Graduate Academic Catalog (June 1970 - June 1971)

University of Nebraska at Omaha

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 8</td>
<td>Last day for submitting admissions credentials for first summer session</td>
</tr>
<tr>
<td>June 5-6</td>
<td>Registration</td>
</tr>
<tr>
<td>June 8-July 10</td>
<td>First Session</td>
</tr>
<tr>
<td>June 8-July 30</td>
<td>Evening Session</td>
</tr>
<tr>
<td>June 12</td>
<td>Last day for submitting admissions credentials for second summer session</td>
</tr>
<tr>
<td>June 19</td>
<td>Theses due in Graduate Office</td>
</tr>
<tr>
<td>July 4</td>
<td>Holiday</td>
</tr>
<tr>
<td>July 13-Aug 14</td>
<td>Second Session</td>
</tr>
<tr>
<td>July 17</td>
<td>Last day for filing application for degree to be conferred August 31, 1970</td>
</tr>
</tbody>
</table>
## OFFICIAL CALENDAR

### SUMMER 1970

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1</td>
<td>Last day for submitting admission credentials for admission to Graduate College.</td>
</tr>
<tr>
<td>June 6-7</td>
<td>Registration</td>
</tr>
<tr>
<td>June 9-July 11</td>
<td>First session.</td>
</tr>
<tr>
<td>June 10-July 31</td>
<td>Evening session.</td>
</tr>
<tr>
<td>June 21</td>
<td>Theses due in Graduate College.</td>
</tr>
<tr>
<td>July 4</td>
<td>Holiday</td>
</tr>
<tr>
<td>July 11</td>
<td>Last day for submitting applications for admission to second summer session.</td>
</tr>
<tr>
<td>July 14-Aug. 15</td>
<td>Second session.</td>
</tr>
<tr>
<td>July 18</td>
<td>Last day for filing applications for degrees to be conferred August 31, 1970.</td>
</tr>
</tbody>
</table>

### FIRST SEMESTER 1970-71

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 14</td>
<td>Last day for submitting admission credentials for admission to first semester.</td>
</tr>
<tr>
<td>September 8-11</td>
<td>Registration and changes.</td>
</tr>
<tr>
<td>September 14</td>
<td>Official beginning of first semester at 7:30 a.m. Day and evening classes begin.</td>
</tr>
<tr>
<td>September 14</td>
<td>Late registration begins.</td>
</tr>
<tr>
<td>September 18</td>
<td>Last day for registering for a day class, or adding a day class to a schedule, up to 4 p.m. or changing a day class from &quot;audit&quot; to &quot;credit&quot; or &quot;credit&quot; to &quot;audit&quot;.</td>
</tr>
<tr>
<td>September 19</td>
<td>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 &quot;credit&quot; to &quot;credit&quot; to &quot;credit&quot; to &quot;audit&quot;).</td>
</tr>
<tr>
<td>October 3</td>
<td>Parents Day</td>
</tr>
<tr>
<td>October 8</td>
<td>Founders Day</td>
</tr>
<tr>
<td>October 16</td>
<td>Homecoming. (Day classes dismissed after 12:30 p.m.)</td>
</tr>
<tr>
<td>October 17</td>
<td>Homecoming Football Game.</td>
</tr>
<tr>
<td>October 18</td>
<td>Six-week reports on first-semester Freshmen due in Academic Dean's Offices by 4:00 p.m.</td>
</tr>
<tr>
<td>October 31</td>
<td>Band Day</td>
</tr>
<tr>
<td>November 6</td>
<td>Last day a class may be dropped in order to receive a &quot;W&quot;; last day for changing a class from &quot;credit&quot; to &quot;audit&quot;; last day for making up an &quot;incomplete&quot; incurred in spring semester or summer sessions.</td>
</tr>
<tr>
<td>November 7</td>
<td>Theses due in Graduate Office.</td>
</tr>
<tr>
<td>November 24</td>
<td>Thanksgiving recess begins at 9:40 a.m.</td>
</tr>
<tr>
<td>November 30</td>
<td>Classes resume at 7:30 a.m.</td>
</tr>
</tbody>
</table>

