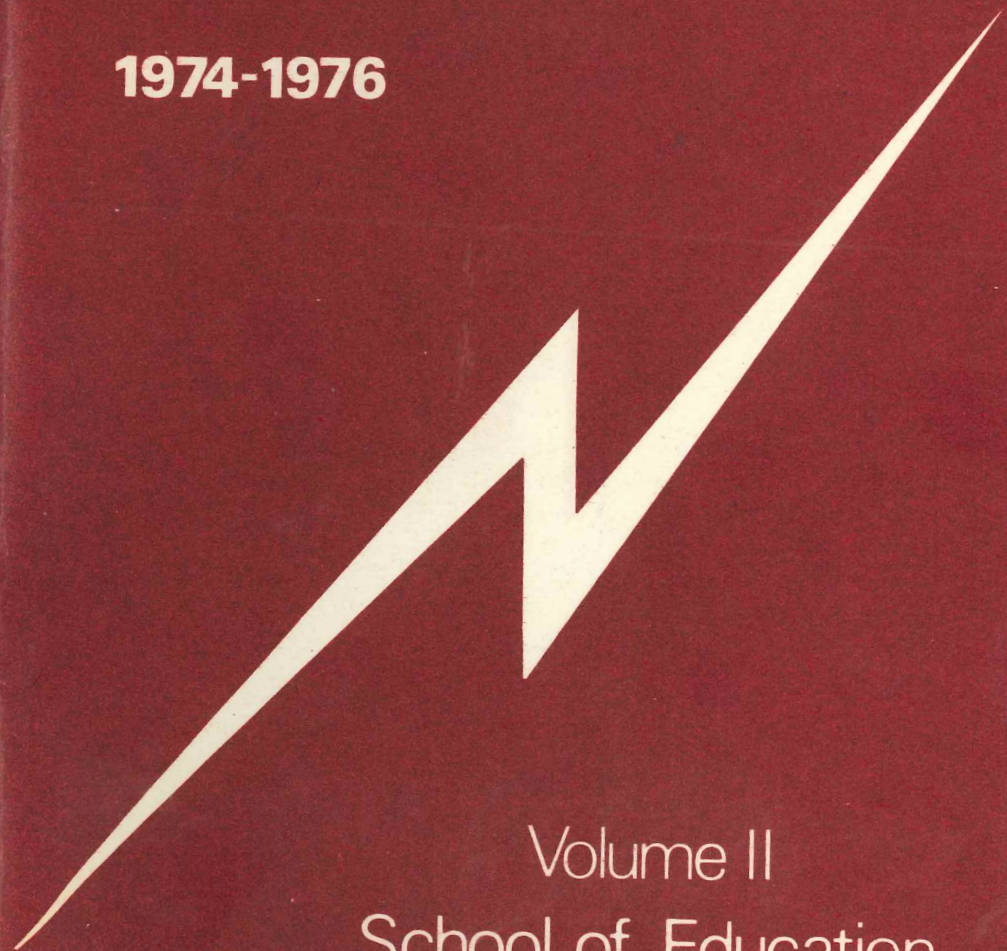


OFFICE OF GRADUATE STUDY
OAKLAND UNIVERSITY
ROCHESTER, MICHIGAN 48063

Oakland University

Graduate Study Catalog

1974-1976



Volume II
School of Education

CORRESPONDENCE DIRECTORY

Mailing Address: Oakland University,
Rochester, Michigan 48063.

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TELEPHONE: Office of Graduate Study
Area Code 313 377-3166

Oakland University

Graduate Study Catalog

1974 - 1976

Volume II

School of Education

See Volume I for
College of Arts and Sciences
School of Economics and Management
School of Engineering

UNIVERSITY CALENDAR

1974 - 1975

FALL SEMESTER

August 29, 30	Thursday, Friday	Registration
September 3	Tuesday	Classes begin
October 21	Monday	Begin Advance Registration for Winter Semester
November 28- December 1	Thursday-Sunday	Thanksgiving Recess
December 2	Monday	Classes resume
December 11	Wednesday	Classes end
December 12-13, 16-18	Thursday, Friday Monday-Wednesday	Final Examinations

WINTER SEMESTER

January 2, 3	Thursday, Friday	Registration
January 6	Monday	Classes begin
March 8-11	Saturday-Tuesday	Winter Recess
March 12	Wednesday	Classes resume
March 24	Monday	Begin Advance Registration for Fall, 1975
April 15	Tuesday	Classes end
April 16-18, 21, 22	Wednesday-Friday, Monday, Tuesday	Final Examinations

SPRING SESSION

April 7-18		Advance Registration
April 24, 25	Thursday, Friday	Registration
April 28	Monday	Classes begin
May 26	Monday	Holiday
June 1*	Sunday	Commencement
June 19	Thursday	Classes end
June 20, 21	Friday, Saturday	Final Examinations

SUMMER SESSION

June 16-20		Advance Registration
June 23	Monday	Registration
June 24	Tuesday	Classes begin
July 4	Friday	Holiday
August 13	Wednesday	Classes end
August 14-15	Thursday, Friday	Final Examinations

This calendar is subject to revision.

*All students who have received or expect to receive their degrees during this academic year participate in this Commencement ceremony.

Oakland University affirms that an Assurance of Compliance with Title VI of the Civil Rights Act of 1964 has been executed and is fully applicable to the policies and practices of this University. Specifically, admission to the University or employment by the University is provided to qualified persons without discrimination on the grounds of race, creed, color, sex, or national origin.

All announcements in this catalog are subject to revision at the discretion of the University.

June, 1974

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TENTATIVE UNIVERSITY CALENDAR

1975 - 1976

FALL SEMESTER

August 28, 29	Thursday, Friday	Registration
September 2	Tuesday	Classes begin
November 27-30	Thursday-Sunday	Thanksgiving recess
December 1	Monday	Classes resume
December 12	Friday	Classes end
December 15-19	Monday-Friday	Final examinations

WINTER SEMESTER

January 5, 6	Monday, Tuesday	Registration
January 7	Wednesday	Classes begin
March 11-14	Thursday-Sunday	Winter recess
March 15	Monday	Classes resume
April 16	Friday	End of Classes
April 19-23	Monday-Friday	Final examinations

SPRING SESSION

April 26, 27	Monday, Tuesday	Registration
April 28	Wednesday	Classes begin
May 31	Monday	Holiday
June 1	Tuesday	Classes resume
June 5*	Saturday	Commencement
June 18	Friday	End of classes
June 21, 22	Monday, Tuesday	Final examinations

SUMMER SESSION

June 23	Wednesday	Registration
June 24	Thursday	Classes begin
July 5	Monday	Holiday
July 6	Tuesday	Classes resume
August 13	Friday	End of classes
August 17, 18	Monday, Tuesday	Final examinations

This calendar is subject to revision.

*All students who have received or expect to receive their degrees during this academic year participate in this Commencement ceremony.

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Gertrude M. White	Professor of English

OAKLAND UNIVERSITY

ACADEMIC STRUCTURE

Oakland University, an institution supported by the State of Michigan, offers programs in liberal arts and sciences and professional training in economics and management, engineering, teacher education, and the performing arts. The University comprises the College of Arts and Sciences, the School of Economics and Management, the School of Education, the School of Engineering, the School of Performing Arts, and the Faculty of the Library. Diversified non-credit courses are given by the Division of Continuing Education.

GRADUATE PROGRAMS

The graduate catalog is published in two volumes. The programs offered by the College of Arts and Sciences, the School of Economics and Management and the School of Engineering are described in Volume I while those offered by the School of Education are described in Volume II. University requirements and general information appear in both volumes. The College of Arts and Sciences offers programs leading to the degree of Master of Arts in area studies, English, history, mathematics, and psychology and to the degree of Master of Science in biology, chemistry and physics. The School of Education offers programs of instruction leading to the degree of Master of Arts in guidance and counseling, and to the degree of Master of Arts in Teaching in early childhood education, in elementary education, in reading instruction and in special education. The College of Arts and Sciences and the School of Education jointly offer programs leading to the degree of Master of Arts in Teaching in English and in mathematics. The School of Engineering offers the Doctor of Philosophy degree in systems engineering, a professional development degree and the degree of Master of Science in engineering, with concentrations in systems engineering, energy engineering, and electromagnetic and optical engineering. The School of Economics and Management offers the degree of Master of Science in management. Additional programs at both the master's and doctoral levels are in prospect.

In each of the programs the University seeks to provide its students with intellectual challenge and opportunity for scholarly and professional growth. Its substantial resources in faculty, research facilities and support functions are all directed to these ends. A graduate program should not be solely a collection of courses and certainly should not be such if the courses are only casually related to each other. Rather it should be a carefully structured combination of studies and research designed in the aggregate to serve specific needs of the student. Students share with their advisers responsibility for constructing programs of study manifesting this character. They can expect close attention from the faculty while planning their studies and while pursuing them. In turn they should ask of themselves wholehearted commitment to the programs' demands.

ACCREDITATION AND AFFILIATIONS

All Oakland University baccalaureate and master's degree programs are fully accredited by the North Central Association of Colleges and Secondary Schools, and the University is authorized to begin new programs at these levels without prior Association

approval. The doctoral program in engineering is also accredited by the North Central Association. The American Chemical Society has accredited the undergraduate program of the Department of Chemistry, and the Engineers' Council for Professional Development has accredited the undergraduate program of the School of Engineering.

The University is an institutional member of the following associations:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Schools of Business
- American Chemical Society
- American Council on Education
- American Institute of Physics
- American Mathematical Society
- Council of Graduate Schools in the United States
- Institute of International Education, Incorporated
- Latin American Scholarship Program of American Universities
- Midwestern Association of Graduate Schools
- The Society of the Sigma Xi

MICHIGAN INTERCOLLEGIATE GRADUATE STUDIES (MIGS)

The MIGS program is a cooperative inter-institutional arrangement which permits graduate students to take advantage of educational offerings available at another participating institution but not available at their own. It is open to any student in good standing in a graduate program at a member institution. Courses must be approved in advance by the student's graduate adviser and the MIGS liaison officer at both the home institution and the host institution. Admission by the host university is contingent on the availability of space and resources. The member institutions are Central Michigan University, Eastern Michigan University, Michigan State University, Michigan Technological University, Northern Michigan University, Oakland University, University of Michigan, Wayne State University, and Western Michigan University. Additional information is available in the Office of Graduate Study and from program directors.

CENTRALIZED AND SPECIALIZED RESEARCH FACILITIES

THE OFFICE OF COMPUTER SERVICES

The Office of Computer Services (OCS) provides centralized computing resources to support the instructional, research and administrative activities at Oakland University. Two general-purpose computer systems, an IBM 360/40 and a Burroughs B5500, are housed within specially designed quarters at the central facility (in Dodge Hall). The IBM 360/40 batch processing computer is primarily engaged with management information systems (financial records, student records, etc.) which support the planning, control and operational functions of the University. The large scale Burroughs B5500 timesharing computer offers powerful on-line and batch processing services, oriented to academic applications. Users may interact with

this system either directly at the computing center, or from a number of timesharing terminals located across campus. A broad range of problem solving software is available, including the programming languages COBOL, FORTRAN IV, ALGOL and BASIC. An Academic Services staff develops and maintains a comprehensive scientific and technical program library and offers consulting services to faculty and students.

OCS also maintains a Student Services Room at the central facility, which contains keypunch machines, user work space, reference material and an information desk. Faculty and students are encouraged to avail themselves of these services throughout the development and implementation of their computing assignments.

INSTITUTE OF BIOLOGICAL SCIENCES

The Institute of Biological Sciences of Oakland University occupies some 6,500 net square feet of laboratory and office space contiguous to, but separate from, the facilities of the Department of Biological Sciences. These facilities were constructed with the aid of a matching-funds grant from the National Institutes of Health. The facilities of the Institute include six main research units, each with an office for the principal investigator, and central facilities consisting of a cold room, a computer facility, a radioactive isotope laboratory, an animal holding room, an animal surgery, an instrument room for major pieces of apparatus, and a conference room.

In this modern and well-equipped center a group of research scientists perform grant-supported basic research having applications to medicine and centering in living systems. The aim of the Institute is to bring together many disciplines to concentrate on biological problems. A broadly interdisciplinary program of research in molecular biology, biochemistry, physiology, and pharmacology draws on the combined insights of specialists in engineering, chemistry, physics, and mathematics. Current research is related to eye neurology, eye chemistry, and ophthalmology.

THE INSTRUCTIONAL MATERIALS CENTER

The Instructional Materials Center is a teaching and resource agency of the School of Education. The Center contains a variety of printed materials, such as pamphlets, curriculum guides, and manuals, for research and instructional purposes. Multi-media instructional devices are also concentrated here. In addition to the simpler equipment, such as film strips, tape, and overhead projectors, the Center has facilities to produce and make available for use video tapes and educational television materials. Students have the opportunity to acquaint themselves with new developments in instructional techniques, and educational researchers have at their disposal the technological and recording facilities needed for their investigations.

