fountain items, and snacks.

The Activities Center serves as a coordinating bureau for extracurricular programs designed to enrich the cultural-social life on campus. The Activities Coordinator works closely with student organizations in the planning and implementation of their programs. The Activities Center also comprises quarters for official student groups; an exhibit area; student publications offices; and the master calendar of campus-wide social and cultural events. A ticket desk for a variety of events (theatre, sports, music, etc.) in the greater Detroit metropolitan area is also an integral part of the Activities Center. Closely tied to the Activities Center is the student-operated Pickwick Club which presently supervises the billiards and ping-pong facilities in the Oakland Center.

Meadow Brook Music Festival

The Meadow Brook Music Festival, held each summer in the Howard C. Baldwin Pavilion of Oakland University, is now internationally recognized. Under the direction of Sixten Ehrling, the Detroit Symphony Orchestra is annually in residence on campus for the eight weeks of concerts. This year, the Orchestra will be joined by soloists Vladimir Ashkenazy, Philippe Entremont, Gregor Piatigorsky, Anna Moffo, Leonard Rose, and others and by guest conductor André Kostelanetz. Again this season the Festival has commissioned a major work by a contemporary composer, Lester Trimble. Visiting artists in past seasons have included Isaac Stern, Claudio Arrau, Jerome Hines, Eugene Istomin, Jan Peerce, Maureen Forrester, and Van Cliburn.

This year, for the first time, the Festival has been broadened to include the dance, as the American Ballet Theatre, in residence for a week with a company of ninety, gives six performances of classical and contemporary ballets.

Running concurrently with the Festival, the Meadow Brook Summer School of Music of Oakland University's School of Performing Arts presents special performances by its own Orchestra and Chorus and programs of chamber and other music by visiting ensembles and artist-teachers. Recently the School has sponsored concerts by the New York Pro Musica, the Cleveland Orchestra Piano Trio, and the Istomin-Stern-Rose Piano Trio.

Meadow Brook Theatre

The John Fernald Company of the Meadow Brook Theatre is a resident repertory company of distinguished British and American actors under the artistic direction of John Fernald. Mr. Fernald was for ten years Principal of the Royal Academy of Dramatic Art in London. A man of the theatre of internationally recognized distinction, he has directed over three hundred plays in London and on Broadway. At Oakland University Mr. Fernald is Director both of the John Fernald Company and of the Academy of Dramatic Art.

During its highly successful first two seasons, the Meadow Brook Theatre has staged classics of British drama—Shakespeare, Wilde, Shaw—and plays by a range of European dramatists—Ibsen, Chekhov, Brecht, Anouilh, Sartre, and Frisch. During the last season, the Company also won national acclaim for its provocative production of a new American play on a civil rights theme, *And People All Around* by George Sklar. In 1968-69 the Meadow Brook Theatre season will run from October to June, and the Company plans to produce American, British, and French drama including plays by Shakespeare, Shaw, Pinero, O'Neill, Giraudoux, and the world premiere of a contemporary black comedy, *The Second Coming of Bert*, by Ronald Chudley, a young Canadian actor and playwright.

Art Exhibitions; The University Art Gallery

The Department of Art is the principal sponsor at Oakland University of exhibitions of painting, sculpture, and graphics. It presents several changing shows annually in the University's Art Gallery in Matilda Wilson Hall, which also houses the beginnings of a significant permanent and extended-loan collection. The latter has been generously provided by private collectors in New York, the Detroit-Birmingham area, and elsewhere. The Detroit Institute of Arts often cooperates with the University Art Gallery in the presentation of special material. Both the changing exhibitions and the permanent collection stress recent twentieth century art and the sculpture of primitive peoples (especially those of Africa, Oceania, and the pre-Columbian Americas). During the last two years, the Gallery has presented, among other major showings, the Richard Brown Baker collection and the collection of Mr. and Mrs. S. Brooks Barron, both in the area of contemporary art, and an exhibition of African Art drawn principally from gifts given to Oakland University by Governor G. Mennen Williams, Mr. and Mrs. Ernst Anspach, and Dr. and Mrs. Hilbert DeLawter.

