Graduate Academic Catalog (1967-1968)

Municipal University of Omaha
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**UNIVERSITY OF OMAHA**

**OFFICIAL CALENDAR**

**SUMMER 1967**

<table>
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<tr>
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<th>Event</th>
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<tr>
<td>June 1</td>
<td>Last day for applications for admission to Graduate College.</td>
</tr>
<tr>
<td>June 9 - 10</td>
<td>Registration.</td>
</tr>
<tr>
<td>June 12 - July 14</td>
<td>First revision.</td>
</tr>
<tr>
<td>June 13 - August 3</td>
<td>Evening Session.</td>
</tr>
<tr>
<td>June 23</td>
<td>Theses due in Graduate Office.</td>
</tr>
<tr>
<td>July 4</td>
<td>Holiday.</td>
</tr>
<tr>
<td>July 5 - 6</td>
<td>Master's Comprehensive Examination.</td>
</tr>
<tr>
<td>July 17 - August 18</td>
<td>Second Session.</td>
</tr>
<tr>
<td>July 14</td>
<td>Last day for filing applications for degrees to be conferred August 31, 1967.</td>
</tr>
</tbody>
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**FIRST SEMESTER 1967-68**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>September 1</td>
<td>Last day for submitting applications for admittance to first semester.</td>
</tr>
<tr>
<td>September 11 - 15</td>
<td>Registration.</td>
</tr>
<tr>
<td>September 18</td>
<td>Official beginning of first semester at 7:30 a.m.</td>
</tr>
<tr>
<td>September 18</td>
<td>Day and evening classes begin.</td>
</tr>
<tr>
<td>September 22</td>
<td>Late registration begins.</td>
</tr>
<tr>
<td>September 23</td>
<td>Last day for registering for a day class, or adding a day class to a schedule, up to 4 p.m. (or changing a day class from &quot;audit&quot; to &quot;credit&quot; or &quot;credit&quot; to &quot;audit&quot;).</td>
</tr>
<tr>
<td>October 8</td>
<td>Founder's Day.</td>
</tr>
<tr>
<td>November 10</td>
<td>Last day a class may be dropped in order to receive a &quot;W&quot; or an &quot;X.&quot;</td>
</tr>
<tr>
<td>November 10</td>
<td>Theses due in Graduate Office.</td>
</tr>
<tr>
<td>November 22</td>
<td>Thanksgiving recess begins at 9:30 p.m.</td>
</tr>
<tr>
<td>December 11</td>
<td>Classes resume at 7:30 a.m.</td>
</tr>
<tr>
<td>December 15</td>
<td>Last day for filing applications for degrees to be conferred in January 1968.</td>
</tr>
<tr>
<td>December 16</td>
<td>Christmas Vacation begins at noon.</td>
</tr>
<tr>
<td>January 2, 1968</td>
<td>Classes resume at 7:30 a.m.</td>
</tr>
<tr>
<td>January 13</td>
<td>Master's Comprehensive Examination.</td>
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UNIVERSITY OF OMAHA

January 17 - 24
January 26
January 27

Final Examinations.
All grades due in Registrar's Office by 3:30 p.m.
Mid-year Commencement 10 a.m. (Saturday).

SECOND SEMESTER
1967-68

Jan. 29 - Feb. 2
February 5
February 9
February 10
March 22
March 29
April 10
April 10
April 16
April 16
April 27
May 10
May 22-28
May 30
June 1
May 31
June 1
June 3

Registration.
Official beginning of second semester at 7:30 a.m.
Late registration begins.
Last day for registering for a day class or adding a day class to a schedule, up to 4 p.m., for changing a day class from "audit" to "credit" or "credit" to "audit".
Last day for registering for an evening class, or adding an evening class to a schedule for changing an evening class from "audit" to "credit" or "credit" to "audit".
Theses due in Graduate Office.
Last day a class may be dropped in order to receive a "W" or an "X."
Easter Convocation at 10 a.m.
Spring Vacation begins at 9:40 p.m.
Classes resume 7:30 a.m.
Last day for filing applications for degrees to be conferred in June 1968.
Master's Comprehensive Examination.
May Day - student holiday
May 22-28
Final Examinations.
May 30
Memorial Day Holiday (University closed).
June 1
Last day for submitting applications for admittance to first summer session or evening summer session.
Alumni Achievement Day.
All grades due in Registrar's Office by 12 noon.
Fifty-ninth Commencement. (Monday).

SUMMER 1968

Registration.
First session.
Evening session.
Theses due in Graduate Office.
Master's Comprehensive Examination

July 4
July 12
July 19
July 15 - Aug. 16

Holiday. (University closed).
Last day for admitting applications for admittance to second summer session.
Last day for filing applications for degrees to be conferred August 31, 1968.
Second session.

GRADUATE RECORD EXAMINATION

Registration Deadlines
June 8, 1967
September 28, 1967
November 9, 1967
December 20, 1967
January 24, 1968
March 27, 1968
June 13, 1968

Testing Dates
July 3, 1967
October 28, 1967
December 9, 1967
January 20, 1968
February 21, 1968
April 27, 1968
July 13, 1968

ADMISSION TEST FOR
GRADUATE STUDY IN BUSINESS

See Dr. Gale Oleson for testing dates

Students applying for admission must have on file in the Graduate Office the results of the GRE or the GSB, including the scores on area study examinations. Testing at OU is under the supervision of Dr. Gale Oleson, Director, Academic Testing Bureau, Administration Building 213.
ADMINISTRATION

THE BOARD OF REGENTS

Robert M. Spire, President
Samuel M. Greenberg, Vice President
Miss Margaret R. Fischer, Secretary
Dr. Herbert H. Davis
Mr. Richard Nisley
Mr. Robert G. Fraser
Dr. A. B. Pittman
Mr. C. F. Moulton
Mr. D. J. Sibbernusen
W. Ross King
Attorney, Board of Regents
John Latenser & Sons
Architects for the Board of Regents

ADMINISTRATIVE OFFICERS

Kirk E. Naylor, Ed.D., President (Acting)
George R. Backford, Ed.D., Vice President - Campus Development
Philip Merle Ball, Ph.D., LL.D., President Emeritus
Donald J. Pfeister, M.Ed., Dean of Student Personnel
James A. Scheck, Ed.D., Director of Admissions
Virgil V. Sharpe, B.A., Register
Harold D. Keefer, B.S., Controller

THE COLLEGES

Robert D. Harper, Ph.D.
Dean, The College of Liberal Arts and Sciences
Anson D. Marston, M.S.C.E., (Acting) Dean, The College of Engineering and Technology
Frank H. Gorman, Ph.D., Dean, The College of Education
John W. Lucas, M.B.A., Dean, The College of Business Administration
William T. Utley, M.A., Dean, The College of Continuing Studies
Director, Summer Sessions
Elton S. Carter, Ph.D., Dean, The Graduate College

GRADUATE FACULTY

University of Nebraska, 1966; Associate Professor
Paul B. Ackerson, Elementary Education
Ed.D., University of Nebraska, 1966; Associate Professor
Frederick W. Adrian, Secondary Education
Ph.D., Ohio State University, 1942; Professor
Clifford Anderson, Philosophy
Ph.D., University of Wisconsin, 1953; Professor and Head of Department
Walter J. Beaupre, Special Education
Ed.D., Columbia University, 1962; Professor and Head of Department: Director, Clinical Services
Paul L. Beck, History
Ph.D., University of Nebraska, 1964; Professor
Robert W. Benecke, Accounting and Finance
B.B.A., University of Colorado, 1966; Associate Professor
Hollie B. Bethel, Elementary Education
Ed.D., University of Colorado, 1957; Professor and Head of Department
Robert P. Borgman, Biology
Ph.D., Iowa State University, 1962; Associate Professor
Merle E. Brooks, Biology
Ph.D., University of Colorado, 1966; Professor
William M. Brown, Marketing
Ph.D., University of Pittsburgh, 1957; Professor
Charles M. Bull, Marketing
Ph.D., University of Nebraska, 1962; Professor
Kenneth Burkholler, Education
Ed.D., University of Nebraska, 1965, Professor
Karl H. D. Busch, Biology
Ph.D., Ohio State University, 1949; Professor and Head of Department
Elton S. Carter, Speech
Ph.D., Northwestern University, 1958; Professor and Dean, Graduate College; Chairman, Graduate Faculty
Perry P. Chang, Economics
Ph.D., University of Washington, 1958; Associate Professor
Donald C. Cohenberg, Reading
Ed.D., University of Missouri, 1961; Associate Professor; Director, Reading Clinic
Harl Dalstrom, History
Ph.D., University of Nebraska, 1965; Assistant Professor
Lawrence A. Danton, Economics
Ph.D., University of Nebraska, 1964; Associate Professor
Walter W. Davis, History
Ph.D., University of California, 1964; Assistant Professor
Joseph C. Dunn, Elementary Education
Ed.D., University of Missouri, 1955; Professor
Lawrence E. Ehlers ............................................................ Engineering
M.S., Kansas State University, 1960; Registered Professional Engineer; Associate Professor

James W. Gibson ............................................................ Secondary Education
Ph.D., Ohio State University, 1962; Assistant Professor

Richard E. Gibson ............................................................ Engineering
M.S., University of Illinois, 1955; Registered Professional Engineer; Associate Professor

G. Wayne Glibben ............................................................ Secondary Education
E.D.L., University of Nebraska, 1964; Associate Professor

Frank H. Gorman ............................................................. Education
Ph.D., University of Missouri, 1931; Professor; Dean of the College of Education

Eft J. Gum ................................................................. History
Ph.D., Louisiana State University, 1963; Associate Professor

Robert D. Harper ............................................................. English
Ph.D., University of Chicago, 1949; Professor; Dean of the College of Liberal Arts and Sciences

George T. Harris ............................................................. Finance
Ph.D., State University of Iowa, 1953; The Frederick W. Kayser Professor of Finance

Forrest R. Hazard .......................................................... Foreign Languages
M.A., University of Nebraska, 1952; Assistant Professor

George C. Helling .......................................................... Sociology
Ph.D., University of Minnesota, 1959; Professor and Head of Department

Wayne M. Higley ............................................................. Accounting
Ph.D., University of Illinois, 1962; C.P.A.; Associate Professor

Jack A. Hill ................................................................. Management
Ph.D., University of Texas, 1964; Professor

William C. Hockett .......................................................... M.R.A., University of Denver, 1949; C.P.A.; Professor

Leta F. Holley .............................................................. Secretarial Science
E.D.L., University of Colorado, 1946; Professor and Head of Department

James Q. Hosace ............................................................. Engineering
M.S.C.E., University of Nebraska, 1959; Registered Professional Engineer; Associate Professor

Hubert L. Hunzicker ....................................................... Mathematics
Ph.D., University of Michigan, 1959; Professor and Head of Department

Francis M. Hurst ............................................................ Psychology
E.D.D., Indiana University, 1964; Professor

Charles O. Ingham .......................................................... Biology
Ph.D., University of Utah, 1963; Assistant Professor

William E. Jaynes .......................................................... Psychology
Ph.D., Ohio State University, 1955; Professor and Head of Department

James O. Johnston .......................................................... Psychology
Ph.D., Oklahoma State University, 1965; Assistant Professor

D. F. Kellams ............................................................... Education
E.D.D., University of Kansas, 1964; Assistant Professor

Paul C. Kennedy ........................................................... Secondary Education
E.D.D., University of Kansas, 1953; Professor and Head of Department

C. Robert Keppel .......................................................... Chemistry
Ph.D., Massachusetts Institute of Technology, 1959; Associate Professor

W. C. R. Lamber ........................................................... Political Science
Ph.D., Washington University, 1959; Professor

William R. LeMair .......................................................... Engineering
M.E., Yale University, 1947; Registered Professional Engineer; Associate Professor

Walter V. Linsehonen ...................................................... Chemistry
Ph.D., University of Missouri, 1955; Professor

John W. Lucas ............................................................. Business Administration
M.B.A., Ohio State University, 1945; Professor; Head of Department; Dean of the College of Business Administration

S. R. Lint ............................................................... Biology
Ph.D., University of Utah, 1964; Assistant Professor

Kuldip Singh Malik ..................................................... Economics
Ph.D., Indiana University, 1960; Associate Professor

D. N. Mardaris ............................................................. Chemistry
Ph.D., State University of Iowa 1948; Professor and Head of Department

Hans D. Marton ............................................................. Engineering
M.C.E., University of Wisconsin 1926; E.E., Iowa State University 1931; Registered Professional Engineer; Professor and Acting Dean, College of Engineering and Technology

G. R. Martin ............................................................. Sociology
Ph.D., University of Texas 1965; Assistant Professor

John G. McMillan .......................................................... Physics
M.A., University of Nebraska, 1932; Professor and Head of Department

O. D. Munari ............................................................. Political Science
Ph.D., University of Nebraska, 1964; Assistant Professor

Woodrow L. Most .......................................................... Foreign Languages
E.D.D., Laval University, 1953; Professor and Head of Department

Kirk E. Naylor ............................................................. Education
E.D.D., University of Kansas, 1952; Professor, Acting President

G. A. Nemhiri ............................................................. English
Ph.D., University of Denver, 1966; Assistant Professor

M. Glen Newport .......................................................... Management
Ph.D., University of Illinois, 1965; Associate Professor

John M. Newton .......................................................... Psychology
Ph.D., Ohio State University, 1955; Associate Professor

R. Gale Olson ............................................................. Education
Ph.D., University of Wisconsin 1953; Associate Professor; Director, Academic Testing and Counseling

Robert C. O'Reilly .......................................................... Education
E.D.D., University of Kansas, 1962; Associate Professor; Assistant Dean, Graduate College

D. T. Pederson ............................................................. Psychology
Ph.D., University of Texas, 1958; Associate Professor
William R. Petrowski
Ph.D., University of Wisconsin, 1950; Assistant Professor

DONALD J. PYLESTED
M.Ed., University of Nebraska, 1952; Associate Professor; Dean of Student Personnel

LEONARD PREWITCH
Ph.D., Ohio State University, 1957; Professor

GEORGE R. RAGSTED
Ph.D., Indiana University, 1935; Instructor in Business

Charles F. Rettlack
Ph.D., Clark University, 1939; Professor

ENRICO RASMUSSEN
Ph.D., Cornell University, 1911; Assistant Professor

Harry W. Reynolds, Jr.
Ph.D., University of Pennsylvania, 1954; Associate Professor

Roy M. Robbins
Ph.D., University of Wisconsin, 1920; Professor

WILLIS P. ROKE
J.D., University of Utah, 1921; Ph.D., Ohio State University, 1959; College of Law, University of Nebraska

Otto Rude
Ph.D., University of Michigan, 1955; Associate Professor

Gordon Schele
Ph.D., Clark University, 1948; Professor and Head of Department

David C. Scott
Ph.D., State University of Iowa, 1948; Professor and Head of Department

James Selle
Ph.D., University of Colorado, 1964; Assistant Professor

Keith P. Smith
Ph.D., Iowa State University, 1966; Assistant Professor

Russell A. Snyder
Ph.D., University of Illinois, 1966; Assistant Professor

Robert C. Staats, Jr.
Ph.D., Ohio State University, 1964; Assistant Professor

Paul J. Stageman
Ph.D., University of Nebraska, 1963; Professor

Elroy J. Steele
Ph.D., State University of Iowa, 1957; Professor and Head of Department

S. L. Swagert
Ph.D., State University of Iowa, 1948; Professor

A. Stanley Thickett
Ph.D., University of Manchester, England, 1935; Professor and Head of Department

William T. Utley
Ph.D., University of Arkansas, 1936; Professor; Dean, College of Continuing Studies

Phillip H. Vogt
M.S., Washington University, 1965; Professor

William E. Walden
Ph.D., State University of Iowa, 1964; Associate Professor; Director, Computer Services

Ralph M. Ware
Ph.D., Harvard University, 1949; The Jefferson Professor of English

Floyd Waterman
B.A., Teachers College, Columbia University, 1955; Associate Professor

Richard L. Wikoff
Ph.D., University of California, 1945; Associate Professor

Raymond A. Zielke
Ph.D., University of Minnesota, 1953; Assistant Professor

GRADUATE LECTURERS

D. Craig Affleck
Ph.D., Northwestern University, 1954

Craig Fullerton
Ph.D., State University of Iowa, 1955

Ray Hlavac
Ph.D., University of Nebraska, 1951

Randall T. Klemke
Ph.D., Iowa State University, 1957

Walter Parker Moore
Ph.D., University of Illinois, 1964

Edwin H. Pribble
Ph.D., University of Nebraska, 1965

Neils Wisger
Ed.D., University of Nebraska, 1958

ACCREDITED STANDING

The University of Nebraska is fully accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, and is a member of the National Commission of Accrediting (not an accrediting agency), the American Association of Colleges for Teacher Education, the Association of Urban Universities, the Association of American Colleges, the National University Extension Association, the American Association of University Women, the Council of Graduate Schools in the United States, the Midwest Conference on Graduate Study and Research, the Association of University Evening Colleges, the Adult Education Association of the United States, American Association of Collegiate Schools of Business, Association of Governing Boards, the approved list of the International Reading Association, and the American Council on Education. Its courses are accredited, for purposes of teacher certification, by the Nebraska State Department of Public Instruction.