THE KETTERING MAGNETICS LABORATORY

The Kettering Magnetism Laboratory, built with money given by the Kettering Foundation, constitutes another important research facility. This building is constructed of non-ferrous material and is particularly suited for research requiring accurate cancellation of the earth's magnetic field. The laboratory is used for very accurate measurements of gyromagnetic ratios of ferrous materials (the Einstein-de Haas effect). This work is done in an area in which the ambient magnetic field is reduced to less than one gamma by large

Helmholtz coils. Research is also in progress on a new gas torque effect which appears to be capable of giving information about the rotational gyromagnetic ratios of gas molecules and about collision cross sections of molecules.

THE LIBRARY

Oakland University's library collections are housed in Kresge Library and in a small Performing Arts Library (in Varner Hall) which contains a specialized collection of materials on the performance of music, theatre, and the dance. The collections of the University Libraries now contain approximately 240,000 volumes, 170,000 units of microform, and 6,000 recordings on disc or tape — all in open stacks. The Matilda R. Wilson Memorial Collection of works of reference, amassed through gifts of money from the University's students, constitutes a large part of the collections and provides a substantial research facility. Other remarkable special collections include one of the largest collections in the Midwest of underground newspapers, and the Hicks Collection of books by and about women.

The Library offers many services to its users: audio centers in both Kresge and the Performing Arts Library; a microform reading room; a Documents Department, which houses United States and United Nations publications and is a partial depository for the official documents of the United States and of the State of Michigan; a science area in which are concentrated the monographs, indexes, periodicals, and abstracts that pertain to this broad subject field; a General Reference Department; a Circulation Department with a computerized check-out system; and a Serials Department in charge of about 25,000 periodical volumes as well as other serials.

THE LEARNING STRATEGY CENTER

The Learning Strategy Center is an agency in the School of Education, financed through cooperative ventures with neighboring school districts. The Center produces experimental devices in a variety of areas and develops teaching units for demonstration and model purposes. Scholars and experimentalists from across the nation have participated in preparing special units of instruction, and these units have been made available to cooperating school districts for field trials. Similarly, gifted teachers in cooperating schools have prepared video tapes and other materials demonstrating successful approaches to specific teaching problems. These materials are also disseminated by the Learning Strategy Center.

OFFICE OF INSTITUTIONAL RESEARCH

The Office of Institutional Research concerns itself with research on students. It maintains research-oriented files of student information and carries out analysis of these data to aid the University in planning and in program development. It also assists faculty and students in organizing, systematizing, and carrying out research regarding student behavior and learning. In addition, its staff is available for consultation on problems in social research wherever appropriate.

UNIVERSITY INSTRUMENT AND ELECTRONICS SHOPS

The University maintains several machine shops to serve the academic community. The Student Shop has a basic complement of machine tools for the use of students who wish to construct devices

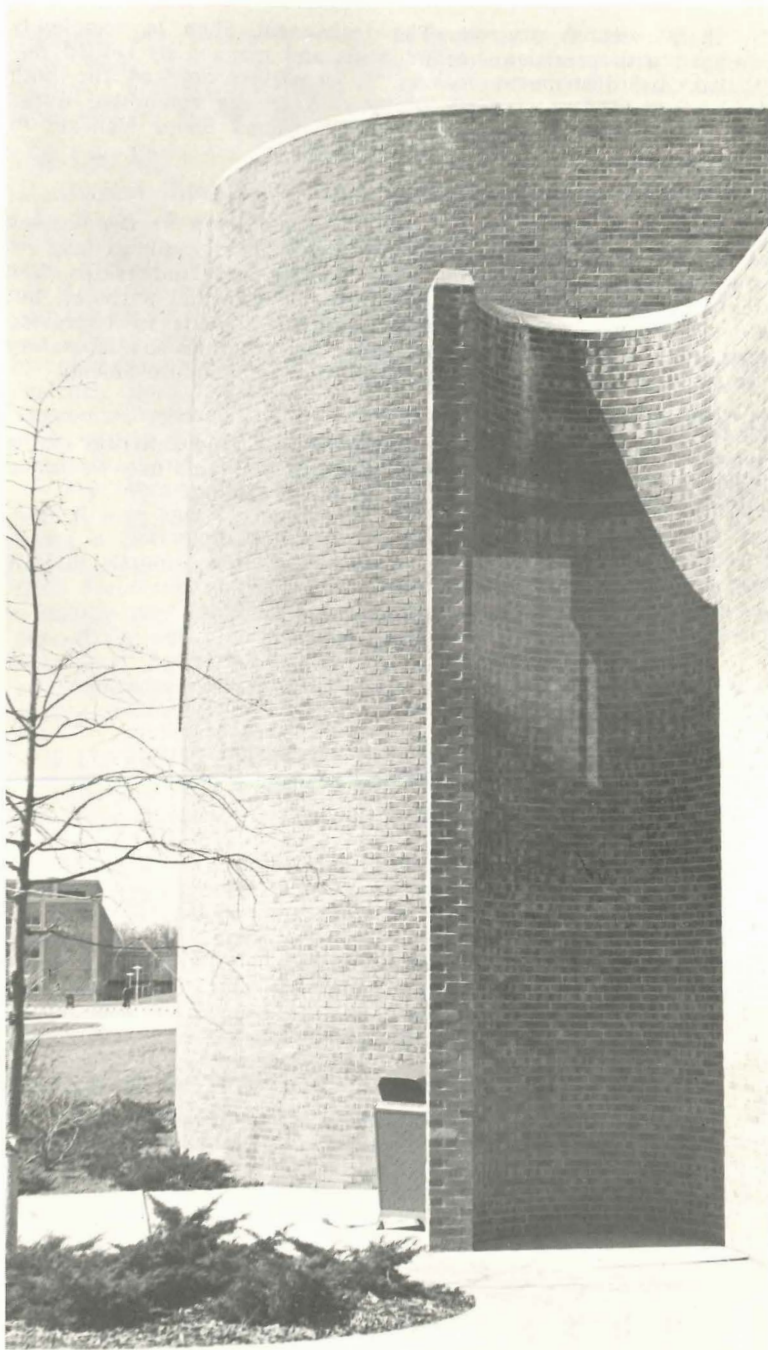
for their research projects. The Instrument Shop is completely equipped with precision machine tools and manned by skilled machinists and instrument makers. It constructs devices for both faculty and student research projects. A faculty committee works with the University Instrument and Electronics Shops Manager to insure an equitable allocation of resources.

UNIVERSITY READING CENTER

The University Reading Center is primarily a service agency of the School of Education through which undergraduates may receive assistance in improving their reading and study skills. The Center is not merely a clinical facility for remedial purposes, but also is designed to assist already skillful students in improving themselves further. The Reading Center also functions as a laboratory for research and training in the field of reading improvements.

OTHER RESEARCH FACILITIES

A further description of research facilities and activities of the departments and schools offering graduate programs may be found in the appropriate sections of the graduate catalog.



GENERAL INFORMATION

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SECTION I ADMISSION

REQUIREMENTS FOR ADMISSION TO A DEGREE PROGRAM

The graduate admissions policy of Oakland University is selective. Degree program applicants must have official transcripts and letters of recommendation sent directly by their originators to the Office of Graduate Study. Detailed instructions are included in the "Application for Admission to Graduate Study," available from this office. Additional admissions information may be found in the sections of this catalog describing the programs offered by the various schools and departments. Admission will be granted by the Dean of Graduate Study on recommendation by the department or school concerned and is based on the applicant's undergraduate record, letters of recommendation, and such other evidence as may be required.

An applicant must hold a baccalaureate or its equivalent from an accredited undergraduate institution. Some graduate departments offer Oakland undergraduate students opportunity to take their bachelor's and master's degrees concurrently, but this is done only with the written permission of the department. A planned course of study to satisfy the requirements for both degrees is necessary and a copy of the plan will be included in the student's official graduate file.

CONDITIONAL ADMISSION

If an applicant's grade point is below program requirements a conditional admission may be authorized by the department or school involved with the concurrence of the Dean of Graduate Study. Occasionally students are admitted who are judged insufficiently prepared to undertake course work for graduate credit. Such students are required to complete additional course work, specified by the program area involved, without credit towards a degree. Students who do not meet the conditional requirements stipulated on admission are subject to dismissal. While in a conditional status students will not be eligible to receive their degree or transfer credits from other institutions.

SPECIAL GRADUATE STATUS

Special Graduate status may be granted by some departments to a student who wishes to take graduate courses but not to work toward a degree. For example, an applicant wishing to work toward permanent or continuing teacher certification might choose to apply for admission under this status. A student in Special Graduate status is not assigned an adviser. Credit earned at Oakland University under Special Graduate status—but none that has been earned at another institution—will be officially recorded. This credit may be applied toward degree requirements if a student later gains admission to a degree program and if the credit is appropriate to the degree objective. However, admission as a Special Graduate student in no way assures subsequent admission to a degree program. If a student in this status wishes to apply for admission to a program he or she must file a request for change of status with the Office of Graduate Study and provide official transcripts and letters of recommendation. A decision on the admission is then made by the academic department or school with concurrence of the Dean of Graduate Study.

POST MASTER'S STATUS

Post Master's status may be granted by some departments to a student who holds a master's degree and wishes to take additional graduate courses but not to work toward a second degree. The Post Master's status is similar to that of the Special Graduate student and the same rules and procedures apply. Subsequent admission to a program to work toward a second master's degree requires filing a request for a change of status with the Office of Graduate Study and providing official transcripts and letters of recommendation.

POST BACCALAUREATE STATUS

Post baccalaureate status may be granted applicants who have a bachelor's degree from an accredited college or university and who wish to enroll in undergraduate courses, either to develop an additional major or to prepare for admission to a degree program. Application for this type of admission should be made through the undergraduate admissions office.

APPLICATION FOR ADMISSION BY FOREIGN STUDENTS

Foreign students should write to the Office of Graduate Study at least six months prior to the date they hope to enter the University. They will be sent instructions and application forms, which they should complete and return promptly. If their applications are approved, they will receive a certificate of admission to the University. Foreign students are normally required to submit scores from the Graduate Record Examination Aptitude Tests prior to admission, and scores from one or more Advanced Tests of the Graduate Record Examination may be required at the discretion of the department or school concerned. Scores from the Test of English as a Foreign Language (TOEFL) or a comparable examination are also required.

SECTION II PROCEDURES

TIME LIMIT

Credit earned more than six calendar years before a master's degree is to be granted may not be used to fulfill the degree requirements.

ACADEMIC ADVISING

Every student admitted to a graduate degree program is assigned an adviser or an advising committee upon admission. The advisers will be faculty members ordinarily in the school or department in which the student is enrolled. Graduate students not in a degree program do not have access to formal advising arrangement; they should contact the appropriate academic department if advice regarding course selection is needed.

TRANSFER CREDIT

Graduate students who are in a degree program and wish to transfer credit from other colleges or universities must have such credit approved by their academic advisers and the Dean of Graduate Study. Applications should be filed after the first semester of work is completed at Oakland and, in any event, not later than the first week of the semester in which the student expects to graduate. Transfer of credit applications are available in the academic

offices. A maximum of 12 semester hours (10 in the Department of Chemistry) is acceptable toward a graduate degree. One semester hour equals one credit hour. Conversely, 20 or 24 semester hours constitute the normal minimum residence requirement, depending on the number of hours required by the department or the school for a degree. After its approval, transfer credit will appear on the student's official transcript in the Office of the Registrar. Credit earned more than six years before the degree is to be granted may not be applied towards master's degree requirements.

COURSES TAKEN AS AN UNDERGRADUATE

Up to 12 credits taken while a student is an Oakland undergraduate may be applied to a graduate program if the courses have not been presented by the student in fulfillment of any part of the requirements for the bachelor's degree, are applicable to the student's graduate program and are approved by the student's adviser or program committee and the Dean of Graduate Study.

COURSE COMPETENCY CREDIT

Competency examinations are offered by some departments. Students should consult with their advisers for specific information and must register and pay fees during the normal registration period. University legislation stipulates that the examination must be taken not more than six weeks after the close of registration.

CHANGES IN ENROLLMENTS (ADD/DROPS)

A graduate student wishing to add or drop a course may secure the appropriate form from the academic office of the area in which he or she is enrolled. A student who is simply dropping a course will need only the signature of the instructor; a student adding a course will also need the signature of the instructor of the new course. The Add/Drop form is then presented to the Registrar for processing. If a refund is involved it will be mailed to the student. A grade of "N" is assigned for courses dropped after the second week of classes.

WITHDRAWAL

A graduate student wishing to withdraw from the University may do so by notifying the Office of Graduate Study which will initiate a withdrawal form and process it through the Office of the Registrar. The withdrawal is recorded by the Registrar and the amount of refund, if any, determined. If a refund is due it will be mailed to the student. When a student withdraws from the University a grade of "N" will be assigned in all unfinished courses.

INACTIVE STATUS REQUIRING READMISSION

A student who has been admitted to a program but has not registered for an Oakland University course for twelve months or more is considered inactive. In order to return to the degree-seeking status, such students must apply for readmission and pay a readmission fee.

CREDIT SYSTEM

The unit of credit is the semester hour. Courses carry 4 credits unless otherwise specified. No graduate student may register for more than 12 credits without written authorization of his or her adviser.

COURSE NUMBERING SYSTEM

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. A department or school at its discretion may authorize or refuse to authorize graduate credit for any course numbered 300 to 499.