### SECOND SEMESTER 1970-71

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4, 1970</td>
<td>Last day for submitting credentials for admission to second semester.</td>
</tr>
<tr>
<td>January 18</td>
<td>&quot;Dead&quot; Day. No day classes nor student activities. (Evening classes meet as usual.)</td>
</tr>
<tr>
<td>January 19-26</td>
<td>Final Examinations.</td>
</tr>
<tr>
<td>January 23</td>
<td>All grades due in Registrar's Office by 3:30 p.m.</td>
</tr>
<tr>
<td>January 30</td>
<td>Mid-year Commencement (Saturday).</td>
</tr>
<tr>
<td>January 27-29</td>
<td>Registration and changes.</td>
</tr>
<tr>
<td>February 1</td>
<td>Official beginning of second semester at 7:30 a.m. Day and evening classes begin.</td>
</tr>
<tr>
<td>February 5</td>
<td>Late registration begins.</td>
</tr>
<tr>
<td>February 6</td>
<td>Last day for registering for a day class or adding a day class to a schedule, up to 4 p.m. or changing a day class from &quot;audit&quot; to &quot;credit&quot; or &quot;credit&quot; to &quot;audit&quot;.</td>
</tr>
<tr>
<td>March 20</td>
<td>Theses due in Graduate Office.</td>
</tr>
<tr>
<td>March 26</td>
<td>Last day a class may be dropped in order to receive a &quot;W&quot;; last day for changing a class from &quot;credit&quot; to &quot;audit&quot;; last day for making up an &quot;incomplete&quot; incurred in the fall semester.</td>
</tr>
<tr>
<td>April 3</td>
<td>Spring Vacation begins at noon.</td>
</tr>
<tr>
<td>April 12</td>
<td>Classes resume 7:30 a.m.</td>
</tr>
<tr>
<td>April 13</td>
<td>Last day for filing applications for degrees to be conferred in June 1970.</td>
</tr>
<tr>
<td>May 14</td>
<td>Ma-te-Day—student holiday.</td>
</tr>
<tr>
<td>May 14</td>
<td>Last day for submitting credentials for admission to Graduate College for summer session.</td>
</tr>
<tr>
<td>May 24</td>
<td>&quot;Dead&quot; Day. No day classes nor student activities. (Evening classes meet as usual.)</td>
</tr>
<tr>
<td>May 25-June 2</td>
<td>Final Examinations.</td>
</tr>
<tr>
<td>May 28</td>
<td>Alumni Achievement Day.</td>
</tr>
<tr>
<td>May 31</td>
<td>Legal Holiday. (University Closed).</td>
</tr>
<tr>
<td>June 3</td>
<td>All grades due in Registrar's Office by 3:30 p.m.</td>
</tr>
<tr>
<td>June 5</td>
<td>Sixty-second Commencement. Saturday.</td>
</tr>
</tbody>
</table>
June 11-12 Registration.
June 11-July 16 First session.
June 14-Aug. 5 Evening session.
June 19 Last day for submitting credentials for admission to second summer session.
June 19 Theses due in Graduate Office.
July 4 Holiday. (University Closed.)
July 18-Aug. 20 Second session.
July 23 Last day for filing applications for degrees to be conferred August 31, 1971.

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 or 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.
GRADUATE FACULTY
1970-71

ROBERT L. ACKERMAN
Ed.D., University of Nebraska, 1966; Professor

PAUL B. ACKERSON
Ed.D., Oklahoma State University, 1968; Professor

FREDERICK W. ADRIAN
Ph.D., Ohio State University, 1942; Professor

AARON ARNFIELD
Ed.D., Colorado State College, 1964; Associate Professor and Chairman of Department

CLIFFORD ANDERBERG
Ph.D., University of Wisconsin, 1953; Professor and Head of Department

BRUCE P. BAKER II
Ph.D., Texas Christian University, 1966; Associate Professor and Head of Department

GEORGE BARGER
Sociology

NICHOLAS BARISS
Ph.D., Clark University, 1967; Associate Professor

PAUL L. BECK
Ph.D., University of Nebraska, 1941; Professor

ROBERT W. BENECKE
D.B.A., University of Colorado, 1968; Associate Professor

JOSEPH V. BENAK
Ph.D., University of Illinois, 1967; Assistant Professor

HOLLIE B. BETHEL
Elementary Education

JOHN V. BLACKWELL
Ph.D., State University of Iowa, 1957; Professor and Head of Department

RICHARD BLAKE
Ph.D., University of Missouri, 1966; Associate Professor and Chairman of Department

M. JEAN BRESSLER
Ph.D., University of Nebraska, 1965; Associate Professor

BARBARA BRILHART
Ph.D., Pennsylvania State University, 1966; Assistant Professor

*JOHN K. BRILHART
Ph.D., Pennsylvania State University, 1964; Professor and Head of Department

MERLE E. BROOKS
Ph.D., University of Colorado, 1956; Professor

WILLIAM M. BROWN
Ph.D., University of Pittsburgh, 1957; Professor

BARBARA E. BUDHULLER
Ph.D., University of Arizona, 1968; Assistant Professor

CHARLES M. BULL
Ph.D., University of Nebraska, 1962; The Frederick W. Kayser Professor of Marketing

DALE M. BUNSEN
Ed.D., University of Nebraska, 1958; Assistant Professor

KENNETH BURKHOLDER
Ph.D., State University of Washington, 1958; Professor

KARL H. D. BUSCH
Ph.D., Ohio State University, 1946; Professor and Head of Department

H. CARL CAMP
Ph.D., Washington University, 1960; Associate Professor

CARRIGAN, JO ANN
Ph.D., Louisiana State University, 1961; Associate Professor

ELTON S. CARTER
Ph.D., Northwestern University, 1959; Professor and Dean, Graduate College

PERRY P. CHANG
Ph.D., University of Nebraska System

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

HARRY J. CROCKETT, JR.
Ph.D., University of Michigan; Graduate Lecturer

DONALD CUSHENBERY
Ph.D., University of Nebraska, 1964; Professor, Director, Reading Clinic

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

JOE DAVIS
Ph.D., University of South Dakota, 1969; Assistant Professor and Clinical Counselor

JOSEPH G. DUNN
Ph.D., University of Missouri, 1955; Professor and Head, Department of Educational Foundations

LAWRENCE E. EHLERS
Engineering

KENNETH ELLER
M.A., University of Kansas, 1966; Instructor

EUGENE FREUND
Foundations of Education

CR AIG FULLERTON
Ph.D., University of Iowa, 1958; Graduate Lecturer

DALE GAEDDERT
Ph.D., Ohio State University, 1969; Assistant Professor

RICHARD GIBSON
Ph.D., University of Illinois, 1953; Registered Professional Engineer; Associate Professor

