1969

Graduate Academic Catalog (June 1969 - June 1970)

University of Nebraska at Omaha

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UNIVERSITY OF NEBRASKA
AT OMAHA

Bulletin of the
GRADUATE COLLEGE
June 1969—June 1970
OFFICIAL CALENDAR

SUMMER 1969

June 1  
Last day for submitting admission credentials for admission to Graduate College.

June 6-7  
Registration.

June 9-July 1  
First session.

June 10-July 31  
Evening session.

July 4  
Theses due in Graduate Office.

July 11  
Holiday.

July 14-Aug. 15  
Last day for submitting applications for admission to second summer session.

July 18  
Last day for filing applications for degrees to be conferred August 31, 1969.

FIRST SEMESTER 1969-70

August 15  
Last day for submitting admission credentials for admission to first semester.

September 8-12  
Registration and changes.

September 15  
Official beginning of first semester at 7:30 a.m. Day and evening classes begin.

September 15  
Late registration begins.

September 19  
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 "audit" to "credit" or "credit" to "audit").

September 20  
9 a.m. to 12 noon. Last day for registering for an evening class, or adding an evening class to a schedule (or changing an evening class from "audit" to "credit" or "credit" to "audit").

October 8  
Founder's Day.

November 7  
Last day a class may be dropped in order to receive a "W" or an "X."

November 7  
Theses due in Graduate Office.

November 26  
Thanksgiving recess begins at 6:40 p.m.

December 1  
Classes resume at 7:30 a.m.

December 8  
Last day for filing applications for degrees to be conferred in January 1970.

December 19  
Christmas Convocation.

December 20  
Christmas Vacation begins at noon.

January 2  
Last day for submitting credentials for admission to second semester.

January 5, 1970  
Classes resume at 7:30 a.m.

January 14-21  
Final Examinations.

January 22  
All grades due in Registrar's Office by 3:30 p.m.

January 24  
Mid-year Commencement (Saturday).

SECOND SEMESTER 1969-1970

January 26-30  
Registration and changes.

February 2  
Official beginning of second semester at 7:30 a.m. Day and evening classes begin.

February 2  
Late registration begins.

February 6  
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 "audit" to "credit" or "credit" to "audit").

February 7  
9 a.m. to 12 noon. Last day for registering for an evening class, or adding an evening class to a schedule (or changing an evening class from "audit" to "credit" or "credit" to "audit").

March 20  
Theses due in Graduate Office.

March 27  
Last day a class may be dropped in order to receive a "W" or an "X."

March 28  
Spring Vacation begins at noon.

April 6  
Classes resume 7:30 a.m.

April 10  
Last day for filing applications for degrees to be conferred in June 1970.

May 8  
Ma-ie Day—student holiday.

May 8  
Last day for submitting credentials for admission to Graduate College.

May 20-27  
Final Examinations.

May 28  
All grades due in Registrar's Office by 3:30 p.m.

May 29  
Alumni Achievement Day.

May 30  
Sixty-First Commencement (Saturday, Memorial Day).

SUMMER 1970

June 5-6  
Registration.

June 8-July 10  
First session.

June 8-30  
Evening session.

June 13  
Last day for submitting credentials for admission to second summer session.

June 19  
Theses due in Graduate Office.

July 4  
Holiday.

July 13-Aug. 14  
Second session.

July 17  
Last day for filing applications for degrees to be conferred August 31, 1970.
GRADUATE RECORD EXAMINATION

Registration Deadlines
- September 25, 1969
- November 13, 1969
- December 17, 1969
- March 25, 1970
- June 11, 1970

Testing Dates
- October 25, 1969
- December 13, 1969
- January 17, 1970
- April 25, 1970
- July 11, 1970

ADMISSION TEST FOR GRADUATE STUDY IN BUSINESS

Registration deadlines and testing dates from Dr. Gale Oleson.

Graduate students must have Graduate Record Examination of the Admission Test for Graduate Study in Business scores on file in the Graduate College office prior to their second period of enrollment. Testing at UNO is under the supervision of Dr. Gale Oleson, Director, Academic Testing Bureau, Administration Building 213.
ELTON S. CARTER
Ph.D., Northwestern University, 1950; Professor and Dean, Graduate College; Chairman, Graduate Faculty

*PERRY P. CHANG
Ph.D., University of Missouri, 1964; Professor; Director, Reading Clinic

EDWIN L. CLARK
Ph.D., State University of Iowa, 1951; Professor; Director, University Theater

*DONALD CUSHENBERRY
Ph.D., University of Missouri, 1964; Professor; Director, Reading Clinic

HARL DALSTROM
Ph.D., University of Nebraska, 1965; Associate Professor

JOSEPH G. DUNN
Ph.D., University of Missouri, 1938; Professor and Head, Department of Educational Foundations

LAWRENCE E. EHlers
M.S., Kansas State University, 1960; Registered Professional Engineer: Associate Professor

CRAG FULLERTON
Ph.D., State University of Iowa, 1957; Graduate Lecturer

G. WAYNE GLIDDEN
Ph.D., State University of Iowa, 1956; Assistant Professor

FRANK H. GORMAN
Ph.D., University of Missouri, 1964; Professor

* J. PERRY P. CHANG
Ph.D., University of Missouri, 1964; Professor; Dean Emeritus, College of Education

DONALD J. GRANDGENET
Ph.D., Arizona State University, 1957; Assistant Professor

ERT H. J. GUM
Ph.D., University of Missouri, 1955; Professor and Head, Department of Educational Foundations

PAUL HAEDER
Ph.D., University of Missouri, 1958; Professor and Head of Department

ROBERT D. HARKER
Ph.D., University of Nebraska, 1949; Professor; Dean of the College of Liberal Arts and Sciences

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

GEORGE C. HELIING
Ph.D., University of Minnesota, 1958; Professor and Head of Department

WAYNE M. HIGLEY
Ph.D., University of Illinois, 1950; Professor and Head of Department

*JACK A. HILL
Ph.D., University of Texas, 1964; Professor

PETER W. HILL
Ph.D., University of Denver, 1949; C.P.A.; Professor

WILLIAM C. HOCKETT
Ph.D., State University of Iowa, 1959; Associate Professor

LET A. F. HOLLEY
Ph.D., University of Colorado, 1969; Professor and Head of Department

JAMES G. HOSICK
Ph.D., University of Nebraska, 1959; Professor and Head of Department

FRANCIS M. HURST
Ph.D., University of Nebraska, 1959; Professor

CHARLES O. INGHAM
Ph.D., University of Utah, 1969; Associate Professor
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>University, Year</th>
<th>Position</th>
</tr>
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<tbody>
<tr>
<td>D. F. Kellams</td>
<td>Educational Administration</td>
<td>Ed.D., University of Kansas, 1964</td>
<td>Professor and Head of Department of Educational Administration and Supervision</td>
</tr>
<tr>
<td>Paul C. Kennedy</td>
<td>Educational Administration and Educational Foundations</td>
<td>Ed.D., University of Kansas, 1953</td>
<td>Professor and Head of Department of Educational Administration and Foundations</td>
</tr>
<tr>
<td>C. Robert Keppel</td>
<td>Chemistry</td>
<td>Ph.D., Massachusetts Institute of Technology, 1958</td>
<td>Associate Professor</td>
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<tr>
<td>Randall T. Klemme</td>
<td>Economics</td>
<td>Ph.D., Iowa State College, 1947</td>
<td>Graduate Lecturer</td>
</tr>
<tr>
<td>W. C. B. Lambert</td>
<td>Political Science</td>
<td>Ph.D., Washington University, 1950</td>
<td>Professor</td>
</tr>
<tr>
<td>Richard L. Lane</td>
<td>English</td>
<td>Ph.D., University of Arkansas, 1968</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>William B. Lemar</td>
<td>Engineering</td>
<td>M.E., Yale University, 1947</td>
<td>Registered Professional Engineer; Associate Professor</td>
</tr>
<tr>
<td>Walter W. Linstromberg</td>
<td>Chemistry</td>
<td>Ph.D., University of Missouri, 1953</td>
<td>Professor</td>
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<tr>
<td>John W. Lucas</td>
<td>Business Administration</td>
<td>M.B.A., Ohio State University, 1958</td>
<td>Assistant Professor</td>
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<tr>
<td>S. R. Lunt</td>
<td>Biology</td>
<td>Ph.D., University of Utah, 1964</td>
<td>Assistant Professor</td>
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<tr>
<td>Thomas Majeski</td>
<td>Art</td>
<td>M.F.A., University of Iowa, 1963</td>
<td>Assistant Professor</td>
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<td>John P. Maloney</td>
<td>Mathematics</td>
<td>Ph.D., Georgetown University, 1965</td>
<td>Assistant Professor</td>
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<td>Donald Manson</td>
<td>Speech</td>
<td>Ph.D., Pennsylvania State University, 1960</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>D. N. Marquardt</td>
<td>Chemistry</td>
<td>Ph.D., State University of Iowa, 1946</td>
<td>Professor and Head of Department</td>
</tr>
<tr>
<td>Anson D. Marston</td>
<td>Engineering</td>
<td>M.S.C.E., University of Wisconsin, 1926; E.E., Iowa State University, 1981</td>
<td>Registered Professional Engineer; Professor and Dean, College of Engineering and Technology</td>
</tr>
<tr>
<td>Kathleen McKenney</td>
<td>Special Education</td>
<td>Professional Diploma, Columbia University, 1967</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>John G. McMillan</td>
<td>Physics</td>
<td>M.A., University of Nebraska, 1942</td>
<td>Professor and Head of Department</td>
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<tr>
<td>O. D. Menard</td>
<td>Political Science</td>
<td>Ph.D., University of Nebraska, 1964</td>
<td>Associate Professor</td>
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<tr>
<td>Joyce Minzter</td>
<td>Business Administration</td>
<td>Ph.D., University of Indiana, 1987</td>
<td>Professor</td>
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<tr>
<td>Woodrow L. Most</td>
<td>Foreign Languages</td>
<td>Ph.D., Laval University, 1953</td>
<td>Professor and Head of Department</td>
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<tr>
<td>Kirk E. Naylor</td>
<td>Education</td>
<td>Ed.D., University of Kansas, 1955</td>
<td>Professor and President</td>
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<tr>
<td>G. A. Newkirk</td>
<td>English</td>
<td>Ph.D., University of Denver, 1966</td>
<td>Associate Professor</td>
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<tr>
<td>M. Gene Newport</td>
<td>Management</td>
<td>Ph.D., University of Illinois, 1960</td>
<td>Professor</td>
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<td>John M. Newton</td>
<td>Psychology</td>
<td>Ph.D., Ohio State University, 1955</td>
<td>Professor and Head of Department</td>
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<td>John R. Nye</td>
<td>Sociology</td>
<td>Ph.D., Iowa State University, 1968</td>
<td>Assistant Professor</td>
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<tr>
<td>B. Gale Oleson</td>
<td>Counseling and Guidance</td>
<td>Ph.D., University of Wyoming, 1953</td>
<td>Professor; Head, Department of Counseling and Guidance; Director Academic Testing and Counseling</td>
</tr>
<tr>
<td>Robert C. O'Reilly</td>
<td>Educational Administration</td>
<td>Ed.D., University of Kansas, 1962</td>
<td>Professor and Assistant Dean, Graduate College</td>
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<tr>
<td>Richard A. Overfield</td>
<td>History</td>
<td>Ph.D., University of Maryland, 1956</td>
<td>Assistant Professor</td>
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<td>D. T. Pedrini</td>
<td>Psychology</td>
<td>Ph.D., University of Texas, 1965</td>
<td>Professor</td>
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<tr>
<td>James B. Peterson</td>
<td>Music</td>
<td>Ph.D., State University of Iowa, 1953</td>
<td>Professor and Head of Department</td>
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<tr>
<td>William H. Petrowski</td>
<td>History</td>
<td>Ph.D., University of Wisconsin, 1966</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Donald J. Pflasterer</td>
<td>Education</td>
<td>M.Ed., University of Nebraska, 1952</td>
<td>Associate Professor; Dean of Student Personnel</td>
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<tr>
<td>Leonard Prestwich</td>
<td>Marketing</td>
<td>Ph.D., Ohio State University, 1957</td>
<td>Professor</td>
</tr>
<tr>
<td>George R. Ratchford</td>
<td>Educational Administration</td>
<td>Ed.D., Indiana University, 1955</td>
<td>Professor; Vice President, Campus Development</td>
</tr>
<tr>
<td>M. N. Reddy</td>
<td>Engineering</td>
<td>Ph.D., Oklahoma State University, 1965</td>
<td>Associate Professor</td>
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<tr>
<td>Harold J. Retallick</td>
<td>Geography</td>
<td>Ph.D., Clark University, 1956</td>
<td>Professor</td>
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<td>Edith Rasmussen</td>
<td>Biology</td>
<td>Ph.D., Cornell University, 1947</td>
<td>Associate Professor</td>
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<tr>
<td>Harry W. Reynolds, Jr</td>
<td>Political Science</td>
<td>Ph.D., University of Pennsylvania, 1954</td>
<td>Associate Professor</td>
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<tr>
<td>Roy M. Robbins</td>
<td>History</td>
<td>Ph.D., University of Wisconsin, 1929</td>
<td>Professor</td>
</tr>
<tr>
<td>Willis P. Rokes</td>
<td>Government &amp; Business</td>
<td>J.D., University of Utah, 1951; Ph.D., Ohio State University, 1969; C.L.U.; C.P.C.U.; Professor</td>
<td></td>
</tr>
<tr>
<td>Guenther Rose</td>
<td>Psychology</td>
<td>Ph.D., University of California at Los Angeles, 1964</td>
<td>Graduate Lecturer</td>
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<tr>
<td>Gordon Schilz</td>
<td>Geography</td>
<td>Ph.D., Clark University, 1943</td>
<td>Professor and Head of Department</td>
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<tr>
<td>David C. Scott</td>
<td>Political Science</td>
<td>Ph.D., State University of Iowa, 1948</td>
<td>Professor and Head of Department</td>
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<tr>
<td>James Seeker</td>
<td>Educational Foundations</td>
<td>Ed.D., University of Colorado, 1964</td>
<td>Associate Professor</td>
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<tr>
<td>Keith P. Smith</td>
<td>Mathematics</td>
<td>Ph.D., Iowa State University, 1965</td>
<td>Assistant Professor</td>
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<td>Russell A. Snyder</td>
<td>Economics</td>
<td>Ph.D., University of Illinois, 1966</td>
<td>Associate Professor</td>
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<tr>
<td>Paul J. Stageman</td>
<td>Chemistry</td>
<td>Ph.D., University of Nebraska, 1963</td>
<td>Professor</td>
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<td>Elroy J. Steele</td>
<td>Economics</td>
<td>Ph.D., State University of Iowa, 1957</td>
<td>Professor and Head of Department</td>
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<tr>
<td>S. Laird Swagert</td>
<td>Political Science</td>
<td>Ph.D., State University of Iowa, 1948</td>
<td>Professor</td>
</tr>
<tr>
<td>A. Stanley Trickett</td>
<td>History</td>
<td>Ph.D., The Victoria University of Manchester, England, 1935</td>
<td>Professor and Head of Department</td>
</tr>
</tbody>
</table>
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 reassign instructors, and to change tuition and fees at any time.