GRADING

To qualify for a master's degree a student must have an average of at least 3.0 in all courses taken at Oakland University as a graduate student. No grade below 2.0 may be applied toward a graduate degree. In programs of the School of Education and Developmental Psychology two courses below 3.0 automatically render a student subject to dismissal, as does one grade below 2.5 in Developmental Psychology and one below 2.0 in the School of Education.

"S" Grade — A grade of "S" (Satisfactory) is given in certain selected courses and is meant to imply 3.0 or better in any course numbered at or above the 500 level. This grade carries credit toward graduation but is not used in computation of the grade point average.

"I" Grade — 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 beyond the control of the student.

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

"N" Grade — The grade of "N" (No grade) is assigned whenever a student registers for a course but for any reason does not receive credit for that course (except when a temporary grade of "I" or "P" has been assigned). The "N" grade will appear on the grade report, but will not be recorded on the transcript of the student.

"P" Grade — 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. The grade is given only when the work completed to that point has been satisfactory in every respect.

"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".

RESTRICTION OF STUDENT RECORDS

The records of students who fail to pay required fees, to submit complete application materials, or to satisfy admission or

retention conditions are subject to restriction. Such students may not register for classes for a subsequent semester or session and are not eligible to apply for a degree while the restriction is in effect. Transcripts of work done at Oakland and information to prospective employers may also be withheld until the restriction is lifted.

APPLICATION FOR DEGREE

Students intending to graduate at the end of a semester (or session) must fill out an Application for Degree either when registering for the last semester or by the date indicated in the schedule for that semester. A candidate who does not graduate in that semester must re-apply.

TERMINAL PROJECTS

A copy of final reports describing the results of terminal projects will be sent to the Graduate Office after the report has been approved by the project director. They will be made available to students and other interested members of the university community.

MASTER'S AND DOCTORAL THESES

Guidelines for preparation of theses are available in the Office of Graduate Study.

SECTION III 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. The University urges students to use checks or money orders rather than cash in paying fees. If those checks or money orders are in excess of the required payments, the balance will be given to the student.

APPLICATION FEE

A fee of \$15 must accompany an application for admission to a degree program. This is a processing fee and is not refundable.

READMISSION FEE

A student who has been admitted to a degree program but has not been registered in any Oakland course or research activity for twelve months or more must apply for readmission. A fee of \$15, which is not refundable, will be assessed at that time.

COURSE FEES

Course fees for each semester are assessed on the basis of the credit value of the course taken. Partial payment in connection with early registration is a service offered to students, but no registration is considered final until all fees are paid. Students who have not registered early must pay all course fees in full at registration. Graduate course fees for Michigan residents are \$24 for each credit hour carried. The corresponding fee for nonresidents is \$51. One credit hour is the equivalent of one semester hour.

LATE REGISTRATION FEE

Students registering or paying fees after the regular registration date are required to pay a non-refundable \$15 late fee.

SPECIAL FEES

Graduate students who register for 10 or more credits are charged an additional \$11 (\$10 student center fee, and \$1 Wilson Memorial library fee). They must pay these special fees at registration.

PARKING FEE

Students who will find it necessary to park on campus before 4:30 p.m. must pay a parking fee and may do so during registration. Parking of automobiles is regulated by the University's Department of Public Safety. For further information students should contact the Public Safety Office.

RESIDENT HOUSING: RESERVATIONS, DEPOSIT, FEES

The Residence Halls are financially self-supporting. Room and Board fees reflect the annual cost of operation and are established by the University's Board of Trustees. The 1974-75 rate for Room and Board is \$1342 for the academic year. Special options such as: room only, single rooms and cooperative housing are available to graduate students. If the student signs a housing contract prior to or 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 or Summer Session, it is binding for the single semester or session. The Room and Board fee is due at registration or may be paid in four installments, the first of which is due at registration. The second, third and fourth installments are due on the first day of the three months following registration. If a student withdraws from the University, housing fees are refunded on a prorated basis.

REFUND OF FEES

A student who withdraws from the University or drops a course which reduces his or her total credit load may receive a refund of fees upon application to the appropriate office. Graduate students withdrawing from the University apply to the Office of Graduate Study. Changes in enrollment are processed in the Office of the Registrar. The amount of refund will be based on the following schedule.

Date Application is Received	Tuition Refund
Before the beginning of classes	100%
After the beginning of classes and	
before the beginning of the second week	80%
During the second week of classes	70%
During the third week of classes	60%
During the fourth week of classes	50%
During the fifth week of classes	40%
During the sixth week of classes	30%
During the seventh week of classes	20%
After the beginning of the eighth week of classes	0%

The date the application is received in the Office of Graduate Study determines the percentage of refund.

OUT-OF-STATE TUITION REGULATIONS

Students enrolling at Oakland University shall be classified as in-state or out-of-state students for purposes of assessing tuition charges. It is the student's responsibility to register each semester or session under the proper in-state or out-of-state classification. For the purpose of these regulations, an in-state resident shall be defined as a person who has a Michigan domicile and has resided in Michigan twelve (12) months immediately preceding enrollment.

A student who was originally classified as an out-of-state student may be reclassified as an in-state student only if he or she has become a bona fide domiciliary of Michigan for at least twelve (12) consecutive months, primarily as a permanent resident and not merely as a student. Students shall not be considered domiciled in Michigan unless they have been in continuous physical residence in the State and intend to make Michigan their home, not only while in attendance at the University, but indefinitely thereafter. Questions regarding residence matters may be directed to the Chairman, Out-of-State Rules Committee, 263 South Foundation Hall, Oakland University, Rochester, Michigan 48063.

SECTION IV FINANCIAL AID, ASSISTANTSHIPS AND SCHOLARSHIPS

STUDENT LOANS

FEDERAL STUDENT ASSISTANCE PROGRAMS: National Direct Student Loans and College Work Study Program employment are offered on the basis of need. Loans have a low interest rate with a long repayment period. To be eligible for these programs a student must be able to prove need and must be (1) a citizen of the United States, or (2) have the status of an Immigrant, or (3) possess a permanent visa. Application for federal student assistance should be made through the Financial Aid Office after admission to a program.

FEDERALLY INSURED GUARANTEED LOAN PROGRAM: This is a low interest loan program with a long repayment period. Only citizens of the United States or those in immigrant or permanent visa status are eligible. Information may be obtained by writing the Financial Aid Office.

PART-TIME EMPLOYMENT

Although demand usually exceeds supply, on-campus jobs of varying kinds and durations are provided for full-time students who wish to work during the school year. Students seeking employment should register in the Financial Aid Office. Most students who have part-time employment work between ten and twenty hours each week. The Student Employment Office also assists with part-time off-campus jobs.

ACTION INTERNSHIPS

Graduate students are invited to apply for internship positions with the Oakland University "University Year for ACTION" program (UYA). The UYA program is federally supported by the ACTION Agency (i.e. Peace Corps, VISTA, SCORE, ACE, etc.). Its programmatic focus enables students to assist service agencies and clients

of low economic or disadvantaged circumstance while progressing towards a degree. Students selected as interns receive approximately \$3,000 per year and various fringe benefits. The program is open to citizens of the United States or those possessing a permanent visa. Those who wish additional information should contact the UYA Office, Oakland University.

GRADUATE ASSISTANTSHIPS AND SCHOLARSHIPS

A limited number of graduate assistants are appointed in schools and departments offering graduate degree programs. Stipends range up to \$3,200 for two semesters, depending on assignments, hours of work required and qualifications of the assistant. Scholarships in the amount of tuition and fees are available on a competitive basis. Both assistantship and scholarship nominations are made by the individual departments offering graduate programs. Foreign students are eligible to apply. Graduate assistants must be registered each semester or term in which they hold assistantships.



SCHOOL OF EDUCATION

Dean:

Laszlo J. Hetenyi

Professors:

Edward A. Bantel, Ed.D., Columbia University
 David C. Beardslee, Ph.D., University of Michigan
 Harold C. Cafone, Ed.D., University of Arizona
 Melvin Chernow, Ph.D., Stanford University
 George E. Coon, Ed.D., Wayne State University
 R. L. Cramer, Ph.D., University of Delaware
 George F. Feeman, Ph.D., Lehigh University
 Sidney W. Graber, Ed.D., Wayne State University
 Harry T. Hahn, Ed.D., Temple University
 Laszlo J. Hetenyi, Ed.D., Michigan State University
 Donald C. Hildum, Ph.D., Harvard University
 James W. Hughes, Ed.D., University of New Mexico
 Hollie L. Lepley, Ph.D., Carroll College
 Jack R. Moeller, Ph.D., Princeton University
 Lewis N. Pino, Ph.D., University of Buffalo
 Roderic Righter, Ed.D., Wayne State University

Associate Professors:

Raynold L. Allvin, D.M.A., Stanford University
 Eugene H. Boldon, M.S., University of Michigan
 David C. Bricker, Ph.D., The John Hopkins University
 Marc E. Briod, Ph.D., Northwestern University
 F. James Clatworthy, Ph.D., University of Michigan
 W. Dorsey Hammond, Ph.D., University of Delaware
 Don R. Iodice, M.A.T., Yale University
 Glenn A. Jackson, Ph.D., University of Michigan
 Patrick J. Johnson, Ed.D., Wayne State University
 Boaz Kahana, Ph.D., University of Chicago
 Jacqueline I. Loughheed, Ed., D., Wayne State University
 David G. Lowy, Ph.D., University of Tennessee
 Donald G. Malm, Ph.D., Brown University
 William F. Moorhouse, Ed.D., University of Wyoming
 Robert G. Payne, Ph.D., University of Michigan
 Corey M. VanFleet, Jr., M.S., Wayne State University

Assistant Professors:

John W. Atlas, Ed.D., Wayne State University
 Richard F. Barron, Ph.D., Syracuse University
 Jane M. Bingham, Ph.D., Michigan State University
 Gloria Blatt, Ph.D., Michigan State University
 Anita Bozardt, Ed.D., University of Georgia
 Frederick D. Chandler, Ph.D., University of Michigan
 Robert J. Christina, Ph.D., Syracuse University
 Jean L. Easterly, M.A., University of Arizona

Assistant Professors: (Cont'd)

Douglas C. Fairbanks, Ed.D., Michigan State University
 Joel S. Fink, Ph.D., Boston University
 William C. Fish, Ed.D., Columbia University
 Bruce R. Harker, Ph.D., University of Chicago
 Beverly F. Jones, Ph.D., University of Michigan
 Michael J. Kenney, Ph.D., Michigan State University
 Edward M. Liddle, Ph.D., Michigan State University
 Jacqueline R. Scherer, Ph.D., Syracuse University
 James C. Schmidt, Ph.D., Wayne State University
 Virginia M. Schuldenberg, Ph.D., University of Missouri
 David G. Smith, Ed.D., Indiana University
 Donald M. Swartz, Ph.D., New York University
 Sue C. Tenorio-Shaw, Ed.D., George Washington University

Instructors:

Carol Halstead, M.A., Wayne State University
 William G. Pfaff, M.A., University of Toronto
 Doris M. Sponseller, M.A., Michigan State University

The School of Education offers programs leading to the Master of Arts in Teaching degree in four areas: early childhood education, elementary education, reading and language arts education, and special education. The Master of Arts degree is offered in guidance and counseling. In addition the College of Arts and Sciences and the School of Education jointly sponsor secondary education candidates for the degree of Master of Arts in Teaching in English and mathematics. A description of these programs starts on page 54. Students interested in other programs offered by the College of Arts and Sciences, School of Economics and Management or School of Engineering should consult Volume I of the Oakland University Graduate Catalog.

The Master of Arts in Teaching: Early Childhood Education

The master's program in early childhood education is designed to train teachers to work with young children ages 0-9—their parents, and the community. It combines theoretical knowledge with observation and participation in clinical, community and school practicum settings.

The academic program stresses the linguistic and psychological aspects of children's language development, the sociological and anthropological foundations of child development, and the medical and psychological bases of physiological and mental growth.

The total program is based upon the premise that a strong academic program must be counterbalanced with an equally strong practicum emphasis. Practicum experiences are available in a variety of settings including hospitals, nursery schools, day care centers, kindergartens and primary grade classrooms, predominantly in urban areas.

The program of study is divided into two sequences: the core curriculum and the specialization sequence.

The core curriculum consists of twenty-four semester hours required of all master's degree candidates. It is designed to provide basic foundational competencies in three broad areas.

Core Curriculum

Early Childhood Foundations 16 hrs (all required)	Educational Foundations 4 hrs (one course)
ED 540: Theories of Early Childhood Education	ED 503: The Ed. Phil. of John Dewey
ED 542a: Applied Dev. Principles in Early Childhood Ed.	ED 504: Literary Portrayals of Ed. Encounters
ED 543: Teacher as Child Advocate	ED 509: School and the Disadvantaged Child
ED 650: Practicum in Early Childhood Education	ED 601: History of Education
	ED 602: Philosophy of Education
	ED 603: Cross-Cultural Studies in Education
	ED 604: Sociology of Education

Psychological Foundations 4 hrs (one course)

- *PSY 510: Developmental Psychology
- PSY 513: Psychopathology of Childhood
- PSY 575: Theories of Development
- ED 542b: Applied Developmental Principles — Early Childhood
- ED 591: Ecology of the Classroom

*Required if student has not had an equivalent course.