G. WAYNE GLIDDEN
Ph.D., University of Nebraska, 1964; Professor

FRANK H. GORMAN
Ph.D., University of Wisconsin, 1931; Professor, Dean Emeritus, College of Education

DONALD J. GRANDGENNET
Elementary Education

RAYMOND A. GUNTHER
Ph.D., Illinois Institute of Technology, 1965; Associate Professor

ERT J. GUM
Ph.D., University of Wisconsin, 1963, Associate Professor

PAUL WAEDER
Ph.D., Iowa State University, 1968; Professor and Head of Department

ROBERT D. HARPER
Ph.D., University of Chicago, 1949; Professor, Dean of the College of Liberal Arts and Sciences
GEORGE T. HARRIS ................................................. Finance  
Ph.D., State University of Iowa, 1953; The Frederick W. Kayser Professor of Finance

GEORGE HEATHER .............................................. Business Administration  
Ph.D., State University of Iowa, 1946; Professor; Dean of the College of Business Administration

WAYNE M. HIGLEY ............................................. Accounting & Statistics  
Ph.D., University of Illinois, 1962; C.P.A.; Professor

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

*PETER W. HILL ............................................. Art  
M.F.A., Cranbrook Academy of Art, 1958; Associate Professor

ROGER HOBURG ............................................... Chemistry  
Ph.D., University of Nebraska, 1967; Assistant Professor

WILLIAM C. HOCKETT ................................... Accounting  
M.B.A., University of Denver, 1949; C.P.A.; Professor

LETA F. HOLLEY ........................................... Secretarial Science  
Ed.D., University of Colorado, 1960; Professor and Head of Department

JAMES Q. HOSSACK ..................................... Engineering  
M.S.C.E., University of Nebraska, 1950; Registered Professional Engineer; Associate Professor

HELEN HOWELL ........................................... Elementary Education  
Ed.D., University of Colorado, 1960; Assistant Professor

FRANCIS M. HURST ..................................... Psychology  
Ed.D., Indiana University, 1954; Professor

CHARLES O. INGHAM ..................................... Biology  
Ph.D., University of Utah, 1953; Associate Professor

HARL JARMIN .............................................. Counseling and Guidance  
Ph.D., University of Missouri, 1960; Assistant Professor

D. F. KELLAMS .............................................. Educational Administration  
Ed.D., University of Kansas, 1964; Associate Professor and Head, Department of Educational Administration and Supervision

PAUL C. KENNEDY ...................................... Educational Administration  
Ed.D., University of Kansas, 1955; Professor and Dean, College of Education

C. ROBERT KEPPEL ....................................... Chemistry  
Ph.D., Massachusetts Institute of Technology, 1939; Associate Professor

RANDALL T. KLEEME .................................... Economics  
Ph.D., Iowa State College, 1947; Graduate Lecturer

EDWARD LA CROSSE ..................................... Special Education  
Ed.D., Teachers College, Columbia University, 1964; Graduate Lecturer

W. C. B. LAMBERT ......................................... Political Science  
Ph.D., Washington University, 1906; Professor

RICHARD L. LANE ......................................... English  
Ph.D., University of Arkansas, 1950; Associate Professor

WILLIAM B. LE MAR ..................................... Engineering  
M.E., Yale University, 1947; Registered Professional Engineer; Associate Professor

WALTER W. LINSTROMBERG ......................... Chemistry  
Ph.D., University of Missouri, 1955; Professor

WILFRED LOGAN .......................................... Sociology  
Ph.D., University of Michigan, 1959; Graduate Lecturer

JOHN W. LUCAS ........................................... Business Administration  
M.B.A., Ohio State University, 1936; L.L.D., University of Omaha, 1968; Professor; Dean Emeritus, College of Business Administration

S. R. LUNT ................................................. Biology  
Ph.D., University of Utah, 1964; Associate Professor

THOMAS MAJESKI ......................................... Art  
M.P.A., University of Iowa, 1963; Assistant Professor

JOHN P. MALONEY .......................................... Mathematics  
Ph.D., Georgetown University, 1963; Associate Professor

DONALD MANSON ........................................ McKinney  
Ph.D., Pennsylvania State University, 1966; Associate Professor

D. N. MARQUARDT ....................................... Chemistry  
Ph.D., State University of Iowa, 1949; Professor and Head of Department

ANSON D. MARSTON .................................... Engineering  
M.S.C.E., University of Wisconsin, 1926; E.E., Iowa State University, 1931; Registered Professional Engineer; Professor and Dean, College of Engineering and Technology

KATHLEEN MCKENNEY ................................ Special Education  
Professional Diploma, Columbia University, 1967; Assistant Professor

JOHN G. McMILLAN ..................................... Political Science  
M.A., University of Nebraska, 1942; Professor and Head of Department

Q. D. MENARD ............................................. Business Administration  
Ph.D., University of Indiana, 1967; Professor

JOYCE MUNGER ............................................. Education  
Ed.D., University of Kansas, 1959; Professor and Dean

G. A. NEWKIRK ............................................ English  
Ph.D., University of Denver, 1960; Associate Professor

*M. GENE NEWPORT ..................................... Management  
Ph.D., University of Illinois, 1963; Professor

*JOHN M. NEWMAN ....................................... Psychology  
Ph.D., Ohio State University, 1955; Professor and Head of Department

JOHN R. NYE ........................................... Sociology  
Ph.D., Iowa State University, 1968; Assistant Professor