Course credits from the University of Nebraska are accepted by other colleges and universities which are members of the North Central Association and by other regional accrediting agencies.
UNIVERSITY REGULATIONS

The University and its various colleges, divisions, and departments reserve the right to change the regulations controlling admission to, instruction in, and graduation from the University or its various divisions.

Such regulations are operative whenever the University authorities deem necessary and apply not only to prospective students but also to those currently enrolled in the University.

The University also reserves the right to withdraw courses, to reallocate instructors, and to change tuition and fees at any time.

UNIVERSITY OF OMAHA

GRADUATE COLLEGE

Elton S. Carter, Dean
Robert C. O'Reilly, Assistant Dean

The first Master’s degree was awarded by a special vote of the Board of Regents of the “old” University of Omaha in June, 1931. Graduate work leading to the Master of Arts degree was authorized by the newly organized Municipal University, September, 1931, to be supervised by a Committee on Graduate Studies. In 1942, the Graduate Division was established. The degree of Master of Science in Education was approved in 1941. In 1954, the Committee on Graduate Studies became the Graduate Council and the Chairman became the Director of the Division. In 1960, the Board of Regents authorized a year of graduate study in Education beyond the Master’s degree. In 1966, the Graduate Faculty replaced the Graduate Council.

Recognizing the growing importance of graduate education, the Board of Regents, in October, 1962, established the College of Graduate Studies as the sixth college of the University of Omaha. In 1966, the name was changed to The Graduate College.

The Graduate College at the University of Omaha was established to provide an opportunity for advanced study and independent investigation in a limited number of fields of learning for qualified students:

1. To work toward a Master of Arts or Master of Science degree.

2. To earn graduate credit for the issuance or renewal of certificates for teachers and administrators.

3. To provide for professional advancement and scholarly objectives.

Consistent with these objectives, numerous opportunities are provided for advanced students to design and conduct original research or investigation to discover facts, methods or values. Working with the guidance of a major adviser, the student must exercise his own initiative to master and apply the principles of methodical study and evaluation, utilizing the existing literature in his chosen field of study. To enable the student to attain these objectives, the Graduate College provides workshops, institutes, seminars, research and special problem courses, and the supervision of theses or special projects.

Thus the Graduate College promotes the spirit of free investigation in the various fields of knowledge, and at the same time serves to unite the various branches of the University in the common task of advancing human knowledge and providing for society intelligent, capable leadership.

ADMINISTRATION

The Graduate Faculty prescribes the qualifications of all professors who offer graduate work and approves all courses which may be taken for graduate credit. The Dean of the College serves as Chairman of the Graduate Faculty.

To be elected to membership in the Graduate Faculty requires recommendation by the Department Head, by the cognizant Dean and
the Academic Standards and Curriculum Committee, and approval by the Dean of the Graduate College. The qualifications for membership include a Doctoral degree or the equivalent; demonstrated interest and capability in both scholarly research (or comparable professional development activities) and graduate teaching.

Graduate faculty members have the responsibility within their departments to design and revise courses for which graduate credit is offered. They counsel graduate students in major and minor fields and serve on graduate students' committees.

**PURPOSE**

The Graduate College provides the opportunity, the faculty and the resources to meet the various needs of graduate students for more advanced and more specialized education than the undergraduate work upon which all graduate programs are founded.

**GRADUATE ASSISTANTSHIPS**

Available for qualified students who are enrolled in a graduate degree program are graduate assistantships in teaching, research, or laboratory supervision. The assistant's assignment is designed to provide unexcelled opportunities for supervised educational experiences at the graduate level in conjunction with the degree program. The stipend for each assistantship is normally $2900, plus remission of graduate tuition (limited to thirty or thirty-six credit hours) and approximately twenty hours of work per week is required. The enrollment of students with assistantships will be limited to no more than twelve credit hours per semester unless the student has demonstrated extraordinary efficiency and the Head of the major department recommends the abnormally high work load to the Graduate Dean for his approval.

Applications and their supporting credentials must be received on or before March 1. Address requests for information and application forms to the Dean of the Graduate College.

**SCHOLARSHIPS**

Phi Delta Gamma, a national fraternity for women, offers an annual scholarship of $200 to a woman graduate student who has completed approximately half her graduate work with an excellent record. For applications and details concerning this scholarship, contact the Dean of the Graduate College. Applications should be in the Graduate Office by March 1 of each year to be considered for the following academic year.

**ORGANIZATIONS**

*Phi Delta Gamma* is a national fraternity for graduate women in all fields. Membership is by invitation.

*Phi Delta Kappa* is a national fraternity for men who are graduate students in Education. Membership is by invitation.

*Beta Gamma Sigma* is a national honorary society for graduate students in Business Administration. Membership is by invitation.

*Phi Chi* is a national honorary association for graduate students in Psychology. Membership is by invitation.

*Omega Delta Epsilon* is a national honorary association for graduate students in Economics. Membership is by invitation.

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**UNIVERSITY OF OMMA**

**PROCEDURES AND REGULATIONS**

**Admission and Transcripts**

The student admitted to graduate study is advised to familiarize himself with both the academic regulations of the University and the Graduate College, and the student is expected to assume full responsibility for knowing the particular requirements of his own academic program. The student is responsible for complying with all regulations of the University, the Graduate College, and the departments of instruction, and for meeting all requirements for his degree. The student should consult with his adviser whenever he has any question concerning the requirements for his degree.

Admission to the Graduate College may be granted to students who hold a baccalaureate degree from an accredited institution, and who offer at least fifteen semester hours of undergraduate work in the department of the proposed graduate major.

New students should correspond with, or go directly to, the Director of Admissions in order to apply for admission. Each new student will be required to file with the Director of Admissions:

1. An application for graduate study at the University of Omaha.
2. Present (two) (2) official transcripts of all undergraduate (and graduate, if any) college work previously taken. (Graduates of the University of Omaha need not submit transcripts.)
3. Pay a transcript evaluation fee of $5 at the Cashier's Office and have the receipt validated by the Director of Admissions. When applying by mail, enclose a check payable to the University for the transcript evaluation fee.
4. Scores of the Graduate Record Examination or Admission Test for Graduate Study in Business should be filed in the Graduate Office.

Applications for admission should be in the office of the Director of Admissions before September 1, January 15, or June 1 according to the time when the student expects to matriculate. Applications for admission, together with transcripts, must be filed not only by those students desiring to work for a degree, but also by students desiring graduate credit for a renewal of a teacher's certificate or for graduate credit to be transferred to some other school.

Foreign students must provide letters of recommendation, statements of financial independence, and evidence of ability to speak and write the English language. The baccalaureate degree must have been received from an institution accredited by the proper accrediting agencies.

Admission to the Graduate College does not admit the student to candidacy for any graduate degree. (see "Admission to Candidacy for Graduate Degrees")

**CLASSIFICATION OF ADMISSION**

**UNCONDITIONAL**

Unconditional admission to graduate study may be granted to a student who has a Bachelor's degree from a regionally accredited
institution, who has earned at least a B average in the undergraduate work in his proposed graduate major and minor, and who presents at least 15 semester hours of undergraduate work that meet specific requirements of the departments in his graduate major and minor. A student from an institution which is not regionally accredited will be admitted on the same basis as he would be admitted by the state university or reporting institution in that state. In such cases, further work may be required, or suitable examinations, or in some cases the completion of a Bachelor's degree in an accredited institution. In addition to the specified transcript record, appropriate scores of the Graduate Record Examination should be supplied to the Graduate Dean prior to first enrollment.

PROVISIONAL

Provisional admission may be granted to a student who has a Bachelor's degree from a regionally accredited institution but who has not completed all of the undergraduate prerequisite course requirements for admission to the Graduate College. This provisional status will continue until such time as the student has completed all of the undergraduate prerequisites for graduate study. A student on a provisional basis may, with the recommendation of the department head concerned, and the approval of the Graduate Dean, take the undergraduate prerequisite courses and a graduate course concurrently, provided he has met the prerequisite requirements for the graduate course.

Provisional admission may occasionally be granted to a student who has less than a B average in the undergraduate work in his proposed graduate major and minor, but in no case less than a C average; upon recommendation of the department head of the major department (and minor if one is involved) and written approval by the Graduate Dean. This admission may be made for reasons of maturity, experience, or other extenuating circumstances under which the student may be deemed capable of high quality graduate work. This provisional admission will not be removed until the student has successfully demonstrated to the satisfaction of the Department and the Dean his ability to pursue graduate study.

A student may not apply for admission to candidacy for any degree until he has met the requirements of unconditional admission.

SPECIAL

Special students who are not working on a degree program may be permitted to take graduate courses. This applies to graduate students who are meeting requirements for renewal of a teaching certificate, professional growth courses for graduate credit, or students who are taking courses for cultural reasons. Students taking work in the special student classification must hold a Bachelor's degree from a regionally accredited institution and meet the prerequisite requirements set up by the departments in which they are doing their work. Any graduate credit earned by such a special student may be applied toward a degree program only after a student has been granted full standing (unconditional admission) and only if the credits he has earned are applicable on the degree program he proposes to pursue. The cognizant Department Head recommends unconditional admission with all credits specified and then the Graduate Dean rules on the student's application.

CONDITIONAL

A student who is within three semester hours of having completed all requirements for the Bachelor's degree at the University of Omaha, may be provisionally admitted to the Graduate College.

ADMISSION TO TEACHER EDUCATION PROGRAMS

Students who plan to work for the Master's degree with a major in one of the fields of education must hold a valid teaching certificate or be eligible for such a certificate at the undergraduate level before entering the program.

GRADUATE RECORD EXAMINATION

Graduate students who are candidates for a Master's or Specialist in Education degree are required to take the Graduate Record Examination during their first semester of enrollment in the Graduate College unless they have taken it previously and have made the scores available to the Dean of the College.

This examination, which requires no special preparation or review, gives valuable evidence of a student's qualifications for graduate work and is helpful in planning courses of graduate study. A nominal fee is charged for the examination. A student who has not taken the examination prior to his application for admission to the Graduate College and who is judged from other evidence to be capable of graduate study, is assigned provisional status. A final determination of classification will be made after the examination scores have been studied.

Applicants for admission to the Master of Business Administration program are required to take the Admission Test for Graduate Study in Business in lieu of the Graduate Record Examination.

FOREIGN LANGUAGE REQUIREMENT

The major department may require a candidate for the Master's degree to demonstrate by examination a satisfactory reading knowledge of one modern foreign language. Specific instructions regarding the language requirement may be obtained from the student's adviser.

REGISTRATION PROCEDURE

The student is to follow the usual procedure in registering for courses by filling out the proper forms and other registration blanks and by paying fees at the Business Office. At each registration period the student must secure the signature of his major adviser and of the Dean of the Graduate College if he is registering for more than twelve hours or more than fifteen hours without an assistantship. Students must have been formally admitted to the Graduate College prior to their first registration.

Graduate students who are not working towards a Master's degree are regarded as "special" students. "Special" students include:
1) students working for graduate credit for teaching certificates
2) graduate students taking a Master's degree in another graduate school
3) graduate students working for professional growth
4) graduate students working for cultural advancement
5) graduate students whose admission is on a provisional or conditional basis: i.e. advanced seniors, students who have undergraduate deficiencies, students from unaccredited institutions, etc.

CERTIFICATION OR PROFESSIONAL GROWTH

Students who wish to take courses for professional growth must meet the same admission requirements as other graduate students. They may also make application for admission to the Graduate College.

(See Admission to Graduate College.)

ADMINISTRATIVE CERTIFICATE

Students who are preparing to meet the requirements for an Administrative or Supervisory Certificate must submit to the Office of the Dean of the College at the time of application, the names of three persons who can vouch for their personal and professional qualifications as a prospective school administrator.

ADMISSION TO CANDIDACY FOR GRADUATE DEGREE

Admission to the Graduate College does not admit the student to candidacy for any degree.

It is the student's responsibility to make application for candidacy for the degree as soon as he can qualify for admission to candidacy. The qualifications are: (1) the scores on the Graduate Record Examination (or the Admission Test for Graduate Study in Business, if applicable) must be on file in the Graduate Office; (2) nine hours of graduate credit must have been completed at this University; and (3) a grade average of "B," with no grade lower than "C."

As a rule, no degree can be awarded in the same semester as candidacy for the degree is approved.

A Screening Committee will review the applications for candidacy for graduate degrees and will recommend approval or disapproval to the Graduate Faculty. This Screening Committee is appointed by the Graduate Dean and will consist of one member of the Graduate Faculty from each undergraduate college containing departments offering work toward graduate degrees and one representative of the Graduate College.

Application forms should be filled out by the student — in consultation with his major and minor advisers — as soon as the student can qualify for admission to candidacy. Both the major and minor programs should be carefully and completely planned at this time and the application should be signed by both the major and minor advisers. The application form and the programs of study should be filed in the graduate office and copies should be provided for the major adviser, the minor adviser, and the student.

Programs of study should be planned with acceptable alternatives included. Once approved, any modification of a program of study is permissible only upon recommendation of the major adviser if the major is concerned, of the minor adviser if the minor is concerned, and the approval of the Dean of the Graduate College. One course may be substituted in an approved program, in case of exceptional hardship, by action of the Dean of the Graduate College upon recommendation of the major and minor advisers.

APPLICATION FOR THE DEGREE

The candidate for the degree must file an application for degree in the Registrar's Office in the semester or session in which the degree is to be granted. The graduation fees must be paid at the same time as the application is made. (See Calendar for date.)

THESIS

All candidates for the Master of Arts degree are required to prepare a thesis under the direction of the major adviser approved by a committee. The thesis provides an opportunity for the student to obtain first-hand experience in research methods under competent direction. Up to six hours of credit is allowed for the thesis and the candidate must include in his schedule during at least one semester a course in research methods. After the student has registered for thesis credit he must report the Graduate Office concerning the progress of his thesis. Failure to notify the Graduate Office or to be in continuous progress toward the completion of the thesis may result in loss of the thesis topic. The thesis should be initiated at least eight months before the commencement in which the student plans to receive his degree.

Three typewritten copies of the thesis (two copies for the University Library and the student's personal copy), plus an additional copy if required by the department, must be approved by the major adviser and submitted to the Graduate Office in final form no later than the second week in November in the full semester, the third week in March in the spring semester, or the second week of the summer session. The first copy must be a typewritten copy or permanent bond paper of 20-pound weight; the other two copies should be on paper of at least 16-pound weight. Either paper or ink type may be used in typing. Full instructions for the preparation of theses should be obtained from the Graduate Office when the student registers for thesis.

Thesis Manual: The responsibility for placing the thesis in final form rests with the student and his major adviser. All theses must be written in accordance with a standard thesis manual. The Graduate Faculty has approved an official manual for each department and the student will be advised by his major adviser of the standard form to be used.
The cost of binding three copies (one for each candidate) must be paid by the candidate at the time the thesis is submitted in final form to the Graduate Office. If the department conducting the thesis requires an additional copy, it is to be bound at department expense. The fees are payable in the Cashier's Office.

**ORAL EXAMINATION ON THESIS**

After the thesis has been delivered to the Graduate Office in final form, the Dean, upon nomination from the major adviser, will appoint or reconfirm a committee to read the thesis and to conduct the oral examination over the thesis and thesis field. This committee shall consist of members from the major department and at least one graduate faculty member from another department of the University. If the thesis examination is to be combined with an oral comprehensive examination (as noted above), one-half the time shall be devoted to the thesis and one-half to the graduate courses taken by the candidate.

Final comprehensive oral examinations must be taken at least 30 days before the convocation at which it is expected that the degree will be conferred. Oral examinations cannot be scheduled during the period between the close of the first term of the summer session and the beginning of the subsequent fall semester.

**FINAL COMPREHENSIVE EXAMINATION**

A final comprehensive examination is required of all candidates for the Master's degree near the conclusion of their graduate study. For those who are candidates for the 36-hour Master of Science degree, the examination is a written examination held on the University of Omaha campus on a specified date: the second Saturday in January, the last Saturday in April, and the fourth week of the first term of the Summer Session.

For the degree of Master of Arts, the final comprehensive examination may be either written or oral. If written, it must be arranged at the convenience of the major adviser. Candidates for the Master of Arts degree and those Master of Science degree candidates who are taking a comprehensive examination in the field of the academic minor must have completed both the major and minor comprehensives not later than 30 days prior to the commencement at which the degree is to be granted during the regular semesters and not later than the first week of the second term of the Summer Session. If the comprehensive is to be oral, it should be arranged at the time of the oral examination over the thesis, at which time one-half of the examination can be devoted to the courses taken by the candidate and one-half to the thesis.

If the course work has been of very high quality the minor adviser may suggest and the student's committee recommend to the Graduate Dean that the candidate be excused from the comprehensive examination covering the minor field. This does not prejudice the privilege of the minor professor giving a comprehensive, if he so desires. The minor comprehensive is given at a date arranged at the convenience of both the student and the minor adviser but falling within the limits established for all comprehensive examinations.