Internationally known art historians and artists appear at Oakland. Michigan's first professionally directed art "happening" was arranged on this campus by the Department of Art. The first honorary doctoral degree awarded by Oakland University to a practicing distinguished

Student Life

scholar was conferred upon an art historian, Dr. Meyer Schapiro of Columbia University.

Each year the University Art Gallery also presents, usually in cooperation with the Fine Arts Festival, an exhibition of the best creative work by students of the Department of Art who are enrolled in studio art classes.

University Speakers Series

Oakland University invites to its campus each year outstanding scholars, authors, leaders in public life, and moulders of national opinion in order that members of the University community may hear, discuss, and evaluate a range of informed points of view on subjects of major significance. Speakers on previous series have included Bernard Fall, Roy Wilkins, Han Suyin, John Kenneth Galbraith, Charles Frankel, Arthur Larson, and Felix Greene.

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Continuum Center for Women

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Meadow Brook Music Festival

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Marion A. Bunt	Assistant to the Director
Bernard L. Toutant	Assistant to the Director

Meadow Brook Summer School of Music

Walter S. Collins II	Dean
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Meadow Brook Theatre

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David Bishop	Managing Director
Donald Britton	Company Manager
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Jane Mosher	Director of Theatre Relations

Oakland Center

Edward E. Birch	Director
Alan Scott	Coordinator of Special Projects in Student Affairs

Oakland University Foundation

Mary June Bennett	Director, Community Relations
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Morris Frumin, M.D.	Consultant Psychiatrist
Ralph S. Green, M.D.	Consultant Psychiatrist
Michael Kaprielian, M.D.	Consultant Psychiatrist
Hubert Miller, M.D.	Consultant Psychiatrist
Norman T. Samet, M.D.	Consultant Psychiatrist

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Gerald S. Redoutey	Assistant Purchasing Agent

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(Membership April, 1968)

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The Committee meets regularly during the Fall and Winter Semesters on Tuesdays from three to five p.m. in 516 Matilda Wilson Hall.

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The Committee meets periodically during the Fall and Winter Semesters in 516 Matilda Wilson Hall.

INDEX

Academic Probation	193
Academic Record See Grades and Grade Point System	
Academic Structure, University	1
Academy of Dramatic Art	1, 2, 5, 10, 178-80
Accounting See Economics and Business Administration	
Accreditation	6
Activities Center	214
See also Oakland Center	
Administration	vii
Administrative Offices	217-20
Admission	186-67
Applications	186-87
Foreign Students	187
Out-of-State Students	187
Requirements	186
Transfer Admission	187
See also Advising, Orientation, Readmission	
Advanced Placement	187
Advising	188-89
Alumni Education Department	5, 184-5
Alumni Relations Department	5, 184, 209
Anthropology See Sociology and Anthropology	
Area Studies Program	140-44
Art, Department of	43-49
Art Gallery	215-16
Athletics See Physical Education	
Biology, Department of	50-56
Board of Trustees	vi
Book Center	213-14
Buildings, University	7-9

Business Administration	
See Economics and Business Administration	
Calendar	iii, iv
Charter College	1, 4
Charter College Program	34-37
Chemistry, Department of	57-61
Child Care Center	
See Continuum Child Care Center	
Chinese Language and Civilization	96-97
See also Majors, Requirements for Liberal Arts	
See also Modern Languages	
Chorus	
See University Chorus	
Classical Languages and Literatures, Department of	62-64
College of Arts and Sciences	1, 2, 10, 12-151
Colloquia	29-30, 33-34
Committees	
University	222
College of Arts and Sciences	223
Computing and Data Processing Center	6
Concentrations, Requirements for	
Chinese Studies	141
Linguistics	145-46
Premedical Studies	148
Slavic Studies	143
South Asian Studies	142
Continuum Center for Women	5, 184, 208
Continuum Child Care Center	208
Counseling	207
Course and Credit System	189-91
Change of Courses	189
Course Proficiency	190
Independent Study	190
Modified Major	190
Petition of Exception	189
Repeating Courses	190
Curricula, University	10-11
Curriculum	
Undergraduate	
College of Arts and Sciences	25-42
School of Engineering	167