B. GALE OLESON .......................................... Counseling and Guidance  
Ph.D., University of Wyoming, 1953; Professor; Director Academic Testing and Counseling

*ROBERT C. O'REILLY ................................ Education  
Ph.D., University of Kansas, 1962; Professor and Associate Dean, Graduate College; University Grants Coordinator

RICHARD A. OVERFIELD ......................... History  
Ph.D., University of Maryland, 1968; Assistant Professor

RUSSELL PALMER ...................................... Philosophy and Religion  
Ph.D., University of Iowa, 1968; Assistant Professor Philosophy and Religion

*D. T. PEDRINI ......................................... Psychology  
Ph.D., University of Texas, 1958; Professor

JAMES B. PETERSON .................................. Music  
Ph.D., State University of Iowa, 1953; Professor and Head of Department

*WILLIAM R. PETROWSKI ......................... History  
Ph.D., University of Wisconsin, 1960; Assistant Professor

DONALD J. PFLASTERER ............................... Education  
M.Ed., University of Nebraska, 1932; Associate Professor; Dean of Student Personnel

LEONARD PRESTWICH .................................... Marketing  
Ph.D., Ohio State University, 1957; Professor
**THE GRADUATE COLLEGE**

**PAUL PRIOR**
Ph.D., University of Iowa, 1954; Professor and Head of Department... Biology

**GEORGE R. RACHFORD**
Ed.D., Indiana University, 1958; Professor; Vice President, Campus Development... Educational Administration

**M. N. REDDY**
Ph.D., Oklahoma State University, 1965; Associate Professor... Engineering

**HAROLD J. RETALICK**
Ph.D., Clark University, 1950; Professor... Geography

**EDITH RASMUSSEN**
Ph.D., Cornell University, 1941; Associate Professor... Biology

**HARRY W. BEYNOLDS, JR.**
Ph.D., University of Pennsylvania, 1954; Associate Professor... Political Science

**ROY M. ROBBINS**
Ph.D., University of Wisconsin, 1929; Professor... History

**WILLIS P. ROGERS**
J.D., University of Utah, 1951; Ph.D., Ohio State University, 1959; C.P.C.U.; Professor... Government & Business

**GUENTHER ROSE**
Ph.D., University of California at Los Angeles, 1964; Graduate Lecturer... Psychology

**EDWARD SADLER**
Ed.D., University of Nebraska at Lincoln, 1969; Assistant Professor... Secondary Education

**GORDON SCHILZ**
Ph.D., Clark University, 1943; Professor and Head of Department... Geography

**DAVID C. SCOTT**
Ph.D., State University of Iowa, 1948; Professor and Head of Department... Political Science

**JAMES SELEE**
Ed.D., University of Colorado, 1964; Associate Professor... Educational Foundations

**KEITH P. SMITH**
Ph.D., Iowa State University, 1956; Associate Professor... Mathematics

**JACQUELINE ST. JOHN**
Ph.D., University of Oklahoma, 1969; Instructor... History

**PAUL J. STAGEMAN**
Ph.D., University of Nebraska, 1963; Professor... Chemistry

**ELROY J. STEELE**
Ph.D., State University of Iowa, 1957; Professor and Head of Department... Economics

**JUSTIN D. STOLEN**
Ph.D., University of Illinois, 1969; Assistant Professor in Economics... Economics

**DALE STOVER**
Ph.D., McGill University, 1967; Assistant Professor... Philosophy and Religion

**RICHARD STRANGES**
Ph.D., Ohio State University, 1969; Assistant Professor... Counseling and Guidance

**A. STANLEY TRICKETT**
Ph.D., The Victoria University of Manchester, England, 1933; Professor and Head of Department... History

**KEITH TURNER**
Ph.D., University of Nebraska, 1968; Associate Professor... Economics

**WILLIAM T. UTLEY**
M.A., University of Arkansas, 1936; Professor; Dean, College of Continuing Studies and Director of Summer Sessions... Political Science

**PHILIP H. VOGT**
M.S., Washington University, 1935; Professor... Sociology

**PHILLIP E. VOGEL**
Ph.D., University of Nebraska, 1960; Professor... Geography

**BLAINE WARD**
Ph.D., University of South Dakota, 1959; Assistant Professor... Foundations of Education

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**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, reassign instructors, and to change tuition and fees at any time.

In the Graduate College, requirements may be made retroactive only for those students who do not maintain a continuity of enrollment. "Continuity" means that the student is enrolled in both semesters of every academic year or in at least one session every summer until all requirements for the degree have been satisfied.
UNIVERSITY OF NEBRASKA AT OMAHA

The Graduate College

GRADUATE COLLEGE

Elton S. Carter, Dean

Robert C. O'Reilly, Associate Dean

The first Master's degree was awarded by a special vote of the Board of Regents of the "old" University of Omaha in June, 1931. Graduate work leading to the Master of Arts degree was authorized by the newly organized Municipal University, September, 1931, to be supervised by a Committee on Graduate Studies. In 1942, the Graduate Division was established. The degree of Master of Science in Education was approved in 1948. In 1954, the Committee on Graduate Studies became the Graduate Council and the Chairman became the Director of the Division. In 1960, the Board of Regents authorized a year of graduate study in Education beyond the Master's degree. In 1966, the Graduate Faculty replaced the Graduate Council.

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

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

1. To work toward a Master of Arts, 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.

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.