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**TIME LIMIT FOR ALL MASTER'S DEGREES**

In evaluating credits earned toward an advanced degree, credits dating back five years or more are subject to reduction in value as determined by the Graduate Faculty. Once a student has been admitted to the Graduate College, he is expected to complete the requirements for the degree within a period of five years. Time spent in the military service of the United States may be excepted in the application of this rule.

**QUALITY OF WORK**

A "B" average, with no grade lower than "C," must be maintained in all work taken as part of the requirements for the degree. The "A" grade earned to bring a "C" grade up to a "B" average must be in the same subject field. A final grade of "C" in each of two courses will require action on the part of the Graduate Dean before the student is allowed to count further work toward the degree. A grade of "C" in each of three courses will result in automatic dismissal from the degree program.

A grade of "D" or below is considered a failing grade and the student receiving such a grade will automatically be dropped from the degree program. The student thus dropped may take course work as a "Special" student but may not be a candidate for a degree unless reinstated by the Graduate Faculty when recommended by the Graduate Dean.

A course in which a student has received a "failing" grade may not be repeated or another course substituted for it.

INC. — A student may be reported "incomplete" if some minor portion of the work remains unfinished, provided the student's standing in the course is not below "D." An "incomplete" must be made up during the first eight weeks of the following semester. After this time an "Inc." becomes a failure, unless the Dean of the Graduate College has approved an extension of the time limit.

Grades made in courses that are not part of the requirements for the degree are not counted as a part of the grade requirements.

**CLASS ATTENDANCE**

Students are expected to attend all meetings of classes for which they are registered. Absences are reported regularly. In case of an unavoidable absence it is the student's responsibility to contact his instructor promptly and arrange to make up any work missed.

**STUDY LOAD**

An average study load for a full-time student is 12 hours of course work. The maximum load for anyone working full time on another job is six hours of course work.

**COURSES FOR GRADUATE CREDIT**

Courses which are available for graduate credit are those which
have been especially approved by the Graduate Faculty with syllabi on file in the Graduate Office.

Courses numbered 500 and above are open only to graduate students. A limited number of upper-division courses are available for graduate credit but the graduate student is expected to do a higher level of work than the undergraduate students.

**RESIDENCE REQUIREMENTS**

A minimum of 30 semester credit hours in residence (36 in case of the Master of Science in Education degree), is required for granting of the Master's degree, except as provision is made for the transfer of credit. No credit will be allowed for extension or correspondence work.

**TRANSFER OF CREDIT**

Students who have completed graduate courses at other approved graduate schools (excluding extension schools) may petition to transfer as much as six hours of credit, provided the courses considered are pertinent to the student's graduate program. Courses for which transfer is requested must not have been used to satisfy the requirements for any previously awarded degree. Grades in courses for transfer of credit must be the equivalent of "B" or higher. No transfer of credit can be made until the student has been admitted to candidacy for the degree. All work accepted for transfer of credit must have been taken within the five-year period allowed for the Master's degree.

A student who has been approved as a candidate for the Master's degree may, with the prior recommendation of the major adviser and the approval of the Graduate Dean, earn transfer credit in other graduate schools to the limit of six semester hours in the Master of Arts program and nine semester hours in the Master of Science in Education program. The total hours of transfer credit may not exceed the amount stated.

In the Education Specialist degree, six semester hours of work beyond the Master's level may count as transfer credit, upon recommendation by the major adviser and with the approval of the Graduate Dean.

**WITHDRAWAL FROM A COURSE OR FROM THE UNIVERSITY**

A student who wishes to drop all classes and withdraw from the University proceeds as follows:

1. Obtain withdrawal slip from the Registrar's Office or his adviser.
2. Confer with his adviser and obtain his signature on the withdrawal card.
3. Confer with his Academic Dean and obtain his signature on the withdrawal card.

4. Report to the Office of the Dean of Student Personnel and turn in his activity and library cards.

Refunds will be based on the official schedule.

**DROP**—When a student finds it necessary to drop a course, he should notify the Registrar and see his adviser immediately. If a student is passing at the time he withdraws, his record will be marked "W" indicating that he withdrew in good standing. If the student is failing at the time he withdraws, his record will be marked "F," indicating that he was failing at the time of withdrawal.

A student may not drop a course with any grade other than "F" after the eighth week of the semester.

**WORKSHOPS**

No more than one workshop of three hours credit may count toward the Master's degree (College Business Management program excepted).

Exceptions to the above general and special rules and regulations may be made in meritorious cases with the consent of the Graduate Dean upon recommendation of the major and minor advisers.

**REQUIRED PROCEDURE FOR GRADUATE STUDENTS**

1. File two official transcripts of undergraduate credits (and graduate, if any) and an application for admission form with the Director of Admissions. You will be notified by mail of your admission to the college.
2. Arrange your class schedule with your adviser and have him sign your registration slip.
3. Arrange to take the Graduate Record Examination or the Admission Test for Graduate Study in Business in Room 213, Administration Building. If you have previously taken the examination, have the scores sent to the Graduate Office.
4. Apply for admission to candidacy for the degree in accord with the procedure described above.
5. In the semester or session in which the degree is to be conferred, the candidate must file his intention of taking the degree in the Office of the Registrar. (See Calendar for exact date.)
6. Arrange with your adviser at least three weeks in advance for the major Comprehensive Examination and notify the Graduate Office. In the case of candidates for the Master of Science degree, the established schedule is: fall semester, second Saturday in January; spring semester, last Saturday in April; summer session, some time to be arranged during the fourth week of the first term. Arrange with your minor adviser at least three weeks in advance of the intended date to take the minor comprehensive examination, and notify the Graduate Office.
7. The thesis for the Master of Arts degree must be submitted in final form to the Graduate Office not later than the second week in November in the fall semester, the fourth week in March in the spring semester, or the second week of the first Summer Session. No thesis examinations will be scheduled during the second Summer Session.

8. Master of Arts candidates must arrange for the Oral Examination to be given at least 30 days before the date of commencement. In the Summer Session, oral examinations must be completed before the close of the first term.

9. Order the cap and gown from the Book Store.

10. Attend Commencement unless excused by petition to the Graduate Dean at least two weeks in advance.

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**Tuition and Fees**

Student fees are payable in full at the time of registration. Registration is not complete until cleared by the cashier. The University reserves the right to change the amount of tuition and fees at any time, or to assess breakage, deposit, lost property, or service fees not specifically listed in this schedule.

The average fees per semester are approximately $300.00 for residents of Omaha, and $150.00 for non-residents.

Students in need of loans, deferred payments, or other financial assistance must consult the Student Aid Officer in room Adm. 240, at least two weeks prior to the start of classes.

**Instruction**

<table>
<thead>
<tr>
<th>Tuition, per semester credit hour:</th>
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<tbody>
<tr>
<td>Undergraduate, Graduate or Audit</td>
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<tr>
<td>Resident of Omaha</td>
</tr>
<tr>
<td>Non-resident</td>
</tr>
<tr>
<td>Applied Music: Voice and all instruments except pipe organ</td>
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<tr>
<td>Fee may be waived by the Head of the Music Department</td>
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<tr>
<td>One semester credit hour: additional fee</td>
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<tr>
<td>Two semester credit hours (same instrument) additional fee</td>
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<tr>
<td>Non-credit:</td>
</tr>
<tr>
<td>16 lessons</td>
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<tr>
<td>8 lessons</td>
</tr>
<tr>
<td>Public Health Nursing: additional fee</td>
</tr>
<tr>
<td>TV Classroom (per 3 hr. course - includes materials)</td>
</tr>
<tr>
<td>Conferences and Non-credit courses</td>
</tr>
</tbody>
</table>
| Fees are determined for each offering on an individual basis.

**General Fees**

- Full-time students (12 credit hours or more) per sem. | 30.00 |
- Part-time students (less than 12 hours) per sem. | 15.00 |
- Summer Sessions (per session) | 15.00 |

General fees are assessed to every student each semester, except that summer session students who complete registration for both sessions at the initial registration period will be assessed the fee only once. Included in this fee are charges for registration, health service, library, and student center as well as materials and supplies furnished by the University for instruction.

The full-time fee of $30.00 also entitles the student to a regular student activities card covering athletics, publications and general student activities. Part-time students may obtain a regular student activities card by paying an additional $9.00 per semester.

**Graduation Fees**

- Graduate College | $15.00 |
- Baccalaureate Degree | 12.50 |
OHER FEES, CHARGES AND DEPOSITS
Matriculation and change of college .................................................. 10.00
Payable upon initial enrollment and upon each subsequent change of college
Late Registration (Day or Evening Classes) ...................................... 3.00
Deferred Payments (if approved by Student Aid Officer) .................. 5.00
Change of Schedule - per change ...................................................... 5.00
Change of Academic Record - per change ....................................... 5.00
Removal of incomplete, grade change, etc.
Transcript Evaluation (transfer students and Graduate College) ...... 5.00
Transcript of Academic Record - per copy ....................................... 1.00
Teacher Placement Registration ....................................................... 6.00
Thesis Binding (additional copy - $4.00) ......................................... 12.00
Bad Check (insufficient or no-fund check) minimum $5.50
Insufficient fund or no-fund checks are considered to be deferred payments.
Late registration fee may also be assessed if applicable.
Replacement of Student Activity Card (with approval) ...................... 1.00
A.R.O.T.C. Activity Fee - per semester ......................................... 2.00
A.R.O.T.C. Uniform Deposit (refundable) ...................................... 15.00
Key Deposit (if authorized) (refundable) ......................................... 5.00
Tests and Examinations:
Guidance and Placement - at scheduled times ................................ 5.00
Special, proficiency, advanced standing, or out of schedule ............. 5.00
C.C.T. tests for credit in the College of Continuing Studies - $20.00 of this amount may be applied toward tuition if test score is satisfactory per test .................................................. 25.00
Vocational Testing and Counseling:
Fee for those services depend upon tests administered and extent of counseling. Inquire in room Adm. 123 for charges.

REFUND SCHEDULE
Refunds are computed from the date application is received by the Registrar, NOT from date of withdrawal from classes. Refund slips issued by the Registrar and given to students are void and not redeemable, unless presented to the Cashier (room Adm. 150) within 30 days after date of issue.

A student must file notice of withdrawal from class, accompanied by written approval of the advisor and the Dean of Student Personnel, with the Registrar immediately upon dropping any course.

Students paying tuition and fees on a deferred payment basis or under any other loan, granted by the University, who withdraw before the account is paid in full are not relieved from payment of the balance due. Refunds will first be applied to unpaid balances, and any remaining balance must be paid in cash.

REGULAR SEMESTER
Withdrawal before classes start ....................................................... 100%
Withdrawal during 1st or 2nd week ............................................... 75%
Withdrawal during 3rd or 4th week ............................................... 50%
Withdrawal during 5th or 6th week ............................................... 25%
Withdrawal after 6th week ............................................................ 0%

SUMMER SESSIONS (5 WEEK SESSION)
Withdrawal before classes start ....................................................... 100%
Withdrawal during 1st three days ................................................... 75%
Withdrawal during remainder of the 1st week ................................. 50%
Withdrawal during 2nd week ............................................................ 25%
Withdrawal after 2nd week ............................................................... 0%

CREDIT COURSES (10 WEEK SESSION)
Withdrawal before classes start ....................................................... 100%
Withdrawal during 1st week ............................................................. 75%
Withdrawal during 2nd week ............................................................ 50%
Withdrawal during 3rd week ............................................................. 25%
Withdrawal after 3rd week ............................................................... 0%

NON-CREDIT AND SPECIAL COURSES
(10 weeks or more)
Withdrawal before classes start ....................................................... 100%
Withdrawal during 1st week ............................................................. 75%
Withdrawal during 2nd week ............................................................ 50%
Withdrawal after 2nd week ............................................................... 0%

(LESS THAN 10 WEEKS)
Withdrawal before classes start ....................................................... 100%
Withdrawal before 2nd class ............................................................. 50%
Withdrawal after 2nd class ............................................................... 0%

DEFINITION OF NON-RESIDENT STATUS
The Board of Regents’ rules provide that the non-resident fee shall be assessed and collected each semester from:
1. All students who actually reside outside the city limits of Omaha.
2. Students who are under 21 years of age, unmarried, and whose parents or legal guardians live and maintain their place of domicile outside the city limits of Omaha.

3. Students over 21 years of age living in Omaha, whose parents or legal guardians live outside the City of Omaha, who have not qualified to vote in Omaha, or who have not furnished other satisfactory evidence of bona fide residence.

Note: a. Residence of a wife follows that of the husband.

b. Residence status shall be determined at the time of each registration. A change of circumstances during the semester does not justify an adjustment of fees during the semester.

c. In case a legal resident of the City of Omaha is appointed to the university, the residence of such person he the purpose of this rule shall be established in the City of Omaha unless such legal guardian is appointed solely for the purpose of avoiding the payment of non-resident tuition to the University of Omaha.

d. Proof of residence status rests with the student whenever he challenges assessment of the non-resident fees. Payment of such fees may not be postponed pending decision of any case, but fees shall be refunded to the student if it is later found that they have been collected through error. Willful mis-statement or concealment of any facts to influence the decision of a non-resident case is cause for immediate dishonorable dismissal from the University.

28 UNIVERSITY OF OMAHA

DEGREE PROGRAMS AND PROGRAMS OF INSTRUCTION

The Master's degree or the Specialist in Education degree is conferred by the Board of Regents upon recommendation of the Graduate Faculty, and with the final approval of the University Faculty.

The College offers work toward the following degrees: The Master of Science with a major in education, educational psychology, industrial psychology, geography, biology, mathematics and applied sociology; and the Master of Arts with majors in biology, education, English, history, psychology, sociology, mathematics and geography. The Master of Business Administration (MBA) is a recently initiated addition to graduate study at Omaha University.

The Specialist in Education degree is a two-year program of specialization. The program was offered for the first time in the 1963-64 school year.

CO-OPERATIVE PROGRAM LEADING TO THE DOCTOR OF EDUCATION DEGREE

The University of Omaha in cooperation with Indiana University School of Education (Bloomington, Indiana) has arranged a program under which a student who wishes to complete the Doctor of Education degree may take all or part of the second year of graduate work at the University of Omaha and then take the third year of work, leading to the degree, at Indiana University. For further details concerning this program, and the transfer of work beyond the Master's degree to other institutions, please consult the Dean, Graduate College at the University of Omaha.

THE MASTER OF ARTS DEGREE

WITH MAJORS IN EDUCATION, ENGLISH, HISTORY, PSYCHOLOGY, SOCIOLOGY, MATHEMATICS, GEOGRAPHY

The program for the Master of Arts degree will usually be arranged to conform to either of the following general patterns:

1. A major of 21 semester hours in the major field of study.
2. A thesis not to exceed six semester hours in independent study under the direction of the major adviser.

OR:

1. A major of 15 semester hours in the major field of study.
2. A minor of nine semester hours in a related field of interest.
3. A thesis not to exceed six semester hours in independent study under the direction of the major adviser.

Note: Sociology students — see Master of Science degree with a major in applied sociology for specific examination requirements.
MASTER OF ARTS DEGREE
WITH A MAJOR IN BIOLOGY

To enter the program for the Master of Arts degree in biology, the student must present credit in the biological sciences of one semester each of basic botany and basic zoology, or two semesters of general biology, and the ancillary sciences of two semesters of general or inorganic chemistry, two semesters of general physics, and mathematics through trigonometry. Two semesters of organic chemistry are required before the completion of the degree, but this may be taken as graduate credit after entrance into the program.

To complete the degree, it will be necessary that the student present a minimum of 24 undergraduate and 30 graduate hours in the biological sciences. Eight hours of organic chemistry taken at the graduate level may be credited toward the total graduate hour requirement. Combined undergraduate and graduate credit in the biological sciences shall include courses in genetics, evolution, structural sciences, physiology, cellular biology, taxonomy, ecology, seminar, and credit up to six hours in a thesis.

MASTER OF ARTS DEGREE
WITH A MAJOR IN GEOGRAPHY

An applicant for admission to the Master of Arts degree program in geography must present as a prerequisite a minimum of 15 undergraduate semester hours of geography including physical, economic, political and urban.

Degree Requirements: The degree requires a minimum of 30 semester hours in geography courses numbered 400 and 500, including thesis. Permission of the department head is required for a student to take more than two 400 level courses to apply toward an M.A. degree. A thesis involving field work in an area of study under the direction of a major adviser is required.

Basic courses required for an M.A. degree include Urban Geography, Cultural Geography, Political Geography Seminar, Geomorphology or Physical Geography of North America and Cartographic Methods.

MASTER OF ARTS DEGREE
WITH A MAJOR IN SPEECH PATHOLOGY

Candidates for the degree Master of Arts with a major in speech pathology are expected to meet the following requirements in addition to those for general admission:

1. Pass an examination to determine adequate personal voice and speech proficiencies and adequate hearing acuity for speech. This examination is administered by the Speech and Hearing Clinic of the University.