The specialization sequence consists of twelve semester hours in an area of interest to the student. Specializations are currently offered in administration/consultation, early childhood programming, reading/language arts, and special education. In instances where one does not choose to specialize, the twelve hours required to complete the program may be selected from a broad and varied range of courses, with adviser approval.

The Master of Arts in Teaching: Elementary Education

The master's program in elementary education has been designed for the benefit of professional elementary classroom teachers. The program allows for a broad general coverage of courses to strengthen the knowledge and skills needed by a classroom teacher. Within a general framework, *the student designs a program for his or her own personal needs.*

Only two courses are required in the elementary education master's program. ED 510, Introductory Seminar in Elementary Education, is designed to assist one in developing basic understand-

ings and skills which facilitate learning in the remainder of the program. This course must be taken as one of the first two courses in the program. ED 699, Terminal Project, is normally taken near the completion of the program. Knowledge and skills gained during one's course of study are applied in solving a problem of individual concern.

The remaining seven courses may be chosen by the student (with adviser approval) to personalize his or her program. Courses must come from four general categories within the offerings of the School of Education.

AREA A: CURRICULUM DEVELOPMENT AND ORGANIZATION

— Courses in this category will supply teachers with foundational knowledge about basic considerations for curriculum development, practices and procedures in the total curriculum development process, as well as considering the development of organizational procedures which may best facilitate the implementation of developed curriculum. Problems of implementing change processes, and evaluation of curriculum development are also included within this area. Applicable courses: ED 503, 504, 509, 512, 513, 515, 540, 583, 584, 586, 601, 602, 603, 604, 611 and 612.

AREA B: DIAGNOSIS AND PRESCRIPTION — Courses in this category assist a teacher in analyzing the individual characteristics and needs of the learner and considering a variety of alternatives in learning styles and teaching strategies, with attempts to adapt practices and procedures to maximize individual learner's potential. Assessment techniques critical to such practices shall also be included in this area. Applicable courses: ED 514, 522, 523, 562, 591 and 592.

AREA C: SUPPORT COURSES — Courses in this category provide teachers with opportunities to study aspects of the elementary curriculum in greater depth in order to up-date themselves in new approaches to subject matter organization, innovative trends, practices and research data, as well as related advances in instructional material. Applicable courses: ED 500, 501, 521, 530, 531, 532, 533, 534, 535, 536, 537, 561, 570, 571, 572, 574, 581, 587, 589, 597, 631, MTH 513, and MTH 625.

AREA D: ADMINISTRATION AND SUPERVISION — The elementary teacher is but a part of the complex public school system, requiring many roles and responsibilities of a variety of people. Courses in this category assist a teacher in understanding the workings of the system. Consideration is also given to ways of improving the working relationships with the structure, as well as providing for continuing methods of self-improvement in the major roles of responsibility required by various people within the public school system. Applicable courses: ED 510, 585 and 588.

Students are required to take at least one course from each of the categories A, B, and D, and two courses from category C. No more than three courses may be taken from one category.

Although there is a great deal of flexibility for student choice within the program in elementary education, this necessitates careful advisement procedures. Students are encouraged to apply for admission and contact their advisers at the outset of graduate study.

Graduate credits earned at Oakland University or elsewhere may not be applicable to the master's program unless approved by one's adviser at the time of admission to the program, subject to time limits.

The Master of Arts: Guidance and Counseling

The guidance and counseling program is dedicated to the education and training of effective persons to work in helping roles with children, youth, parents, and other adults in schools and community settings. Students may emphasize work with clientele of different age groups and in certain settings; however, the same areas of skill competency must be met by all candidates. These are as follows: (a) basic guidance and human services, (b) group procedures, (c) assessment and evaluation, (d) techniques of counseling, (e) guidance information and career development, (f) consultation, and (g) practical application of counseling and guidance in a supervised field setting.

Special Requirements for Admission and Graduation

Two additional references of the applicant's choice may be required which (a) support academic capability, (b) verify capability to perform effectively in interpersonal relationships with children and adults and (c) recommend acceptance into the program.

All applicants should submit a written statement which (a) explains reasons for wanting to enter the guidance and counseling program; (b) includes goals for employment; and (c) describes experiences and accomplishment in work with children, youth, and adults in a helping relationship.

A valid teaching certificate is required except of applicants who do not seek recommendation for a school counselor endorsement on graduation.

Candidates for the M.A. degree in Guidance and Counseling must have completed a minimum of 24 semester hours credit in undergraduate or graduate course work in behavioral disciplines such as psychology, sociology, economics, ethics or anthropology prior to completion of the degree work. This requirement is evaluated by the student's adviser.

Satisfactory full-time teaching or counseling experience of one school year or more or the equivalent is required prior to the completion of the degree. Students may acquire an "equivalency" of teaching or counseling experience through a combination of supervised field work, volunteer work, and additional credit in the practicum in counseling and guidance or other related course over and above the 36 semester hours minimum requirement as specified by the adviser and approved by the program chairman.

Elementary and Middle School Emphasis

The following courses are required for the emphasis in Elementary and Middle School Counseling:

- ED 561: Guidance and Counseling for Children
- ED 562: Assessment of Children
- ED 563: Group Procedures in Guidance
- ED 661: Techniques of Counseling
- ED 664: Consultation in Pupil Personnel Work
- ED 665: Guidance Information and Career Development
- ED 666: Practicum in Guidance and Counseling

Practicum placement in a school setting with children is required for school counseling endorsement. In addition, the student may select electives in Education (early childhood, elementary, reading and language arts, or special education), philosophy, psychology, or sociology.

Youth and Adult Emphasis

Students who wish to emphasize counseling work with youth and adults in educational or community settings are required to take:

- ED 563: Group Procedures in Guidance
- ED 564: Delivery of Human Services
- ED 661: Techniques of Counseling
- ED 662: Assessment of Youth and Adults
- ED 664: Consultation in Pupil Personnel Work
- ED 665: Guidance Information and Career Development

ED 666: Practicum in Guidance and Counseling

The practicum must be taken in a setting appropriate to the student's interest. Placement in a school setting is required for school counseling endorsement. In addition, electives may be selected in psychology, sociology, economics, or education.

The Master of Arts in Teaching:

Reading/Language Arts Education

The master's program in reading/language arts education is one of the broadest and most diversified of its kind in the nation. The majority of the students enrolled in the program are teachers who intend to remain with their classroom responsibilities. Their reasons for enrolling in the program vary, but a major one lies in the fact that relatively few other fields of study are so directly practical and relevant to their daily teaching concerns.

Although the program is classroom-centered, students who choose to do so may prepare themselves for other positions of responsibility. A number of graduates are now functioning as reading specialists, consultants, college teachers of reading, special project directors, supervisors, and principals.

The base sequence consists of twenty-four semester hours which are required of all master's degree candidates. It is designed to meet standards provided for reading specialists by the International Reading Association and assists one in attaining basic competencies in three areas.

Base Sequence

Reading/Language Arts
16 hrs. (all required)

- ED 500: Foundations of Reading Instruction
- ED 632: Diagnosis of Reading Disabilities
- ED 633: Correction of Reading Disabilities
- ED 699: Terminal Project

Psychology
4 hrs (one course)

Ed Foundations
4 hrs (one course)

ED 523: Educational Procedures for Children with Learning Disabilities

ED 503: The Educational Philosophy of John Dewey

ED 591: Ecology of Classroom

ED 504: Literary Portrayals of Educational Encounters

PSY 510: Dev. Psychology

ED 509: School and the Disadvantaged Child.

PSY 512: Tests and Measurement

ED 601: History of Education

ED 602: Philosophy of Education

ED 603: Cross-cultural Studies in Education

ED 604: Sociology of Education

The specialization sequence is composed of twelve semester hours in an area of personal interest. Specializations are currently offered in: elementary reading, secondary reading, literature for children, special education (in which students may earn certification in learning disabilities), early childhood education, and language arts. In instances where one does not choose to specialize, the twelve hours required to complete the program may be selected by the student with adviser approval.

The Master of Arts in Teaching: Special Education

The master's program in special education provides an opportunity for students to design a balanced program consistent with their educational backgrounds and career goals. These individualized programs assist one in developing the necessary skills required to meet professional demands within the special classroom or resource room. They also assist regular classroom teachers to meet the needs of children who have moderate learning and/or behavior problems. Candidates for the Master of Arts in Teaching in Special Education are required to have had one year of regular classroom teaching experience before the degree can be awarded.

As a part of the thirty-six hour program leading to the Master of Arts in Teaching in Special Education, certification is recommended in the area of teaching emotionally disturbed children or in the area of teaching learning disabled children.

The following sequences of courses are needed in order to fulfill requirements of the master's degree and certification in emotionally disturbed or learning disabilities.

Core Courses
16 hrs (all required)

- ED 501: Introduction to the Education of Exceptional Children
- ED 502: Skills and Competencies for Teachers of Exceptional Children
- ED 513: Educational Procedures for Children with Learning Disabilities
- ED 621: Management and Curriculum for Emotionally Disturbed Children

E-D Emphasis 20 hrs	L-D Emphasis 20 hrs
ED 536: Teaching Reading to the Special Child	ED 522: Behavior Mod. Techniques for Classroom Management
ED 620: Social Deviancy in Special and Regular Education	ED 524: Perception in the School Setting
PSY 513: Psychopathology of Childhood	*ED 632: Diagnosis of Reading Disabilities
ED 622: Practicum in Special Education —emotionally disturbed children	ED 633: Correction of Reading Disabilities
ED 623: Seminar in Spec. Ed.	ED 622: Practicum in Spec. Ed. —emotionally disturbed children.

*ED 500, Foundations of Reading Instruction, may be required as a prerequisite for ED 632.

TEACHER CERTIFICATION PROGRAM FOR GRADUATE STUDENTS

Michigan Provisional Certificate

Programs leading to the degree of Master of Arts in Teaching are based on the assumption that students already hold (or are eligible for) the Michigan Provisional Certificate in the area of their specialization. Students who hold no Provisional Certificate or who wish to change specialization must expect a longer period of study than is implied by the programs described. In many cases, however, combining certification with a master's degree program will require a shorter sequence of preparation than that involved in obtaining certification and the master's degree separately.

Limited resources allow *only* master's degree candidates to be accepted for certification. In these cases, student teaching will be delayed until all degree requirements have been completed.

Students interested in earning the Continuing Certificate should select a master's degree program and follow the normal admission procedures through the Office of Graduate Study. They should then contact the School of Education's Director of Teacher Preparation to determine the specific experiences necessary for certification. Finally, they will contact their faculty adviser who will assist them in combining degree requirements with the certification program.

Michigan Permanent Certificate

Students who earned the provisional certificate *before July 1, 1970* are eligible to earn the Michigan Permanent Certificate by taking ten additional hours beyond the bachelor's degree. In situations where provisional certification has lapsed, the student should contact his undergraduate institution (if the undergraduate degree was completed in Michigan) or the State Department of Licensing and Certification (if the undergraduate degree was completed outside Michigan).

Michigan Continuing Certificate

According to the State of Michigan's revised teaching certification code, persons who earned their provisional certificate after *July 1, 1970* must complete eighteen hours of course work beyond the bachelor's degree within the context of a planned program.

Effective for students who enroll for their first course at Oakland University after the publication of this catalog, the continuing certificate may be earned in several ways. Oakland University sponsorship for the eighteen hour continuing certificate will be awarded to a student who presents evidence that he or she has:

1. Completed a program as a special graduate student, specified by one of the following Areas in the Department of Education: Early Childhood Education, Elementary Education, Guidance and Counseling, Reading/Language Arts, or Special Education,

or

2. Completed eighteen hours, planned with one's adviser, in an approved master's program.

or

3. Completed a course of study at another institution after securing written approval of the Director of Graduate Studies and the Area in which he or she was pursuing a planned program of study (this option is provided for students who begin, but are not able to complete their programs at Oakland University.)

or

4. Completed an appropriate course of study in secondary education as defined by representatives of the various departments in the College of Arts and Sciences.

The programs outlined below are provided as a service for those students who wish to meet certification requirements without enrolling in a master's program. Although earning the continuing certificate as a special graduate student has the advantage of saving one a fifteen dollar application fee, there are a number of disadvantages. First, students under special graduate status are not assigned an adviser and cannot apply credits earned at another institution toward Oakland University sponsorship for the continuing certificate. Second, in order to maintain a degree of quality control, the programs must be more tightly structured than would be the case if one were earning credits as a master's student. Third, because of possible shifts in master's program requirements, there can be no guarantee that courses taken as a special graduate student will apply if one later wishes to transfer to a degree program. For these reasons, students are urged to consider earning the continuing certificate as a part of a master's degree program. For those who reject this alternative, the following options are available.

Planned Program in Early Childhood Education

Early Childhood Foundations —

ED 540: Theories of Early Childhood Education

Ed 542a: Applied Developmental Principles — Early Childhood or PSY 510

ED 543: Teacher as Child Advocate and Adult Educator

Two Electives (from the following)

ED 532: Teaching Reading in the Primary Grades

ED 542b: Applied Developmental Principles — Early Childhood

ED 544: Play as a Learning Medium

ED 545: Administration and Direction of Early Childhood Programs

ED 546: Workshop in Early Childhood Curriculum

ED 574: Literature for Young Children

Planned Program in Elementary Education

The planned program in elementary education parallels the M.A.T. program in this area. Students must take one course from each of the following categories: Curriculum Development and Organization, Diagnosis and Prescription, Support Courses, and Administration and Supervision, plus an additional course from any of the four categories. Advisers are available at registration periods to assist students in selecting appropriate courses. At other times questions may be directed to the elementary education chairperson.