ACCREDITED STANDING

The University of Nebraska at Omaha is 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 for Accrediting (not an accrediting agency), the American Association of Collegiate Schools of Business, 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, the American Association of Collegiate Schools of Business, the Association of Colleges and Secondary Schools, the National Council on Higher Education in Business Administration, or Education Specialist degree.

(1) To work toward a Master of Arts, Master of Science, Master of Business Administration, or Education Specialist 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 problems 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.

A member of a department offering courses for graduate credit, upon recommendation of the Dean of the College in which he teaches and of the Dean of the Graduate College, with concurrence of the appropriate Department Head, shall be nominated for membership in the Graduate Faculty by the Academic Standards and Curriculum Committee of the Graduate College if:
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 stipends range upwards from $2400. 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.

Graduate assistants or interns who must earn money for self-support may be required to reduce correspondingly the number of hours for which they may register. Such adjustments shall be subject to the approval of the Dean of the Graduate College.

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 sorority for women, offers an annual scholarship of $300 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. Loans are also available to qualified graduate students.

**PROCEDURES AND REGULATIONS**

**Admission and Transcripts**

The student admitted to graduate study is advised to familiarize himself with 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 advisor whenever he has any question concerning the requirements for his degree.

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 Nebraska at Omaha.
2. Present two (2) official transcripts of all undergraduate (and graduate, if any) college work previously taken. (Graduates of the University of Nebraska at 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, 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. (See Calendar for dates.)

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 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 must be supplied to the Graduate Dean.

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 study. This provisional admission will 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.

Non Degree

Some students who do not anticipate pursuing a degree program may be admitted to graduate study. Credentials for admission include a completed application blank and two undergraduate transcripts. Credit hours accumulated in this category could be counted toward a degree only if (a) the transition from non degree status is accomplished no later than the first opportunity to file candidacy for degree, and (b) the petition for change is accompanied by a departmental recommendation that the specified credit hours count toward the degree. For students desiring to change prior to completion of 9 credit hours, the Request to Change Graduate Degree Program form should be used; for those having completed 9 hours the Application for Admission to Candidacy form should be used.

EXAMINATIONS FOR GRADUATE STUDENTS

Graduate students are required to take the Graduate Record Examination (or ATGSB) 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 but 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 class cards 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 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 toward a degree are classified as Non-degree students. This classification includes:
1. late admissions
2. graduate students taking courses for teacher certification
3. graduate students taking courses for professional growth
4. graduate students taking courses for cultural advancement
5. graduate students taking courses for transfer to another institution

CERTIFICATION OR PROFESSIONAL GROWTH

Students who wish to take courses for graduate credit to be used for teacher certification or professional growth must meet the same admission requirements as other graduate students. They must also make application for admission to the Graduate College. (See Admission to Graduate College.)
ADMISSION INTO CANDIDACY FOR GRADUATE 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 minor is concerned, 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 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 supported 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 the thesis as a course in his schedule during at least one semester in residence. At the beginning of each semester after the student has initially registered for thesis credit he must inform 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 of January in the fall 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 on permanent bond paper of 20-pound weight; the other two copies should be on paper of at least 8-pound weight. Either pica or elite 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 (see Fees) 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 the oral comprehensive (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 one. 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. If the comprehen-
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.

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 and the Master of Business Administration degrees), 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 and Master of Business Administration 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 Educational 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.

Students who wish to take graduate courses at the University of Nebraska at Lincoln for transfer to UNO should secure the Inter-Campus Graduate Student Exchange form from the Graduate College office.

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 "P" indicating that he withdrew in good standing. If the student is failing at the time he withdraws, his record will be marked "X," indicating that he was failing at the time of withdrawal.
A student may not drop a course with any grade other than "P" 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 of Business Management program excepted).
Exceptions to the above general and special rules and regulations may be made in meritorious cases only 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 218, 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 of administration for the Comprehensive Examination. This applies to all degree candidates whose work requires written comprehensive. The Graduate College must be informed of your intent at the same time.
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.

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.
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
Tuition, per semester credit hour:
Undergraduate, Graduate or Audit Resident of Nebraska Nonresident
$15.00 $28.00
Applies Music: Voice and all instruments except pipe organ (Fee may be waived by the Head of the Music Department)
One semester credit hours—additional fee Two semester credit hours (same instrument) add'l fee Non-credit: 16 lessons Public Health Nursing—additional fee TV Classroom (per 3 hr. course—includes materials)

FEES

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

Graduate College
Baccalaureate Degree $15.00 Associate Title $7.50 Degree in absentia—additional $5.00

OTHER FEES, CHARGES AND DEPOSITS
Matriculation and change of college $19.00 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. $5.00
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) $6.00

University of Nebraska at Omaha
### Bad Check (insufficient or no-fund check) minimum
- Minimum 
- $5.50

### Late registration fee may also be assessed if applicable.
- 
- 1.00

### Replacement of Student Activity Card (with approval)
- 
- 2.00

### A.F.R.O.T.C. Uniform Deposit (refundable)
- 
- 15.00

### Key Deposit (if authorized) (refundable)
- 
- 3.00

### Tests and Examinations:
- Guidance and Placement—at scheduled times
- 3.00
- 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 these services depend upon tests administered and extent of counseling. Inquire in room Adm. 213 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 adviser 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 4th to 8th week | 25% |
| Withdrawal after 8th week | 0% |

### SUMMER SESSIONS (3 WEEK SESSION)

| Withdrawal before classes start | 100% |
| Withdrawal during 1st or 3rd days | 75% |
| Withdrawal during remainder of the 1st week | 50% |
| Withdrawal during 2nd week | 25% |
| Withdrawal after 2nd week | 0% |

### CREDIT COURSES (8 WEEK SESSION)

| Withdrawal before classes start | 100% |
| Withdrawal during 1st week | 75% |
| Withdrawal during 2nd week | 50% |
| Withdrawal during 3rd week | 25% |
| Withdrawal during 4th 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 1st class | 80% |
| Withdrawal after 1st class | 0% |
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 faculty of the University of Nebraska at Omaha.

The following departments offer work toward the Master of Arts and Special Education Degrees: Biology, Counseling and Guidance, Economics, Educational Administration and Supervision, Elementary Education, English, Geography, Mathematics, Psychology, Secondary Education, Sociology, and Special education. Some departments offer a single degree, the Master of Arts: English, history, and speech and drama; engineering students may receive the Master of Science. The Master of Business Administration (MBA) is a recently initiated addition to graduate study at the University, with first graduates in January, 1968.

The Specialist in Education degree is a two-year program of graduate study. The program was offered for the first time in the 1964-65 school year.

THE MASTER OF ARTS DEGREE
WITH MAJORS IN BIOLOGY, COUNSELING AND GUIDANCE, ECONOMICS, EDUCATIONAL ADMINISTRATION AND SUPERVISION, ELEMENTARY EDUCATION, ENGLISH, GEOGRAPHY, HISTORY, MATHEMATICS, PSYCHOLOGY, SECONDARY EDUCATION, SOCIOLOGY, SPECIAL EDUCATION, SPEECH AND DRAMA.

The program for the Master of Art's degree will usually be arranged to conform to either of the following general patterns (English excepted):

1. A major of 24 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.

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.

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. 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.

WITH A MAJOR IN ENGLISH

To be admitted to graduate study in English, a student should have completed at least eighteen credit hours in undergraduate English courses above the freshman level with an average grade of "B" or above.

All candidates for Master's degrees in English are required to take English 501 (Introduction to Literary Research), to pass a proficiency examination in French or German, and to follow one of the following plans of study:

I. A total of 24 credit hours in course work, including at least nine hours in seminar courses, and a thesis on an approved topic accepted after oral defense before a faculty committee.

II. A total of 36 credit hours in course work, including at least twelve hours in seminar courses, and written comprehensive examination prepared and judged by a faculty committee.

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 cartography.

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 Physiography of North America and Field Geography.

WITH A MAJOR IN PSYCHOLOGY

Admission Requirements: An applicant for admission to this program must present a minimum of 15 undergraduate semester hours of psychology courses beyond the introductory course. These should include a course in Basic Statistics, The Psychology of Learning, and a laboratory course in Experimental Psychology.

Degree Requirements: To complete the M.A. degree in psychology, the student must present 30 hours of graduate course work in psychology, or 21 hours in psychology plus 9 hours in a related minor field. Up to 6 hours of thesis credit are to be included in this total. Psychology 501 (History of Psychology), and either Psychology 415 (Multiple Regression and Factor Analysis) or Psychology 416 (Analysis of Variance), are required of all graduate students in this program, and one of these required courses must be taken during the first 9 hours of graduate work. The remainder of the student's course work is elective, but must be planned in conference with his academic adviser, in order to meet the individual needs and interests of the student. The student may emphasize one of the following areas: educational, general-experimental, industrial, quantitative, personality, or child psychology.

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:
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, provided with the final approval of the faculty of the University of Nebraska at Omaha.

The following departments offer work toward both the Master of Arts and Master of Science Degrees: biology, counseling and guidance, economics, educational administration and supervision, elementary education, geography, mathematics, psychology, secondary education, sociology, and special education. Some departments offer a single degree, the Master of Arts: English, history, and speech and drama; engineering students may receive the Master of Science. The Master of Business Administration (MBA) is a recently initiated addition to graduate study at the University, with first graduates in January, 1968.

The Specialist in Education degree is a two-year program of graduate study. The program was offered for the first time in the 1964-65 school year.

THE MASTER OF ARTS DEGREE

WITH MAJORS IN BIOLOGY, COUNSELING AND GUIDANCE, ECONOMICS, EDUCATIONAL ADMINISTRATION AND SUPERVISION, ELEMENTARY EDUCATION, ENGLISH, GEOGRAPHY, HISTORY, MATHEMATICS, PSYCHOLOGY, SECONDARY EDUCATION, SOCIOLOGY, SPECIAL EDUCATION, SPEECH AND DRAMA.