2. Have successfully completed a minimum of 18 semester hours of courses in speech science and/or psychology. Speech science courses include such areas as phonetics, acoustics, anatomy and physiology of speech mechanisms, psychology of communication, etc. Psychology courses must include child psychology and psychology of adjustment areas.

A major sequence in speech therapy requires a minimum of 23 hours of course work plus a thesis (six hours). Candidates wishing to meet special national or state certification requirements for speech therapists often need additional hours of course work and practice. Students should consult with their department adviser before planning their programs.

THE MASTER OF SCIENCE DEGREE
WITH A MAJOR IN BIOLICAL SCIENCE

The Master of Science degree is offered with majors in a number of programs of education, special education, educational psychology, industrial psychology, applied sociology, geography and mathematics.

THE MASTER OF SCIENCE DEGREE
WITH A MAJOR IN EDUCATIONAL PSYCHOLOGY OR INDUSTRIAL PSYCHOLOGY

Entrance requirements: (1) For educational psychology: A minimum of 15 hours undergraduate work beyond Psychology 101 including Psychology 213 or an equivalent course. (2) For industrial psychology: A minimum of 15 hours undergraduate psychology including Psychology 101, Psychology 213, and Psychology 421 or equivalent courses.

Overall graduate work course requirement: EITHER 36 hours in psychology OR 24 hours in psychology plus 12 hours graduate work in a related minor field.

Required courses: (six hours)

Psych 412 Advanced Application of Statistics
Psych 501 History of Psychology
Psych 502 Current Trends in Psychology

Successful completion of a six-hour written examination is also required, three hours of which will relate to general psychology and three hours of which will relate to the specialty. This examination is to be taken when no more than three hours of graduate coursework (Psychology 490 and 505 excluded) remain beyond work in progress.

Additional required courses may be designated by the Department. In Industrial Psychology, these courses will ordinarily include Psychology 505; in Educational Psychology, at least one hour of Psychology 490, and Psychology 553 and 554 will ordinarily be included.

THE MASTER OF SCIENCE DEGREE
WITH A MAJOR IN BIOLOGY

To enter the program for the Master of Science degree in biology, the student must present credit in the biological sciences of one semester each of basic botany and basic zoology, or two semesters of gen-
eral biology, and the ancillary sciences of two semesters of general or inorganic chemistry, two semesters of general physics, and mathematics through trigonometry. Two semesters of organic chemistry are required before the completion of the degree, but these may be taken as graduate credit after entrance into the program.

To complete the degree, it will be necessary that the student present a minimum of 24 undergraduate and 36 graduate semester hours in the biological sciences. Eight hours of organic chemistry taken at the graduate level may be credited toward the total graduate hour requirement. Combined undergraduate and graduate credit in the biological sciences shall include courses in genetics, evolution, structural sciences, physiology, cellular biology, taxonomy, ecology, seminar and biological research.

MASTER OF SCIENCE DEGREE

WITH A MAJOR IN GEOGRAPHY

An applicant for admission to the Master of Science degree program in geography must present as a prerequisite a minimum of 27 undergraduate semester hours in geography including physical, economic, political and urban.

Degree Requirements: The degree requires a minimum of 36 semester hours in geography courses numbered 100 and 500. No thesis is required for the M.S. degree. Permission of the department head is required for a student to take more than two 100 level courses to apply toward an M.S. degree.

Basic courses required for an M.S. degree include Urban Geography, Cultural Geography, Political Geography Seminar, Geomorphology of North America, Cartographic Methods, and Field Geography.

THE MASTER OF SCIENCE DEGREE

WITH A MAJOR IN APPLIED SOCIOLOGY

The applicant for admission to the graduate program in sociology must present a minimum of 15 undergraduate semester hours in sociology and a course in statistics.

The student will be expected to complete Sociology 501 and a minimum of 27 additional graduate semester hours which must include at least nine hours in an area of concentration, either Criminology—Penology or Community Organization. In addition, the student must complete satisfactorily six semester hour equivalents in supervised work practice related to his academic area of concentration.

The Master of Arts degree is preferable as preparation for continued scholarly work, the Master of Science as preparation for work in applied sociology. Both degrees require the student to demonstrate proficiency in the subject by means of the following comprehensive examinations.

1. After nine hours of graduate work, the student is eligible to take the qualifying examinations which consist of written tests in sociological concepts and statistics. Upon passing both parts of this examination, the student may apply for candidacy for the degree.

2. Some time before taking the final oral examination on thesis (M.A.) or practicum (M.S.), the student must successfully complete the written preliminary examination which covers topics in (1) social psychology, (2) social problems, (5) social organization, (4) research methods, and (5) sociological theory, or a minor field.

THE MASTER OF SCIENCE DEGREE

WITH A MAJOR IN SPEECH PATHOLOGY

Candidates applying for admission to a Master of Science degree program with a major in speech pathology are expected to meet the following requirements:

1. Pass an examination to determine adequate personal voice and speech proficiencies and adequate hearing acuity for speech. This examination is administered by the Speech and Hearing Clinic of the University.

2. Have successfully completed a minimum of 15 semester hours of course work leading toward eligibility for teacher certification.

Those wishing to meet national or state certification requirements for speech therapy should consult with the departmental advisor before planning programs of study.

THE MASTER OF SCIENCE DEGREE

WITH A MAJOR IN EDUCATION

Students may major in the following fields: elementary education, guidance, public school administration (includes elementary and secondary administration), secondary education, nursing education, reading, speech pathology, education for the deaf or mentally retarded, and college business management. Minor fields include: education (for those majoring in academic fields), elementary education, reading, secondary education and others.

PROGRAMS FOR MAJORS IN EDUCATION

Students pursuing a Master of Science degree with a major in education shall be expected to take selected courses in subject areas outside the field of specialization in order to provide a well-rounded education and broaden the student's scope of professional knowledge. The following suggested programs apply only to the M.S. in Education. Programs for the M.A. degree with a major in education will be determined by the major advisor, upon request.

MAJOR IN ELEMENTARY EDUCATION

I. Selected Cognate Courses

II. Required Courses

Ed. 501, Introduction to Research
Ed. 502, History and Philosophy of Education
Ed. 505, Educational Seminar
### MAJOR IN SECONDARY SCHOOL ADMINISTRATION

**I. Required Courses**
- Ed. 503, Introduction to Research
- Ed. 505, History and Philosophy of Education
- Ed. 506, Educational Seminar

**II. Required Courses**
- Ed. 501, Introduction to Education
- Ed. 502, History and Philosophy of Education
- Ed. 506, Educational Seminar

**III. Selected Courses**
To be determined by student and his advisor

### MAJOR IN SECONDARY EDUCATION

#### I. Selected Cognate Courses
- 12-18 hours

#### II. Required Courses
- Ed. 501, Introduction to Education
- Ed. 502, History and Philosophy of Education
- Ed. 506, Educational Seminar

#### III. Selected Courses
To be determined by student and his advisor

### MAJOR IN READING

The Master of Science degree with a major in reading conforms to standards of the International Reading Association for the professional training of Reading Specialists. Applicants for admission must be eligible for teacher certification at the undergraduate level. The following program of studies will prepare the student to be a teacher of reading at either the elementary or secondary level.

**I. Required Courses**
- Ed. 501, Introduction to Research
- Ed. 502, History and Philosophy of Education or Ed. 505, Educational Leadership
- Ed. 511, Problems in Teaching Reading—Elementary
- Ed. 512, Problems in Teaching Reading—Secondary
- Ed. 513, Diagnostically and Remedial Instruction in Reading
- Ed. 514, Individual Analysis of Reading Difficulties
- Ed. 516, Clinical Practice in Reading
- Psych. 551, Advanced Educational Psychology

**II. Directed Electives**
- Psych. 411, Psychological and Educational Testing
- Psych. 412, Child Psychology
- Psych. 414, Advanced Psychology
- Psych. 591, Topical Seminar in Psychology

**III. Additional Selected Electives**
- 6-9 hours

### MAJOR IN ELEMENTARY SCHOOL ADMINISTRATION

**I. Selected Cognate Courses**
- 12 hours

**II. Required Courses**
- Ed. 503, Introduction to Research
- Ed. 505, Seminar in Education

**III. Selected Courses**
To be determined by student and his advisor

### MAJOR IN GUIDANCE AND COUNSELING

**I. Required Courses**
- 30 hours
- Psych. 411, Introduction to Statistical and Experimental Methods
- Ed. 501, Introduction to Research
- Ed. 503, Education Seminar
- Ed. 520, Principles of Guidance
- Ed. 521, Organization and Administration of Guidance
- Ed. 522, Occupational and Educational Information
- Ed. 525, Individual Analysis
- Ed. 526, Counseling Practices
- Ed. 527, Practicum
- Psych. 551, Advanced Educational Psychology

**II. Directed Electives**
- 6 hours
- Psych. 411, Abnormal Psychology
- Psych. 552, Child Psychology
- Psych. 555, Individual Mental Tests
- Soc. 403, Counseling

†Students who elect a major in School Administration must have had three years of successful teaching experience prior to admission to the program.

‡Students who elect a major in Guidance must have had two years of successful teaching experience prior to admission to the program. The names and addresses of a student’s principal and supervisor must be submitted when filing for candidacy of the degree so that recommendations may be obtained from them.

### MAJOR IN TEACHING THE DEAF

**I. Required Courses**
- 36 hours
- Psych. 551, Advanced Educational Psychology
- (or sped. 402, Teaching the Exceptional Child)
- Sped. 420, History, Education, and Guidance of the Deaf
- Sped. 421-422, Teaching Speech to the Deaf
- Sped. 423-424, Teaching Language to the Deaf
- Sped. 425, Orientation and Student Teaching
- Sped. 426, Methods of Teaching Speech Reading
- Sped. 431-432, Teaching Elementary School Subjects to the Deaf
- Sped. 433, Hearing Tests and Auditory Training
- Sped. 103, Auditory and Speech Mechanisms
- Ed. 501, Introduction to Research
- Sped. 570, Seminar in Special Education (or Ed. 503, History and Philosophy of Education)
MAJOR IN TEACHING THE MENTALLY RETARDED

1. Required Courses: 30 hours
   - Ed. 501, Introduction to Research
   - Sped. 570, Seminar in Special Education (Ed. 502, History and Philosophy of Education)
   - Psych. 551, Advanced Educational Psychology
   - Sped. 460, Teaching the Exceptional Child (Psych. 451, Psychology of Exceptional Children)
   - Sped. 463, Curriculum for the Mentally Retarded Child
   - Sped. 464, Methods and Materials for Teaching the Retarded
   - Sped. 425, Observation and Student Teaching the Mentally Retarded (180 clock hours minimum practicum)

2. Directed Electives in Related Areas: 6 hours
   - Related areas are education, special education, counseling, psychology, sociology, and biology.

Prerequisite: Teacher Certificate or equivalent at the undergraduate or graduate level.

Substitutions possible where student has taken equivalent courses on the undergraduate or graduate level.

**Student is responsible for prerequisites in any elective areas.

MAJOR IN SPEECH PATHOLOGY

1. Required Courses: 26-28 hours
   - Ed. 501, Introduction to Research
   - Sped. 570, Seminar in Special Education (Ed. 502, History and Philosophy of Education)
   - Psych. 551, Advanced Educational Psychology
   - Sped. 444, Speech Pathology: Rhythm and Symbolization
   - Sped. 445, Phonetics of American Speech
   - Spid. 449, Measurement of Hearing (or Sped. 449, Advanced Measurement of Hearing)
   - Sped. 491-492, Practicum in Speech Correction

2. Required Electives: 27 hours
   - Sped. 442, Beginning Speech Correction
   - Sped. 443, Speech Pathology: Voice and Articulation
   - Sped. 444, Speech Pathology: Rhythm and Symbolization
   - Sped. 445, Phonetics of American Speech
   - Sped. 449, Measurement of Hearing (or Sped. 449, Advanced Measurement of Hearing)
   - Sped. 491, Practicum in Speech Correction

**Prerequisite: Teacher Certification or equivalent at the undergraduate level.

*Substitutions possible where student has taken equivalent courses on the undergraduate or graduate level.

THE MASTER OF BUSINESS ADMINISTRATION DEGREE

This degree is designed to provide professional administrators with a broad understanding of business and its relationship to society. It encompasses the major areas of business administration and economics.

Prerequisites: Applicants for admission to the M.B.A. degree program must have completed satisfactory undergraduate work in the following areas: economic principles, accounting, marketing, finance, management, statistics, and legal environment of business. A student who is deficient in any of the prerequisite areas will be required to make up the deficiency with appropriate undergraduate courses.

The Admission Test for Graduate Study in Business is required prior to admission to the program.

**Degree requirements:** The degree requires a minimum of 36 semester hours for completion. Of these, 27 hours must be in the following required courses:

- Econ. 521, Advanced Firm and Industry Theory: 3 hours
- Econ. 522, Advanced Macro-Theory: 3 hours
- Bus. Adm. 530, Marketing Policies: 3 hours
- Bus. Adm. 531, The Environment of Management: 3 hours
- Bus. Adm. 530, Financial Management: 3 hours
- Bus. Adm. 529, Accounting for Management Control: 3 hours
- Bus. Adm. 530, Quantitative Analysis: 3 hours
- Bus. Adm. 531, Business and Society: 3 hours
- Bus. Adm. 502, Behavioral Sciences in Business: 3 hours

Emphasis in specific areas can be achieved by selection of nine hours of approved electives. The courses in the program are divided into the following categories:

- Bus. Adm. 530, Human Relations: 3 hours
- Bus. Adm. 533, Financial Management: 3 hours
- Bus. Adm. 532, Contemporary Accounting: 3 hours
- Bus. Adm. 533, Special Problems in Management: 2 or 3 hours

A thesis is not required for the degree. A comprehensive final examination will be required when the student has completed his course work or is in his final semester.

MASTER OF SCIENCE DEGREE WITH A MAJOR IN COLLEGE BUSINESS MANAGEMENT

This degree is designed for finance officers of colleges and universities. For more complete details of this program, write to the Dean of the Graduate College.

A maximum of four hours of this program may be obtained through participation in the short course for college business officers (Education 516, College Business Management, two hours credit), offered during the last week in July each year.

In addition to the hours of short-course credits, the candidate for the Master's degree must earn 12 hours of credit in the field of education as noted below (Education 483, 500, 502, and 505). Electives comprising 18 to 21 credit hours may be taken from graduate level courses in other areas approved by the major adviser. The student must present a total of 36 hours credit for the Master of Science degree. If the student desires, he may receive a Master of Arts degree by presenting 21 hours of credit plus a thesis of three to six hours credit in lieu of a corresponding number of hours of electives. It will be noted that as many as six hours of credit may be transferred from other accredited graduate schools, provided the transferred credits can be fitted into the degree program.

Prerequisite: Bachelor's degree from an accredited institution which must include six hours in accounting. Students with inadequate
The Specialist in Education degree (Ed.S.) is an advanced degree, involving a minimum of one year of study beyond the Master’s degree. It is designed to prepare more competent educators.

Each applicant will be considered in terms of his educational and professional background and experience. The Ed.S. is designed to be independent of further study. Some students, however, may wish to continue at another institution in a doctoral program. The receiving institution will determine the applicability of course work taken toward partial fulfillment of a doctoral program.

Admission and Degree Requirements

Applicants for admission to study in the Ed.S. program should be made to the Director of Admissions, University of Omaha (see Admissions). In general, the applicant:

1. Must hold a Master’s degree from an accredited institution offering graduate work.
2. Must have had successful teaching experience and provide letters of recommendation from principals, supervisors, or superintendents with whom he has taught.
3. Must be approved for admission to the program by the department head and the Graduate Dean.
4. Must submit the results of the Graduate Record Examination with the application for admission.

Before the applicant is accepted as a candidate in the degree program, he must be recommended by a graduate faculty advisory committee which will base its recommendations on:

1. A personal interview.
2. An evaluation of the applicant’s general educational and professional qualifications to undertake the proposed program.
3. The results of the Graduate Record Examination.
4. A review of the applicant’s proposed plan of study including courses, practicums and seminars, and work completed.
5. Prerequisite or deficiency courses which must be completed, if necessary, before the student may be accepted into the program.

The candidate will be notified in writing concerning his admission to the program.

Candidacy for Degree

Permission to enter the program does not automatically designate the applicant as a candidate for the Ed.S. degree. Before filing an application for degree candidacy, the student must complete twelve semester hours of coursework, including work in statistics and research methods. For those students with statistics and research methods in their Master’s program, substitutes may be made.

After a review of his early course work the candidate’s committee will recommend to the Graduate Faculty which will make the decision concerning the applicant’s candidacy for the degree. The applicant will be notified in writing by the Graduate Office of the decision of the Graduate Faculty. A permanent plan of study will be filed by the committee with the Graduate Office at the time of admission to candidacy.

Immediately after acceptance for candidacy, the student will file in the Graduate Office a tentative topic for his field project. This field project will be an independent study of a specific school-related problem. The subject of the study must be approved by the student’s faculty committee and the Graduate Dean immediately after the candidate has been approved for candidacy for the degree. The student must continue to report the progress of the field study to the Graduate Office each semester. Failure to report progress may result in loss of the topic and the student may be dropped from the program.