Planned Program in Guidance and Counseling

Courses for the planned program in Guidance and Counseling are to be selected from four categories.

Category 1 (4 hours)

ED 560: Special Problems in Guidance and personnel work.

ED 563: Group Procedures in Guidance

Category 2 (4 hours)

ED 561: Guidance and Counseling for Children

ED 564: Delivery of Human Services

ED 665: Guidance Information and Career Development

Category 3 (4 hours)

ED 562: Assessment of Children

ED 662: Assessment of Youth and Adults

PSY 512: Tests and Measurements

Category 4 (6-8 hours)

Electives in Education, Psychology, or Sociology

Planned Program in Reading/Language Arts

ED 500: Foundations of Reading Instruction (4 hours)

One course (4 hours) in the Philosophical (ED 503, 504, 601, 602, 603, 604) or Psychological (ED 523, 591, PSY 510, 512) Foundations of Education

Three courses (10-12 hours) in Reading/Language Arts Education and/or related areas.

Planned Program in Special Education

ED 501: Introduction to Education of Exceptional Children

ED 502: Skills and Competencies for Teachers of Exceptional Children

ED 523: Educational Procedures for Children with Learning Disabilities

ED 621: Management and Curriculum for Emotionally Disturbed Children

One course (4 hours) in teaching emotionally disturbed (ED 536, 620, PSY 513) or learning disabled children (ED 522 or 524).

GRADUATE COURSE OFFERINGS

ED 500 FOUNDATIONS OF READING INSTRUCTION (4 credits)

A basic course in the teaching of reading. Reading as a psycholinguistic process is examined. Approaches to reading make varying assumptions about the learner and about the learning to read process and these are analyzed. Strategies in word recognition and comprehension are examined and applied. In addition the students in this course will be introduced to significant reading research and how to read and interpret current research.

The course is a combination of lectures, demonstrations, discussions, and application of techniques in teaching reading via role playing techniques. Required of all students in the MAT Reading Program.

ED 501 INTRODUCTION TO THE EDUCATION OF EXCEPTIONAL CHILDREN (4 credits)

This course introduces students to the field of Special Education. Organization of special education programs, types of exceptionalism, growth and development of exceptional children, and community resources are among the topics covered.

ED 502 SKILLS AND COMPETENCIES FOR TEACHERS OF EXCEPTIONAL CHILDREN (4 credits)

This course covers a core of competencies and skills deemed desirable for all teachers of exceptional children. These include identification of basic learning processes; understanding sensory, motor and perceptual processes; evaluation of personality and intellectual deviation; effective classroom management and techniques; and use of equipment and materials.

Prerequisite: ED 501 or permission of instructor.

ED 503 THE EDUCATIONAL PHILOSOPHY OF JOHN DEWEY (4 credits)

An examination of the major writings of John Dewey from the perspective of current educational concerns. The logical, psychological, moral, aesthetic and pedagogical dimensions of Dewey's philosophy is considered, along with Dewey's influence on such contemporary concerns as the open classroom, informal education, and new concepts of the child.

Prerequisite: For graduate students, admission to course in any graduate program; for undergraduate students, PHL 101 or ED 244 or permission of instructor.

ED 504 LITERARY PORTRAYALS OF EDUCATIONAL ENCOUNTERS (4 credits)

An exploration of adult-youth value conflicts through plays, novels, short stories, dialogues, essays, and personal accounts. Such diverse authors as Hesse, Huxley, Ionesco, Plato, Turgenev, Anouilh, Skinner, Wilder, Kozol, and Dennison may be included, bringing attitude differences dramatically to life, and offering model situations for resolving those differences through educational encounters.

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 sub-cultural barriers, problems of motivation, etc.

Prerequisite: Permission of the instructor.

ED 510 INTRODUCTORY SEMINAR IN ELEMENTARY EDUCATION (4 credits)

Students will consider the most significant contemporary problems facing the field of Elementary Education, with specific consideration given to one's individual capabilities to deal effectively with such issues in their present and possible future roles in Education. Student's will become familiar with the major informational retrieval systems, local, state and national organizations, as well as the significant journals available for furthering one's continuing professional education. Assistance will be given students to improve their ability to organize and report on educational issues. Students will also be assisted in developing a plan of work in their MAT program which will optimize their opportunities for taking courses consistent with each individual's needs.

Required of all students in the MAT Elementary Education Program. Should be taken within the first eight (8) hours of course work.

ED 511 INTERACTION ANALYSIS (4 credits)

The course seeks to improve effectiveness of instruction through a study of pupil-teacher interaction. Techniques of observation, methods of gathering data and analyzing behavior in both the effective and the cognitive fields are emphasized. Techniques will include video tapings of teachers and pupils, projects including observational schedules, and preparation and analysis of specific teaching situations.

Prerequisite: Admission to a graduate program or permission of the instructor.

ED 512 CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOL (4 credits)

This course is designed for both elementary and secondary school educators interested in the basic elements, processes and concerns which one should consider when contemplating the development of a new curriculum. This course considers such fundamental concerns as: the child, the changing demands of society, the educational fields, and the nature of the subject matter, as critical ingredients in curriculum development. Ways of planning and organizing new curriculum with consideration for appropriate curriculum designs are also a major part of the course. Possible strategies and teacher responsibilities for bringing about change are included in the final parts of this course.

(MTH 513—See page 60 in catalog)

ED 513 THE ORGANIZATION OF THE ELEMENTARY SCHOOL (4 credits)

This course is designed for people interested in the organizational nature of the elementary school. The course shall examine (1) the changes that have occurred historically in the elementary school organization with consideration for the causes of such change, (2) the changing nature of the present day elementary school in light of new curricular advances, and (3) possible future changes which might occur in the organizational structure as suggested by trends in elementary school curriculum. Primary focus shall be upon the teacher's role as a guiding agent of change within the educational environment.

ED 514 CLASSROOM DIAGNOSIS AND CORRECTION (4 credits)

Introductory course in diagnosis of individual and group reading problems. This course is particularly useful for the classroom teacher in improving his/her diagnostic teaching skills. This course requires active participation in practicum experiences, hence, enrollees must have access to a group of children.

ED 515 THE MODERN BRITISH PRIMARY SCHOOL (4 credits)

The modern British primary school found its roots in Britain's 1944 education law which required schools to teach each individual child according to his own age, aptitude and ability. The law provided an ambitious goal for individualizing instructional programs and changed the major concern of schools from what should be taught to how children learn. Intended to study the theories, research and experiences which have determined the development of this new movement in British education and to examine emerging instructional practices and their effect upon the behavior of young people. Focuses on their efforts to integrate all the elements of the curriculum in order to study the effects on reading instruction. Stresses the importance of the use of the environment and the significance of a range of firsthand experiences which provide young learners an opportunity to discover how to make full use of their senses as well as their spirit of inquiry. The resources may include school visitation, visiting British teachers and scholars, and/or films, slides, and audio tapes in addition to library materials.

ED 521 SPECIAL EDUCATION IN THE REGULAR CLASSROOM (4 credits)

This course is designed to supplement the training of regular classroom teachers who will need additional training in those skills and competencies that will allow them to teach children with mild and moderate learning and behavioral problems. Implications of Public Act 198, delivery of educational services to handicapped children, diagnostic and prescriptive teaching techniques and writing of performance objectives will be emphasized.

ED 522 BEHAVIOR MODIFICATION TECHNIQUES FOR CLASSROOM MANAGEMENT (4 credits)

This course introduces teachers to the principles and application of behavior modification techniques. It includes specific methods for

changing children's behavior in the classroom with emphasis on the child displaying learning or conduct problems.

ED 523 EDUCATIONAL PROCEDURES FOR CHILDREN WITH LEARNING DISABILITIES (4 credits)

This course offers brief, concise, and objective reviews of various theories of learning disabilities and describes the major remedial methods advocated. Among the educational procedures to be discussed are perceptual-motor, developmental, neuro-physiological, and linguistic approaches to education of children.

ED 524 PERCEPTION IN THE SCHOOL SETTING (4 credits)

The course deals with the process of perception, its relationship to learning and its application in the classroom and to the diagnosis and remediation of perceptual problems in the classroom. Classroom programming emphasizing the theories of Piaget, Gesell Institute and others is also considered.

ED 527 PROBLEMS IN EDUCATING MENTALLY HANDICAPPED CHILDREN (4 credits)

This course reviews research, describes causes, and explores school programs for mentally handicapped children. Methods of teaching mentally handicapped children and use of classroom materials are also covered.

ED 530 WORKSHOP IN READING (4 or 8 credits)

Intended to involve participants in the study, preparation and use of materials and resources which may serve to develop reading and related language arts skills and abilities in the classroom. Focuses on personal involvement and experience leading to fuller understanding and appreciation of the potential of various curriculum elements for giving young learners insights as well as opportunities for improving their reading and related language abilities. Stresses strategies for the employment of inductive, elaborative, open-ended instruction in poetry, prose and factual material and the encouragement of individual and small group work. Includes the role of cooking and baking, singing, dancing, improvisation, drama, choral reading, drawing and painting, book making, sewing, photography and similar expressive activities which may lead to effective communication. Examines approaches to developing basic reading and writing skills through usage together with methods of organizing the classroom to insure meaningful student participation. (Students may register for this course once or twice up to a total of 8 credits.)

ED 531 CURRENT TRENDS IN THE TEACHING OF READING (4 credits)

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

ED 532 TEACHING READING IN THE PRIMARY GRADES (4 credits)

This course is designed to examine principles, practices, and research related to early reading instruction. It includes an analysis of the relationship of the various language arts to reading skills and

places emphasis upon the developmental skills of pupils, starting with kindergarten.

ED 533 TEACHING READING IN THE UPPER GRADES (4 credits)

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

ED 534 LANGUAGE ARTS INSTRUCTION IN THE ELEMENTARY SCHOOL (4 credits)

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. Discussion 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.

ED 535 FORUM ON READING AND THE LANGUAGE ARTS (4 credits)

Distinguished educators invited to present their views, insights, research and knowledge on significant issues in the teaching of reading and the language arts. Students interact with concepts presented and study critically the writings of these educators and/or their contemporaries. The Forum essentially provides students with an opportunity to discuss first-hand the theories, who may have had a major role in formulating them. Sub-topics will identify the varying content of each forum course. May be elected a second time with a different sub-topic (totaling 8 semester hours).

ED 536 TEACHING READING TO THE SPECIAL CHILD (4 credits)

A general discussion of the reading process as it relates to slow learners, emotionally disturbed, handicapped, and gifted children. A study of remedial instructional materials is included. Prerequisite: ED 521 or permission of instructor.

ED 537 TEACHING-LEARNING STRATEGIES FOR READING AND RELATED LANGUAGE ARTS INSTRUCTION (4 credits)

This course focuses on a student-centered language arts curriculum which is designed to make current linguistic insights and practices available to teachers at an operational level. Those teaching-learning strategies which are concerned with divergent, elaborative, critical and creative thinking necessary in all aspects of the language arts are of major concern. This course is intended for teachers who are seeking many alternatives or options for providing young learners with ample opportunity to develop expressive as well as receptive language skills.

ED 538 READING DEVELOPMENT IN JUNIOR AND SENIOR HIGH SCHOOLS (4 credits)

Emphasis is placed on solving problems in the development, improvement, and evaluation of an all-school instructional program in reading, with focus upon reading instruction using content materials.

ED 540 THEORIES OF EARLY CHILDHOOD EDUCATION (4 credits)

Designed primarily for teachers of young children, the course analyzes the many diverse contemporary theories of early childhood education and the broader issues such as "special intervention vs. optimal maintenance", "intrinsic and extrinsic motivation", "readiness", "structure", "education for future vs. education for immediate needs", "infant education", "daycare models", etc.

Views of the child and his education will be discussed from perspectives of Montessori, Piaget, Bereiter-Englemen, British Infant Schools, behavior modification, as well as developmental or "traditional schools". Students will analyze these approaches and synthesize from them their own viewpoints.

ED 542 APPLIED DEVELOPMENTAL PRINCIPLES - EARLY CHILDHOOD (4 or 8 credits)

Designed to enable students to understand development of infants and young children and observe the "range of normality" in a variety of experiential settings. Includes knowledge of basic health and safety requirements, nutritional needs for optimum growth and methods for recognizing signs of illness. In depth exploration of the relation of learning processes to principles of development of infants, toddlers, pre-schoolers, and kindergarten children as seen from pediatric, developmental and educational perspectives. This course may be elected twice. The first level course (ED 542a) provides an overview of all age levels and topics. The second level (ED 542b) focuses on a particular age level or developmental topic.

Prerequisite: Permission of instructor.