The program for the Master of Arts degree will usually be arranged to conform to one of the following general patterns (English excepted):

1. A major of 24 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.

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.

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. 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.

WITH A MAJOR IN ENGLISH

To be admitted to graduate study in English, a student should have completed at least eighteen credit hours in undergraduate English courses above the freshman level with an average grade of "B" or above.

All candidates for Master's degrees in English are required to take English 501 (Introduction to Literary Research), to pass a proficiency examination in French or German, and to follow one of the following plans of study:

I. A total of 24 credit hours in course work, including at least nine hours in seminar courses, and a thesis on an approved topic accepted after oral defense before a faculty committee.

II. A total of 36 credit hours in course work, including at least twelve hours in seminar courses, and a written comprehensive examination prepared and judged by a faculty committee.

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 cartography.

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 Physiography of North America and Field Geography.

WITH A MAJOR IN PSYCHOLOGY

Admission Requirements: An applicant for admission to this program must present a minimum of 15 undergraduate semester hours of psychology courses beyond the introductory course. These should include a course in Basic Statistics, The Psychology of Learning, and a laboratory course in Experimental Psychology.

Degree Requirements: To complete the M.A. degree in psychology, the student must present 30 hours of graduate course work in psychology, or 21 hours in psychology plus 9 hours in a related minor field. Up to 6 hours of thesis credit are to be included in this total. Psychology 501 (History of Psychology), and either Psychology 415 (Multiple Regression and Factor Analysis) or Psychology 416 (Analysis of Variance), are required of all graduate students in this program, and one of these required courses must be taken during the first nine hours of graduate work. The remainder of the student's course work is elective, but must be planned in conference with his academic adviser, in order to meet the individual needs and interests of the student. The student may emphasize one of the following areas: educational, general-experimental, industrial, quantitative, personality, or child psychology.

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 24 semester hours of courses (or their equivalents) comparable to the following: FED 208 Introduction to Teaching, FED 205 Human Growth and Learning, FED 418 Mental Health in Schools, SPED 445 Phonetics of American Speech, SPED 447 Neurophysiology of the Speech Handicapped, and SPED 456 Teaching the Exceptional Child.

A major sequence in speech pathology requires a minimum of 54 hours of course work plus a thesis (six hours). Candidates wishing to meet special state or national certification requirements for speech clinicians often need additional hours of course work and practicum. Students should consult with their department adviser before planning their programs.

WITH A MAJOR IN ECONOMICS

An applicant for admission to the program for the Master of Arts in Economics must have the equivalent of 15 undergraduate semester hours in Economics.

Degree Requirements: The course program must include a balanced coverage of the major areas in economics. At least 15 hours of the required 30 hours, including thesis, must be courses approved at the 500-level or above. Students must also satisfactorily complete Economics 521, 523 and 545.

THE MASTER OF SCIENCE DEGREE

The Master of Science degree is typically a 36 hour, non-thesis program, with majors in a number of areas of education and special education, psychology, applied sociology, geography, mathematics, engineering, and economics.

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, and 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.

To complete the degree, it will be necessary that the student present a minimum of 24 undergraduate and 56 graduate semester hours in the biological sciences. 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.

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 15 undergraduate semester hours in geography including physical, economic, political, and cartography.

Degree Requirements: The degree requires a minimum of 36 semester hours in geography courses numbered 400 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 400 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 or Physiography of North America, and Field Geography.

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. In addition, the student must complete satisfactorily six semester hour equivalents in a supervised work practicum related to his academic area of concentration and write an acceptable report on the experience. Students whose career objectives are in the social welfare professions are advised to apply for admission to the Graduate School of Social Work at the University of Nebraska at Lincoln.

The Master of Arts degree is preferable as preparation for college level teaching and continued scholarly work, the Master of Science as preparation for field or action application of sociology. Both degrees require the student to demonstrate proficiency in the subject by means of the qualifying and comprehensive examinations.

Examinations

Both the M.A. and M.S. degree programs in sociology require the student to demonstrate proficiency in the subject by means of the following qualifying and comprehensive examinations.

A. Qualifying examinations

Qualifying examinations on sociological concepts and statistics must be taken by all full-time graduate students during their first year of graduate work. Part-time students must complete these examinations before accumulating more than 15 hours of course work. These qualifying examinations will be given three times annually, during the months of October, January and May. Nine hours of course work and successful completion of the qualifying examinations are prerequisite for application for candidacy for the degree.

B. Comprehensive examinations

Comprehensive examinations must be taken by all graduate students. There will be four examinations covering the following areas:

Social Organization and Processes
Methods of Social Research
Sociological Theory
Social Psychology

Students must pass the two qualifying examinations before attempting the comprehensive examinations. These examinations will be given twice annually, during the months of January and May. Each examination will be given on a separate day.
Students will take a minimum of two comprehensive examinations during the examination period.

C. General policies
Students should be fully prepared before attempting either the qualifying or comprehensive examinations. Permission to take any examination again after an initial failure may be granted by the departmental faculty on written petition by the student.

WITH A MAJOR IN ECONOMICS

An applicant for admission to the program for the Master of Science in economics must have the equivalent of 15 undergraduate semester hours in economics.

Degree Requirements: The course program must include a balanced coverage of the major areas in economics. At least 18 hours of the required 36 hours must be approved at the 500-level or above. In lieu of a thesis, economics 598 and 599 are included in the 36 hours total required. Students must also satisfactorily complete Economics 521, 523, and 545.

It is expected that the candidate for the Master of Science degree in economics will concentrate required research on matters of concern in the Omaha metropolitan region. This is also a degree where teachers K-12 may concentrate on research concerning economic education in the schools.

As part of the required 36 hours, graduate course work in related fields may be taken, up to a total of not more than 12 semester hours.

WITH A MAJOR IN MATHEMATICS

The course requirements may be met by completing 24 semester hours of mathematics from courses numbered above 400 with 12 of the 24 semester hours selected from courses numbered above 500; an additional 12 semester hours must be selected either from mathematics courses numbered above 400 or from graduate courses in cognate fields.

The final comprehensive examination shall be passed covering the general areas of: algebra; analysis; foundations; geometry or topology; and applications.

WITH A MAJOR IN EDUCATIONAL PSYCHOLOGY OR INDUSTRIAL PSYCHOLOGY

Entrance Requirements: 1. Educational Psychology. A minimum of 15 hours undergraduate work beyond the introductory course, and including a course in Basic Statistics and Psychology of Learning are required.

2. Industrial Psychology. A minimum of 15 hours of undergraduate psychology courses beyond the introductory course and including Basic Statistics and a laboratory course in Experimental Psychology are required.

Degree Requirements: The overall graduate work course requirement for both M.S. programs includes either 36 hours in psychology, or 24 hours in psychology plus 12 hours graduate work in a related minor field.

Psychology 501 (History of Psychology), and either Psychology 415 (Multiple Regression and Factor Analysis) or Psychology 416 (Analysis of Variance) are required of all students. At least one of these required courses must be taken during the first 9 hours of graduate work. Additional required courses may be designated by the department. These

will ordinarily include up to 3 hours of Psychology 595 (Practicum in Psychology) and in addition, in the Educational Psychology program, Psychology 553 and 554 (Individual Tests). A six-hour written comprehensive examination is required of all students and will be identical with the comprehensive examination taken by students in the M.A. program who elect to specialize in one of these two areas of psychology.

WITH A MAJOR IN AN AREA OF EDUCATION

Students may major in the following fields: elementary education, counseling and guidance, educational administration and supervision, secondary education, special education (includes reading, speech pathology, education for the deaf or mentally retarded), and college business management. Minor fields include: foundations of education for those majoring in academic fields, elementary education, reading, secondary education and others. Students pursuing a Master of Science degree with a major in education shall be expected to take selected courses in areas outside the field of education as indicated in the following program outlines. The 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 adviser, upon request.

MAJOR IN ELEMENTARY EDUCATION

I. Selected Cognate Courses ........................................... 6-9 hours
II. Required Courses .................................................. 21 hours
Fed. 501, Introduction to Research Fed. 502, History and Philosophy of Education Ed. 515, Diagnostic and Remedial Instruction Ed. 540, Innovations and Trends in Elementary Education Ed. 545, Introduction to Curriculum Planning-Elementary Ed. 544, Seminar in Elementary Education Ed. 566, Administration and Supervision in Elementary Schools

III. Selected Courses .................................................. 6-9 hours
To be determined by student and his adviser

MAJOR IN SECONDARY EDUCATION

I. Selected Cognate Courses ........................................... 12-18 hours
II. Required Courses .................................................. 9 hours

III. Selected Courses .................................................. 9-15 hours
To be determined by student and his adviser

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 as a teacher of reading at either the elementary or secondary level.

I. Core Professional Courses .......................................... 12-15 hours
(SpEd. 511, 512, 513, 514, 515, and 516 or their equivalents). Including work in graduate reading courses (SpEd. 511, 512, 513, 514, and 515 or their equivalents).

II. Related Professional Courses ...................................... 12 hours
Including introduction to Research and selected work in such areas as foundation and general education, elementary education, secondary education, special education, and psychology.

III. Related Cognate Courses .......................................... 9-12 hours
Including selected work in such areas as guidance and counseling and/or the various subject areas mentioned under sections I and II.
MAJOR IN ELEMENTARY EDUCATIONAL ADMINISTRATION AND SUPERVISION

I. Selected Cognate Courses .................................................. 6 hours
II. Required Courses ........................................................... 24 hours
Fed. 501, Introduction to Research
Fed. 502, History and Philosophy of Education
Fed. 503, Seminar in Education
Coun. 490, Principles of Guidance
Ed. Ad. 562, Foundations of Educational Administration and Supervision
Ed. Ad. 566, Administration and Supervision in the Elementary School
Ed. Ad. 569, Administration and Staff Personnel
Ed. Ad. 570, Practicum in Educational Administration
Ed. Ad. 571, Advanced Practicum in Educational Administration
III. Select two of the following ............................................... 6 hours
Ed. Ad. 563, School Plant Planning and Operation
Ed. Ad. 564, School Law
Ed. Ad. 566, School Business Management
Ed. Ad. 568, School Finance

MAJOR IN SECONDARY EDUCATIONAL ADMINISTRATION AND SUPERVISION

I. Selected Cognate Courses .................................................. 6 hours
II. Required Courses ........................................................... 24 hours
Fed. 501, Introduction to Research
Fed. 502, History and Philosophy of Education
Fed. 503, Seminar in Education
Coun. 490, Principles of Guidance
Ed. Ad. 562, Foundations of Educational Administration and Supervision
Ed. Ad. 566, Administration and Supervision in the Secondary School
Ed. Ad. 569, Administration and Staff Personnel
Ed. Ad. 570, Practicum in Educational Administration and Supervision
Ed. Ad. 571, Advanced Practicum in Educational Administration and Supervision
III. Select two of the following ............................................... 6 hours
Ed. Ad. 563, School Plant Planning and Operation
Ed. Ad. 564, School Law
Ed. Ad. 566, School Business Management
Ed. Ad. 568, School Finance

MAJOR IN COUNSELING AND GUIDANCE

Programs in Counseling and Guidance are arranged on an individual basis. Areas of frequent specialization, however, are secondary school counseling,* elementary school counseling,* general counseling and student personnel services. Required courses are determined in relation to the students previous course work, experience and anticipated work setting. Most programs, however, would fit within the following general framework. Where standards have been developed, each program conforms to the recommendations of the American Personnel and Guidance Association.

MAJOR IN GENERAL COUNSELING

I. Foundation Courses ......................................................... 6-9 hours
Fed. 501, Introduction to Research
Fed. 503, Seminar in Education
Fed. 507, Statistical Methods
II. Selected Cognate Courses ................................................ 6-12 hours
These are most often selected from offerings of the Psychology and Sociology Departments.

*Only students with teaching experience will receive institutional endorsement to serve as school administrators.