The student must also be enrolled for course work each semester after admission or submit in writing to the Graduate Dean the reason why such enrollment cannot be made. If the student is not enrolled for course work for two consecutive semesters or summer terms, he shall be dropped from the program and must apply for readmission by petition to the Graduate Faculty. Regular attendance assures a desirable rate of progress, and also assures that quality in a program which comes by way of acquaintance and interaction.

All work for the Ed.S. degree, including the field project report, must be completed within a period of six years from the time of first admission to the program. Upon completion of the field project, which will be done under the direction of the faculty committee, the student will submit three typewritten copies to the Graduate Office. This project must generally conform to the style prescribed by the Graduate College.

A final oral examination will be required over the field project. The examining group shall be the candidate’s committee and the Graduate Dean or his representative.

SPECIALIST IN EDUCATION DEGREE

A MAJOR IN SCHOOL ADMINISTRATION

66 Hours Minimum

This outlined program includes the work which might typically constitute the fifth and sixth years of collegiate work. The total course work for both M.S. and Ed.S. would accumulate to no less than 66
graduate hours. The program reflects the philosophy which supports graduate education at Omaha University that each student should be able to design a considerable portion of his program to best harmonize his needs and ambitions. Each program will be designed with the aid of the student's adviser and must be approved by the candidate's committee.

The program has been designed to include the flexibility needed by two groups of students: (1) those preparing to become school principals; (2) those preparing to become school superintendents. The capstones of the ELS, program are the administration seminars (Ed. 660 and 661) and the field project (Ed. 611).

1. Core Professional Courses. 42-48 hours
   - Including work in school finance, school business management, supervision, school law, research, statistics, educational psychology, administration seminars, and field work.

2. Related Professional Courses. 12-18 hours
   - Including selected work in such areas as curriculum, guidance, reading, foundations, and special education.

3. Related Cognate Courses. 9-15 hours
   - Including selected work in such areas as economics, English, psychology, business administration, and sociology. In some cases, candidates may select cognate courses from graduate level offerings which rest upon adequate undergraduate preparation.

PROGRAM FOR SCHOOL PSYCHOLOGISTS

Students holding Master’s degrees may be admitted to do additional work leading to recommendation for certification as a school psychologist if they show promise of ability to succeed beyond the Master’s level. Application for such admission must be filed with the Director of Admissions, accompanied by credentials and an application fee. Credentials must include two official transcripts for all previous college work, scores for the Graduate Record Examination Aptitude Test and Psychology Test, and a vita including names of individuals willing to write reference letters. Before a final decision is made concerning admission, the applicant must be interviewed by the Chairman and one or more members of the Department of Psychology. If the applicant has not completed a Master’s program equivalent to that required for the Master of Science in Educational Psychology, he may be required either to take additional graduate courses or to complete successfully a six-hour qualifying examination in general and educational psychology.

A total of 30 semester hours of work beyond the Master’s is required for the recommendation. No more than three hours of practicum credit should be taken during any one semester. In addition to completing 30 hours of study, students must be eligible for teacher certification at the bachelor’s level or they must have two years of successful school experience. Students will be expected to plan their programs as follows:

I. Psychological Foundations. Required: three of the following:
   - Psych. 212, General Experimental Psychology
   - Psych. 223, General Psychology
   - Psych. 417, Counseling Theory
   - Psych. 505, Learning Theory
   - Psych. 545, Experimental Social Psychology

II. Educational Foundations. Required: 12 hours
   - Psych. 586, Introduction to Therapeutic Techniques with Children
   - Psych. 693, Practicum in Psychology (five or six hours)
   - One or two of the following:
     - Psych. 453, Programmed Instruction
     - Psych. 514, Nonparametric Statistics
     - Psych. 515, Factor Analysis
     - Psych. 516, Analysis of Variance
     - Psych. 532, Tests and Measurements
     - Ed. 522, Occupational and Educational Information
     - Ed. 532, Individual Analysis

III. Educational Foundations. Required: three of the following:
   - Sped. 413, Speech Pathology: Voice and Articulation
   - Sped. 441, Speech Pathology: Rhythm and Symbolization
   - Sped. 462, Teaching the Exceptional Child
   - Sped. 463, Reading the Exceptional Child
   - Sped. 464, Teaching the Educable Mentally Retarded
   - Sped. 465, Reading the Educable Mentally Retarded
   - Ed. 511, Teaching Reading: Elementary
   - Ed. 524, Counseling Practice
COURSE DESCRIPTIONS

Key to symbols:
I — offered in the first semester of each year
II — offered in the second semester of each year
S — offered in the summer session
E — offered only as an evening class at irregular intervals

Courses numbered 500 or above are open to graduate students only.

Some courses numbered 300 are open to both seniors and graduates; the same is true of a selected few 300 numbered courses. It is expected as a rule that graduate students enrolled in those courses numbered 300-399 will do work of a higher level than undergraduates. Typically, such differentiation might include depth studies, field studies, individualized research, and special interest projects.

BIOL OGY

334 Ecology: The study of the behavior of whole organisms and groups of organisms in relation to their total living and abiotic environment.
PREREQ: Biol. 144 and Biol. 174
(1) 4 hours

343 Morphology of Lower Plants: A lecture and laboratory course covering the morphology and evolutionary trends of algae, fungi, and bryophytes.
PREREQ: Biol. 145
(1) 3 hours

350 Morphology of Higher Plants: A lecture and laboratory course covering the living and fossil vascular plants with emphasis on morphology, ecology, and evolutionary trends.
PREREQ: Biol. 146
(II) 3 hours

360 Plant Anatomy: A study of cells, tissues, and organs of vascular plants with emphasis on internal structure.
PREREQ: one year general botany
L(S) 3 hours

374 Histology: The microscopic study of tissues and organs and their functional significance.
PREREQ: A course in anatomy
(1,5) 4 hours

384 Embryology: An intensive study of the embryology and development of a problem with a report written in accordance with the expected scientific standards.
PREREQ: Biol. 175 and 395
(II) 4 hours

414 Cellular Biology: A comprehensive study of the structure and function of plants and animals.
PREREQ: Mammalian anatomy or plant morphology or plant anatomy; organic chemistry, physics
(1) 4 hours

425 Organic Evolution: A study of organic evolution in terms of evidence which supports the theory and the mechanisms involved in the process.
PREREQ: Genetics (Biol. 316)
(II) 3 hours

441 Plant Physiology: A study of plant processes and functions with emphasis on photosynthesis, respiration, mineral nutrition and morphogenesis; lecture and laboratory.
PREREQ: one year of organic chemistry, physics, math, botany
(II) 4 hours

UNIVERSITY OF OMAHA

454 Taxonomy of Vascular Plants: The identification, nomenclature, and classification of vascular plants, with emphasis on gymnosperms and angiosperms.
PREREQ: Biol. 102, 145
(II) 4 hours

464 General Botany: The study of the life processes of microorganisms and their biological and economical significance.
PREREQ: Biol. 144 and Chem. 214 (concurrently)
(II) 4 hours

474 Animal Physiology: A comprehensive physical and chemical study of the functions of the animal body systems.
PREREQ: Mammalian anatomy; eight hours of organic chemistry; eight hours of physics
(II) 4 hours

484 Parasitology: Taxonomy, morphology, life history, dissemination, and control of the parasitic protozoans, helminths, and arthropods.
PREREQ: Biol. 175 (offered when feasible)
(II) 4 hours

494 Entomology: The study of insects, their classification, morphology, physiology, life history, ecology and evolution.
PREREQ: Biol. 175
(II) 4 hours

501 Seminar in Biology: A study of current research in any of the divisions of biology
(1,11) 1 hour

502 Problems in Biology: Research investigations in various areas of biology. May be repeated
(1,11,5) 2 hours

511 Experimental Genetics: A laboratory course utilizing techniques of biology, computer, and experimentation with such organisms as Philosialis sp.
PREREQ: Biol. 142, 216 (equivalent or concurrent)
(II) 1 hour

513 Advanced Genetics: Lecture covering quantitative, Human, Biochemical and Cytogenetical aspects of genetics.
PREREQ: Biol. 102, Biol. 216 or equivalent
(II) 3 hours

514 Limnology: A study of the physical, chemical and biological factors that determine the distribution and habitats of fresh-water organisms.
PREREQ: Biol. 144, Biol. 174, one year of organic chemistry or general chemistry
(II) 4 hours

574 Invertebrate Zoology: A comprehensive study of the invertebrate animals from an anatomical, physiological, embryological, and ecological standpoint.
PREREQ: graduate students
(II) 4 hours

581 Thesis: An advanced level of selection, investigation and solution of a problem written in accordance with an acceptable style manual
(1,11,5) 3 hours

BUSINESS ADMINISTRATION

508 Quantitative Analysis: The application of statistical decision-making techniques to business problems stressing statistical inference and multiple and partial correlation.
(1) 3 hours

509 Business and Society: Exploration of the diversity of societal forces and pressures which produce continued change in the system of American capitalism.
(1,11) 3 hours

562 Behavioral Sciences in Business: Integration of psychological, sociological and other behavioral science concepts with business decision-making.
(1) 3 hours
### CHEMISTRY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Hours</th>
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<tbody>
<tr>
<td>340</td>
<td>Physical Chemistry: The study of the physical properties of chemical systems</td>
<td>The study of the physical properties of chemical systems as an aid to the study of chemistry.</td>
<td>3 hours</td>
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<tr>
<td>350</td>
<td>Instrumental and Advanced Quantitative Analysis</td>
<td>The application of instrumental techniques to the quantitative analysis of chemical substances.</td>
<td>4 hours</td>
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<tr>
<td>410</td>
<td>Advanced Inorganic Chemistry: An introduction to modern inorganic chemistry</td>
<td>An introduction to modern inorganic chemistry based on theoretical physical principles.</td>
<td>3 hours</td>
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<tr>
<td>412</td>
<td>Advanced Microanalysis: Laboratory characterization</td>
<td>Laboratory characterization of alcohols and oils.</td>
<td>3 hours</td>
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<tr>
<td>423</td>
<td>Advanced Organic Chemistry: An advanced lecture course</td>
<td>An advanced lecture course in modern theories and special topics in organic chemistry.</td>
<td>3 hours</td>
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### ECONOMICS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Hours</th>
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<tbody>
<tr>
<td>424</td>
<td>Identification of Organic Compounds: A laboratory course in the structural</td>
<td>The systematic identification of organic compounds.</td>
<td>3 hours</td>
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<td>study of the systematic identification of organic compounds.</td>
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<tr>
<td>455</td>
<td>Biochemistry: A study of the biology of living systems.</td>
<td>A study of the biology of living systems.</td>
<td>4 hours</td>
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<tr>
<td>456</td>
<td>Problems in Chemistry: A special problem course in advanced organic</td>
<td>A special problem course in advanced organic chemistry.</td>
<td>4 hours</td>
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<td></td>
<td>chemistry.</td>
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<tr>
<td>506</td>
<td>Research in Chemistry:</td>
<td>Research in Chemistry:</td>
<td>4 hours</td>
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<td>PRRERQ: permission of instructor.</td>
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<tr>
<td>513</td>
<td>Organic Chemistry for Teachers: Elementary organic chemistry for teachers.</td>
<td>Elementary organic chemistry for teachers.</td>
<td>4 hours</td>
</tr>
<tr>
<td>514</td>
<td>History of Economic Thought: From Mercantilism to the modern period.</td>
<td>The study of the interactions of institutional, political, and economic doctrine.</td>
<td>4 hours</td>
</tr>
<tr>
<td>520</td>
<td>Accounting for Management Control</td>
<td>Accounting for Management Control.</td>
<td>3 hours</td>
</tr>
<tr>
<td>524</td>
<td>Advanced Macroeconomic Theory: The effects of changes in conditions of</td>
<td>The effects of changes in conditions of supply and demand under alternative market structures affecting firm and industry are examined.</td>
<td>3 hours</td>
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<td>supply and demand under alternative market structures affecting firm and</td>
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<td>industry are examined.</td>
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<td>PRRERQ: Econ. 350 or permission.</td>
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</tr>
<tr>
<td>521</td>
<td>Advanced Microeconomic Theory: A study of the level of income, production,</td>
<td>A study of the level of income, production, and growth.</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>employment, and growth.</td>
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<tr>
<td>526</td>
<td>Comparative Economic Philosophy: The mainstreams of political and economic</td>
<td>The mainstreams of political and economic philosophy are examined in order to understand the political basis of comparative economic systems as well as to judge the political consequences of changing economic policies.</td>
<td>3 hours</td>
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<td>philosophy are examined in order to understand the political basis of</td>
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<td>comparative economic systems as well as to judge the political consequences</td>
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<td>of changing economic policies.</td>
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<td>PRRERQ: Nine hours of Economics or permission.</td>
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</tbody>
</table>
445 Monetary Theory and Policy: The role of money in the stabilization at high levels, production, employment, income and prices. Emphasis is on contemporary problems.
PRE/REQ: Econ. 346 (I) 3 hours

456 State and Local Finance: Economic and administrative problems of state and local taxation, with particular attention to Nebraska and Omaha, are studied.
PRE/REQ: Econ. 326 or permission (I) 3 hours

456 International Economic Development: Problems relating to early stages of economic development; investment priorities, mobilizing savings, balance of payments considerations; and policies and programs are studied.
PRE/REQ: Econ. 365 or permission (I) 3 hours

460 Managerial Economics: Managerial economics is designed to furnish the public school teacher with economic principles and how they can be applied in decision making, with special emphasis on the application of the micro-theory. It aims to bridge the gap between theory and managerial practice, stressing on the measurement of the critical concepts, collection and evaluation of information and comparison of alternatives.
PRE/REQ: Econ. 350 or permission (I) 3 hours

505 Economic Education: A study and examination of economic principles and how they can be related to the teacher's classroom presentation. This course is designed to furnish the public school teacher (K-12) with sufficient background and understanding to aid in the recognition of economic issues and the teaching of economic concepts and principles.
PRE/REQ: Open to any graduate student with no previous college work in economics teaching K-12. Not open to majors in Economics (I) 3 hours

560 Economic Education: A continuation of Econ. 565 (II) 3 hours

516 Seminar in Labor Economics: A study and investigation of current developments and issues involving labor and employment policies, labor relations, wage theory, and unemployment. Local and regional studies are stressed.
PRE/REQ: Six hours of credit in undergraduate labor economics or permission (II) 3 hours

621 Seminar in Micro-Theory: This is required of graduates in Economics and Business students. Familiarization with quantitative tools in micro-economic analysis, including the recent development in the theory of the firm and operating research, will be investigated.
PRE/REQ: Econ. 520 or 451 or permission of the instructor (I) 3 hours

523 Macroeconomic Theory: A study of the many refinements of the Keynesian model, including some extensions of this theory, especially in connection with cyclical behavior, investment and economic growth. This is required of graduate Economics and Business students.
PRE/REQ: Econ. 322 or 423, or permission of the instructor (I) 3 hours

454 Seminar in Money and Banking: Original research and writing of papers on basic problems in the area of money and banking, required of all Economics majors at the graduate level.
PRE/REQ: Six hours in undergraduate monetary courses or permission (II) 3 hours

505 Seminar in International Economics: Original research and critique of current issues in international economic theory, policy and institutions.
PRE/REQ: Econ. 365 or 456, or permission of the instructor (I) 3 hours
506 Topics in Audio-Visual Education (1,1,5) 3 hours
A study of selected topics involving principles, problems, trends and materials in audio-visual education.

510 Research Project Individual or group study and analysis of specific problems in schools. 3 hours

691 Thesis Independent research project written under the supervision of an advisor. (1,1,1) 3 hours

Elementary
429 Literature for Children and Youth (1,1,5) 3 hours
Selection, evaluation and guidance in various types of literature for the elementary and junior high school levels.

519 Diagnostic and Remedial Instruction (1,1,5) 3 hours
A study of methods of diagnosing children's difficulties in all subject areas of the educational program of the elementary school remedial techniques for overcoming such problems.

541 Modern Developments in the Tool Subject - Elementary (1,1,5) 3 hours
An advanced study of the tool subjects, or the "Three Rs", in the elementary school. The tool subjects include arithmetic and the language arts, or communication skills - reading, spelling, oral and written English, manuscript and cursive writing, and listening.

542 Modern Development in the Content Subjects - Elementary (1,1,5) 3 hours
Designed for the graduate student who is desirous of exploring in depth the current trends and developments within the content subjects of the elementary school.

Curriculum Planning - Elementary (1,1,5) 3 hours
A study of the history, philosophy and current developments in the elementary curriculum with an emphasis on appropriate content and methods of curriculum reorganization.

Co-operating Teachers Seminar - Elementary (1,1,1) 3 hours
For selected cooperating teachers. Student teaching in general, new trends and developments; and the University of Omaha student teaching program in particular. By invitation only.

Secondary
480 Principles of Vocational Education (1,1,3) 3 hours
A study of the basic philosophy underlying vocational education and the principles and practices in the various fields.

485 Coordination Techniques for Vocational Education (1,1,3) 3 hours
Reviews responsibilities and techniques of coordination for the vocational teacher-coordinator and/or vocational coordinator, with special emphasis upon local administration of the part-time cooperative program and analysis of the laws and regulations governing this program.