ED 543 TEACHER AS CHILD ADVOCATE AND ADULT EDUCATOR - EARLY CHILDHOOD (4 credits)

The study of the family system in relation to reciprocal adult/child interaction in the home learning environment and the roles of school and community forces which affect both the home and school. Exploration of the roles of parental and community forces in meeting needs of young children and of issues concerning child advocacy by teachers. Overview of parental practices which affect learning. Includes methods for working with parents, para-professionals, volunteers in the classroom and home, and methods for working with diverse community team members and referral resources for children with special needs.

Prerequisite: ED 540, ED 542 or permission of instructor.

ED 544 PLAY AS A LEARNING MEDIUM (4 credits)

Role of play in development of logical and creative thought processes and in socio-emotional development, past and present theories of play and games, methods for utilization of play in the early childhood curriculum.

ED 545 ADMINISTRATION AND DIRECTION (4 credits)
OF EARLY CHILDHOOD PROGRAMS

This course covers administrative aspects such as budgeting, legislation, rules and regulations, employee concerns. Also includes procedures for developing programs, writing proposals, identifying funding sources. Examination of types of program operation agencies involved in early childhood programs, trends in child care in the community, and practical problems related to direction of centers.

Prerequisite: ED 540, ED 542 or permission of instructor.

ED 546 WORKSHOP IN EARLY (4 or 8 credits)
CHILDHOOD CURRICULUM

Special areas of curriculum - math, science, language, music, art, sensory-motor will be emphasized and methods for development of learning centers in these areas will be stressed. Includes special uses of audiovisual and programmed materials in the learning center. This course may have different emphasis when offered in different terms.

ED 554 INTERACTION LABORATORY FOR (4 credits)
TEACHER DEVELOPMENT

This course is designed to acquaint students with the importance of human relations skills in teaching; to provide students with exposure to the kinds of interpersonal problems which arise with pupils, parents, and fellow teachers within a school setting, and to help students acquire a clearer understanding of the flexible line separating personal and professional behavior. The activities of the laboratory involve the student in role-playing, simulated games, and action-oriented problem solving.

Prerequisite: ED 245.

ED 555 PRACTICUM FOR TEACHERS OF (4 credits)
THE URBAN-RURAL DISADVANTAGED

This is a specialized performance-based, field-centered practicum designed to prepare teachers for urban-rural disadvantaged children, as well as to fulfill supervised internship requirements for Michigan elementary certification. The practicum intern progresses through four developmental phases, gaining higher levels of competencies in the teaching strategist function, teaching research function, behavioral management function, school-community function, and membership role function.

Prerequisite: Open to graduate students enrolled in special projects.

ED 560 SPECIAL PROBLEMS IN (2, 4, 6 or 8 credits)
GUIDANCE AND PERSONNEL WORK

A course dealing with specialized problems in various phases of guidance and counseling, student personnel work, or employment counseling. The specific topics will be based upon the clientele and staff needs. The course can be taken more than once, but for no more than a total of 8 credits. It may be elected for independent study.

ED 561 GUIDANCE AND COUNSELING (4 credits)
FOR CHILDREN

Provides a study of guidance services and an overview of principles, practices, and philosophy and techniques of guidance and counseling for use with elementary and junior high school pupils in the classroom or other setting by teachers, counselors, and other pupil personnel workers. The purpose of the course is to provide knowledge of approaches useful to help children develop in areas of self understanding, self-concept, and intra- and inter- personal skills, social skills, academic skills, and self direction. Includes an introduction to counseling theories. Serves as an elective course for teachers who wish to expand their knowledge of guidance activities appropriate for classroom use and as a basic course in guidance and counseling.

ED 562 ASSESSMENT OF CHILDREN (4 credits)

Covers individual and group analysis techniques used in the assessment of children for curricular planning and instruction, including: the nature and range of human characteristics, appraisal methods for analysis of physical, mental and social development; techniques for understanding children's special needs, values, self-concepts, attitudes, learning styles and environmental influences. Includes measurement, evaluation, synthesis of case data, case conference methods and the development of educational objectives for individual pupils. Provides a study of school assessment programs, and interpretation of statistics commonly used in test standardization and reports of research, and research methodology. A requirement of the course is to carry out an action research project which applies assessment techniques.

ED 563 GROUP PROCEDURES IN GUIDANCE (4 credits)

Concerns a study of group processes and the role of the counselor in using group procedures in educational or agency settings with children, parents, teachers, and adults. Includes the use of group guidance materials. Provides opportunities in actual or simulated situations for practice with small groups. Includes experience as a member of a personal growth group to increase self-awareness and awareness of others.

ED 564 DELIVERY OF HUMAN SERVICES (4 credits)

Covers analysis, development, research, study and selection of service delivery strategies according to clientele needs and characteristics as they interact with program goals. Attends to service delivery administration, supervision and funding, as well as personnel recruitment, selection and training. Includes survival skills for the agency and the service deliverer.

ED 567 WORKSHOP IN GUIDANCE (2, 4, 6 or 8 credits)
AND PERSONNEL SERVICES

This course provides an opportunity for teachers, counselors, administrators, and other personnel to evaluate and develop various aspects of guidance and student personnel programs. The course is offered upon request from school systems or agency personnel for the purpose of providing in-service education for counselors and others from various work settings in personnel services.

ED 570 ADVANCED TOPICS IN LITERATURE (4 credits)
FOR CHILDREN

Recent literature for children is critically analyzed as part of the literary mainstream. In-depth study of major authors and illustrators, genres, historical periods, and controversial issues is encouraged. Emphasis is placed on broadening the student's specific knowledge and appreciation of children's literature and on discovering personally effective ways of helping children to understand and enjoy a variety of literary forms.

ED 571 CHILDREN'S BOOKS IN THE (4 credits)
ELEMENTARY SCHOOL CURRICULUM

The course is designed for prospective teachers who want to know how to incorporate a variety of types of children's reading materials, excluding textbooks, into the elementary curriculum. Locating, selecting, evaluating and organizing children's reading materials (excluding textbooks) are also covered.

ED 572 STORYTELLING AND CREATIVE (4 credits)
DRAMATICS

Students interested in learning about ways in which children can be encouraged to use their imaginative and dramatic skills to interpret literature and to create plays, pantomimes, and other creative dramatic experiences will find the course helpful. Opportunities are provided in learning how to select, learn, and tell stories for children of various ages through lectures, discussions, and practice. Students will be required to plan, carry out, and evaluate a storytelling program and creative dramatics sessions with children.

ED 574 LITERATURE FOR THE YOUNG CHILD (4 credits)

Preparation for the selection and use of appropriate books, rhymes, stories, records and filmstrips with pre-school and early elementary school children. Students must be working with pre-school children at the time the course is being taken.

Prerequisite: ED 332 or ED 570.

ED 581 TEACHING ABOUT BLACK AFRICA (4 credits)
IN THE PUBLIC SCHOOLS

This course includes (1) content of both contemporary and historical topics of Black Africa applicable to new social studies programs in elementary and secondary curricula, (2) material evaluation, selection and use of Black African topics appropriate for elementary and secondary use, and (3) organization and development of an instructional unit on Black Africa for elementary and secondary schools.

Prerequisite: Admission to graduate program or permission of the instructor.

ED 582 PLAY PRODUCTION FOR (4 credits)
SECONDARY SCHOOL TEACHERS

This course is designed to aid secondary school instructors in counting effective dramatic productions. All phases of dramatic production, technical, philosophical and economic, are examined. It will be the intent of the course to provide each instructor with a manual detailing specific skills required for implementation of each

primary area of play production. This course will allow teachers to broaden the base of their potential teaching options in the field of dramatics.

ED 583 THE MIDDLE SCHOOL (2 or 4 credits)

This course deals with all aspects of the emerging middle school including organizational patterns, curriculum, psychological factors, philosophical bases, and methodologies. An in-depth analysis of the relationship of this organizational pattern to contemporary educational, social and student needs will be made. A feature of the course will be the utilization of various staff members from the fields of psychology, philosophy, and education to review the ramification of the middle school.

Prerequisite: ED 512.

ED 584 THE OPEN CLASSROOM (2 or 4 credits)

This course is designed to provide an in-depth examination of the open classroom as a philosophic as well as practical reordering of the traditional elementary classroom. The course provides an opportunity for teachers to study and evaluate the open classroom within the contexts of psychological, ecological, social and curricular foundations.

ED 585 THE LAW AND PUBLIC EDUCATION (4 credits)

This course is an introduction to school law for the practicing classroom teacher. It deals primarily with laws relating to public schools and teachers in Michigan and the United States, as such laws guide and monitor education. Landmark cases such as Brown vs. Topeka and West Virginia vs. Barnette will be studied, applied and interpreted by both a lawyer and a faculty member. The course offers teachers a unique opportunity to study a most crucial area in public education in a non-traditional team-teaching setting.

Prerequisite: Permission of the instructor.

ED 586 EDUCATION OF THE SPANISH- (4 credits)
SPEAKING OF THE UNITED STATES

This course is intended to provide an opportunity for teachers and other educators to become familiar with the negative and positive aspects of Latino Education. Lectures, Readings, and Discussions will deal with background information about the Spanish-speaking in the U.S.; the problems that confront Latinos in the educational system; and the effective and promising approaches to educating the Spanish-speaking.

ED 587 SOCIAL STUDIES IN THE ELEMENTARY (4 credits)
SCHOOL (SS 570)

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: ED 245 and acceptance into a graduate or certification program.

ED 588 SUPERVISORY SKILLS FOR COOPERATING TEACHERS (4 credits)

The purpose of the course is to strengthen and/or develop the supervisory skills of those teachers who will be working with student teachers, as well as students in pre-student teaching field experiences. Special emphasis will be placed on observation and feedback techniques.

ED 589 UNIFIED SCIENCE AND MATHEMATICS (2 or 4 credits)

This course will explore the methods and materials for implementing a realistic problem-solving approach in the elementary school classroom. Emphasis will be placed upon problems which have natural science, social science, and mathematical components.

ED 590 SPECIAL PROBLEMS IN EDUCATION (2, 4, 5 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.

ED 591 ECOLOGY OF THE CLASSROOM (4 credits)

The course deals with the ecological context for learning in classroom, school, and community. The primary task will be to describe, to analyze, and to make inferences about the structure of the ecological environment. These findings will then be related to pupil learning.

ED 592 RESEARCH TECHNIQUES IN EDUCATION (4 credits)

A study of research techniques in the behavioral sciences and educational, methods of gathering evidence, elementary statistical concepts in education, research design, etc. Students preparing to start their terminal project will find the course especially helpful.

Prerequisite: Acceptance in a master's program in education or permission of the instructor.

ED 597 OAKLAND UNIVERSITY/GREENFIELD VILLAGE PRACTICUM IN THE SOCIAL STUDIES (4 credits)

This course is a specialized field-centered practicum that is offered to assist teachers in the development and utilization of primary resources for their on-going social studies programs. The special nature of the course stems from its utilization of the facilities and resources of the world renowned Henry Ford Museum and The Greenfield Village, as well as the Oakland University on-campus facilities and those of other significant community resources. It is a year-long program which provides meaningful opportunities for participants to study and become actively involved in cause and effect relationships of inventions, home styles, living standards, arts and crafts and technology as they relate to social studies instruction. Due to the innovative structure of the course, it is limited to not more than forty-five students. A laboratory fee of \$25.00 will be

assessed in order to cover the added cost of materials and supplies used by the participants.

Prerequisite: ED 587 (SS 570) or permission of the instructors.

ED 601 HISTORY OF EDUCATION (4 credits)

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 and significant contributions by individual educators represent some of the professional topics which are discussed in their historical settings.

ED 602 PHILOSOPHY OF EDUCATION (4 credits)

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

ED 603 CROSS-CULTURAL STUDIES IN EDUCATION (4 credits)

This course offers an opportunity for study of educational systems other than that of the United States. Special attention is given to education's relationship to language policy, national unification, and economic development. Europe, Asia, and Africa provide the setting for consideration of the instrumental role schools play in defining equal opportunity and individual's subsequent life-chances in their society.

ED 604 SOCIOLOGY OF EDUCATION (4 credits)

A study of social and cultural forces and their impact on the organization and practices of schools. An investigation of social dynamics within the schools and the impact of schools on other institutions of society.

ED 611 PROBLEMS IN ELEMENTARY EDUCATION (4 or 8 credits)

A study of issues in the organization, curriculum administration and methodology of elementary schools. Students needs and preparation determine the specific topics included in a given semester. Students may register for this course once or twice, 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 (4 credits)

A study of practices in and research on curriculum in modern elementary schools. The course investigates 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 620 SOCIAL DEVIANCY IN SPECIAL AND REGULAR EDUCATION (4 credits)

This course critically analyzes social deviance from an individual, institutional and societal perspective. The major focus is upon assist-

ing the regular and special teacher in the prevention, correction, and management of social deviancy in the school setting.

Prerequisite: Admission to graduate program in special education or permission of the instructor.

**ED 621 MANAGEMENT AND CURRICULUM FOR (4 credits)
EMOTIONALLY DISTURBED CHILDREN**

A study of the diagnosis and treatment, curriculum development, methods and material and classroom procedures in programs for emotionally disturbed children in educational and clinical settings. The use of video tapes, role play, demonstrations, as well as direct observation of emotionally disturbed children are included.

Prerequisite: ED 521 and one graduate course in psychology.