"To be elected to the Graduate Faculty requires recommendation by the Department Head, the cognizant Dean and the Academic Standards and Curriculum Committee, and approval by the Dean of the Graduate Collect."

1. He has an earned doctorate or the equivalent; or, if a doctorate is not usual in the field in which he teaches, a terminal degree and special competence in the field being taught.
2. He has demonstrated ability in scholarly research or creative work.
3. He has one year of teaching experience at the college level (other than graduate assistantships or part-time instructing) or equivalent experience, plus research publication or creative production with evidence of peer acceptance, or
4. He has two years of teaching experience at the college or university level (other than graduate assistantships or part-time instruction) or equivalent experience.

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

The Graduate College 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.

GRADUATE COMMITTEES

Each department (or area) offering a graduate degree has a Graduate Program Committee of at least three members. This committee and its chairman are chosen annually by the graduate faculty members of the department. In its department the Graduate Program Committee has the responsibility for the planning of the graduate program, the general supervision of the candidates for graduate degrees and the examining of students by means of the qualifying examination and the final comprehensive examination when these examinations are not given by a student's thesis or field project supervisory committee.

Each new graduate student, in conference with the chairman of the Graduate Program Committee of his major department, shall select his major adviser. For the student who has a supervisory or advisory committee, the composition of the committee shall be recommended to the Graduate Dean by the chairman of the student's Graduate Program Committee after consultation with the student and his major adviser. At the master's level, committees of three members are usually sufficient. The chairman should be a member of the Graduate Faculty and, whenever feasible, the student's adviser and thesis director. The representative from a department other than the major must be a member of the Graduate Faculty. In addition to at least three voting members, faculty members in the university system may be appointed to serve ex officio (without vote) as consultants (or to gain experiences as special representatives of the Graduate Dean). The Graduate Program Committees at UN-O represent both the Graduate Faculty and the student's field of study. The word program denotes all kinds of academic requirements which must be satisfied by the graduate student in order to qualify for a particular degree (or-in the case of a non-degree student—the requirements of graduate-level certification or recognized stages of professional development). Every degree candidate's plan of study must be designed to satisfy the requirements of a program which has been approved by the Graduate Faculty. Both major and minor requirements, together with quality-of-work standards, are included under programs; also included are transfer credits and those electives which are not major or minor courses.

Faculty members involved in graduate education, and in research (or any kind of further faculty development involving graduate students), should have ample opportunity to participate in decisions affecting these responsibilities. Provisions for appropriate participation by graduate students is equally important.
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 adviser 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. (See p. 21)

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 $200 to a woman graduate student who has completed approximately half her graduate work with an excellent record. For applications and details concerning this scholarship, contact the Dean of the Graduate College. Applications should be made 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.

ORGANIZATIONS
Phi Delta Gamma is a national sorority for graduate women in all fields. Membership is by invitation.
Phi Delta Kappa is a national fraternity for men who are graduate students in Education. Membership is by invitation.
Beta Gamma Sigma is a national honorary society for students in Business Administration. Membership is by invitation.
Psi Chi is a national honorary association for graduate students in Psychology. Membership is by invitation.
Omicron Delta Epsilon is a national honorary association for graduate students in Economics. Membership is by invitation.

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 adviser 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 lessor’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.”)

CREDIT and AUDIT
A student may change from “credit” to “audit” in a particular class during the first 8 weeks of a semester; or if the class is for a period shorter or longer than a semester, he may change from “credit” to “audit” during the first half of such a period.

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

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.

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 not be removed until the student has successfully demonstrated to the satisfaction of the Department and the Dean his ability to pursue graduate study.

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

Non Degree

Some students who do not anticipate pursuing a degree program may be admitted to graduate study. Credentials for admission include a complete undergraduate transcript 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.

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

Admission to Teacher Education Programs

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

EXAMINATIONS FOR GRADUATE STUDENTS

Graduate students are required to take either the Graduate Record Examination (GRE) (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. Neither examination is used to exclude admission at the Master's level.

These examinations, which require no special preparation or review, give valuable evidence of a student's qualifications for graduate work and are 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.

GRADUATE RECORD EXAMINATION

<table>
<thead>
<tr>
<th>Registration Dates</th>
<th>Testing Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 9, 1970</td>
<td>October 24, 1970</td>
</tr>
<tr>
<td>November 27, 1970</td>
<td>December 12, 1970</td>
</tr>
<tr>
<td>January 1, 1971</td>
<td>January 16, 1971</td>
</tr>
<tr>
<td>February 12, 1971</td>
<td>February 27, 1971</td>
</tr>
<tr>
<td>April 9, 1971</td>
<td>April 24, 1971</td>
</tr>
<tr>
<td>June 4, 1971</td>
<td>June 19, 1971</td>
</tr>
</tbody>
</table>

Testing at UNO is under the supervision of Dr. Gale Oleson, Director, Academic Testing Bureau, Administration Building 213.

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 for more than twelve hours with an assistantship 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. graduate students taking courses for teacher certification
2. graduate students taking courses for professional growth
3. graduate students taking courses for cultural advancement
4. 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.")

ADMINISTRATIVE CERTIFICATE

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

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

It is the student's responsibility to make application for candidacy for the degree as soon as he can qualify for admission to candidacy. The qualifications are: (1) the scores on the Graduate Record Examination (if 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.

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 adviser. At least 16 hours of study are required, 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 permitted only upon recommendation of the major adviser if the major 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 advanced program, in case of exceptional hardship, by action of the Dean of the Graduate College upon recommendation of the major and minor advisers.