Dean of Students	207
Degree Requirements See Requirements, General	
Degrees Offered	10
Departmental Chairmen	12-13
Dismissal	193
Distribution Requirements	28-29, 31-33
Division of Continuing Education	1, 2, 5, 11, 183-85
Economics and Business Administration, Department of	65-69
Education, School of See School of Education	*
Employment, Student	199
Engineering, School of See School of Engineering	
English Language and Literature, Department of	70-76
Expenses See Tuition and Fees	
Faculty See Officers of Instruction	
Fees See Tuition and Fees	
Financial Aids	195-99
Fine Arts Festival	211
French Language and Literature	97-100
See also Modern Languages	
Freshman Exploratories	27, 30-31
General Education	1, 2
See also Requirement, General Education	
Geography	150
German Language and Literature	100-2
See also Modern Languages	
Grade Point Average See Grades and Grade Point System	
Grades and Grade Point System	191-93
Academic Record	193
Grade Point Average	192
I—Incomplete	192
N—No Grade	192
P—Progress	192

Graduate Programs	2, 10, 151, 161-62, 176
Greek	63
Health Certification Requirement	
See Requirement, Health Certification	
Health Service	208
See also Requirement, Health Certification	
History, Department of	77-85
Housing, Student	204-6
Housing Fees	202, 205-6
Off-Campus	206
On-Campus	204-6
See also Residence Halls	
Incomplete Grade	
See Grades and Grade Point System	
Independent Study	
See Course and Credit System	
Interdepartmental Programs, Chairman of.....	13
Courses	140-49
Interdisciplinary Programs	4
John Fernald Company	4, 5, 180, 215
Kresge Library	7
Latin	63-64
Leave of Absence	194
See also Readmission	
Library	
See Kresge Library	
Linguistics	145-48
Loans	198
Major, Modified	
See Course and Credit System	
Major, Requirements for Business Administration.....	66
Major, Requirements for Engineering	168-72
Major Standing, Requirements for	
College of Arts and Sciences.....	41-42
School of Engineering.....	172
Majors, Requirements for Elementary Teaching	157-60
Core Program	158
Foreign Language	159
History/Social Science	158
Language Arts	159
Science/Mathematics	160

Majors, Requirements for Liberal Arts	
Art History	44
Art, Studio	44
Biology	50
Chemistry	57
Chinese Language and Civilization	94
Classical Languages	62
Economics	65
English	71
English, with Concentration in Linguistics	71, 146
History	77
History with Concentration in Area Studies	78
Latin	62
Mathematics	86
Modern Languages	94
Modern Languages with Concentration in Linguistics	146
Music History and Literature	109
Music Theory and Composition	108-9
Philosophy	114
Philosophy with Concentration in Area Studies	115
Philosophy with Concentration in Linguistics	115, 146
Physics	118
Political Science	123
Psychology	128
Psychology with Concentration in Linguistics	146
Sociology	133-34
Sociology and Anthropology	133-34
Sociology with Concentration in Area Studies	134
Majors, Requirements for Secondary Teaching	
Biology	51
Chemistry	57
English	71
History	78
Latin	62
Mathematics	86
Modern Languages	95
Music	109
Physics	118-19
Social Studies	148
Map, Campus	Inside Back Cover
Mathematics, Department of	86-91
Meadow Brook Music Festival	4, 5, 178-79, 183, 214
Meadow Brook Summer School of Music	1, 2, 5, 11, 178, 181-82
Meadow Brook Theatre	4, 5, 178, 215
Minors, Requirements for Elementary Teaching	
History/Social Science	160
Language Arts	160
Science/Mathematics	160