**ED 622 PRACTICUM IN SPECIAL (2, 4, 6, or 8 credits)
EDUCATION - EMOTIONALLY
DISTURBED CHILDREN**

A specialized field experience in a special education setting for emotionally disturbed children. Observation, tutoring, diagnostic and prescriptive teaching, and use of materials and equipment are part of the experience. ED 623 must be taken concurrently.

Prerequisite: Completion of all other requirements for the Master of Arts in Teaching in Special Education, or permission of the instructor.

ED 623 SEMINAR IN SPECIAL EDUCATION (2 credits)

An action research project completed in conjunction with the Practicum in Special Education. Field testing intervention techniques, designing new education models or evaluating special education instruments are examples of projects. Must be taken simultaneously with ED 622.

**ED 624 DIRECTED TEACHING IN (6 credits)
SPECIAL EDUCATION**

This is a supervised full-time teaching experience in classrooms corresponding to the student's concentration in special education. Those qualifying for exemption from the supervised teaching requirement in the certification code may not take this course.

Prerequisite: Admission to the master's program in special education and approval by the director of the special education program.

**ED 625 TRANSACTIONAL ANALYSIS (4 credits)
IN THE CLASSROOM**

This course is designed to provide teachers with skills and experiences in the analysis of their own and their students' classroom behaviors using a Transactional Analysis (TA) perspective. Teachers will apply theoretical learnings to achieve greater awareness and understanding of themselves, so that they can positively affect their classroom behavior. Teachers will also present TA to students in their classroom to enhance the students' understanding of their classroom behavior.

**ED 626 PRACTICUM IN SPECIAL (2, 4, 6, or 8 credits)
EDUCATION - LEARNING
DISABLED CHILDREN**

A specialized field experience in a special education setting for learning disabled children. Observation, tutoring, diagnostic and prescriptive teaching, and use of materials and equipment are part of the experience.

Prerequisite: Completion of all other requirements for the Master of Arts in Teaching in Special Education, or permission of the instructor.

**ED 627 PHYSICAL AND SOCIAL (4 credits)
COMPETENCIES OF HANDICAPPED
CHILDREN**

The course identifies the physical and social competencies necessary for mentally handicapped children to become productive citizens. Work skills and vocational opportunities are also explored.

Prerequisite: Admission to graduate program in special education or permission of the instructor.

ED 630 SEMINAR IN READING (4 credits)

The validity, reliability, results, and conclusions of research and other literature in selected areas of reading and language arts will be carefully analyzed. The course will be conducted in traditional seminar fashion. Since this course is a seminar, enrollment will be limited.

Prerequisite: Two courses in reading instruction and permission of the instructor.

**ED 631 PROBLEMS IN READING (4 or 8 credits)
INSTRUCTION**

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 for this course once or twice 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 (4 credits)
DISABILITIES**

A laboratory course concerned with 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, ED 500, and permission of instructor.

**ED 633 CORRECTION OF READING (4 credits)
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, ED 632, and permission of instructor.

ED 634 ADVANCED STUDY OF CLASSROOM (4 credits)
STRATEGIES IN AN INTEGRATED
LANGUAGE ARTS CURRICULUM

The theory, research and practice concerned with instructional strategies in all areas of the curriculum which serve to promote the development of reading-language abilities will be studied. Particular attention is given to a process curriculum and current linguistic concepts which make adequate provisions for a range of language inducing and language production options. Participants will be expected to prepare materials which will cause young learners to engage in experimenting, examining, organizing, systematizing, analyzing and evaluating the reading-language abilities they employ. Attention also is given to a study of changes in the language behavior of young people for the purpose of evaluating linguistic maturation.

ED 635 ORGANIZATION OF READING (4 credits)
PROGRAMS

This course is designed for master's candidates in reading who plan to become reading specialists or reading consultants. Course topics include (1) conducting a needs assessment of the language arts curriculum, (2) program planning in reading, (3) guidelines for staff development (ongoing and long-range inservice), (4) analyzing reading materials, (5) defining the reading consultant's role, and (6) strategies for working with classroom teachers in their classrooms. Course requires field work in a school, preferably where the graduate student is presently employed.

Prerequisite: ED 632, ED 633 or permission of instructor.

ED 650 PRACTICUM IN EARLY (4 or 8 credits)
CHILDHOOD EDUCATION

Intended as culmination experience for the early childhood program. Students will design a program for young children, write a proposal, select appropriate materials and methods and will actually implement some facet of it. This is primarily an "on site" course. It will be individually related to the student's area of specialization or particular interest.

Prerequisite: Completion of all other requirements of the degree program.

ED 661 TECHNIQUES OF COUNSELING (4 credits)

Gives a review of counseling theory and practice and provides simulated and actual pre-practicum experiences in the counseling process with young people or adults. Experiences are offered for various specialties such as: elementary school counseling, employment counseling, and adult human resources development counseling.

Prerequisite: Admission to the program in guidance and counseling and ED 563 or permission of the instructor.

ED 662 ASSESSMENT OF YOUTH AND ADULTS (4 credits)

Covers individual and group techniques used in the assessment of adolescents and adults for educational planning, career planning,

and placement, including: subjective and objective methods of analysis of human development; case study procedures leading to realistic client goals and a planned program for client progress: referral practices; placement and re-assessment; and program evaluation. Provides an opportunity to carry out an action research project in which assessment techniques are applied.

Prerequisite: Admission to the program in guidance and counseling and three courses in guidance and counseling.

ED 663 ADVANCED GROUP COUNSELING (4 credits)

Covers principles, practices and techniques of group dynamics as applied to the delivery of counseling services within educational and other complex organizational settings. Problems of group leadership, composition, selection, intervention strategies, termination, evaluation and follow up will be approached through the use of seminar and field work experiences. Students will develop a coherent, written description of their own group counseling approaches and will validate this description through concurrent application in a group counseling setting. Emphasis is placed on the study and application of relevant research literature. Can be taken as an elective or may be substituted for ED 563 (with adviser's approval).

Prerequisite: ED 563 or equivalent and permission of instructor.

ED 664 CONSULTATION IN PUPIL (4 credits)
PERSONNEL WORK

Deals with procedures and techniques useful to counselors and other pupil personnel workers to help children and other clients indirectly by consulting and collaborating with teachers, parents or employers. Emphasizes the provision of supportive services for teachers of regular classes directed at enhancing learning and adjustment of students, effecting maximum utilization of various pupil personnel specialists and securing support by significant adults in the lives of all students. Covers professional relationships and the coordination of guidance services and a pupil personnel team. Includes active involvement in a field setting of the school and the adjacent community referral agencies.

Prerequisite: Admission to the program in guidance and counseling and ED 661 or permission of the instructor.

ED 665 GUIDANCE INFORMATION AND (4 credits)
CAREER DEVELOPMENT

Emphasizes the process of providing guidance information and of helping children or adults develop self understanding in regard to their interests, abilities, and opportunities for education and work, as a basis for decision making. A field experience applying these concepts will be a course requirement. Covers vocational development theory, psychological and sociological aspects of career choice, and systematic approaches to provide educational, occupational, and personal-social information. Computer-assisted information systems, storage of pupil information, and educational data processing as an aid to pupil personnel services is studied.

Prerequisite: Admission to the program in guidance and counseling or permission of the instructor.

ED 666 PRACTICUM IN GUIDANCE AND COUNSELING (4 or 8 credits)

A culminating course in the guidance and counseling sequence in which the student studies and applies counseling theory and practice and develops his own counseling skill in individual and group counseling procedures. Students are supervised in various work settings such as schools, the counseling laboratory and community agencies. The age of counselees will be appropriate to the individual needs of each practicum student. Analysis of audio and/or video tapes of simulations and actual counseling sessions will be conducted individually with a supervisor as well as in small practicum groups. Registration for 8 credits permits a more extensive field experience.

Prerequisite: Admission to the program in guidance and counseling and ED 661 or permission of the instructor.

ED 699 TERMINAL PROJECT (4 credits)

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

Prerequisite: Admission to a graduate program in elementary education or reading instruction and written approval of the student's guidance committee. Students should request such approval from their advisers early in the fall semester for registration in the winter semester, and early in the winter semester for registration in the spring, summer or fall semesters. Students must present th completed project no less than two weeks before the end of classes in the term of graduation.



THE COLLEGE OF ARTS AND SCIENCES — SCHOOL OF EDUCATION

THE MASTER OF ARTS IN TEACHING IN ENGLISH

The program leading to the degree of Master of Arts in Teaching in English is designed particularly for students who wish to pursue graduate study to improve their competence as teachers of English and American literature and language. It is sponsored jointly by the Department of English in the College of Arts and Sciences and the School of Education.

Admission to Course

Admission to course is selective. Chief qualifications are the degree of Bachelor of Arts from an accredited institution, academic ability as indicated by past record, and interest in continued study of letters. An English major, as such, is not regarded as indispensable background, but a substantial number of undergraduate English courses will normally be expected to appear in the applicant's record. Evidence of additional reading in the literature of history, philosophy, and theology is welcome; prior study in linguistics and philology is also recommended.

All entering graduate students must meet minimal University graduate admission standards. All will be enrolled conditionally until such time as they are admitted by the department to degree candidacy. Consideration for candidacy comes after the student has completed sixteen hours of graduate work successfully at Oakland University including at least eight credits in the Department of English. Normally, all courses offered toward candidacy must be completed with grades of 3.0 or better. The M.A.T. candidate must also receive the approval of the School of Education before candidacy is granted.

When students of specially recommended ability, but with insufficient background — in extent or balance of previous studies — are admitted, they will be advised concerning improvement of their preparation and will usually be asked to take an appropriate number of departmental undergraduate courses before commencing graduate work. Their degree programs, accordingly, may require a proportionately longer period to complete.

Students whose undergraduate records show no course in English language or linguistics may be asked to include one such course among their graduate undertakings.

Enrollment for all courses is subject to the approval in writing of a graduate English adviser.

Requirements for the Degree

Nine courses (36 credits) are required, five of which are specified: ENG 510, two 600-level courses in English; one course chosen from the following group of four alternates: ED 601, ED 602, ED 603, or ED 604 described on page 47; and one course from the following group of two: PSY 510 or PSY 512 described on page 60. The remaining four courses in English are to be chosen in consultation with the student's program adviser.

Classification of Course Offerings

The graduate program of the Department of English offers four kinds of courses:

(1) Undergraduate Courses (300 and 400 levels)

The student may take a maximum of two undergraduate courses to be chosen from regular departmental 300 and 400 level offerings. Such courses are deemed useful principally in preparing students to take seminars in areas of language and literature for which they are not yet adequately trained. No more than five graduate students may enroll in any 300 or 400 level course.

(2) Core Courses (500 level)

Core courses are designed to familiarize the student with principal approaches to language and literature and with methods and tools appropriate to those approaches. The department considers these courses to be central to the graduate program and recommends that the student take at least three of them. They should be considered as helpful aids in coping with the more specialized work of the seminars. Each of these courses will be offered at least once during the year. (ENG 500, 510, and 597, as noted below in the list of course offerings, are specialized courses, not core courses.)

(3) Seminars and the Master's Project (600 level)

(a) Seminars

The purpose of the graduate seminar is to allow the student to do independent work in an area in which the instructor has special sophistication, at the same time to gain criticism and support from other students working in the same area. Classes will consist mainly of the reading and discussion of papers prepared by the students on topics specified by the instructor. The instructor will prescribe the particular subject matter of each course during any given term. First-term students may not enroll in a seminar without permission of the Department Committee on Graduate Programs. Seminars are limited to twelve students.

(b) ENG 690 The Master's Projects

ENG 690 involves completion of a modest project of creative, scholarly, or pedagogical nature, proposed initially by the candidate. Any written work to be submitted in partial or total fulfillment of a project should not exceed 7,500 words. Projects normally arise out of graduate course work, and candidates are advised to register for ENG 690 at any time after the completion of 12 credits. The course is open only to students who can propose an independent project and have made arrangements with a member of the department interested in supervising it. An application form for ENG 690 is available in the department office. It must be used by the student in submitting a conspectus of the project and seeking approval to proceed.

(4) Summer Institutes

Concentrated four-week institutes in Shakespeare, linguistics, and other topics of interest to high school teachers and post-baccalaureate students are offered in summer session. They are designed as refresher courses or as introductions to topics of particular contemporary concern. Institutes grant four hours of graduate credit and are usually graded S/N. Students may not offer more than four hours of work in institutes toward fulfillment of requirements for advanced degrees except by permission of the Graduate Committee of the department. Candidates for degrees must consult with their advisers before electing summer institutes.

COURSE OFFERINGS

(One credit hour is equal to one semester hour.)

ENG 500 ADVANCED TOPICS IN LITERATURE (4 credits) AND LANGUAGE

Special topics and problems as selected by the instructor. Not a core course.

ENG 510 LITERATURE AND COMPOSITION (4 credits)

Form and style in prose and poetry. Exploration of relationships among the study of literature, the study of language, and composition. Experience in writing and criticism of writing. Designed for the teacher of English language and literature. Required of M.A.T. candidates. Not a core course.

ENG 515 SHAKESPEARE INSTITUTE (4 credits)

An intensive four-week consideration of Shakespeare's theatre and selected plays directed to the needs of secondary school teachers. Lectures, discussions, workstops, and trips to Stratford productions.