III. Counseling & Guidance Courses .......................................
18-24 hours
Coun. 520, Principles of Guidance and Counseling
Coun. 525, Occupational and Educational Information
Coun. 526, Psychosocial Rating
Coun. 527, Group Techniques in Guidance
Coun. 528, College Personnel Internship

MAJOR IN SCHOOL COUNSELING—SECONDARY LEVEL*

I. Foundation Courses ......................................................... 6-9 hours
Fed. 501, Introduction to Research
Fed. 503, Seminar in Education
Fed. 507, Statistical Methods
Psy. 452, Child Psychology
Psy. 490, Advanced Educational Psychology
Ed. Ad. 564, School Law
Ed. Ad. 566, School Business Management
Ed. Ad. 568, School Finance

MAJOR IN SCHOOL COUNSELING—ELEMENTARY LEVEL*

I. Foundation Courses ......................................................... 6-9 hours
Fed. 501, Introduction to Research
Fed. 503, Seminar in Education
Fed. 507, Statistical Methods
Psy. 452, Child Psychology
Psy. 490, Advanced Educational Psychology
Ed. Ad. 564, School Law
Ed. Ad. 566, School Business Management
Ed. Ad. 568, School Finance

MAJOR IN STUDENT PERSONNEL SERVICES

I. Foundation Courses ......................................................... 6 hours
Fed. 501, Introduction to Research
Fed. 503, Seminar in Education
Fed. 507, Statistical Methods

*These are most often selected from offerings in the Psychology and Sociology Department.

III. Counseling and Guidance Courses .................................... 21-27 hours
Coun. 490, Principles of Guidance and Counseling
Coun. 520, Introduction to Counseling Theories
Coun. 525, Occupational and Educational Information
Coun. 526, Individual Analysis
Coun. 527, Group Techniques in Guidance
Coun. 528, College Personnel Internship

MAJOR IN TEACHING THE DEAF

I. Required Courses ............................................................ 38 hours
Psy. 551, Advanced Educational Psychology
(Sp. 490, Teaching the Exceptional Child)
Sp. 490, History, Education and Guidance of the Deaf

University of Nebraska at Omaha

The Graduate College
The Master of Science degree in speech pathology involves the following requirements:

1. Pass an examination to determine adequate personal voice and speech proficiencies and adequate hearing acuity for speech. (Administered by the Speech and Hearing Clinic of the University.)
2. Have successfully completed a minimum of 24 semester hours of courses (or their equivalents) comparable to the following: FED 208 Introduction to Teaching, FED 205 Human Growth and Learning, FED 418 Mental Health in the Schools, SPED 441 Neurophysiology of the Speech Handicapped, and SPED 406 Teaching the Exceptional Child.

A major sequence in speech pathology requires a minimum of thirty-six hours of course work and practicum. Candidates wishing to meet these requirements should consult with their department adviser before planning their programs.

**MAJOR IN TEACHING THE MENTALLY RETARDED**

* Required Courses
  - Fed. 501, Introduction to Research
  - Sped. 567, Seminar in Special Education
  - Sped. 566, Vocational Training of the Mentally Retarded
  - Sped. 568, Teaching the Exceptional Child (or Psych. 459, Psychology of Exceptional Children)
  - Sped. 463, Curriculum for the Mentally Retarded Child
  - Sped. 464, Methods and Materials for Teaching the Retarded
  - Sped. 569, Observation and Student Teaching the Mentally Retarded
  - (180 clock hours minimum practicum)
  - Sped. 544, Disorders of Symbolization (or Sped. 523, Teaching Language to Deaf)
  - Sped. 441, Speech Development and Correction
  - Sped. 448, Measurement of Hearing (or Psych. 555, Tests and Measurements in Education)

**MAJOR IN SPEECH PATHOLOGY**

The Master of Science degree in speech pathology involves the following requirements:

1. pass an examination to determine adequate personal voice and speech proficiencies and adequate hearing acuity for speech. (Administered by the Speech and Hearing Clinic of the University.)
2. Have successfully completed a minimum of 24 semester hours of courses (or their equivalents) comparable to the following: FED 208 Introduction to Teaching, FED 205 Human Growth and Learning, FED 418 Mental Health in the Schools, SPED 441 Neurophysiology of the Speech Handicapped, and SPED 406 Teaching the Exceptional Child.

A major sequence in speech pathology requires a minimum of thirty-six hours of course work and practicum. Candidates wishing to meet these requirements should consult with their department adviser before planning their programs.

**MAJOR IN SPEECH PATHOLOGY**

* Required Courses
  - Fed. 501, Introduction to Research
  - Sped. 567, Seminar in Special Education
  - Sped. 566, Vocational Training of the Mentally Retarded
  - Sped. 568, Teaching the Exceptional Child (or Psych. 459, Psychology of Exceptional Children)
  - Sped. 463, Curriculum for the Mentally Retarded Child
  - Sped. 464, Methods and Materials for Teaching the Retarded
  - Sped. 569, Observation and Student Teaching the Mentally Retarded
  - (180 clock hours minimum practicum)
  - Sped. 544, Disorders of Symbolization (or Sped. 523, Teaching Language to Deaf)
  - Sped. 441, Speech Development and Correction
  - Sped. 448, Measurement of Hearing (or Psych. 555, Tests and Measurements in Education)

**II. Required Courses**

* Fed. 501, Introduction to Research
* Sped. 567, Seminar in Special Education
* Sped. 566, Vocational Training of the Mentally Retarded
* Sped. 568, Teaching the Exceptional Child (or Psych. 459, Psychology of Exceptional Children)
* Sped. 463, Curriculum for the Mentally Retarded Child
* Sped. 464, Methods and Materials for Teaching the Retarded
* Sped. 569, Observation and Student Teaching the Mentally Retarded
* (180 clock hours minimum practicum)
* Sped. 544, Disorders of Symbolization (or Sped. 523, Teaching Language to Deaf)
* Sped. 441, Speech Development and Correction
* Sped. 448, Measurement of Hearing (or Psych. 555, Tests and Measurements in Education)

**II. Directed Electives in Related Areas**

- * Students should consult with their department adviser before planning their programs.
- ** Substitutions possible where student has taken equivalent courses on the undergraduate or graduate level.
- *** Students are responsible for prerequisites in any elective areas.

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

**Related Areas:** Education, special education, counseling, psychology, sociology and biology.

**The Master of Business Administration Degree**

Mr. Bull, Mr. Harris, Mr. Higley, Advisers

This is a professional graduate degree designed to provide a broad educational experience for students who wish to assume positions of responsibility in business.

Courses in the program give students an understanding of the principles of management, marketing, finance, and proficiency in the use of accounting and statistics as tools for analyzing business problems. At the same time the student becomes aware of the social, economic, legal and political factors which influence business decisions and develops an appreciation of the social responsibilities of business.

Emphasis is placed on decision making and problem solving.

**Foundation Courses:** Applicants for admission to the M.B.A. degree program must have completed the following foundation courses with a satisfactory grade:

- Economics (Micro)
- Economics (Macro)
- Accounting (2 courses)
- Marketing
- Management

A student who is deficient in any of the foundation courses will be required to make up the deficiency with appropriate courses.

The Admission Test for Graduate Study in Business is required. The test should preferably be taken prior to admission, but it must be taken not later than the end of the first semester of graduate work.

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

- Fed. 501, Seminar in Micro-Theory
- Econ. 551, Seminar in Micro-Theory
- Econ. 552, Macroeconomic Theory
- Bus. Adm. 541, Accounting
- Bus. Adm. 540, Marketing Policies
- Bus. Adm. 530, The Environment of Management
- Bus. Adm. 500, Financial Management
- Bus. Adm. 550, Accounting for Management Control
- Bus. Adm. 521, Contemporary Accounting
- Bus. Adm. 500, Quantitative Analysis
- Bus. Adm. 511, Business and Society
- Bus. Adm. 502, Behavioral Sciences in Business
- Bus. Adm. 513, Human Relations

Emphasis in specific areas can be achieved by selection of nine hours of approved electives, three of which may be outside of business administration. Elective courses include the following:

- Bus. Adm. 525, Seminar in Accounting
- Bus. Adm. 526, Seminar in Management
- Bus. Adm. 541, Promotional Policies
- Bus. Adm. 545, Seminar in Marketing
- Bus. Adm. 551, Security Analysis
- Bus. Adm. 552, Seminar in Investment Management
- Bus. Adm. 555, Seminar in Finance
- Bus. Adm. 560, Independent Research

A thesis is not required for the degree. A comprehensive final examination, both written and oral, 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 participating in the short course for college business officers (Edad 446, College Business Management, two hours credit, offered during the last week in June each year.)

In addition to the four hours of short-course credit, the candidate for the Master's degree must earn 12 hours of credit in the field of education as noted below (Fed 481, 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 credit hours for the Master of Science degree. If the student desires, he may receive a Master of Arts degree by presenting 24 hours of credit plus a thesis of six hours credit in lieu of a corresponding number of hours of elective work. 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 adequate preparation in accounting must remove this deficiency before being a degree candidate.

I. Academic Electives (To not exceed 21 hours)
(From graduate level courses in education, political science, psychology, English, history, sociology, economics or business administration)

II. Required Courses
Fed. 441, Principles of Adult Education 16 hours
Fed. 510, Research Project (Subject to be associated with college business management and report worthy of publication)
Fed. 542, History and Philosophy of Education
Fed. 545, Education Seminar
EdAd. 446, College Business Management

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. For certification of school psychologists, many states require teaching certification or two years of successful teaching experience. Students will be expected to plan their programs as follows:

I. Psychological Foundations
   Required: three of the following
   Psych. 421, Experimental Psychology of Sensation & Perception
   Psych. 422, Physiological Psychology
   Psych. 441, Advanced Counseling Theory
   Psych. 461, Learning Theory
   Psych. 454, Experimental Social Psychology

II. Psychological Methods and Techniques
   Required: 12 hours
   Required Courses
   Psych. 555, Introduction to Experimental Techniques with Children
   Psych. 480, Practicum in Psychology (five or six hours)
   One or two of the following:
   Psych. 463, Programmed Instruction
   Psych. 414, Nonparametric Statistics
   Psych. 415, Multiple Regression & Factor Analysis
   Psych. 416, Analysis of Variance
   Psych. 524, Tests and Measurements
   Coun. 522, Occupational and Educational Information
   Coun. 523, Individual Analysis

III. Educational Foundations
   Required: three of the following
   Sped. 443, Speech Pathology: Voice and Articulation
   Sped. 444, Speech Pathology: Rhythm and Symbolization
   Sped. 462, Teaching the Exceptional Child
   Sped. 463, Teaching the Trainable Mentally Retarded
   Sped. 464, Teaching the Educable Mentally Retarded
   Sped. 511, Teaching Reading-Educational
   Coun. 521, Counseling Practice
   Coun. 522, Guidance Practice
   Coun. 557, Group Techniques in Guidance

SPECIALIST IN EDUCATION DEGREE

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 the Master of Arts degree. 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 Nebraska at 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 letter 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 course work, 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 with his Committee a tentative proposal 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 during the same term the candidate has been approved for candidacy for the degree. Failure to regularly report progress on the field project to the major advisor may result in loss of the topic.

Residency is a period of time when students can devote their full energy to study, develop associations with other students, and enjoy extended contact with senior faculty members. Typical patterns in which students might satisfy residency would include a credit hour load of no less than 12 hours during a Summer, or no less than 9 hours during a Fall or Spring session. Students who hope to satisfy residency through an Ed.S. internship should consult their supervisory committee.

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 report must generally conform to the style prescribed by the Graduate College.

The final oral examination for the student shall center on the field project. The examining group shall be the Committee and the Graduate Dean or his representative.

SPECIALIST IN EDUCATION DEGREE
A MAJOR IN EDUCATIONAL ADMINISTRATION
AND SUPERVISION
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 the 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 Ed.S. program are the administration seminars (Edad 660 and 661) and the field project (Edad 611).

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

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

III. Cognate Courses
   - Including selected work in such areas as economics, English, psychology, business administration, and sociology. In some cases, candidates may select cognate courses from other graduate level offerings which rest upon adequate undergraduate preparation.
   - 9-15 hours
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 400 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 400-500 will do work of a higher level than undergraduates. Typically, such differentiation might include depth studies, field studies, individualized research, and special interest projects.