533 Curriculum Planning - Secondary (1,1,5) 3 hours
Designed to provide the student with understanding of the nature and trends in secondary school curriculum development, and the principles and practices in curriculum planning.

534 Improvement of Secondary School Instruction (1,1,5) 3 hours
A study of the secondary school in light of the nature and needs of the adolescent child and in relation to the goals of education, with implications for teachers, counselors and administrators. Emphasis will be placed on instructional procedure, curriculum, and classroom management.

535 Co-operating Teachers Seminar - Secondary (1,1,1) 3 hours
A study of principles and procedures in student teaching programs. Intended for certified teachers who are, or wish to be, working with student teachers in secondary schools.

537 Junior High School Curriculum Planning (1,1,5) 3 hours
This course is designed to acquaint the graduate student with the development of curriculum in the junior high school with particular emphasis given to the core curriculum.

553 Problems of Business Education (1,1,5) 3 hours
Designed for teachers of business education to develop a better understanding of the purposes, philosophy, current practices and trends in business education.

Guidance and Counseling
520 Principles of Guidance (1,1,5) 3 hours
Principles underlying effective guidance and counseling practices in the United States and also includes a consideration at the various guidance services.

521 Organization and Administration of Guidance (1,1,5) 3 hours
Selection and training of personnel; organization and administration of the program; adjustment to changing conditions.

522 Vocational and Educational Information (1,1,5) 3 hours
The nature and use of vocational and educational information. The process of vocational choice.

523 Individual Analysis (1,1,5) 3 hours
Methods and procedures of identifying each person as a unique individual.

524 Counseling Practices (1,1,5) 3 hours
An analysis of the theories and practices of counseling.

525 Practicum in Guidance and Counseling (1,1,5) 3 hours
The initiation and development of practices designed to provide information and techniques for individual group and classroom counseling.

526 Guidance in the Elementary School (1,1,5) 3 hours
A study of the principles, practices and dimensions of elementary school guidance.

527 Group Techniques in Guidance (1,1,5) 3 hours
The role of group procedures in guidance. The implementation and evaluation of group procedures.
School Administration

420 Administration and Supervision of the Junior High School (I,II) 3 hours
This course is designed to acquaint the student with the nature of administration and supervision of the junior high school program.

421 Principles of School Administration (I,II) 3 hours
A study of the nature and functions of effective school organization and administration, including the interrelationships between the federal, state, and local responsibilities.

422 School Plant Planning and Operation (I,II) 3 hours
Includes steps in planning the modern school building; site selection, building construction and design; school furniture and equipment; maintenance and operation; rehabilitation; scheduling of work; and custodial care.

423 School Law (I,II) 3 hours
Consider legal principles and practices which are applicable to public education for public school teachers and administrators.

424 School Business Management (I,II) 3 hours
An analysis of the functions of business management: budgetary procedures; financial accounting, auditing and reporting; management of funds; purchasing procedures and inventory; administrative and protection of property; and administration of transportation.

425 Administration and Supervision in Elementary Schools (I,II) 3 hours
The nature, principles and functions of modern administrative and supervisory practices as they relate to the elementary school.

426 Administration and Supervision in Secondary Schools (I,II) 3 hours
The nature, principles and functions of modern administrative and supervisory practices as they relate to the secondary school.

427 School Finance (I,II) 3 hours
A study of the sources of school financing: local, state and national. In addition to covering this area from a historical point of view, emphasis is placed on current problems in school finance.

428 Practicum in School Administration (I,II) 3 hours
Designed to provide guided study and practice in elementary, secondary or general administration and supervision, as the interests and needs of the student require.

429 Administration of Higher Education (S) 3 hours
A study of the major functions of higher education, with emphasis on the principles involved in planning and directing the academic program, the activities of the student body, the faculty and staff, personnel policies, financing the program, operating the buildings and grounds, and conducting the public relations program.

430 College Business Management (S) 2-4 hours
Designed as an intensive study of problems of college business management, including such phases as: public relations, personnel, accounting and reporting, physical plant, law, auxiliary enterprises, libraries, etc.
437 Hearing Tests and Auditory Training (II) 2 hours
Brief history of hearing evaluation techniques; methods and
practicum in basic and audiological assessment;
types of hearing loss; auditory training techniques.
438 Auditory and Speech Mechanisms (II) 2 hours
Basic structure and function of organs of hearing
and speech; theories of cortical involvements; central
and peripheral nervous systems.
439 Speech Development and Correction (I, II, III) 3 hours
Development of voice and speech; common
problems of articulation; voice, rhythm and symboliza-
tion found in the classroom; demonstration of individ-
ual and group correction procedures and materials.
440 Psychology of Speech (I) 3 hours
Psychological processes basic to speech; theories of
language learning; semantics; psychology of hearing
and deafness; interrelationships between speech and
personality.
441 Speech Pathology I: Voice and Articulation (II) 3 hours
Types and causes of voice and articulation disorders;
classroom demonstrations; special emphasis on rehabili-
tation procedures and methods associated with individual
involvements.
442 Phonetics of American Speech (I) 3 hours
Introduction to International Phonetic Alphabet; analysis
of phonetic and phonemic elements in major American
English dialects; practice in transcription of standard
and defective speech.
443 Speech Pathology II: Rhythm and Symbolization (II) 3 hours
Types and causes of rhythm and language symbolization
disorders; classroom demonstrations; special emphasis
on rehabilitation procedures and methods associated
with stuttering, aphasia and delayed language develop-
ment.
444 Measurement of Hearing (I) 3 hours
Brief history of hearing evaluation techniques; methods
and practicum in basic audiological assessment; types
of hearing losses; auditory training techniques; individual
reports.
445 Neurophysiology of the Speech Handicapped (II) 3 hours
Basic structure and function of the organs of hearing
and speech; theories of cortical involvements; central
and peripheral nervous systems as they affect communi-
cation; individual projects.
446 Methods and Materials in Speech Therapy (II) 3 hours
Speech correction programs as related to goals of public
education for school age children: role and responsibilities
of the speech clinician; current practices in evaluation,
case load selection and scheduling; special emphasis on
methods and materials appropriate to a variety of facil-
ities.
447 Basic Practicum in Speech Correction (II) 3 hours
Minimum of 45-50 clock hours per credit hour; supervised
observation and practice in speech and hearing center;
diagnostic interviews, therapy sessions, lesson plans,
weekly practicum summaries.
448 Teaching the Exceptional Child (I, II, III) 3 hours
Required course for all Special Education majors.
449 Neurophysiology of the Speech Handicapped (II) 3 hours
Basic structure and function of the organs of hearing
and speech; theories of cortical involvements; central
and peripheral nervous systems as they affect communi-
cation; individual projects.
450 Methods and Materials in Speech Therapy (II) 3 hours
Speech correction programs as related to goals of public
education for school age children: role and responsibilities
of the speech clinician; current practices in evaluation,
case load selection and scheduling; special emphasis on
methods and materials appropriate to a variety of facil-
ities.
451 Basic Practicum in Speech Correction (II) 3 hours
Minimum of 45-50 clock hours per credit hour; supervised
observation and practice in speech and hearing center;
diagnostic interviews, therapy sessions, lesson plans,
weekly practicum summaries.
452 Advanced Practicum in Speech Correction (II) 3 hours
Continuation of Special Education 351; student is expect-
ed to participate more actively in corrective and diagnos-
tic programs, and initiate and follow through correction
programs with selected individual and/or groups.
453 Advanced Practicum in Speech Correction (II) 3 hours
Continuation of Special Education 351; student is expect-
ed to participate more actively in corrective and diagnos-
tic programs, and initiate and follow through correction
programs with selected individual and/or groups.
454 Curriculum for Mentally Retarded Children (I) 3 hours
The mentally retarded child as an educable or trainable
individual; an investigation of the problems and
problems in curriculum development for the mentally subnormal
child; pre-school through vocational; identification of
programs; for all Special Education majors.
455 Methods and Materials for Teaching Mentally Retarded
Children (I, II, III) 3 hours
The mentally retarded child as an educable or trainable
individual; an investigation of the problems and
problems in curriculum development for the mentally subnormal
child; pre-school through vocational; identification of
programs; for all Special Education majors.
456 Observation and Student Teaching of the Mentally
Retarded (I, II, III) 2-4 hours
Minimum total of 180 clock hours of supervised practice
teaching is required. Student teachers are placed in two
separate classes and on different levels for the educably
retarded wherever possible. Weekly seminar required of
all students concurrent with practice teaching experiences.
457 Observation and Student Teaching of the Mentally
Retarded (I, II, III) 2-4 hours
Minimum total of 180 clock hours of supervised practice
teaching is required. Student teachers are placed in two
separate classes and on different levels for the educably
retarded wherever possible. Weekly seminar required of
all students concurrent with practice teaching experiences.
458 Problems in Teaching Reading — Elementary (I, II, III) 3 hours
An advanced course in reading for elementary and secondary
teachers in the principles, procedures, and use of instructional
materials in the area of reading at the elementary
level.
459 Problems in Teaching Reading — Secondary (I, II, III) 3 hours
An advanced course in reading for elementary and secondary
teachers. Major emphasis will be given to the admin-
istration, organization, evaluation, methods and materials
for the teaching of reading in each of the content subjects
at junior and senior high school levels.
515 Diagnostic and Remedial Instruction in Reading (1,12) 3 hours
A course for advanced students in reading which will provide the student with the essential information for the diagnosis and remediation of reading disabilities.

514 Individual Analysis of Reading Difficulties (1) 3 hours
A course for advanced students in reading which will provide the student with the necessary training for establishing and operating a reading clinic (i.e., initiating and accepting referrals, forming evaluation schedules, administering appropriate evaluative devices, writing case reports and establishing follow-up sessions).

516 Clinical Practice in Reading (1,15) 3 hours
A laboratory-oriented course for advanced students in reading which will provide them with practical training in the use of proper remedial reading techniques in order that they might qualify as specialists in remedial reading.

555 Advanced Problems in Speech Pathology (II) 2 hours
Student selects and investigates three different areas of current concern in Speech Pathology: initial survey, annotated bibliography, presentation of observations and conclusions, seminar discussion of findings. Instructor will base his lectures on topics chosen by students for study; clinical demonstrations of selected voice, speech and language problems.

570 Seminar in Special Education (II) 3 hours
Graduate course primarily for Special Education majors and professional workers in the fields of speech and hearing, teaching the deaf, teaching the mentally retarded, remedial reading and teaching the physically handicapped. Familiarity with philosophy, major literature and practices in each area; student will research and present a paper reflecting his personal professional interests, discussions, papers, and panels; visiting experts.

ENGINEERING

452 Hydraulic Engineering (I) 3 hours
PREREQ: CE 431 - Fluid Mechanics
A study of the control and utilization of the natural water of the earth, basic mechanics of solids and fluids to the solution of hydraulic problems. Hydrologic, legal and economic considerations.

444 Theory of Structures III (II) 3 hours
PREREQ: CE 433
Theory and application of analytic methods in the consideration and design of industrial buildings, multi-story buildings, space frames and arches.

445 Engineering Systems and Analogies (I) 3 hours
PREREQ: Math 308 - Advanced Math for Engineers
Egg 560 - Engineering Analysis
The formulation and solution of the mathematical model and engineering analogies for applications to system analysis.

449 Soil Mechanics (I) 1 hour
PREREQ: Senior standing and permission of instructor
Module, properties and classification systems of soils, permeability, frost action, compaction, strain-strain characteristics, consolidation, shearing resistance, drainage and stabilization, bearing capacity and settlement, subsurface investigations, character of natural deposits.

470 Pre-Stress Concrete (II) 3 hours
PREREQ: CE 447
Materials for prestressing, systems, economic considerations, loss of prestress, friction effects, analysis and design of sections for flexure, shear and bond, beam deflections on numerical analysis, partial prestress and non-prestressed reinforcement, continuous beams, load balancing method, prestressed slab design, composite construction.

543 Plastic Design (I) 3 hours
PREREQ: CE 443 or permission

582 Limit Design (II) 3 hours
PREREQ: CE 481
Criteria for the plastic collapse of structures, limit design applied to continuous beams, rigid frames, and component parts. Introduction to dynamic resistance of structures.

593 Advanced Strength of Materials (I) 3 hours
PREREQ: Egg 342 - Strength of Materials
Egg 347 - Laboratory

590 Structural Design for Dynamic Loads (II) 3 hours
PREREQ: Graduate standing and permission
Behavior of structural materials and systems under dynamic loads. Design for dynamic loads. Computational techniques.

501 Special Engineering Problems (I) 6 hours
PREREQ: Graduate standing and permission from the instructor.
The theory and application of the cumulative knowledge from undergraduate and graduate course work to a special problem of particular interest to the student and in his field of interest. These problems should exceed the knowledge and understanding of the student in the field of his speciality beyond the limits of his course work.

502 Thin Shell Structures (II) 3 hours
PREREQ: Graduate standing and permission
General theory of thin shells: analysis and design of hyperbolic paraboloids, folded plates, cylindrical shells, shell walls, and domes.

503 Foundation Engineering (II) 3 hours
PREREQ: Graduate standing and permission of instructor
Evaluation of subsurface conditions as they affect the behavior, proportions, and selection of foundation elements: character of natural soil deposits; bearing capacity and settlement analysis; seepage problems; stability of slopes and earth-retaining structures.