Minors, Requirements for Secondary Teaching	157
Art	45
Biology	51
Chemistry	58
English	71
History	78
Mathematics	87
Modern Languages	95
Physics	119
Science	150
Social Studies	149
Modern Language, Teaching of	107
<i>See also</i> Modern Languages	
Modern Languages and Literatures, Department of	92-107
Music, Department of	108-13
New College	1, 4
New College Program	37-39
No Grade	
<i>See</i> Grades and Grade Point System	
Oakland Center	213-14
Oakland University	
Academic Structure <i>See</i> Academic Structure	
Accreditation <i>See</i> Accreditation	
Buildings <i>See</i> Buildings, University	
Curricula <i>See</i> Curricula, University	
Governance	5
History	2-5
Residence Halls <i>See</i> Residence Halls	
Oakland University Foundation	1, 3, 221
Officers of Instruction	
College of Arts and Sciences	13-25
School of Education	153-56
School of Engineering	166-67
School of Performing Arts	177-78
Orientation	188
Out-of-State Tuition Rules	202
Performing Arts, School of	
<i>See</i> School of Performing Arts	
Petition of Exception	
<i>See</i> Course and Credit System	
Philosophy, Department of	114-17
Physical Education	212-13
Physics, Department of	118-22

Placement Office	5, 184, 209
Political Science, Department of	123-27
Premedical Studies	148
Probation See Academic Probation	
Progress Grade See Grades and Grade Point System	
Psychological Services	208
Psychology, Department of	128-32
Public Law, 229	26, 171
Reading Center	207
Readmission	189
See also Leave of Absence	
Refunds	202, 205
Regulations Governing Courses	42
Repeating Courses See Course and Credit System	
Requirement, Elected Major	26, 40-41
See also Majors, Requirements for	
Requirement, General Education	26, 170
Requirement, Health Certification	187
Requirement, Language	26, 39-40
Requirement, Residence	25-26
Requirements for Admission See Admission	
Requirements for Concentrations See Concentrations, Requirements for	
Requirements for Liberal Arts Majors See Majors, Requirements for Liberal Arts	
Requirements for Secondary Teaching Majors See Majors, Requirements for Secondary Teaching	
Requirements for Secondary Teaching Minors See Minors, Requirements for Secondary Teaching	
Requirements, General Degree	
Bachelor of Arts	25-26
Bachelor of Science	170-72
Residence Halls	8-9
See also Housing, Student	

Russian Language and Literature	102-4
<i>See also</i> Modern Languages	
Scholarships	195-98
School of Education	1, 2, 10, 153-65
<i>See also</i> Graduate Programs	
<i>See also</i> Majors, Elementary Teaching	
<i>See also</i> Majors, Secondary Teaching	
<i>See also</i> Minors, Elementary Teaching	
<i>See also</i> Minors, Secondary Teaching	
<i>See also</i> Teacher Certification	
School of Engineering	1, 2, 10, 166-76
<i>See also</i> Graduate Programs	
<i>See also</i> Major, Requirements for Engineering	
<i>See also</i> Requirements, General Degree	
School of Performing Arts	1, 2, 10-11, 177-82
Science, Teaching Minor Courses	150
Selective Service	209
Senior Colloquia	
<i>See</i> Colloquia	
Separation	194
Social Studies Program	148-49
Sociology and Anthropology, Department of	133-39
Spanish Language and Literature	104-7
<i>See also</i> Modern Languages	
Speakers Series	216
Speech	150-51
Sports	
<i>See</i> Physical Education	
Student Clubs	211
Student Dramatics, Dance, and Music	211
Student Employment	
<i>See</i> Employment, Student	
Student Enterprise Theatre	211
Student Government	210
Student Housing	
<i>See</i> Housing, Student	
Student Life	210-16
Student Publications	212
Student Services	207-9

Teacher Certification	161-62
Tuition and Fees	200-3, 205-6
University Book Center See Book Center	
University Chorus	211
University Course Descriptions	30-34
University Course Program	27-34, 170-72
Veterans' Benefits	209
Wilson, Mr. and Mrs. Alfred G.	2, 3
Withdrawal	194
Writing Center	30, 208