ART

341 Advanced Sculpture: Advanced work in area of student's choice, with facilities for oxy-acetylene and, arch welding, and general metal workable.
PREREQ: Art 311 and permission
3 hours

344 Advanced Painting: Practical instruction in oil painting and related media. The course gives the student the time and environment to work and develop individually. A strong emphasis is placed on a complete knowledge of contemporary art.
PREREQ: Art 311 and permission
3 hours

348 Medieval Art History: A study of painting, sculpture, and architecture of the Western World from 200 B.C. to about 1500 A.D.
PREREQ: Art 206 and permission
3 hours

345 Advanced Printmaking: Intaglio process stressing technical proficiency in the various media.
PREREQ: Art 311 and permission
3 hours

346 Advanced Ceramics: Advanced problems in the techniques of ceramics.
PREREQ: Art 311 and permission
3 hours

361 Graduate Sculpture: Advanced problems in a particular sculpture media.
PREREQ: Art 411 and permission
3 hours

364 Graduate Painting: More complex problems in the oil medium and related materials.
PREREQ: Permission & 12 credit hours in painting
3 hours

355 Graduate Printmaking: Advanced problems in the printmaking area with particular attention to the intaglio technique.
PREREQ: Art 451 & permission
3 hours

365 Advanced Research Project in Art History: Special problems in Art History on an individually arranged basis.
PREREQ: Permission & 12 hours in Art History
3 hours

BIOLOGY

334 Ecology: The study of the behavior of whole organisms and groups of organisms in relation to their total living and non-living environment.
PREREQ: Biology 145, 175; Junior-Senior
(LS) 4 hours

353 Flora of the Great Plains: The classification, identification, and recognition of common vascular plants, including weeds, ornamentals, and native and indigenous plants, found in the Omaha area.
PREREQ: Biology 145; Junior-Senior
(ILS) 3 hours

363 Plant Anatomy: A study of cells, tissues, and organs of vascular plants with particular emphasis on the internal structure of seed plants.
PREREQ: Biology 145; Junior-Senior
(I) 3 hours

374 Histology: The microscopic anatomy of tissues and organs, their adaptations, and functional significance.
PREREQ: Biology 175, a course in anatomy: Junior-Senior
(I) 4 hours

384 Embryology: An intensive study of the embryology and development of the vertebrate animal, particularly the human, from gastrulation to organogenesis as revealed by a study of selected vertebrate embryos and fetuses.
PREREQ: Biology 175 and a course in anatomy: Junior-Senior
(I) 4 hours

414 Cellular Biology: This course is a comprehensive study of the structure and function of plant and animal cells.
PREREQ: Cells in mammalian anatomy or plant morphology or plant anatomy; organic chemistry; physics: Junior-Senior
(I) 4 hours

423 Organic Evolution: A study of organic evolution in terms of evidence which supports the theory and the mechanisms involved in the process.
PREREQ: Biology 214, Junior-Senior
(I) 3 hours

444 Plant Physiology: A study of plant processes and functions with particular emphasis on photosynthesis, respiration, mineral nutrition, and morphogenesis.
PREREQ: One year each of botany, organic chemistry, math, and physics: Junior-Senior
(I) 4 hours

454 Taxonomy of Vascular Plants: The identification, nomenclature and classification of vascular plants with emphasis on gymnosperms and angiosperms.
PREREQ: Biology 145; Junior-Senior
(I) 4 hours

464 General Botany: The nature of microorganisms, their life processes, their biological and economical significance.
PREREQ: Biology 145, Chemistry 214; Junior-Senior
(I) 4 hours

474 Animal Physiology: This course is a comprehensive study of the functions of the animal body systems.
PREREQ: Courses in mammalian anatomy, organic chemistry, and physics, Junior-Senior
(I) 4 hours

476 Vertebrate Zoology: A study of the general biology of the supphylum Vertebrata including the morphology, anatomy, physiology and ecology of vertebrate representatives.
PREREQ: Biol. 175; Junior-Senior
(I) 4 hours

484 Parasitology: Taxonomy, morphology, life history, dissemination, and control of the parasitic protozoans, helminths, and arthropods.
PREREQ: Biol. 175; Junior-Senior
(I) 4 hours

488 Invertebrate Zoology: A field-oriented course emphasizing the taxonomic and natural history of the invertebrate animals.
PREREQ: Biology 175; Junior-Senior
(I) 4 hours

491 Entomology: The study of insects, their classification, morphology, phylogeny, behavior, life histories, ecology, and evolution.
PREREQ: Biol. 175; Junior-Senior
(I) 4 hours

489 Ornithology: An introduction to the general biology of birds, including their anatomy, physiology, behavior, ecology, classification and identification with emphasis on North American groups.
PREREQ: Biology 175 and permission. Junior-Senior
(1LS) 4 hours

501 Seminar in Biology: A study of current research in any of the divisions of biology.
PREREQ: Graduate student in biology
(I,LS) 1 hour

502 Problems in Biology: Research investigation in various areas of biology.
PREREQ: Sufficient work in biology and the ancillary sciences necessary to pursue adequately the area of investigation involved.
(I,LS) 2 hours

511 Experimental Genetics: A laboratory course utilizing techniques of biometrics, computers, and experimentation with organisms such as Drosophila sp.
PREREQ: Biology 145, 175, 214, Genetics, equivalent or concurrent
(I) 1 hour

513 Advanced Genetics: Lecture covering quantitative, human, biochemical, and cytogenetical aspects of genetics.
PREREQ: Biology 145; the 214 or equivalent. Genetics
(I) 3 hours

516 Experimental Genetics: Lecture and laboratory involving experimentation with organisms such as Drosophila sp., Neurospora sp., E. coli and T phage.
PREREQ: Biology 214
(I) 3 hours

601 Thesis: An advanced level of selection, investigation and solution of a problem with a report written in accordance with an acceptable style manual
(I,LS) 3 hours
BUSINESS ADMINISTRATION

500 Quantitative Analysis
The study of quantitative techniques and models and their application in business decision making. 3 hours

501 Business and Society
Exploration of the diversity of societal forces and pressures which produce continued transition in the system of American capitalism. 3 hours

502 Behavioral Sciences in Business
Integration of psychological, sociological, and other behavioral science concepts with business decision making. 3 hours

520 Accounting for Management Control
Studies in the maximum utilization of accounting information by the management team. 3 hours

521 Contemporary Accounting
A penetrating study of accounting areas in which uniformity is not present. 3 hours

525 Seminar in Accounting
A study of problem areas which may be independent or interrelated in public, private, and governmental accounting. 3 hours

530 The Environment of Management
A classical and behavioral study of the organizational environment in which decision-making occurs to accomplish the economic and efficient operation of organized endeavor. 3 hours

531 Human Relations
An inter-disciplinary study concerned with the problems of combining and utilizing human resources to satisfy the objectives of management and workers. 3 hours

532 Seminar in Management
A student participation course emphasizing current issues and problems in the areas of management theory and operation. 3 hours

540 Marketing Policies
A marketing management approach to the determination of policies employed in solving problems in marketing. 3 hours

541 Promotional Policies
Analysis of the methods and policies needed to develop and administer an effective promotional program. 3 hours

545 Seminar in Marketing
Exploration, study, and critical analysis of contemporary marketing problems, their causes, and approaches for solving them. 3 hours

550 Financial Management
Examination of the problems of managing the financial operations of an enterprise with emphasis on analysis and solution of long- and short-term problems pertaining to policy decisions. 3 hours

551 Security Analysis
A study in the techniques of analysis of marketable securities. Statistical and financial ratio methods of analysis are examined as well as broader concepts for appraisal of values of securities. 3 hours

552 Seminar in Investment Management
The theory of investment management and its application in formulation of policies for different types of investors. 3 hours

555 Seminar in Finance
Selected topics from areas of business finance. 3 hours

550 Independent Research
Individual research in the field of accounting, finance, management, marketing, quantitative analysis, or the environment of business. Maximum of nine hours in three different fields. 3 hours
406 Comparative Economic Philosophy: The mainstreams of political and economic philosophy are examined in order to understand both the political basis of comparative economic systems as well as to judge the political consequences of changing economic policy.

443 Geography of Manufacturing (see Geography 443) 3 hours

445 Monetary Theory and Policy: The role of money in the stabilization at high levels of production, employment, income, and prices. Emphasis is on contemporary problems.

PREREQ: Econ. 345 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.

PREREQ: Econ. 356 or permission 3 hours

466 Development: Problems relating to early stages of economic development; investment priorities, mobilization of savings, balance of payments considerations; and policies and programs are studied.

PREREQ: Econ. 365 or permission 3 hours

480 Managerial Economics: Managerial economics is economics 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.

PREREQ: Econ. 320 or permission 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 economics.

PREREQ: Open to any graduate student with no previous college work in economics teaching K-12. Not open to majors in Economics (I) 3 hours

506 Economic Education: A continuation of Econ. 365 (II) 3 hours

510 Economic Security: The course involves the analysis and discussion of problems and programs of economic security. Particular attention will be given to programs aimed at reducing urban poverty.

PREREQUISITES: Permission of instructor

516 Seminar in Labor Economics: A study and investigation of current developments and issues involving labor institutions, labor relations, wage theories and employment policies. Local and regional studies will be stressed.

PREREQ: Six hours of credit in undergraduate labor economics or permission (III) 3 hours

521 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 operations research, will be investigated.

PREREQ: Econ. 356 or 421 or permission of the instructor (II) 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.

PREREQ: Econ. 322 or 423, or permission of the instructor (III) 3 hours

530 Econometrics: The study and application of statistical and mathematical techniques in economic research.

PREREQUISITES: Permission of instructor

540 Seminar in American Economic History: These seminars lay stress on individual research on significant problems as indicated by the titles. An introduction to bibliographic and demonstration of the methods of historical research will be incorporated in each seminar.

Each 3 hours

545 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.

PREREQ: Permission of instructor

550 Independent Study in Topics on Urbanism (see Political Science 580) 3 hours
### ELEMENTARY

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature for Children and Youth</td>
<td>3 hours</td>
<td>Selection, evaluation, and guidance in various types of literature for the elementary and junior high school levels.</td>
</tr>
<tr>
<td>Diagnostic and Remedial Instruction</td>
<td>3 hours</td>
<td>A study of methods of diagnosing children's difficulties in language arts, social studies, evaluation procedures, classroom control and curriculum.</td>
</tr>
<tr>
<td>Improvement of Instruction in Elementary Mathematics</td>
<td>3 hours</td>
<td>An examination of the philosophy, content, methods, and materials of mathematics programs for the elementary school.</td>
</tr>
<tr>
<td>Introduction to Curriculum Planning-Elementary</td>
<td>3 hours</td>
<td>A study of the history, philosophy and current developments in the elementary curriculum with an emphasis on appropriate content and methods of curriculum reorganization.</td>
</tr>
</tbody>
</table>

### SECONDARY

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Vocational Education</td>
<td>3 hours</td>
<td>A study of the principles underlying vocational education and the methods and practices in the various fields.</td>
</tr>
<tr>
<td>Coordination Techniques for Vocational Education</td>
<td>3 hours</td>
<td>Reviews responsibilities and techniques of coordination for the vocational teacher and the vocational counselor, with special emphasis upon local administration of the part-time cooperative program and analysis of the laws and regulations governing this program.</td>
</tr>
<tr>
<td>Secondary School Curriculum</td>
<td>3 hours</td>
<td>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.</td>
</tr>
<tr>
<td>The Junior High School</td>
<td>3 hours</td>
<td>This course is designed to acquaint the graduate student with the philosophy, objectives and functions of the junior high school program.</td>
</tr>
<tr>
<td>Co-operating Teachers Seminar-Secondary</td>
<td>3 hours</td>
<td>A study of principles and procedures in student teaching programs intended for certified teachers who wish to be working with student teachers in secondary schools.</td>
</tr>
<tr>
<td>Improvement of Instruction of Secondary School Speech</td>
<td>3 hours</td>
<td>Improvement of instruction in science, Harvard Project Physics.</td>
</tr>
<tr>
<td>Improvement of Instruction of Secondary School Social Studies</td>
<td>3 hours</td>
<td>Improvement of instruction in science, Social Studies.</td>
</tr>
<tr>
<td>Improvement of Instruction of Secondary School Mathematics</td>
<td>3 hours</td>
<td>Improvement of instruction in science, Earth Science Curriculum Project.</td>
</tr>
<tr>
<td>Improvement of Instruction of Secondary School Science</td>
<td>3 hours</td>
<td>Science Education Seminar.</td>
</tr>
<tr>
<td>Improvement of Instruction of Science, Harvard Project Physics</td>
<td>3 hours</td>
<td>Improvement of instruction in science, Harvard Project Physics.</td>
</tr>
<tr>
<td>Improvement of Instruction in Science, Earth Science Curriculum Project</td>
<td>3 hours</td>
<td>Improvement of instruction in Science, Harvard Project Physics.</td>
</tr>
<tr>
<td>Improvements of Instruction in Science, Earth Science Curriculum Project</td>
<td>3 hours</td>
<td>Improvement of instruction in Science, Earth Science Curriculum Project.</td>
</tr>
<tr>
<td>Problems of Vocational Business Education</td>
<td>3 hours</td>
<td>Improvement of instruction in secondary school business education.</td>
</tr>
<tr>
<td>Vocational Curriculum Construction</td>
<td>3 hours</td>
<td>A course designed for teachers, supervisors, coordinators, and administrators of vocational education. The course includes principles, needs, factors, and trends that should be considered in developing a vocational education curriculum.</td>
</tr>
</tbody>
</table>
528 Administration and Supervision in Secondary Schools 3 hours
The modern principles and functions of modern administrative and supervisory practices as they relate to the secondary school.
PREREQ: Ed. 561 and EdAd. 562.