APPLICATION FOR THE DEGREE

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

THESIS

Except in one English program, 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. 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 student's personal copy), plus an additional copy if required by the department, must be approved by the major adviser and submitted to the Graduate Office in final form no later than the second week in November in the 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 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 the 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, a committee will read the thesis and 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 may 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 may not 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 comprehensive is to be oral, it should be arranged at the time of the oral examination over the thesis, at which time one-half of the examination may be devoted to the courses taken by the candidate and one-half to the thesis.

For the degree of Master of Business Administration, the final comprehensive examination will be administered on dates corresponding to those for the M.S. degree.

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

Students should register in the major department for the comprehensive examination at the time of their final enrollment. (Note: Students who plan degree program completion in August should register for the comprehensive in the preceding June.)

* No comprehensive examination is required on one alternate program in English.

See p. 27.
TIME LIMIT FOR ALL MASTER'S DEGREES

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

QUALITY OF WORK

A "B" average must be maintained in all work taken as part of the requirements for the degree. A final grade of "C" in each of two courses in either the major or minor area will require action on the part of the Graduate Dean before the student is allowed to count further work toward the degree. A grade of "C" in each of three courses will result in automatic dismissal from the degree program.

A grade of "D" or below in either the major or minor area is considered a failing grade and the student receiving such a grade will automatically be dropped from the degree program. The student thus dropped may take course work as a non-degree student but may not be a candidate for a degree unless reinstated by the Academic Standards and Curriculum Committee when recommended by the Graduate Dean.

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

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

CLASS ATTENDANCE

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

STUDY LOAD

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

COURSES FOR GRADUATE CREDIT

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

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

RESIDENCE REQUIREMENTS

A minimum of 30 semester credit hours in residence (36 in case of the Master of Science in Education 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 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 or at the Medical Center for transfer to UNO should secure the Intercampus Graduate Student Exchange form from the Graduate College office. Transfer of graduate credit from all schools in the University system will be accepted to the extent approved by the student's committee with at least one-half of the minimum degree requirements to be taken at the UNL or UNO campus, whichever is to grant the degree.

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 withdraws, his record will be marked "W" indicating that he withdrew.

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

1. File two official transcripts of undergraduate credits (and graduate, if any) and an application for admission form with the Director of Admissions. You will be notified by mail of your admission to the college.

2. Arrange your class schedule with your adviser and have him sign your registration slip.

3. Arrange to take the Graduate Record Examination or the Admission Test for Graduate Study in Business in Room 213, Administration Building. If you have previously taken the examination, have the scores sent to the Graduate Office.

4. Apply for admission to candidacy for the degree in accord with the procedure described above.

5. In the semester or session in which the degree is to be conferred, the candidate must file his intention of taking the degree in the Office of the Registrar. (See Calendar for exact date.)

6. Arrange with your adviser at least three weeks in advance of administration for the Comprehensive Examination. This applies to all degree candidates whose work requires written comprehensives.

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 term, the fourth week in March in the spring semester, or the second week of the first Summer Session. Thesis examinations may not 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 amounts 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

<table>
<thead>
<tr>
<th>Tuition, per semester credit hour:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, Graduate or Audit</td>
<td>$15.00</td>
</tr>
<tr>
<td>Resident of Nebraska</td>
<td>$8.00</td>
</tr>
<tr>
<td>Nonresident</td>
<td>$28.00</td>
</tr>
<tr>
<td>Applied Music: Voice and all instruments except pipe organ (Fee may be waived by Head of the Music Department)</td>
<td>$40.00</td>
</tr>
<tr>
<td>One semester credit hour—additional fee</td>
<td>$40.00</td>
</tr>
<tr>
<td>Two semester credit hours (same instrument) add1 fee</td>
<td>$60.00</td>
</tr>
<tr>
<td>Non-credit: 16 lessons</td>
<td>$50.00</td>
</tr>
<tr>
<td>8 lessons</td>
<td>$35.00</td>
</tr>
<tr>
<td>Public Health Nursing—additional fee</td>
<td>$30.00</td>
</tr>
<tr>
<td>TV of the week (per 3 hr. course—includes materials)</td>
<td>$60.00</td>
</tr>
</tbody>
</table>

| Tuition fees determined for each offering on an individual basis: |

GENERAL FEES

| Full-time students (12 credit hours or more) per sem. | $20.00 |
| Part-time students (less than 12 hours) per sem. | $15.00 |
| Summer Sessions (per session) | $15.00 |

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

The full-time fee of $20.00 also entitles the student to a regular student activities card covering athletics, publications and general student activities. Part-time students may obtain a regular student activities card by paying an additional $9.00 per semester.