ENG 533 FORMAL ANALYSIS (4 credits)

An intensive study of approaches to specific works of literature in and of themselves and an examination of techniques appropriate to those approaches.

ENG 534 LANGUAGE HISTORY (4 credits)

An intensive study of the development of standard English through an examination of texts that are representative of Early Modern English, Middle English, and Old English.

ENG 541, 542 LITERARY HISTORY (4 credits each)

Work in a different literary period each semester with emphasis on concepts, approaches and methodology appropriate to the literary historian. Literature in historical perspective and in cultural and social contexts. Either semester may be elected independently.

ENG 561, 562 LITERARY KINDS (4 credits each)

Study in each semester of a single genre (such as novel, lyric, or drama) or mode (tragedy, comedy, pastoral). Consideration of similarities and differences among individual works, and of the relationship of the kind under discussion to the body of literature as a whole. Either semester may be elected independently.

ENG 597 APPRENTICE COLLEGE TEACHING (4 credits)

An introduction to teaching English at the college level. Internship with assigned professor in a course offered at Oakland or a cooperating community college. To be arranged in the semester preceding that in which the course is taken. By permission only. Not a core course.

ENG 600 STUDIES IN LANGUAGE (4 credits) AND LITERATURE

Special topics and problems as selected by the instructor.

ENG 640 STUDIES IN AMERICAN LITERATURE (4 credits)

ENG 641 STUDIES IN AMERICAN LITERATURE (4 credits)

ENG 642 STUDIES IN OLD AND MIDDLE (4 credits) ENGLISH LITERATURE

ENG 643 STUDIES IN RENAISSANCE (4 credits) LITERATURE

ENG 644 STUDIES IN 18th CENTURY (4 credits) LITERATURE

ENG 645 STUDIES IN 19th CENTURY (4 credits) LITERATURE

ENG 646 STUDIES IN MODERN LITERATURE (4 credits)

ENG 647 STUDIES IN THE STRUCTURE (4 credits) OF ENGLISH

ENG 648 STUDIES IN LITERARY THEORY (4 credits)

ENG 690 THE MASTER'S PROJECT (4 credits)

Completion of a modest project of a creative, scholarly, or pedagogical nature proposed by the degree candidate.

Prerequisites: Permission of the Committee on Graduate Programs.

THE MASTER OF ARTS IN TEACHING IN MATHEMATICS

The program leading to the degree of Master of Arts in Teaching in mathematics is sponsored jointly by the department of mathematics in the College of Arts and Sciences and the School of Education. It is intended to serve the needs of teachers in secondary schools, or community colleges in southeastern Michigan and is designed to accommodate those who are not only primarily interested in the teaching of mathematics but also wish to complete a program with substantial mathematical content. The program will prepare participants for leadership positions in terms of teaching advanced mathematics courses and determining directions of curriculum development. The courses offered in the program have been carefully designed to provide the student with not only a sound knowledge of modern mathematics but also ample opportunity to learn something of the applications of mathematics, the construction of mathematical models, and the art of problem-solving. An important part of the program is devoted to an in-depth study of problems of the secondary mathematics curriculum.

The department is developing a new track within the program for elementary teachers.

As soon as possible after the completion of the six mathematics courses arranged by the department, and prior to their independent reading assignment, candidates for the degree of Master of Arts in Teaching must take a special examination. The examination consists of approximately ten problems, selected by the adviser, varied in context and difficulty. The candidate will have one month in which to work on these problems, after which he will give a verbal

presentation on the solutions of some proper subset of the problems selected by the adviser.

Maximum flexibility is allowed in the choice of the required courses in education and psychology. Normally a candidate will choose the education course from among ED 601, 602, 603, or 604 described on page 47. However, a course in the teaching of reading, ED 538, see page 41, would be appropriate. In general, a course in developmental psychology (PSY 510), tests and measurements (PSY 512), or behavior and learning (PSY 540) is selected to fulfill the psychology requirement. These courses are described on page 60.

Course Offerings Acceptable Toward the Master of Arts in Teaching Degree

(One credit hour equals one semester hour.)

The courses MTH 325-326, 335-336, 372, 415, and 425 listed below may be used toward the MAT degree if they or their equivalents have not been used toward the candidate's undergraduate degree.

MTH 325-326 INTRODUCTION TO MATHEMATICAL STATISTICS (4 credits each)

A study of random variables and distributions, random sampling, point estimation, interval estimation, tests of hypotheses, regression, and distribution-free methods. The theory is illustrated through applications to various fields.

MTH 335-336 INTRODUCTION TO NUMERICAL ANALYSIS (4 credits each)

An introduction to mathematical methods appropriate to computer work. Topics treated include interpolation, approximation, quadrature, solution of differential equations, and matrix computation.

MTH 372 NUMBER THEORY (4 credits)

Number-theoretic functions, diophantine equations, congruences, and quadratic residues.

MTH 405 SPECIAL TOPICS (2 or 4 credits)

Advanced study of some topics in mathematics. May be taken more than once.

MTH 415 FOUNDATIONS OF MATHEMATICS (4 credits)

An examination of the logical foundations of mathematics including analysis of the axiomatic method, basic set theory, cardinal and ordinal numbers, and the axiom of choice.

MTH 416 CONCEPTS OF GEOMETRY (4 credits)

A development of geometry from an algebraic and metric viewpoint, concentrating on Euclidean geometry. Especially appropriate for Master of Arts in Teaching candidates.

MTH 425 PROBABILITY (4 credits)

Combinatorial analysis, conditional probability, random variables, generating functions, recurrent events, random walk problems, Markov chains, and stochastic processes.

MTH 461 GENERAL TOPOLOGY (4 credits)

A study of topological spaces and continuous functions. Separation and countability properties, connectedness, compactness, and local properties will be covered.

MTH 510 THE SECONDARY MATHEMATICS CURRICULUM (4 credits)

This is a seminar course which will examine in depth some of the problems of the secondary mathematics curriculum. Topics discussed will be determined jointly by the instructor and the students. Emphasis will be on the role and responsibility of the secondary teacher in developing the curriculum.

MTH 514 CONCEPTS IN ABSTRACT ALGEBRA (4 credits)

Designed for Master of Arts in Teaching candidates. Includes topics from groups, rings, fields, matrices, linear transformations, and vector spaces. Offered every other year in alternation with MTH 517.

MTH 516 COMPUTERS AND SECONDARY MATHEMATICS (4 credits)

This course is an introduction to the computer with emphasis on use of the computer in secondary mathematics courses, along with selected mathematics laboratory activities.

MTH 517 CONCEPTS IN ANALYSIS (4 credits)

Designed for Master of Arts in Teaching candidates. Includes a study of real and complex numbers, functions, limits, differentiation, integration, and infinite series, with emphasis on careful proofs of theorems. Offered every other year in alternation with MTH 514.

MTH 519 LINEAR MATHEMATICS AND MATHEMATICAL MODELS (4 credits)

This course will include topics from linear algebra, game theory, and linear programming with applications to the social sciences. Especially appropriate for MAT candidates.

MTH 590 DIRECTED READING AND RESEARCH (2, 4, 6, or 8 credits)

MTH 614 HISTORY OF MATHEMATICS (4 credits)

Mathematics from ancient to modern times, its growth, development, and place in man's culture. Designed for M.A.T. students.

SPECIAL COURSES

Students enrolled in the degree programs described in this volume may have need for one or more of the following courses. For specifics on their suitability within a given program, see the description of that program.

MTH 513 TOPICS IN ELEMENTARY SCHOOL MATHEMATICS (4 credits)

Topics in elementary mathematics selected in keeping with the latest trends in elementary school curriculum reform. Methods of teaching these topics are studied simultaneously with the topics themselves for the purpose of creating appropriate curriculum and testing materials.

Prerequisites: MTH 314, 315, and 316 or MTH 511 and 512 or permission of the department.

MTH 625 PROBABILITY AND STATISTICS (4 credits)

Sample spaces, combinatorics, random variables, Chebyshev's inequality, Bernoulli trials, binomial and normal distributions, joint distributions, introduction to statistics. Selected mathematics laboratory activities. Designed for M.A.T. students in elementary education.

PSY 510 DEVELOPMENTAL PSYCHOLOGY (4 credits)

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

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

PSY 512 TESTS AND MEASUREMENTS (4 credits)

Theories of measurement and evaluation. Construction and examination of tests and 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 513 PSYCHOPATHOLOGY OF CHILDHOOD (4 credits)

A survey of the psychopathology of children and adolescents, emphasizing dynamic and cognitive-perceptual-motor variables.

Prerequisite: PSY 510 or 512 or acceptance into the Master of Arts in Teaching program in special education, or acceptance into the graduate program in psychology, or undergraduate major in psychology, or permission of the instructor.

PSY 540 BEHAVIOR THEORY AND LEARNING (4 credits)

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

Prerequisite: Permission of the instructor or acceptance into the graduate program.

PSY 575 THEORIES OF DEVELOPMENT (4 credits)

Issues and theories concerning the developmental process from birth to old age. Approaches of such theorists as Lewin, Freud,

Piaget, Erikson, and leading exponents of social-learning theory examined.

Prerequisite: Acceptance into the graduate program in developmental psychology or permission of the instructor.

SCI 505 BASIC CONCEPTS AND NEW DEVELOPMENTS IN SCIENCE (4 credits)

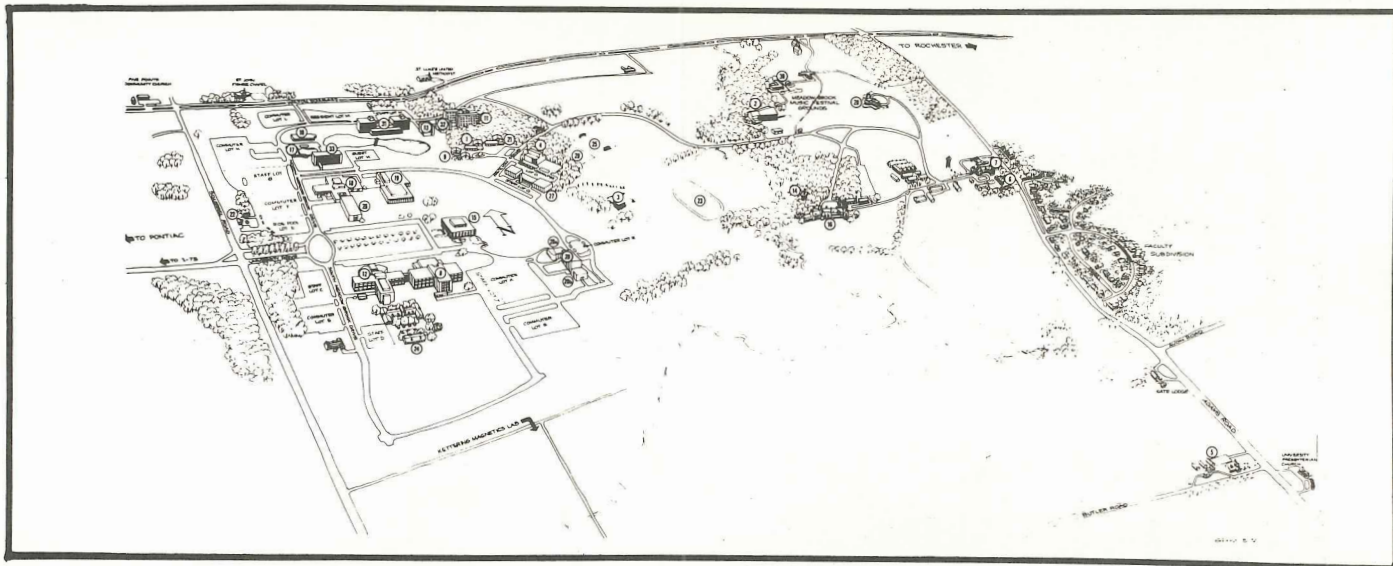
Basic concepts in science and science methodology. An intensive study of one science area (e.g. biology, chemistry, physics, etc.) and a study of the new curricula in science for the elementary school.

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

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- 1 Anibal House
- 2 Baldwin Memorial Pavilion
- 3 Baseball diamond
- 4 Central Heating Plant
- 5 Child Care Center
- 6 Club House
- 7 Continuum Center
- 8 Dodge Hall of Engineering

- 9 Fitzgerald House
- 10 Graham Health Center
- 11 Hamlin Hall
- 12 Hannah Hall of Science
- 13 Hill House
- 14 Knole Cottage
- 15 Kresge Library
- 16 Meadow Brook Hall
- 17 Meadow Brook Theatre

- 18 North Foundation Hall
- 19 Oakland Center
- 20 Paula and Woody Varner Hall
- 20a Varner Recital Hall
- 20b Studio Theatre (ADA)
- 21 Pryale House
- 22 Public Safety and Gate House
- 23 Running track
- 24 S E T Barn Theatre

- 25 Soccer field
- 26 South Foundation Hall
- 27 Sports and Recreation
- 28 Sunset Terrace
- 29 Tennis Courts
- 30 Trumbull Terrace
- 31 Vandenberg Hall
- 32 Van Wagoner Hall
- 33 Wilson Hall