516 Advanced Structural Engineering (II) 1-2 hours
PREREQ: Graduate standing and permission
Contemporary developments in the analysis and design of space-enclosing and space-enclosing structures, including appropriate mathematical and mechanical methods of analysis.
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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>400</td>
<td>Shakespeare</td>
<td>3 hours</td>
<td>PREREQ: English 231 or permission</td>
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<tr>
<td>400</td>
<td>The English Novel</td>
<td>3 hours</td>
<td>The development of the English novel from the beginning to the end of the Victorian period.</td>
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<tr>
<td>400</td>
<td>History of the English Language</td>
<td>3 hours</td>
<td>A study of the internal and external forces which have influenced the development of the English language.</td>
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<tr>
<td>450</td>
<td>English Drama before 1642</td>
<td>3 hours</td>
<td>A study of the development of the English drama, exclusive of Shakespeare, from the beginnings to 1642.</td>
</tr>
<tr>
<td>450</td>
<td>Structural Linguistics</td>
<td>3 hours</td>
<td>An analysis of the English language as it is spoken, with the end view of gaining better understanding of the language and how to make it work most effectively.</td>
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<tr>
<td>450</td>
<td>The American Drama</td>
<td>3 hours</td>
<td>A general view of the history of the drama and theatre in the United States, especially as related to the main currents of American thought.</td>
</tr>
<tr>
<td>450</td>
<td>Romanticism and Realism</td>
<td>3 hours</td>
<td>Studies in English and American literature of the nineteenth and twentieth centuries.</td>
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<tr>
<td>504</td>
<td>Literary Criticism</td>
<td>3 hours</td>
<td>PREREQ: English 231 or permission</td>
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<tr>
<td>506</td>
<td>American Literature</td>
<td>3 hours</td>
<td>An analytical study of the major literary movements in nineteenth and twentieth century America as they are expressed in poetry, fiction, drama and criticism.</td>
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<tr>
<td>506</td>
<td>Seminar in the English Renaissance</td>
<td>3 hours</td>
<td>Analysis of selected literary figures of the English Renaissance.</td>
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<tr>
<td>506</td>
<td>Victorian Literature</td>
<td>3 hours</td>
<td>Intensive study of selected nineteenth century English authors and their works.</td>
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<tr>
<td>512</td>
<td>Shakespeare</td>
<td>3 hours</td>
<td>Critical analysis of ten tragedies or ten comedies of Shakespeare.</td>
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<tr>
<td>515</td>
<td>English Literature, 1750-1830</td>
<td>3 hours</td>
<td>Studies in the transitions between English literature of the Age of Johnson and that of the Age of Wordsworth.</td>
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<tr>
<td>520</td>
<td>Seminar in Medieval Literature</td>
<td>3 hours</td>
<td>A study of the rationals and techniques of medieval allegory.</td>
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<tr>
<td>531</td>
<td>Conversation and Composition</td>
<td>3 hours</td>
<td>PREREQ: French 212 or permission</td>
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<tr>
<td>531</td>
<td>Introduction to French Literature</td>
<td>3 hours</td>
<td>PREREQ: French 212</td>
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<tr>
<td>531</td>
<td>Readings of French authors from the Middle Ages to 1800; lectures, reports, collateral readings.</td>
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<tr>
<td>535</td>
<td>Advanced Conversation and Composition</td>
<td>3 hours</td>
<td>PREREQ: French 212 or permission</td>
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<tr>
<td>537</td>
<td>French Civilization</td>
<td>3 hours</td>
<td>PREREQ: French 212</td>
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<tr>
<td>537</td>
<td>Study of contemporary modes of life and thought in France</td>
<td>3 hours</td>
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<tr>
<td>537</td>
<td>Eighteenth Century French Literature</td>
<td>3 hours</td>
<td>PREREQ: French 212</td>
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<tr>
<td>537</td>
<td>Study of the Enlightenment, emphasizing the works of Montesquieu, Voltaire, Rousseau and Diderot.</td>
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<tr>
<td>531</td>
<td>Nineteenth Century French Literature</td>
<td>3 hours</td>
<td>PREREQ: French 212</td>
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<tr>
<td>531</td>
<td>From 1789 to 1848, Lamartine to Michelet, Stendhal, Michelet, Balzac, Hugo.</td>
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<tr>
<td>531</td>
<td>Sixteenth Century French Literature</td>
<td>3 hours</td>
<td>PREREQ: Any 200 course in French literature, Literature of the Renaissance, Rabadaile, Ronsard, Mornax.</td>
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</tbody>
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**FOREIGN LANGUAGES**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Requisites</th>
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<tbody>
<tr>
<td>431</td>
<td>Seventeenth Century French Literature</td>
<td>Any 300 course in French literature.</td>
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<td>The Classical School, Descartes, Pascal, Corneille, Molino, Racine, LaFontaine.</td>
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<tr>
<td>451</td>
<td>Twentieth Century French Literature</td>
<td>Any 300 course in French literature.</td>
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<td>Main currents of twentieth century literature from the beginnings to 1950.</td>
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<tr>
<td>452</td>
<td>Twentieth Century French Literature</td>
<td>Any 300 course in French literature.</td>
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<td>Continuation of the study of this century to current literary production.</td>
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<tr>
<td>460</td>
<td>Seminar</td>
<td>Permission</td>
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<td>A detailed study of narrower phases of French literature, language or culture.</td>
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<tr>
<td>413</td>
<td>Conversation and Composition</td>
<td>Permission</td>
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<td>German 212 or permission</td>
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<tr>
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<td>Idioms, patterns of conversation and composition.</td>
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<tr>
<td>417</td>
<td>German Civilization</td>
<td>Permission</td>
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<tr>
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<td></td>
<td>German 313 or permission</td>
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<tr>
<td></td>
<td></td>
<td>Study of German history, art, architecture, customs, philosophy and literature.</td>
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<tr>
<td>410</td>
<td>German Novelle</td>
<td>Permission</td>
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<tr>
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<td>German 313 or permission</td>
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<tr>
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<td></td>
<td>Survey of the German short story, its historical origin, characteristics.</td>
</tr>
<tr>
<td>444</td>
<td>German Drama</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>German 331 or permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study of several of the better-known dramas, history of drama development in Germany.</td>
</tr>
<tr>
<td>453</td>
<td>German Literature Since 1800</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>German 313 or permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Survey of most important works since 1800.</td>
</tr>
<tr>
<td>456</td>
<td>Goethe</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goethe’s life and work, discussion of his literary techniques, his importance and influence.</td>
</tr>
<tr>
<td>313</td>
<td>Conversation and Composition</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish 212 or permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral practice, grammar review, composition.</td>
</tr>
<tr>
<td>316</td>
<td>Survey of Spanish Literature</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish 212 or permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introductory study of Spanish masterpieces beginning with Cervantes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with 312 and to the Generation of 78.</td>
</tr>
<tr>
<td>341</td>
<td>Spanish Civilization</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish 212 or permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development of culture and institutions from the origins to the present.</td>
</tr>
<tr>
<td>342</td>
<td>Latin American Civilization</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish 212 or permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development beginning with growth of the colonies through revolutions for independence.</td>
</tr>
<tr>
<td>421</td>
<td>Spanish Writers of the Golden Age</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish 515 or permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outstanding classic writers and their influences of the sixteenth and early seventeenth centuries.</td>
</tr>
<tr>
<td>424</td>
<td>Generation of '98</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish 311 or permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unamuno, Pardo Bazan, Vergara de Ayala and their examination of the Spanish state quo at the turn of the century.</td>
</tr>
<tr>
<td>343</td>
<td>Cervantes</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study of Don Quixote and/or the exemplary novels.</td>
</tr>
<tr>
<td>412</td>
<td>Urban Geography</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A detailed study of narrower phases of Spanish or Spanish American literature, language or culture.</td>
</tr>
</tbody>
</table>

**GEOGRAPHY**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>412</td>
<td>Urban Geography</td>
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<tr>
<td></td>
<td></td>
<td>A course of study in the geography of urban places and the underlying forces of urbanization, with special reference to the history of urbanization, site and situation, external relations, internal function and form, and comparative urban studies.</td>
</tr>
<tr>
<td>423</td>
<td>Great Plains and Nebraska</td>
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<tr>
<td></td>
<td></td>
<td>A systematical geographical study of the natural and cultural elements giving regional character to this region.</td>
</tr>
<tr>
<td>431</td>
<td>Climates of the World</td>
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<tr>
<td></td>
<td></td>
<td>Pre-Req: Group 254</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Surveys the climates of the continents in terms of climate controls and generalized climatic sub-regions.</td>
</tr>
<tr>
<td>443</td>
<td>Geography of Manufacturing</td>
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<tr>
<td></td>
<td></td>
<td>Pre-Req: Group 313 or Ecol 201 and 292</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A course which discusses methods of measurement and classification, as well as the function of manufacturing in major manufacturing regions in the U.S.; and local community patterns.</td>
</tr>
</tbody>
</table>
452 Historical Geography of the United States .......... (I) 3 hours
PREREQ: Hist. 111 and 112
A study of significant occurrence in the United States with emphasis on the formative periods.

501 Geography Concepts .......... (I, II) 3 hours
PREREQ: A strong understanding of the geographical concepts in the United States.
A development of systematic fields and regional approach to area inventory and planning; introduction to visualization data and introduction to authorities in each field.

506 Physical and Cultural Geography for Teachers .......... 6 hours
Orientation through discussion and demonstration projects to physical and cultural geography; involvement in professional geography journals and connected media suitable for geography presentations.

521 Cultural Geography .......... (II) 3 hours
The philosophical basis of human and cultural geography; interpretation of the cultural landscape.

531 Geography of Agriculture .......... (II) 3 hours
A systematic study of the characteristics of agriculture (both crop and alluvial industries) on a worldwide basis.

541 Seminar in Problems of Political Geography .......... (I) 3 hours
Case studies in land boundaries, territorial waters, and in population aspects of boundary problems.

551 Geomorphology .......... (I) 3 hours
PREREQ: Geog. 254
Concentrates on significant topics, problems, and applied cases in landscape studies.

555 Physiography of North America .......... (I) 3 hours
PREREQ: Geog. 254
A study of the landforms regions of North America as related to the whole study of geography by means of a systematic analysis of geomorphic patterns.

558 Soils .......... (II) 3 hours
A synthesis of the concepts of the morphology, classification, and distribution of soils with emphasis on environment and genesis.

563 Field Geography .......... (S) 3 hours
A systematic discussion of techniques for studying and analyzing terrain features, land use characteristics, and the nature of their patterns as a part of the whole geographic environment.

565 Land Use .......... (S) 3 hours
A field course designed to investigate and understand through urban field work, land use patterns in urban and rural areas by studying the social, physical, and economic factors which tend to shape the land use of a given place.

567 Cartographic Methods .......... (I, II) 3 hours
PREREQ: Geography 330
Teaches the student proper use of drawing instruments, effective map layout and exposure to the latest cartographic techniques, leading to a high level of competence in the design and interpretation of maps.

571 Population Seminar .......... (S) 3 hours
A study of the significance of differences from place to place in the number, kind, and quality of human inhabitants, and changes through time.

591 Urban Seminar in Metropolitan Planning and Development .......... (II) 3 hours
An overview of the present status of planning in metropolitan areas with special emphasis on structure of planning departments, comprehensive plans, and problems of annexation.

General Seminar .......... 1 hour
Review of current research by geographers including national and international associations and initial thesis proposal.

Thesis .......... each 3 hours
Independent research project written under the supervision of an advisor.

HISTORY

411 Representative Americans, 1600-1828 .......... (I) 3 hours
PREREQ: Hist. 111 and 112
A biographical approach to American history prior to 1828.

412 Representative Americans, 1828 to Present .......... (II) 3 hours
PREREQ: Hist. 411 or permission of instructor.
A biographical approach to American history since 1828.

413 The Revolutionary Era, 1763-1789 .......... (I) 3 hours
PREREQ: Hist. 111 and 112
An analysis of the forces which led to the American Revolution and an examination of some of the problems which arose as a result of the separation from England.

414 Early Federal Period, 1789-1815 .......... (II) 3 hours
PREREQ: Hist. 111 and 112
A study of the growth and development of the American nation during the formative years under the Constitution.

416 The Jacksonian Era .......... (I) 3 hours
PREREQ: Hist. 111 and 112
An interpretive study of the middle period of American history.

418 Civil War and Reconstruction .......... (II) 3 hours
PREREQ: Hist. 111 and 112
The background of the conflict, the years of the war and the problems of reshaping the Union in the years that followed.

427 Twentieth Century America to 1932 .......... (I) 3 hours
PREREQ: Hist. 111 and 112
A study of the history of the United States from the end of the nineteenth Century to the election of Franklin D. Roosevelt to the Presidency in 1932.

428 Twentieth Century America, 1933 to Present .......... (II) 3 hours
PREREQ: Hist. 111 and 112
A study of the history of the United States from the election of Franklin D. Roosevelt to the Presidency to the present.

429 Ideas in Twentieth Century America .......... (II) 3 hours
PREREQ: Hist. 111 and 112
An analysis of some of the more important ideas which have had influence in recent America.

433 American Constitutional History to 1860 .......... (I) 3 hours
PREREQ: Hist. 111 and 112
A history of constitutional theory and practice in the continental North American colonies of England and in the United States prior to 1860.

434 American Constitutional History since 1860 .......... (II) 3 hours
PREREQ: Hist. 433 or permission of instructor.
A history of constitutional theory and practice in the United States from 1860 to the present.
451 Intellectual History of Modern Europe: Seventeenth and Eighteenth Centuries .......................... (I) 3 hours
PREREQ: Hist. 151 and 152.

Intellectual History of Modern Europe from the beginning of the seventeenth century to the French Revolution.

452 Intellectual History of Modern Europe: The Revolutionary Age to the Present ......................... (II) 3 hours
PREREQ: Hist. 151 and 152.

Intellectual History of Modern Europe from the French Revolution to the present.

453 Age of the Reformation ................................ (II) 3 hours
PREREQ: Hist. 151 and 152.

A study of European society during the critical years following the Renaissance.

454 The Age of Absolutism ................................ (I) 3 hours
PREREQ: Hist. 151 and 152.

The emergence of new power relationships on the European Continent after the religious wars of the sixteenth century with an emphasis upon the political, military and cultural factors that led to the French hegemony and the secularization of European politics.

455 Age of the Enlightenment .............................. (I) 3 hours
PREREQ: Hist. 151 and 152.

A study of the politics, economies, and culture of eighteenth century Europe and of the causes of the French Revolution.

456 The French Revolution and Napoleonic Era: 1789-1815 ....................................................... (I) 3 hours
PREREQ: Hist. 151 and 152.

A study of Revolutionary France and the Napoleonic Empire as an integral part of the Age of Revolution with emphasis upon its causes, development, contributions and reasons for the ultimate collapse of the Empire.

457 Nineteenth Century Europe, 1815-1870 .............. (I) 3 hours
PREREQ: Hist. 151 and 152.

An advanced study of what has happened in Europe since 1815 with a view to exposing the consequences of such events.

458 Nineteenth Century Europe, 1870-1914 ............... (II) 3 hours
PREREQ: Hist. 457 or permission of instructor.

An advanced study of what has happened in Europe since 1870 with a view to exposing the consequences of such events.

459 Europe Since 1914 ...................................... (II) 3 hours
PREREQ: Hist. 151 and 152.

The First World War, problems arising from the Treaty of Versailles and the economic, political, and the social readjustments after 1920. Full attention will be given to the growing conflict of ideologies during the 1920-1939 period and to the resulting Second World War and its aftermath.

461 Tudor and Stuart England .............................. (II) 3 hours
PREREQ: Hist. 261 and 262 or Hist. 151 and 152.

A study of England under the Tudors, when the English people rose magnificently and experienced a Golden Age, and the Stuarts then cast off the last remnants of medieval things and formed new institutions overshadowing those of our world of today.

462 England in the Eighteenth and Nineteenth Centuries ......................................................... (II) 3 hours
PREREQ: Hist. 261 and 262 or Hist. 151 and 152.

A study of the change and development in Great Britain from 1714 to 1914.
### UNIVERSITY OF OMAHA

#### 542 Seminar in United States Public Land Policy and Conservation  
(II) 3 hours

#### 551 Seminar in Early Modern European History  
(II) 3 hours

#### 553 Seminar in European History: The Revolutionary Age  
(II) 3 hours

#### 555 Seminar in Nineteenth Century European History  
(II) 3 hours

#### 556 Seminar in Twentieth Century European History  
(II) 3 hours

#### 558 Seminar in World History: Military History and Policy  
(II) 3 hours

#### 563 Seminar in Eighteenth Century British History  
(II) 3 hours

#### 565 Seminar in British History: The Era of Reform  
(II) 3 hours

#### 569 Seminar in Contemporary British History  
(II) 3 hours

#### 601 Thesis  
(II) each 3 hours

#### 602 Independent Research Project  
(II) each 3 hours

The following 300-level courses in history are open to students for graduate credit with additional assignments: 312, 313, 314, 315, 316, 333, 354, 341, 344, 361, 362, 363, 383, 439, 540 and 504.

The following 300-level courses in history are open to students for graduate credit with special assignments: 311, 312, 313, 315, 316, 333, 334, 341, 354, 351, 352, 353, 354, 355 and 364.

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### MATHEMATICS

#### Computer Sciences

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>322</td>
<td>Advanced Programming Techniques</td>
<td>(I) 3</td>
</tr>
<tr>
<td>PREREQ: CS 170, Math 192, 211 and CS 230. The analysis and composition of advanced programs used with contemporary computers.</td>
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</tr>
</tbody>
</table>

#### Numerical Methods

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>330</td>
<td>Numerical Methods</td>
<td>(II) 3</td>
</tr>
<tr>
<td>PREREQ: Math 192, 211 and CS 170. Solution of equations, polynomial approximation, difference calculus, interpolation, quadrature, initial value problems from ordinary differential equations and matrix inversion.</td>
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</tbody>
</table>

#### Introduction to the Theory of Information Storage and Retrieval

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>332</td>
<td>Introduction to the Theory of Information Storage and Retrieval</td>
<td>(II) 3</td>
</tr>
<tr>
<td>PREREQ: Math 191, 211 and CS 230. List processing languages, theories of file organization, theories of system design, information retrieval, applications.</td>
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</tbody>
</table>

#### Linear Programming

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>430</td>
<td>Linear Programming</td>
<td>(I) 3</td>
</tr>
<tr>
<td>PREREQ: Matrix or Linear Algebra. An introduction to linear programming and applications.</td>
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</tbody>
</table>

#### Introduction to System Programming

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>431</td>
<td>Introduction to System Programming</td>
<td>(II) 3</td>
</tr>
<tr>
<td>PREREQ: CS 322 or equivalent, Input-output and storage systems, structures and transformations of data bases, assembly and executive systems.</td>
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</tbody>
</table>

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### MATHEMATICS

#### 311 Differential Equations  
(II) 3 hours

**PREREQ:** Math 211 or equivalent.

Methods of solving ordinary differential equations with applications to geometry and physics.

#### 324 Elementary Topics  
(II) 3 hours

**PREREQ:** Math 191 or equivalent.

The course contains elementary topics of interested selected from geometry analysis, number theory, point set topology and logic.

#### 331 Game Theory  
(II) 3 hours

**PREREQ:** Math 192 and 211 or equivalent.

Finite games, minmax theorem, optimal strategies, methods of solution of finite games; infinite games; applications.

#### 353 Probability and Statistics I

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>354</td>
<td>Probability and Statistics II</td>
<td>(I,II) each 3 hours</td>
</tr>
<tr>
<td><strong>PREREQ:</strong> Math 192 and junior standing. Events and probabilities, dependent and independent events, random variables, discrete distributions, absolutely continuous distributions, expectation and limit theorems, point estimation, the multivariate normal distribution, testing of statistical hypotheses, confidence intervals.</td>
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</table>

#### 360 Introduction to Topology  
(II) 3 hours

**PREREQ:** Math 192 and junior standing.

Theory of sets, topological spaces, metric spaces, topological properties.

#### 364 Projective Geometry  
(II) 3 hours

**PREREQ:** Analytic geometry (Math 191) or equivalent.

Duality, perspective, harmonic sets, double ratio, conics and projective coordinates.

#### 411 Abstract Algebra  
(II) 3 hours

**PREREQ:** Math 211 or equivalent.

An introduction to modern algebra; congruences, groups, fields, linear transformations and matrices.