GRADUATION FEES

| Graduate College | $15.00 |
| Baccalaureate Degree | $12.50 |
| Associate Title | $7.50 |
| Degree in absentia—additional | $5.00 |

OTHER FEES, CHARGES AND DEPOSITS

| Matriculation and change of college | Payable upon initial enrollment and upon each subsequent change of college | $10.00 |
| Late Registration (Day or Evening Classes) | $3.00 |
| Deferred Payment (if approved by Student Aid Officer) | $3.00 |
| 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—$5.00) | $15.00 |
| Check (insufficient or no-fund check) minimum | $5.00 |
| Insufficient fund or no-fund checks are considered to be deferred payments. | |
| Late registration fee may also be assessed if applicable. | |
| Replacement of Student Activity Card (with approval) | $1.00 |
| A.F.R.O.T.C. Activity Fee—per semester | $2.00 |
| A.F.R.O.T.C. Uniform Deposit (refundable) | $10.00 |
| Key Deposit (if authorized) (refundable) | $5.00 |
| Tests and Examinations: Guidance and Placement—at scheduled times | $5.00 |
| Special, proficiency, advanced standing, or out of schedule | $5.00 |
| C.C.T. tests for credit in the College of Continuing Studies—$20.00 | |
| of this amount may be applied toward tuition if test score is satisfactory—per test | $25.00 |

Vocational Testing and Counseling: Fees 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 shown 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 three 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 after 2nd 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 during 1st week ...................................................... 75%
Withdrawal after 1st week .......................................................... 50%
Withdrawal after 2nd class .......................................................... 25%
Withdrawal after 2nd class .......................................................... 0%

**RESIDENT STUDENTS**

A student's right to classification as a resident for purposes of registration in a state educational institution must be determined under the provisions of Nebraska Revised Statutes of 1943, Sec. 85-502 (R.S. Supp., 1965). (See General Catalog.) Any student who has been classified as a nonresident who believes he can qualify as a resident should contact the Registrar's Office.

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**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 both the Master of Arts and Master of Science Degrees: biology, counseling and guidance, economics, educational administration and supervision, 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; engineering students may receive the Master of Science. The Master of Business Administration (MBA) was awarded to 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.**

The program for the Master of Arts 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 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 approximately 24 semester hours credit in the biological sciences plus adequate preparation in the supporting sciences of inorganic and organic chemistry, general physics, and mathematics. Students with inadequate backgrounds may be admitted provisionally.

To complete the degree, the student must present 30 hours of graduate work in biology to include credit in thesis (a maximum of 6 hours) and at least 24 hours of appropriate courses to be determined by the student and his faculty committee. Present research interests of faculty members include anatomy, animal behavior, animal physiology, aquatic biology, ecology, embryology, entomology, histology, invertebrate zoology, ornithology, plant physiology, and plant taxonomy.
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.

The following English seminars in major periods vary in emphasis and may be repeated for an additional three hours of credit:

English 506, 508, 509, 510, 512, 515, 520, and 525.

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: A minimum of 15 undergraduate semester hours of psychology courses beyond the introductory course including the psychology of learning, basic statistics, and an upper level 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: experimental-learning, personality-social, and quantitative methods. This requirement may be modified in view of a student's prior graduate or undergraduate courses. Final determination of a student's plan of study always resides with his adviser and the department.

WITH A MAJOR IN SPEECH PATHOLOGY

The Master of Arts degree with a major in speech pathology involves these 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 twenty-six semester hours of work preparatory to admittance to the majors. These hours are to include the following courses or their equivalents:

   - SFED 506, Introduction to Special Education
   - SFED 341, Speech Development and Correction
   - SFED 437, Basic Audiology
   - SFED 438, Auditory and Speech Mechanisms
   - SFED 442, Psychology of Speech
   - SFED 443, Speech Pathology I: Rhythm and Symbolization
   - SFED 445, Phonetics of American Speech

3. For those students who wish to work toward special state certification in the schools, advisor consultation should be sought early since additional coursework is required (this does not apply to those already holding state certificates in elementary or secondary teaching or a special services certificate in another field.)

4. Twenty-four semester hours of course work and practicum. These may be taken from the following:

I. Required Courses

   - FED 501, Introduction to Research
   - FED 507, Statistical Methods
   - SFED 553, Advanced Problems
   - SFED 570, Seminar in Special Education
   - SFED 449, Advanced Measurement of Hearing
   - SFED 446, Speech Evaluation

II. Elective Courses

   Students may choose any of the courses in the area numbered 500 or above.

III. Thesis

   Students must present a thesis representing six semester hours of work and which is deemed satisfactory to the members of his committee.

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 numbered at the 500 level or above. Students must also satisfactorily complete Economics 520, 522, and 545.
It is expected that the candidate for the Master of Science degree in economics will concentrate research on matters of concern in the Omaha metropolitan region. This is also a degree where teachers K-12 grades 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 SPEECH**

An applicant for admission to the Master of Arts degree program in speech must present a minimum of 13 undergraduate semester hours beyond the introductory course, including advanced work in the area in which he intends to concentrate his graduate program.

All candidates are required to complete Speech 501, "Introduction to Research in Speech." Students majoring in Theatre must also complete Speech 520, "Dramatic Theory and Criticism"; all others must complete Speech 550, "Theories of Communication." At least 15 hours of the required 30 hours, including thesis, must be courses at 500-level or above. Every candidate must complete a thesis on an approved problem or production.

**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 a minimum of 24 semester hours credit in the biological sciences plus adequate preparation in the supporting sciences of inorganic and organic chemistry, general physics, and mathematics. Students with inadequate backgrounds may be admitted provisionally.

To complete the degree, the student must present 36 hours of graduate work in biology to include at least one research course and other appropriate courses to be determined by the student and his faculty committee.

**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 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 grades 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

Admission Requirements: A minimum of 15 undergraduate semester hours of psychology courses beyond the introductory course including the psychology of learning, basic statistics, and an upper level laboratory course in experimental psychology.