529 School Finance 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.
PREREQ: Ed. 561 and EdAd. 562.

530 Administration and Staff Personnel 3 hours
This course deals with personnel policies, problems, and issues in the following areas: teacher recruitment, orientation, evaluation, promotion, tenure, retirement, professional organizations, and legal status. Emphasis will be placed upon the techniques of democratic administration.
PREREQ: Ed. 561 and EdAd. 562.

531 Practicum in Educational Administration and Supervision 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.
PREREQ: Ed. 561 and approval.

532 Advanced Practicum in Educational Administration and Supervision 3 hours
Continuation of Education 570. Advanced study and practice under guidance in elementary, secondary or general administration and supervision as the needs of the student require.

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

534 College Business Management 3-4 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.

535 Administration of Supervision of Vocational Education 3 hours
Basic concepts for administration and supervision of vocations education, as related to the needs of the superintendent, principal, supervisor.

536 Field Project in Educational Administration 3 hours
The study of a problem in the area of school administration, and employs the techniques of research.
PREREQ: Approval, Department Chairman.

537 Seminar in Educational Administration 3 hours
Participation in the Seminar is limited to individuals who have a Master's degree in school administration and will include current educational problems and procedures.
PREREQ: Admission to Education Specialist Program.

538 Advanced Seminar in Educational Administration 3 hours
Participation is limited to individuals who have been admitted to candidacy for the Specialist in Education degree with a major in school administration. Emphasis will be placed upon the theory and techniques of administration.
PREREQ: Admission to Education Specialist Program.

539 History of Education and Guidance of the Deaf 2 hours
History of trends in deaf education, analyzing in current problems, practices and attitudes; survey of teaching and guidance opportunities; psychological problems of the deaf child.

540 Teaching of Speech to the Deaf I 2 hours
Methods and practicum in teaching speech to the deaf child; special emphasis on tactual, visual and auditory techniques.

541 Teaching of Speech to the Deaf II 2 hours
Continuation of Special Education 421; focus on various types of speech learning problems found in a population of deaf children.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>423</td>
<td>Teaching of Language to the Deaf I</td>
<td>(I) 3</td>
<td>Philosophy of development of functional language for the deaf; methods and materials for developing English language skills and comprehension.</td>
<td></td>
</tr>
<tr>
<td>424</td>
<td>Continuation of Special Education 423 with further consideration of terminology for selection and utilization of teaching materials; special emphasis on reading problems.</td>
<td>(II) 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>425</td>
<td>Observations and Student Teaching (LI) 3-6 hours</td>
<td></td>
<td>Arrangements with schools and classes for the deaf for qualified students to complete student teaching during the school year; co-curricular as well as classroom experiences encouraged.</td>
<td></td>
</tr>
<tr>
<td>426</td>
<td>Speech Reading and Auditory Training (II) 2 hours</td>
<td></td>
<td>History of development of speech (lip) reading; methods and practicum in teaching speech reading for various ages and degrees of hearing impairment.</td>
<td></td>
</tr>
<tr>
<td>427</td>
<td>Basic Audiology</td>
<td>(II) 2</td>
<td>Brief history of hearing evaluation techniques; methods and practicum in basic and auditory assessment; types of hearing losses; auditory training techniques.</td>
<td></td>
</tr>
<tr>
<td>428</td>
<td>Auditory and Speech Mechanisms</td>
<td></td>
<td>Basic structure and function of organs of hearing and speech; theories of cortical involvements; central and peripheral nervous systems.</td>
<td></td>
</tr>
<tr>
<td>429</td>
<td>Learning Disabilities</td>
<td></td>
<td>Study of developmental patterns in speech and language; causal factors of delayed speech and language development; evaluative techniques for identification of problem; therapy techniques for stabilization and/or rehabilitation of children with deviant language development.</td>
<td></td>
</tr>
<tr>
<td>430</td>
<td>Speech Development and Correction (I,II,III) 3 hours</td>
<td></td>
<td>Development of voice and speech proficiencies; common problems of articulation, voice, rhythm and symbolization found in the classroom; demonstration of individual and group correction procedures and materials.</td>
<td></td>
</tr>
<tr>
<td>431</td>
<td>Psychology of Speech</td>
<td>(I) 3</td>
<td>Psychological processes basic to speech; theories of language learning; semantics; psychology of hearing and deafness; interrelationships between speech and personality.</td>
<td></td>
</tr>
<tr>
<td>432</td>
<td>Speech Pathology I: Voice and Articulation (I) 3 hours</td>
<td></td>
<td>Types and causes of voice and articulation disorders; classroom demonstration; speech emphasis on rehabilitation procedures and methods associated with individual involvements.</td>
<td></td>
</tr>
<tr>
<td>433</td>
<td>Speech Pathology II: Rhythm and Symbolization (II) 3 hours</td>
<td></td>
<td>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 development.</td>
<td></td>
</tr>
<tr>
<td>434</td>
<td>Phonetics of American Speech</td>
<td>(I) 3</td>
<td>Introduction to International Phonetic Alphabet; analysis of phonetic and phonemic elements in major American English dialects; practice in transcription of standard and defective speech.</td>
<td></td>
</tr>
<tr>
<td>435</td>
<td>Speech Evaluation: Methods and Practicum (II) 3 hours</td>
<td></td>
<td>Tests and procedures for evaluating individuals with speech disorders; principles in differential diagnosis and report writing; observation during evaluation periods in speech and hearing centers.</td>
<td>PREREQ: 6 hours Speech Path.</td>
</tr>
<tr>
<td>436</td>
<td>Neurology of the Speech Handicapped (I) 3 hours</td>
<td></td>
<td>Basic structure and function of the organs of hearing and speech; theories of cortical involvements; central and peripheral nervous systems as they affect communication; individual projects.</td>
<td>PREREQ: Grad.</td>
</tr>
<tr>
<td>437</td>
<td>Measurement of Hearing</td>
<td>(I) 3</td>
<td>Brief history of hearing evaluation techniques; methods and practicum in basic audiological assessments; types of hearing losses; auditory training techniques; individual reports.</td>
<td>GRAD.</td>
</tr>
<tr>
<td>438</td>
<td>Advanced Measurement of Hearing</td>
<td>(II) 2</td>
<td>Hearing evaluation problems associated with pre-school children, recruitment, functional hearing losses, et al.; educational and rehabilitation problems associated with electronically-assisted hearing.</td>
<td>GRAD. and Ed. 49</td>
</tr>
<tr>
<td>439</td>
<td>Speech Correction in Elementary and Secondary Schools (II) 2 hours</td>
<td></td>
<td>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 facilities.</td>
<td></td>
</tr>
<tr>
<td>440</td>
<td>Basic Practicum in Speech Correction (II) 1-2 hours</td>
<td></td>
<td>Minimum of 48-60 clock hours per credit hour; supervised observation and practice in speech and hearing center; diagnostic interviews, therapy sessions, lesson plans, weekly practicum summaries.</td>
<td>GRAD. and permission</td>
</tr>
<tr>
<td>441</td>
<td>Advanced Practicum in Speech Correction (II) 1-2 hours</td>
<td></td>
<td>Minimum of 48-60 clock hours per credit hour; supervised observation and practice in speech and hearing center; diagnostic interviews, therapy sessions, lesson plans, weekly practicum summaries.</td>
<td>GRAD. and permission</td>
</tr>
<tr>
<td>442</td>
<td>Introduction to the Mentally Subnormal</td>
<td>3</td>
<td>Nature and educational needs of children and youth who are mentally subnormal; definitions; prevalence and types of children in educational programs; history; trends.</td>
<td>GRAD.</td>
</tr>
<tr>
<td>443</td>
<td>Teaching the Exceptional Child Required course for all Special Education majors</td>
<td>(I,II) 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>444</td>
<td>Curriculum for Mentally Retarded Children</td>
<td>(III) 3</td>
<td>The mentally retarded child as an educable or trainable individual; an investigation of the practices and problems in curriculum development for the mentally subnormal child; pre-school through vocational; identification of needs and goals and determination of content.</td>
<td></td>
</tr>
<tr>
<td>445</td>
<td>Methods and Materials for Teaching Mentally Retarded Children (II) 3 hours</td>
<td></td>
<td>An advanced course for elementary and secondary teachers; practice in the design and implementation of curriculum units, pre-school through vocational; consideration of programs for the trainable, &quot;Track I&quot; and &quot;Track II&quot; educational programs.</td>
<td></td>
</tr>
<tr>
<td>446</td>
<td>Observation and Student Teaching of the Mentally Retarded (II) 2-4 hours</td>
<td></td>
<td>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.</td>
<td>GRAD. Permission of department only</td>
</tr>
<tr>
<td>511</td>
<td>Problems in Teaching Reading—Elementary</td>
<td>(I,II,III) 3</td>
<td>An advanced course for elementary and secondary teachers; practice in the design and implementation of curriculum units, pre-school through vocational; consideration of programs for the trainable, &quot;Track I&quot; and &quot;Track II&quot; educational programs.</td>
<td></td>
</tr>
<tr>
<td>512</td>
<td>Problems in Teaching Reading—Secondary</td>
<td>(II) 3</td>
<td>An advanced course in reading for elementary or secondary teachers. Major emphasis will be given to the administration, organization, evaluation, and remediation of reading in each of the content subjects at junior and senior high school levels.</td>
<td></td>
</tr>
<tr>
<td>513</td>
<td>Diagnostic and Remedial Instruction in Reading</td>
<td>(I,III) 3</td>
<td>A course for advanced students in reading which will provide the student with the essential information for the diagnosis and remediation of reading disabilities.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
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<tr>
<td>514</td>
<td>Individual Analysis of Reading Difficulties</td>
<td>(1) 3</td>
<td></td>
<td></td>
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<tr>
<td>515</td>
<td>Clinical Practice in Reading</td>
<td>(II) 3</td>
<td></td>
<td></td>
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<tr>
<td>516</td>
<td>Reading Problems of The Disadvantaged</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>517</td>
<td>Seminar in Organization and Administration of Reading Programs</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>518</td>
<td>Advanced Problems in Speech Pathology</td>
<td>(II) 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>519</td>
<td>Aural Speech Rehabilitation</td>
<td>2-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>520</td>
<td>Speech Problems of Cerebral Palsied Children</td>
<td>2-3</td>
<td>PREREQ: CE 443 or permission</td>
<td></td>
</tr>
<tr>
<td>521</td>
<td>Seminar in Special Education</td>
<td>(II) 3</td>
<td></td>
<td></td>
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<tr>
<td>535</td>
<td>Hydraulic Engineering</td>
<td>3</td>
<td>CE 431—Fluid Mechanics</td>
<td></td>
</tr>
<tr>
<td>544</td>
<td>Theory of Structures III</td>
<td>3</td>
<td>CE 442</td>
<td></td>
</tr>
</tbody>
</table>

**Engineering**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>445</td>
<td>Engineering Systems and Analogies</td>
<td>3</td>
<td>Math 225—Advanced Math for Engineers; Engrg 403—Engineering Analysis</td>
</tr>
<tr>
<td>449</td>
<td>Soil Mechanics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>470</td>
<td>Pre-Stress Concrete</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>473</td>
<td>Matrix Methods of Structural Analysis</td>
<td>3</td>
<td>CE 443 or Permission</td>
</tr>
<tr>
<td>481</td>
<td>Plastic Design</td>
<td>3</td>
<td>CE 443 or permission</td>
</tr>
<tr>
<td>482</td>
<td>Limit Design</td>
<td>3</td>
<td>CE 441</td>
</tr>
<tr>
<td>493</td>
<td>Advanced Strength of Materials</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>497</td>
<td>Structural Design for Dynamic Loads</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>498</td>
<td>Special Engineering Problems</td>
<td>1-6</td>
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</tr>
<tr>
<td>502</td>
<td>Thin Shell Structures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>505</td>
<td>Foundation Engineering</td>
<td>3-6</td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>Applied Elasticity</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH

433 Sixteenth Century Literature
Poetry and prose of the English Renaissance, from its continental origins to the end of the Elizabethan Age.
3 hours

