

OAKLAND UNIVERSITY

DEAN OF FRESHMEN'S OFFICE



Freshman Newsletter - #3 May, 1969

FOUR OPTIONS FOR FULFILLING OAKLAND'S GENERAL EDUCATION REQUIREMENTS--THE CHOICE IS YOURS

Each student seeking to be graduated from Oakland University with a Bachelor of Arts degree must fulfill requirements in each of the following areas:

GENERAL EDUCATION

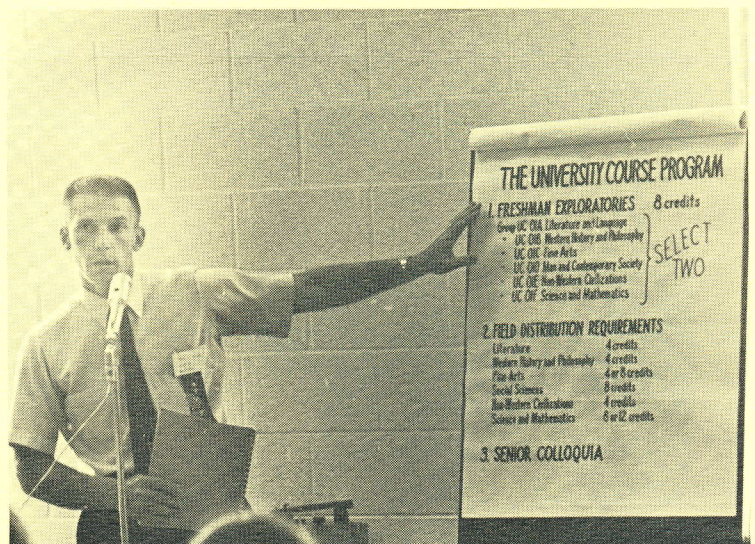
LANGUAGE STUDY

MAJOR CONCENTRATION

The courses in the major field and allied electives, representing about two-thirds of the total 124 credits needed for graduation, focus mainly on in-depth training in particular areas, whereas the general education and language courses are designed to impart a breadth of knowledge through exposure to a wide range of subjects and perspectives not covered in departmental offerings. Thus, all students, regardless of the ultimate major selected or vocational interests, are required to take courses, amounting to approximately 40 credit hours, in the humanities, social sciences, and natural sciences.

At the present, Oakland offers four distinct and unique options to the incoming freshman for satisfying these general education requirements--the University Course Program, Allport College, Charter College, and New College. All four are open to all students and most majors, residents and commuter alike. EACH FRESHMAN MUST DECIDE WHICH OPTION HE OR SHE WISHES TO FOLLOW PRIOR TO FALL REGISTRATION. Since the programs are not designed to appeal to certain majors or occupational goals, each student's choice should be based completely on what appeals to his or her personal interest or what he or she as an individual thinks will be an exciting and rewarding educational experience.

All four programs are described in detail in the Oakland University Catalog and the Guide to Freshman Enrollment both which will be distributed at Freshman Orientation. In addition, there will be opportunities to ask questions about these programs at each orientation session. The following advanced information, therefore, will include only the major distinctive features.



Dean of Freshmen, Fred W. Smith, Explaining the University Course Program at Orientation

THE UNIVERSITY COURSE PROGRAM

The distinctive feature of the University Course Program is the exceptionally complete exposure to the various subjects (Field Distribution Requirements) in arts, letters, social sciences, natural sciences, and mathematics considered essential to the general knowledge of every educated person. The University Course system is the program followed by the majority of Oakland students.

FRESHMAN YEAR REQUIREMENTS: two 4-credit Exploratories (classes of around 18) which stress extensive writing experience and allow both students and instructors freedom to explore a wide variety of subjects and one or two of the field distribution requirements.

CHARTER COLLEGE

The freshman year-critical for many students-is the key to the whole Charter College Program. The Charter freshman program links residence to the classroom as much as possible and links freshman advising to the seminars insuring students and their advisers a chance to get to know each other personally. The main focus of Charter College courses is not a prescribed body of subject matter, but rather the process of inquiry itself.

FRESHMAN YEAR REQUIREMENTS: a year-long lecture and events course (2 lectures or programs weekly for 4 credits per term on a wide variety of topics) and two 4-credit "seminars" (small classes which emphasize writing skills while probing a subject of particular interest to the instructor and for which the only grades given are "S" satisfactory and "U" unsatisfactory).

NEW COLLEGE

New College has been established on the conviction that a rigorous and systematic program of general education should complement a student's major. Thus, the college offers a four-year specified program of 48 credits which occupies about half the student's time in the freshman and sophomore years, and one-fourth of it in the junior and senior years.

FRESHMAN YEAR REQUIREMENTS: a World Civilizations course (6 credits per term; section of 12 students) and two Performing Arts Workshops (2 credits per term) in Dance, Theatre and/or Music aimed not at turning out a professional performer but in helping the student explore his own potentiality for creativity.

ALLPORT COLLEGE

Behavioral sciences and their interrelationships with the sciences and humanities will be the program emphasis of Allport College which will offer classes for the first time in the fall semester, 1969. The Allport focus will include the study of behavioral sciences from both the fundamental aspect of analyzing the basic facts of human behavior and from the aspect of applying these facts in such areas as education, mental health, and problems of emerging countries.