#### 423 Mathematical Analysis

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>424</td>
<td>Mathematical Analysis</td>
<td>(I,II) each 3 hours</td>
</tr>
<tr>
<td><strong>PREREQ:</strong> Math 225 or equivalent. Topology of Euclidean space, continuity, differentiation, integration sequences and series.</td>
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</table>

#### 427 Complex Variables

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>429</td>
<td>Complex Variables</td>
<td>(I,II) each 3 hours</td>
</tr>
<tr>
<td><strong>PREREQ:</strong> Math 423-424 or Advanced Calculus. Differentiation, integration and power series expansions of analytic functions, conformal mapping, residue calculus and applications, analytic continuation, singularities and representations of analytic functions.</td>
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#### 439 Theory of Ordinary Differential Equations

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>449</td>
<td>Theory of Ordinary Differential Equations</td>
<td>(II) 3 hours</td>
</tr>
<tr>
<td><strong>PREREQ:</strong> Math 311 (Differential Equations) Power series solutions, Green's functions, existence and uniqueness theorems, plane autonomous systems, Sturm-Liouville systems, eigenfunction expansions.</td>
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#### 453 Operational Mathematics

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>454</td>
<td>Operational Mathematics</td>
<td>(I) 3 hours</td>
</tr>
<tr>
<td><strong>PREREQ:</strong> Math 311. Laplace transforms and properties, applications, Inversion integral, heat conduction problems, Sturm-Liouville systems, Fourier transforms.</td>
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</tbody>
</table>
441 Introduction to the Foundations of Mathematics (II) 3 hours
PREREQ: senior or graduate classification.
Logic, axiom systems, set theory, groups, the real number system, metamathematics.

511 Linear Algebra I
512 Linear Algebra II (II) each 3 hours
PREREQ: Math 411.
Vector spaces, linear transformations, theory of a single linear transformation, sets of linear transformations, bilinear forms, Euclidean space, unitary space, products of vector spaces.

523 Theory of Functions of Real Variables
524 Theory of Functions of Real Variables (II) each 3 hours
PREREQ: Math 423-424 or Advanced Calculus. Real number system, convergence, continuity, bounded variation, differentiation, Lebesque-Stieltjes integration, abstract measure theory, the Lp spaces.

555 Partial Differential Equations (II) 3 hours
PREREQ: Math 423.
Linear and nonlinear first order equations, self-adjoint elliptic equations, linear integral equations, eigenfunctions, and boundary value problems.

560 Differential Geometry (I) 3 hours
PREREQ: Math 425.
Differential manifolds, integral calculus on manifolds, Lie groups, differential geometry of Euclidean space.

598 Graduate Seminar (II) 1-3 hours
PREREQ: Permission of instructor.
A graduate seminar in mathematics.

601 Thesis
602 Thesis (II) each 3 hours
PREREQ: Permission of Department Head.

POLITICAL SCIENCE

403 The Presidency (LS) 3 hours
The rise of the institution from Washington to the present, to the position and prestige it holds and how the President uses this power and prestige to influence Congress, the courts, and the public.
PREREQ: 110, 111

404 The Legislative Process (I-IIS) 3 hours
A comprehensive study of the legislative process of the Congress and state legislatures. The major emphasis is on legislative institutions, processes, and behavior.
PREREQ: 110, 111

405 The Judicial Process (LS) 3 hours
This is a course in the administration of justice. It examines the Federal and State courts with respect to their powers, judicial selection, the bar, and the reform movements in the most basic of all of man's objectives, the pursuit of justice.

413 Comparative Governments: Emerging Areas (I-IIS) 3 hours
An examination and comparative analysis of the problems, structure, and functions of government in the emerging states with special attention given to the environment of these states within which the institutions of government operate. Since certain areas will be covered on a semester basis, the course may be repeated for credit when the area of study changes.

418 Constitutional Law I (LS) 3 hours
The first semester of a two semester course in American Constitutional Law. It seeks to familiarize the student with the background of the American Constitutional system, the nature of the judicial process and the role of the United States Supreme Court in the development of the institutions and powers of the American Federal System.
PREREQ: 110, 111

419 Constitutional Law II (LS) 3 hours
The second semester of the American Constitutional Law course. It focuses on the role of the United States Supreme Court in defining and enforcing the political and civil rights guaranteed in the United States Constitution.

423 National Security Policy (LS) 3 hours
The processes and the machinery of formulating national security policy and the influences involved. Special emphasis is given to demonstrating the interrelationships among political, military, technological, economic, and international factors.

426 International Law of Peace (LS) 3 hours
A basic course in the broad curriculum of international relations. It is designed to provide an understanding of the international community and to acquaint the student with how it functions in its relations as sovereign states. The aspects of the Law of War are excluded from this treatment.

431 Political Theory I (LS) 3 hours
Reviews and analyses the leading political theories of Western Man from the Hebruits to the Greeks to the mid-17th Century.

432 Political Theory II (LS) 3 hours
Continues the review and analysis of the leading political theories of Western Man begun in Pol. Sci. 431, bringing the study down to the present day.

433 American Political Thought (LS) 3 hours
An overview and analysis of the dominant political thought and ideas that have been present in American thinking from the days of the Puritans to today, and the individuals who held them.

440 Public Budgeting (LS) 3 hours
A study of the processes and procedures involved in making budgets for governmental institutions.
PREREQ: 417

441 Public Personnel Management (LS) 3 hours
A study of the personnel process in American governmental administration. The processes and problems of recruiting, selecting, training, and operating public personnel are examined as well as problems in personnel leadership, motivation, accountability and performance.

460 Comparative Politics; Theories and Literature of the Field (LS) 3 hours
An examination of the major theories and literature of political thought, with special attention given to the theories in application to contemporary political systems.
PREREQ: Graduate standing or senior standing with permission of the instructor and the department head.
Theories and Literature of International Relations (LS) 3 hours
An examination of the theoretical frameworks advanced for the systematic study of International Relations, with application to particular problems in International Relations.
PREREQ.: Graduate standing or senior, with permission of instructor and department head.

Independent Study on Topics in Urbanism... 1 hour per semester to 3 Graduate student research on an individual basis under faculty supervision in topics pertaining to urbanism.
PREREQ.: Undergraduate major in one of the social sciences plus 6 hours of graduate work in one of the social sciences. Cross listed under economics, geography and sociology.

Interdisciplinary Seminar on the Urban Community... 3 hours per semester to 6
An interdisciplinary course in the metropolitan community in which various departmental and college offerings concerned with urban problems are put in broad interrelated focus.
PREREQ.: Undergraduate major in one of the social sciences plus 6 hours of graduate work in one of the social sciences. Cross listed under economics, geography and sociology.

PSYCHOLOGY

Non-parametric Statistics 2 hours
A study of distribution-free statistics with particular emphasis on application of distribution-free tests to research problems in the social behavioral sciences.

Factor Analysis 3 hours
A study of procedures that can be used to find lower rank approximations to data matrices.
PREREQ.: Psych 213 Basic Statistics

Analysis of Variance 3 hours
A course in the use of inferential procedures for analyzing differences expressed in terms of variance. One-way and multifactor designs are discussed along with the models, purposes, assumptions, and criteria appropriate to each.
PREREQ.: Psych 213

General Experimental Psychology (LS) 4 hours
Advanced laboratory techniques and methods in the fields of sensation, perception, and learning are presented and the student is given an opportunity to conduct supervised research on several laboratory projects.
PREREQ.: Psych 213 or permission of instructor

Physiological Psychology (LS) 3 hours
The relation of the structure and functions of the nervous system of the organism to its behavior. Research will be emphasized throughout the course.
PREREQ.: Psych 101 and permission of instructor

Psychological and Educational Testing 3 hours
The purpose of the course is to acquaint students in Education and Psychology with the different kinds of standardized tests available to them for the evaluation of students' programs and for guidance. Emphasis will be placed on achievement tests, and the construction of teacher-made tests.
PREREQ.: Psych 102 or 351

Personality Theory 3 hours
A course designed to acquaint the student with the Freudian viewpoint which has influenced more than any other comprehensive system to date.
PREREQ.: Psych 213 and 313

Abnormal Psychology 3 hours
To become familiar with theories (psychological, psychiatric, psychoanalytical) of normality and abnormality. The symptoms, dynamics, therapy, and prognosis of individuals and groups in the syndromes will be considered.
PREREQ.: Psych 240

Counseling Theory 3 hours
A course emphasizing the relationship between diagnosis and treatment with a Jungian approach emphasizing psychology, literature, philosophy and theology.
PREREQ.: Psych 343 or Ed 520

Child Psychology 3 hours
A study of the physical, social, and emotional behavior of the child, including the pre-school period, primary, and elementary grades.
PREREQ.: Psych 102 or 351

Adolescent Psychology 3 hours
A study of the physical, social, and emotional behavior of the youth from 12 to 19.
PREREQ.: Psych 102 or 351

Retardation 3 hours
To become familiar with sub-average intellectual functioning originating during the development period associated with impairment in adaptive behavior.
PREREQ.: Psych 431

Theories of Developmental Psychology 3 hours
A review of theories of intelligence and psychological problems related to the biological, psychological, and social development of man from conception to old age.
PREREQ.: Senior or graduate standing; Psych 343 and 213

Psychology of Exceptional Children 3 hours
A study of the problems of exceptional children with visual, auditory, or neurological impairments, orthopedic anomalies, intellectual retardation, or superiority, speech disorders, emotional or social maladjustments, learning disabilities and cultural deprivation; the characteristic relationships of parents, professionals, and others to these children.
PREREQ.: Psych 343 or 351

Human Engineering 3 hours
The methods of experimental psychology are discussed as they relate to problems of designing machines for efficient human use.
PREREQ.: Psych 101 and permission of instructor

Techniques of Programmed Instruction 3 hours
An introduction to methods and technology in constructing and using of teaching machine programs, with special emphasis on computer assisted instruction.
PREREQ.: Psych 101 and permission of instructor

Problems in Psychology 3 hours
A faculty supervised research project, involving empirical literature work and oral or written reports.
PREREQ.: 15 hours of psychology
I
1. Individual Tests: Children and Adolescents (11) 4
501 History of Psychology (I) 3 hours
502 Current Trends in Psychology (II) 3 hours
505 Learning Theory (II) 3 hours
507 Tests and Measurements (II) 3 hours
508 Experimental Social Psychology (I,II) 4 hours
515 Advanced Educational Psychology (I,II,S) 3 hours
513 Individual Tests: Children and Adolescents (I) 4 hours
515 Individual Tests: Children and Adolescents (II) 4 hours
513 Introduction to Therapeutic Techniques with Children (I) 3 hours
516 Seminar in Industrial Psychology (II) 3 hours
518 Topical Seminar in Psychology (I,II) 1-3 hours
594 Practicum in Psychology (I,II,S) 1-6 hours
601 Thesis each 3 hours
602 Independent research project written under the supervision of a faculty committee.

SOCIOLOGY
401 Social Control of Behavior (I) 3 hours
402 Collective and Exchange Behavior (II) 3 hours
410 The Community (I) 3 hours
413 Sociology of Deviant Behavior (I) 3 hours
414 Urban Sociology (I,II) 3 hours

UNIVERSITY OF OMAHA
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<th>Course Code</th>
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<tr>
<td>415</td>
<td>American Family Problems</td>
<td>(1) 3</td>
<td>A theoretical treatment of the family as a social institution outlining the essential functions it provides for its members and the society. Problems of failure and attendant problems in a variety of American families: parent-youth tensions, problems of sexual adjustment, role conflicts, multi-problem families, desertion, divorce, others. PREREQ: 6 hours of Sociology or permission of the instructor.</td>
</tr>
<tr>
<td>421</td>
<td>Cultural Anthropology</td>
<td>(1) 3</td>
<td>A theoretical treatment of family, art, war, maintenance, prestige, religion approached as parts of an integrated whole, a way of life of preliterate human society. Illustrations from a number of simple societies, anthropological theories, methods of study. PREREQ: Sociol. 221 or permission of the instructor.</td>
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<tr>
<td>451</td>
<td>Methods of Social Research</td>
<td>(1,II) 3</td>
<td>Relationships of theory, method, and the &quot;facts&quot; of the investigation. Major techniques and instruments employed in gathering social research data, how developed, and where applicable. Formulations of research problems, use of statistics in research analysis. PREREQ: Statistics and 6 hours Sociology.</td>
</tr>
<tr>
<td>462</td>
<td>Complex Social Organizations</td>
<td>(1) 3</td>
<td>Analysis of social structure in complex organizations. Processes involved in the integration and disintegration of complex social organizations. An introduction to organizational analysis in medical, military, governmental, educational, and business settings. Implications of large scale bureaucratization for social functioning. PREREQ: Sociol. 261.</td>
</tr>
<tr>
<td>471</td>
<td>Development of Sociological Theory</td>
<td>(1) 3</td>
<td>An intellectual history of sociology as an academic discipline surveying outstanding contributions to its body of theory. Stress is placed on the development of sociology as a science with illustrative materials drawn from the established works of recent decades although backgrounds to these are traced to their ancient and medieval antecedents where applicable. PREREQ: 9 hours Sociology.</td>
</tr>
<tr>
<td>472</td>
<td>Contemporary Sociological Theory</td>
<td>(1) 3</td>
<td>A thorough and detailed presentation of a major theoretical integration of contemporary sociological research and theory with shorter descriptive presentations of alternative positions indicating similarities and differences. Principles of theory construction and a review of major sociological concepts and writers. PREREQ: 9 hours Sociology.</td>
</tr>
<tr>
<td>475</td>
<td>Social Change</td>
<td>(II) 3</td>
<td>An analysis of the manner in which social change occurs, the precipitating conditions, the results of change with emphasis on contemporary characteristics and magnitudes. An exploration of relationships between social psychology and social organization. PREREQ: 9 hours Sociology and/or History.</td>
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**COURSES THAT REQUIRE GRADUATE STANDING**

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<tr>
<td>499</td>
<td>Independent Study</td>
<td>1-3</td>
<td>Obeded reading in special topics under the supervision of a faculty member. PREREQ: Permission of the instructor.</td>
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<tr>
<td>501</td>
<td>Problems in Sociology, Seminar</td>
<td>1.5</td>
<td>This required seminar begins with a basic orientation to the profession. Leading figures, publications, organizations, university departments in the field are discussed. Assignments stress skill in the use of the professional literature. The emphasis changes gradually to critical discussion of substantive issues and the locating of sociological problems and ends with the preparation and presentation of papers on a sociological topic which is different every year.</td>
</tr>
<tr>
<td>505</td>
<td>Seminar in Social Psychology</td>
<td>3</td>
<td>Assigned reading, discussion, specialized individual work leading to the writing and presentation of a paper applicable to a general topic in Social Psychology selected by the instructor.</td>
</tr>
<tr>
<td>510</td>
<td>Seminar in Applications of Sociology</td>
<td>3</td>
<td>Sociological theory and method applied to a problem, usually a practical problem. For example, a partial malfunctioning of some task group (i.e., a social agency, business, family, educational institution, or government bureau) is hypothesized to be found somewhere in the sphere of social relationships. The task of the seminar is the location and definition of the malfunctioning by study, application, checking results. This is &quot;consumer's sociology&quot; oriented toward practical solutions and practical utility rather than scientific contributions.</td>
</tr>
<tr>
<td>550</td>
<td>Topical Research Seminar</td>
<td>3</td>
<td>A complete research project carried out under the supervision of an instructor particularly qualified in the intellectual area chosen. Students participate in the background work, question formulation, selection of (or construction of) test instruments, data gathering, and analysis.</td>
</tr>
<tr>
<td>560</td>
<td>Seminar in Social Organization</td>
<td>3</td>
<td>Assigned reading, discussion, specialized individual work leading to the writing and presentation of a paper applicable to a general topic in Social Organization selected by the instructor.</td>
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<tr>
<td>570</td>
<td>Seminar in Sociological Theory</td>
<td>3</td>
<td>Assigned reading, discussion, specialized individual work leading to the writing and presentation of a paper applicable to a general topic in Sociological theory selected by the instructor.</td>
</tr>
<tr>
<td>595-596</td>
<td>Practicum in Applied Sociology</td>
<td>6</td>
<td>A practical work experience under supervision which provides opportunity for applying principles from the student's academic area of concentration.</td>
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<tr>
<td>691-692</td>
<td>Thesis</td>
<td>6</td>
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Ed 430 Teaching of Reading ........................................ 2-3 hours
A survey of the developmental reading teaching techniques and methods for teaching reading in the elementary school.

Ed 431 Teaching of Language Arts .................................. 2-3 hours
A survey of the contents of the language arts areas in the elementary school and a study of the methods and techniques of teaching language arts.

Ed 432 Teaching of Mathematics ................................... 2-3 hours
A survey of the content of mathematics in the elementary school and a study of the methods and techniques of teaching mathematics.

Ed 433 Teaching of Science ............................................ 2-3 hours
A survey of the contents of science in the elementary school and a study of the methods and techniques of teaching science.

Sec 511 Social Problems of the Disadvantaged .................... 3 hours
A survey of the social problems existing in a disadvantaged community and the effects upon individuals interacting within cultural settings. Each semester focuses upon a curriculum area of the junior high and elementary schools—language arts, social studies, evaluation procedures, classroom control and curriculum are the focus.

Teaching of Reading, 2-3 hours
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