434 Chaucer
A study of the language and writing of Chaucer, with emphasis on The Canterbury Tales.
3 hours

437 Eighteenth Century Literature
Readings in the major authors of the Age of Pope and the Age of Johnson.
3 hours

438 Seventeenth Century Literature
A study of the English poetry and prose of the seventeenth century with emphasis on Milton, and the drama of the Restoration.
3 hours

450 English Drama before 1642
A study of the development of the English drama, exclusive of Shakespeare, from the beginnings to 1642.
3 hours

458 Structural Linguistics
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.
3 hours

465 The English Novel
The development of the English novel from the beginning to the end of the Victorian period.
3 hours

468 History of the English Language
A study of the internal and external forces which have influenced the development of the English language.
3 hours

472 Medieval English Literature
A survey of the principal writings in English, excluding those of Chaucer, from 1160 to 1500.
3 hours

481 Literature of the Romantic Period
Poetry and prose (excluding the novel) of England from 1786 to 1830.
3 hours

482 Literature of the Victorian Period
Poetry and prose (excluding the novel) of England from 1830 to 1900.
3 hours

497 The American Novel
The major American novelists from Hawthorne to the present.
3 hours

498 The American Drama
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.
3 hours

The following are all seminar courses:

501 Introduction to Literary Research
A survey of the techniques of literary research, history and interpretation, with a primary emphasis on methods of scholarship currently useful to the study of English and American literature.
3 hours

504 Literary Criticism
Literary criticism from the beginnings to the present, with emphasis on the criticism of ancient Greece and Rome, nineteenth century England and twentieth century America.
3 hours

506 Seminar in American Literature
An analytical study of the major literary movements in nineteenth and twentieth century America as they are expressed in poetry, fiction, drama, and criticism.
3 hours

508 Seminar in the English Renaissance
Analysis of selected literary figures of the English Renaissance.
6 hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>412</td>
<td>Urban Geography</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>
<td>3 hours</td>
</tr>
<tr>
<td>423</td>
<td>Great Plains and Nebraska</td>
<td>A systematic geographical study of the natural and cultural elements giving regional character to this region.</td>
<td>3 hours</td>
</tr>
<tr>
<td>432</td>
<td>Climates of the World</td>
<td>Surveys the climates of the continents in terms of climatic controls and generalized climatic sub-regions.</td>
<td>3 hours</td>
</tr>
<tr>
<td>443</td>
<td>Geography of Manufacturing</td>
<td>A course which discusses methods of measurement and classification, as well as the function of manufacturing, major world manufacturing regions in the U.S.; and local community development.</td>
<td>3 hours</td>
</tr>
<tr>
<td>453</td>
<td>Historical Geography of the United States</td>
<td>A study of the earth's surface in terms of climatic controls and generalized climatic sub-regions.</td>
<td>3 hours</td>
</tr>
<tr>
<td>454</td>
<td>Geography Concepts</td>
<td>A study of the earth's surface in terms of climatic controls and generalized climatic sub-regions.</td>
<td>3 hours</td>
</tr>
<tr>
<td>455</td>
<td>Development of the Systematic fields and regional approach to area inventory and planning; introduction to visualizing data and introduction to authorities in each field.</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>456</td>
<td>Investigating the Earth</td>
<td>A survey of earth science which provides a basic knowledge of the earth as a planet, the solar system, and the universe; and an introduction to the earth's atmosphere and hydrosphere.</td>
<td>3 hours</td>
</tr>
<tr>
<td>457</td>
<td>Investigating the Earth</td>
<td>A survey of earth science which provides a basic knowledge of the earth as a planet, the solar system, and the universe; and an introduction to the earth's atmosphere and hydrosphere.</td>
<td>3 hours</td>
</tr>
<tr>
<td>458</td>
<td>Physical and Cultural Geography for Teachers</td>
<td>Orientation through discussion and demonstration and projects to physical and cultural geography; involvement in professional geography journals and associated media suitable for geography presentations.</td>
<td>6 hours</td>
</tr>
</tbody>
</table>
411 Representative Americans, 1600-1828
PREREQ: Hist. 111 and 112
A biographical approach to American history prior to 1828.

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

413 The Revolutionary Era, 1763-1789
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
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
PREREQ: Hist. 111 and 112
An interpretive study of the middle period of American history.

418 Civil War and Reconstruction
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.

424 The Emergence of Modern America: 1877-1901
PREREQ: Hist. 111-112 or permission of instructor
A study of a transitional period in American history, this course considers the importances of industrialization, urbanization, immigration, and the development of the United States as a significant world power.

427 Twentieth Century America to 1932
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, 1932 to Present
PREREQ: Hist. 111 and 112
A study of the history of the United States from the election of Franklin D. Roosevelt to the Presidency in 1932.

429 Ideas in Twentieth Century America
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
PREREQ: Hist. 111 and 112
A history of constitutional theory and practice in the continental North American colonies.

434 American Constitutional History since 1860
PREREQ: Hist. 433 or permission of instructor
A history of constitutional theory and practice in the United States in the present.

451 Intellectual History of Modern Europe: Seventeenth and Eighteenth Centuries
PREREQ: Hist. 151 and 152
An intellectual history of Modern Europe from the beginning of the seventeenth century to the French Revolution.

453 Age of the Reformation
PREREQ: Hist. 151 and 152
A study of European society during the critical years following the Renaissance.
505 Great American Historians (II) 3 hours
PREREQ: Acceptance as a graduate major or minor in history or permission of the department head and the instructor (not open for credit to students who have taken Hist. 496, or equivalent).
A survey of the history of American historical writing from colonial times to the present. Reports on selected readings.

507 Great American Historians (I) 3 hours
PREREQ: Acceptance as a graduate major or minor in history or permission of the department head and the instructor (not open for credit to students who have taken Hist. 497, or equivalent).
A survey of the European historical writing from the Renaissance to the present. Reports on selected readings.

The following seminars lay stress on individual research on significant problems as indicated by the titles. An introduction to bibliography and demonstration of the methods of historical research will be incorporated in each seminar.

PREREQ: Acceptance as a graduate major or minor in history and permission of the instructor.

512 Seminar in American History: The Jacksonian Era (I) 3 hours
517 Seminar in American History: The Frontier (II)
516 Seminar in American History: Civil War and Reconstruction (I)
513 Seminar in Recent American History (II)
515 Seminar in Local History: Nebraska and the Great Plains (II)
520 Seminar in Eighteenth Century Diplomatic History of the United States History (II)
521 Seminar in American Economic History (I)
522 Seminar in American Economic History (Since 1866) (II)
542 Seminar in United States Public Land Policy and Conservation (I)
541 Seminar in Early Modern European History (II)
546 Seminar in European History: The Revolutionary Age (II)
547 Seminar in European History: The Napoleonic Era: 1800-1815 (II)
524 Seminar in Nineteenth Century European History (I)
549 Seminar in Twentieth Century Diplomatic History of the United States History (II)
523 Seminar in American Economic History (I)
543 Seminar in United States Public Land Policy and Conservation (II)
544 Seminar in World History: Military History and Policy (I)
545 Seminar in Eighteenth Century British History (II)
546 Seminar in Nineteenth Century European History (II)
547 Seminar in Eighteenth Century British History (I)
548 Seminar in Contemporary British History (II)

601 Thesis Each 3 hours
602 Independent research project written under the supervision of an adviser.

The following 300-level courses in history are open to students for graduate credit with special assignments: 311, 312, 313, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, and 331.

MATHMATICS

The 300 level courses listed are open for graduate credit to students who do not seek an advanced degree in mathematics.

COMPUTER SCIENCES

300 Introduction to System Programming (II) 3 hours
PREREQ: CS 232 or equivalent
An introduction to system programming and applications.

500 Numerical Methods (II) 3 hours
PREREQ: Math 196, 211 and Computer Language
Solution of equations, polynomial approximation difference calculus, interpolation, quadrature, initial value problems from ordinary differential equations and matrix inversion.

501 Introduction to the Theory of Information Storage and Retrieval (II) 3 hours
PREREQ: Math 181, 211 and CS 200
List processing languages, theories of file organization, theories of system design, information retrieval, applications.

502 Linear Programming (I) 3 hours
PREREQ: CS 232 or equivalent
An introduction to linear programming and applications.

503 Advanced Topics in Algebra I (II) 3 hours
PREREQ: Math 411 or equivalent

504 Advanced Topics in Algebra II (II) 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.

505 Theory of Functions of Real Variables (II) 3 hours
PREREQ: Math 423 or Advanced Calculus
Real number system, convergence, continuity, bounded variation, differentiation, Lebesgue-Stieltjes integration, abstract measure theory, the LP space.

506 Partial Differential Equations (II) 3 hours
PREREQ: Math 423
Linear partial first order equations, self-adjoint elliptic equations, linear integral equations, eigen-functions, and boundary value problems.
PHYSICS

301 Elements of Electronics
The background of theory, operation, and practice of electronic devices and circuits particularly as they apply to scientific instrumentation. Both solid state and vacuum tube principles and circuits are involved.
3 hours

302 Optics
The nature of light as disclosed through studies of geometrical optics, physical optics and quantum optics.
4 hours

351 Electricity and Magnetism
A two-semester course giving more complete and advanced treatment of electrical and magnetic principles from standpoint of both A.C. and D.C. phenomena.
6 hours

370 Special Relativity
3 hours

411 Modern Physics
Recent developments concerning the nature of matter, radiation, and space including relativistic effects and the dualistic behavior of particles and waves.
4 hours

414 Nuclear Physics
Methodology and principles of nuclear science, nuclear structure, artificial and natural radioactivity, isotopes, tracer techniques, radiation health physics, reactor theory.
4 hours

423 Modern Development in Physics
A resume of the most important discoveries, changes, and new concepts gleaned from the last decade of research in physics. Supersensitivity, lasers, masers, superfluidity, ultra large magnetic fields, space plasmas, nuclear fusion power, etc. Designed for updating physical science concepts for science majors and for science teachers.
3 hours

433 Modern Development in Physics
A resume of the most important discoveries, changes, and new concepts gleaned from the last decade of research in physics. Supersensitivity, lasers, masers, superfluidity, ultra-large magnetic fields, space plasmas, nuclear fusion power, etc. Designed for updating physical science concepts for science majors and for science teachers. Physics 492 covers material not covered in Physics 493.
3 hours

465 Problems in Physics
Individual laboratory and/or library work in some field of energy.
1-3 hours

POLITICAL SCIENCE

463 The Presidency
The history 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.
(L,S) 3 hours
PREREQ: 110, 111

584 Comparative Politics: Theories and Literature of the Field
An examination of the purposes, theories and literature of the field of comparative politics, with evaluation of the theories by application to contemporary political systems.
(L,S) 3 hours
PREREQ: Graduate standing or senior standing with permission of the instructor and department head.
521 Theories and Literature of International Relations (I.S) 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.

389 Independent Study on Topics on Urbanism 1 hour per semester to 3
Graduate student research on an individual basis under faculty supervision on 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.

581 Urban Seminar in Metropolitan Planning and Development (see Geography 581) 3 hours
An interdisciplinary course on the metropolitan community in which various departmental and college offerings concerned with urban problems are put in broad inter-related 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

403 Motivation (II) 3 hours
An exploration of the motivation of organisms including methods, concepts, issues, and theories derived from historical and contemporary research.
PREREQ: Psych 213 and 401

405 Computer Concepts in Psychology and the Behavioral Sciences (II,S) 3 hours
An introductory course emphasizing the applications of computers in the areas of psychology, sociology, and education. Includes a functional description of computers and a discussion of programming languages as well as specific uses.
PREREQ: An introductory statistics course.

407 Cognitive Processes 3 hours
An exploration of historical and contemporary research and theory concerned with higher cognitive processes including concept formation, problem solving, creativity, memory, and symbolic behavior.
PREREQ: Psychology 401

414 Non-parametric Statistics (I) 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.
PREREQ: Basic Statistics

415 Multiple Regression and Factor Analysis (I) 3 hours
Advanced methods and techniques of correlation and regression are discussed, including: special simple correlation methods, multiple correlation, multiple regression, and factor analysis.