FRESHMAN YEAR REQUIREMENTS: a two-semester Introduction to Behavioral Science Course and two Freshman Exploratory classes taught by Allport College faculty members on topics relating to the behavioral sciences.

O.U.'S LANGUAGE STUDIES PROGRAM

Robert Simmons, Chairman of the Department of Modern Languages and Literatures, has provided the following description of the foreign language program.

One of the basic premises of Oakland University's educational philosophy is that the study of a foreign language is an important part of the total academic experience. We want the student to gain as much as possible from his language study as the acquisition of a linguistic skill, as a new way of viewing the world and its peoples, and as a vital added dimension in personal cultural and intellectual awareness. For this reason we pay careful attention to the student's language aptitude and the placement in a particular course.

APTITUDE AND PLACEMENT TESTING

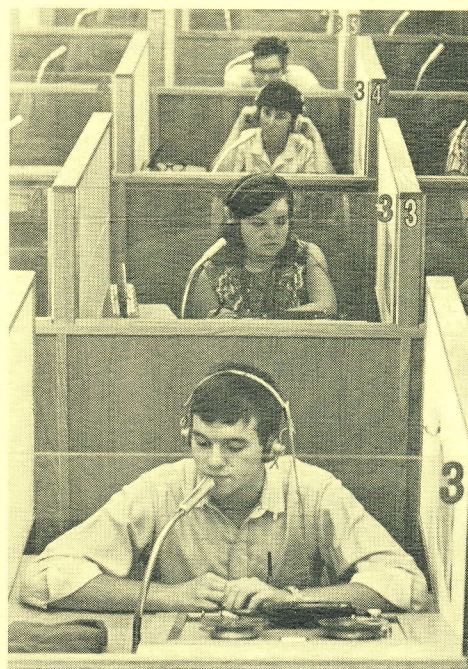
A student who has studied a foreign language before admission to Oakland and who wishes to continue the study of that same language is given a placement test designed to place him in a course at a level for which he is best suited. It is worth mentioning that sufficient language preparation before coming to Oakland and an appropriate score on the placement test may exempt a student entirely from language study.

All entering students take the Modern Language Aptitude Test (MLAT) at Freshman Orientation. This test is intended as a measurement of ability to differentiate audially among vowel and consonant sound combinations; it indicates knowledge of language structure and vocabulary awareness in written form; and it tests the memory retention of word and meaning relationships in spoken and written form. On the basis of the score and percentile rank achieved in the MLAT, the student is advised to enter one of the two types of courses offered in foreign languages.

THE TWO-TRACK SYSTEM:

1. If the student shows ability in the area of aural-oral work, he should enter an audio-lingual section where his skills in listening comprehension, speaking, reading, and writing are developed to the fullest extent possible over a two- or four-semester continuum. It should be emphasized at this point that all students who are considering a major in a foreign language should enroll in an audio-lingual section.

2. If the MLAT indicates that the student is more aware of language structure and would be better fitted for and derive greater benefit from a course devoted to developing the reading skill alone, then he is advised to enter a course of this type. By the end of the second semester, the student in such a course should have a solid grasp of the language structure, a fairly extensive vocabulary, and will have had a good deal of practice in the skill of translating with precision and reading rapidly for comprehension. The third and fourth semesters are devoted to expanding this reading skill and acquiring a greater working vocabulary.



PRE-FROSH ADVICE ON SELECTING A MAJOR

Given Freely by Maurice Brown, Associate Professor of English.

Although some of you will enter college with an unshakeable knowledge of the course you wish to take, many may be somewhat unsure. This is understandable; over fifty percent of all college students change majors at least once. In a few majors-the sciences, engineering, business administration, the foreign languages, or music-it is necessary to begin a somewhat specialized program in the freshman year because special skills, mathematical, linguistic, or musical, are needed for the major. A switch to these majors as a sophomore or a junior would require additional course work. In most majors, however, including those preparing teachers, while it might be neater to know early, FINAL DECISION OF MAJOR COULD BE POSTPONED UNTIL THE JUNIOR YEAR.

Now to the core of the matter. If you complete college successfully (and we expect you will or you would not have been admitted) making money will be the least of your problems, barring general economic disaster. So do not choose a program because you can see money at the end of it. Beyond this advice, which is sterling, I believe the student who follows his immediate intellectual interests in any college major is better off than the one who selects an "ideal vocation" on the basis of advice, test, Dr. Ben Casey, Dear Abby, fathers, uncles, mothers, or aunts. If biology or art or politics fascinates you, take it in college. If you start on the suggested path toward law, teaching or business and find you hate the required courses - watch out - you may hate yourself at thirty. It is most practical in the long run not to become too practical too soon.

Of course, these two theorems have at least one important corollary, since you will do well financially whatever your major, and since even college-educated people sometimes live woefully narrow or unhappy lives, your major concern at Oakland should be to realize as much as possible of your potential as a human being (to be distinguished from a thing which makes money doing something). Making a living is really quite simple. Being fully human is harder and takes wisdom and effort. That is why these days most people put it off until after they retire from making money. Don't. Life doesn't begin at sixty-five. Instead, come ready to navigate the inner and outer space of universes and multiverses past and present, personal, social, and intellectual, to claim them with a shout of "Seguir virtute e canoscenza", to cultivate a bewilderment, to colonize an atoll, to make mountains of your molehills and build cities on the far side of the moon.

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