416 Analysis of Variance (II) 3 hours
Consideration is given in this course to descriptive and inferential procedures for use in analyzing individual differences expressed as variance. One-way and multifactor designs are discussed along with the models, purposes, assumptions, and techniques appropriate to each.
PREREQ: Basic Statistics

421 Experimental Psychology of Sensation and Perception (II,S) 3-4 hours
Advanced laboratory techniques and methods in the field of sensation, perception, and learning are presented, and the student is given an opportunity to conduct supervised research on several laboratory projects.
PREREQ: Basic Statistics or permission of instructor

423 Physiological Psychology (II) 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

427 Comparative Psychology (I) 3 hours
Behavior of diverse animals will be studied—primarily to bring out differences and similarities. Research techniques appropriate to behavioral studies with various animal species will be emphasized.
PREREQ: Psych 401 or permission

431 Psychological and Educational Testing (I,S) 3 hours
The purpose of the course is to acquaint students in Education with Psychological and Educational Testing. The psychological and educational problems of standardized tests available to them for the evaluation of students' programs and for guidance. Emphasis will be placed on achievement and construction of teacher-made tests.
PREREQ: Psych 102 or 343

433 Individual Differences (II) 3 hours
A critical study of experimental and statistical investigations of the influence of age, family, experiences, and environment in the development of mental traits.
PREREQ: 9 hours of psychology, including Psych 101 and Basic Statistics

434 Abnormal Psychology (I) 3 hours
The purpose is to become familiar with theories (psychological, psychiatric, psychoanalytic) of normality and abnormality. The symptoms, dynamics, therapy, and prognosis of individuals and groups in the syndromes will be considered.
PREREQ: Psych 343 and Basic Statistics

435 Personality Theory (I) 3 hours
This course is designed to familiarize the student with personality theories, which are much more inclusive of the learning process, and to train him in the interpretation and approach of integrated viewpoints. A research approach is emphasized.
PREREQ: Psych 343

447 Advanced Counseling Theory (I) 3 hours
This course emphasizes the relation between diagnosis and treatment with a Jungian approach embracing psychology, literature, philosophy, and theology. Readings are emphasized.
PREREQ: Psych 343 or Ed 520

540 Retardation (II) 3 hours
This course considers significantly sub-average intellectual functioning originating during the developmental period and associated with retardation in adaptive behavior. Research is emphasized.
PREREQ: Psych 431

547 Developmental Psychology (II) 3 hours
A systematic review of the research literature related to the biological, social, and cognitive development of children. A study of the development of the child from conception to adolescence.
PREREQ: Basic Statistics

549 Psychology of Exceptional Children (I) 3 hours
A study of the special problems of young children with visual, auditory, or neuromotor impairments, orthopedic anomalies, intellectual retardation or superiority, speech disorders, emotional or social maladjustments, learning disabilities and culturally deprived; and the characteristics of children. Readings are emphasized.
PREREQ: Psych 343 or 351

641 Engineering Psychology (II) 3 hours
A study and application of the theory, techniques, and procedures involved in preparing individuals for their jobs through training and education.
PREREQ: Psych 362 and Basic Statistics

643 Techniques of Programmed Instruction (II) 3 hours
An introduction to methods and technology in construction and use of teaching machine programs, with special emphasis on computer assisted instruction.
PREREQ: Psych 101 and permission of instructor
563 Personnel Selection and Assessment (I) 3 hours
A practical course designed to familiarize the student with the procedures used in assessing and selecting people for industrial positions.
PREREQ: Basic Statistics, Psych 432 and permission of instructor

565 Practicum in Psychology (I,II) 1-6 hours
Faculty-supervised experience in a real life educational agency, clinic, or institutional setting designed to bridge the gap between the classroom and a job by emphasizing use of previously acquired knowledge in dealing with practical problems.
PREREQ: Permission of instructor

560-602 Thesis Each 1-3 hours
Independent research project written under supervision of a faculty committee.

SOCIOLOGY

401 Social Control of Behavior (I) 3 hours
The social processes by which the person's behavior is adapted to the group. External restraints, roles, self control. Analysis and measurement of behavior in the context of socially defined "fields".
PREREQ: 9 hours sociology, including 101 or 403 and 301

412 Urban Geography (same as Geography 411) (III) 3 hours
A geography of the city from the viewpoint of history, site and situation, external relations, internal relations, and the comparative study of cities.
PREREQ: Junior standing and 6 hours of geography or sociology

413 Sociology of Deviant Behavior (I) 3 hours
A theoretical analysis of the relation of deviant group behavior and subcultures to community standards of conventional behavior as expressed in law and norms.
PREREQ: 9 hours sociology including 101 or 403

414 Urban Sociology (I) 3 hours
A course in the sociology of cities and the social characteristics of urban life, stressing its historical, demographic, ecological, social psychological, and institutional aspects. The unique problems of the modern metropolis, both as to effective functioning and as an environment for human beings, are discussed.
PREREQ: 9 hours sociology including 101 or 403

415 American Family Problems (I) 3 hours
(1) A theoretical treatment of the family as a social institution outlining the essential functions it provides for its members and the society. (2) An analysis of failures of function and attendant problems in a variety of American families: parent-child tension, problems of sexual adjustment, role conflicts, multi-problem families, divorce, others.
PREREQ: 9 hours sociology including 101 or 403 or permission of the instructor.

421 Cultural Anthropology (I) 3 hours
Family, art, war, maintenance, prestige, religion approached as parts of an integrated whole, a way of life or pre-literate human society. Illustrations from a number of simple societies. Anthropological theories and methods of study.
PREREQ: Soc 105 or permission of the instructor.
422 North American Archaeology 3 hours
American Indian culture history in North America, with emphasis on the peopling of the New World, origin and development of New World agriculture, development of Middle American Civilizations and their impact on core areas of village-farming in the continental United States; introduction to archaeological investigation techniques, dating methods, and taxonomic concepts.
PREREQ: Soc 101 or 421

451 Methods of Social Research (I, II) 2 hours
Relationships of theory, method, and the data in sociological investigation. Major techniques and instruments employed in social research, how developed, and where appropriately used. Formulation of research problems, use of statistics in analysis. Practical problems and limitations.
PREREQ: 12 hours sociology including 401 or 403 and 411

542 Social Problems of the Disadvantaged (I, II) 3 hours
Social problems in sociology, seminar. Prerequisites: 12 hours sociology including 401 or 403 and 411

561 Complex Social Organizations (II) 3 hours
PREREQ: 5 hours sociology including 461

571 Development of Sociological Theory (I) 3 hours
An intellectual history of sociology as an academic discipline surveying outstanding contributions to its body of theory. Stresses are 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: 12 hours sociology and senior standing

572 Contemporary Sociological Theory (II) 3 hours
A thorough and detailed presentation of a major theoretical integration of contemporary sociological research and theory with particular emphasis on presentations of alternative positions indicating similarities and differences. Principles of theory construction and a review of major sociological concepts and writers.
PREREQ: 12 hours sociology and senior standing

573 Social Change (II) 3 hours
A discussion of the theories and the basic models of social change illustrated by use of examples from contemporary and historical data. Emphasis is placed on understanding causes and effects of social processes current in American society and the response of the individual to these.
PREREQ: Soc 101 or 403 and 6 hours sociology or history

491 Internship in Local Government (same as Political Science 491) (I, II, S) 1-4 hrs.
Internship in Local Government Office: Participation in the policymaking and administrative processes of Local Government; discussions and reports.
PREREQ: Pol. Sci. 110, 111, 301, 317 or their equivalents, and senior standing. (Also listed under Economics, Geology, and History.)

499 Independent Study 1 to 3 hours
Guided reading in special topics under the supervision of a faculty member.
PREREQ: Senior standing and permission of the instructor

300 Problems in Sociology, Seminar 3 hours
This seminar, required of departmental graduate students, gives a basic orientation to the profession, its leading figures, publications, organizations, and university departments. It emphasizes critical discussion of issues in the discipline and selected substantive problems of sociology.

505 Seminar in Social Psychology 3-4 hours
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.

510 Seminar in Applications of Sociology 3 hours
Sociological theory and method applied to a practical problem of relevance to social problems.

511 Social Problems of the Disadvantaged 3 hours
A survey of the social problems existing in disadvantaged communities. The effects upon individuals of such settings. The subculture of poverty.

550 Topical Research Seminar 3-8 hours
A complete research project carried out under the supervision of an instructor particularly qualified in the area of concern. Students participate in the background work, question formulation, selection of (or construction of) the appropriate data gathering by methods such as interview and participant observation, and analysis.

555 Seminar in the Sociology of Religion 3-6 hours
A seminar dealing with religion as a social and cultural phenomenon. The study theme will vary from time to time in keeping with the special interests of the instructor.

556 Seminar in Social Organization 3-6 hours
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.

570 Seminar in Sociological Theory 3-6 hours
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.

571 Population Seminar (same as Geography 571) (S) 3 hours
The Significance of differences from place to place in the number, kind, and quality of human inhabitants and changes through time.
PREREQ: Permission

586 Independent Study in Topics on Urbanism 1-3 hours
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. (Also listed under economics, geography and political science.)

587 Urban Seminar in Metropolitan Planning and Development (see Geography 587) 3 hours

588 Interdisciplinary Seminar on the Urban Community 3-6 hours
An interdisciplinary seminar on the urban 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. (Also listed under economics, geography and political science.)

589 Urban Economics (see Economics 589) 3 hours

593 Practicum in Applied Sociology 3 hours
A practical work experience under supervision which provides opportunity for applying principles from the student's academic area of concentration.

601-602 Thesis Each 3 hours

SPEECH AND DRAMA

401 Advanced Projects in Speech (I, II, S) Each 3-6 hours
Special projects in speech supplementing regular courses; individual research projects; combined study and practicum.
PREREQ: 8 hours of speech in the general area to be studied and permission of department head.

410 Rhetorical Criticism 3 hours
Significant movements in the development of rhetorical criticism from antiquity to the present.
PREREQ: 12 hours of speech

411 Greek and Roman Rhetoric and Oratory (I) 3 hours
The origin and development of rhetorical theory and practice in antiquity.
PREREQ: 9 hours of speech

412 Studies in American Public Address (II) 3 hours
Study of representative American speakers from the Eighteenth Century to the present.
PREREQ: 9 hours of speech
**History of the Theatre**
420
A survey of the great periods of theatrical history, and the playwrights, producers and actors who were responsible for this growth and development.
PREREQ: Speech 220

**Acting: Historical Periods and Styles**
421
(III) Each 3 hours
The fundamental theories and practices of major styles of acting from Ancient Greece to the present, including interpretation of outstanding dramatic literature.
PREREQ: Speech 321-322 or permission of instructor

**Scene Design**
423
(II) 3 hours
Principles of composition, prospective and color for the stage; the designer's approach to the play, production of ground plans, elevations and sketches.
PREREQ: Speech 226, 228, and Junior Standing.

**Stage and TV Lighting**
424
(II) 3 hours
Characteristics and control of light and color and their application to the theatre and television; elementary electricity; lens systems; reflectors; lamps; control systems.
PREREQ: Speech 226, 228, and Junior Standing.

**Play Direction**
425
(II) 3 hours
A practicum in play selection, analysis, casting, directing, and performing.
PREREQ: Speech 226, 228, 321, 322 or permission of instructor

**Television and Radio Programming and Sales**
434
(II) 3 hours
A study of contemporary broadcast programming, sales, and advertising techniques.
PREREQ: Speech 228 or permission of instructor

**Broadcasting and the Public**
435
(II) 3 hours
A study of the effects of broadcasting and its relationships to other mass media; emphasis on the sociological, economic, and legislative aspects of the medium.
PREREQ: Speech 230 or permission of the director

**Introduction to General Semantics**
450
(II) 3 hours
An introduction to the system of general semantics, considering both limitations and practical applications to perception, thinking, and communicating.
PREREQ: 6 hours speech and 3 hours psychology or permission of instructor

**History and Problems in Speech Education**
461
(II) 3 hours
A study of the development of speech as an academic discipline; recent movements in speech and the contribution of quantitative methodology to speech research and education.
PREREQ: 6 hours speech

**Advanced Oral Interpretation**
471
(II) 3 hours
Theories and forms of interpretation from antiquity to the present; preparation and presentation of a recital.
PREREQ: Speech 171

**Introduction to Research in Speech**
501
(II) 3 hours
(2 credits if a 1 credit course in Introduction to Graduate Study is offered by the Dean of the Graduate College)
Basic components, functions, and spirit of research; research methods in the arts and sciences of oral communication; preparation of a thesis proposal.

**Seminar: Modern Public Address**
511
(II) 3 hours
Studies in figures, movements and institutions prominent in modern public address.
PREREQ: Permission of the instructor

**Dramatic Theory and Criticism**
520
(II) 3 hours
For advanced students of dramatic literature. The course will explore the important dramatic theories and criticism from Aristotle to contemporary drama.
PREREQ: Speech 220 or permission of instructor

**Independent Thesis**
601
1-3 hours each
Independent research project written under the supervision of an advisor.

**Independent Thesis**
602
1-3 hours each
Independent research project written under the supervision of an advisor.
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