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

MAJOR IN SECONDARY EDUCATION

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

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

MAJOR IN ELEMENTARY EDUCATIONAL ADMINISTRATION AND SUPERVISION

I. Selected Cognate Courses ........................................ 6 hours
II. Required Courses .................................................. 24 hours

† Only students with teaching experience will receive institutional endorsement to serve as school administrators.
III. Select two of the following.  

**MAJOR IN SECONDARY EDUCATIONAL ADMINISTRATION AND SUPERVISION**  

**I. Selected Cognate Courses**  

**II. Required Courses**  

**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**  

**II. Selected Cognate Courses**  

These courses are most often selected from offerings of the Psychology and Sociology Departments.  

**III. Counseling and Guidance Courses**  

These courses are selected in accordance with the student's particular area of interest. Most often these courses are taken in the departments of Sociology and Psychology.  

**MAJOR IN SCHOOL COUNSELING—SECONDARY LEVEL**  

**I. Required Courses**  

**II. Selected Cognate Courses**  

Selected additional courses in the department.

**MAJOR IN COLLEGE STUDENT PERSONNEL SERVICES**  

**MAJOR IN TEACHING THE DEAF**  

**MAJOR IN TEACHING THE MENTALLY RETARDED**  

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 456</td>
<td>Methods and Materials for Teaching the Retarded</td>
</tr>
<tr>
<td>SPED 461</td>
<td>Group Evaluation Techniques for Teachers</td>
</tr>
<tr>
<td>FED 581</td>
<td>Introduction to Research</td>
</tr>
<tr>
<td>SPED 561</td>
<td>Vocational Training of the Mentally Retarded</td>
</tr>
<tr>
<td>SPED 568</td>
<td>Observation and Student Teaching of the Mentally Retarded</td>
</tr>
<tr>
<td>SPED 570</td>
<td>Seminar in Special Education</td>
</tr>
</tbody>
</table>

II. Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 555</td>
<td>Alaryngeal Speech Rehabilitation</td>
</tr>
<tr>
<td>SPED 556</td>
<td>Speech Problems of Cerebral Palsied Children</td>
</tr>
<tr>
<td>SPED 557</td>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>SPED 433</td>
<td>Speech Reading and Auditory Training</td>
</tr>
<tr>
<td>SPED 421</td>
<td>Teaching of Speech to the Deaf I</td>
</tr>
<tr>
<td>SPED 422</td>
<td>Teaching of Speech to the Deaf II</td>
</tr>
<tr>
<td>SPED 423</td>
<td>Teaching of Language to the Deaf I</td>
</tr>
<tr>
<td>SPED 424</td>
<td>Teaching of Language to the Deaf II</td>
</tr>
<tr>
<td>SPED 460</td>
<td>Introduction to the Mentally Subnormal Child</td>
</tr>
</tbody>
</table>

III. Practicum

Students must present evidence of having accumulated a minimum of 273 clock hours of work in practicum. Some of these hours may have been accumulated at the undergraduate level, but if not, they must be obtained by study for the Master's degree. The practicum program should be planned with the student's advisor.

WITH A MAJOR IN CIVIL ENGINEERING

Mr. Benak, Mr. Hossack, Advisers

This is a professional graduate degree designed to provide a broad educational background for students who wish to gain greater proficiency and assume positions of greater responsibility in the field of Civil Engineering.

Courses in the program give students a better understanding of the basic principles and methodology used in the design of civil engineering projects.

Emphasis is placed on Systems Analysis, Decision Making, and Problem Solving.

Foundation Courses: Applicants for admission to the M.S. degree program in Civil Engineering must have completed the following foundation courses with a satisfactory grade:

- Fluid Mechanics
- Structural Design
- Soil Mechanics
- Advanced Math for Engineers (or Differential Equations)
- Structural Analysis
- Engineering Systems Analysis

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

Degree Requirements: The degree requires a minimum of 36 semester hours for completion. A minimum of one-half of the required hours must be taken at the 500 level. Nine semester hours may be in a related minor field such as business administration, mathematics, physics, chemistry, and biology.

A student may elect to submit a thesis for a maximum of six semester hours which is applicable toward the degree requirements. 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.

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 analysis of business problems. At the same time, the student becomes aware of the societal, 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)  Corporation Finance
Economics (Macro)  Statistics
Accounting (2 courses)  Business Law, or
Marketing  Legal Environment of Business

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

The same quality of work is required in these courses as in the regular graduate degree requirements.

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 39 semester hours for completion. Of these, 37 hours must be in the following required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ. 521, Seminar in Micro-Theory</td>
<td>3</td>
</tr>
<tr>
<td>Econ. 522, Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 540, Marketing Policies</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 520, The Environment of Management</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 550, Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 520, Accounting for Management Control</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 521, Contemporary Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 500, Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 501, Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 531, Human Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Academic Electives:**

The student must present a total of 36 hours in approved courses, three hours of which may be outside of business administration. Elective hours are subject to the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus. Adm. 525, Seminar in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 551, Seminar in Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 552, Seminar in Finance</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 553, Research Project</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Adm. 554, Independent Research</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**MASTER OF SCIENCE DEGREE**

**WITH A MAJOR IN COLLEGE BUSINESS MANAGEMENT**

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

A maximum of four hours of this program may be obtained through participation in the short course for college business officers (Edad 548, College Business Management, two hours credit, offered during the last week in July 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 (EDAD 500, 502, 580, and 551). Electives comprising 18 to 21 credit hours may be taken from graduate level courses in other areas approved by the major adviser. The student must present a total of 36 hours credit for the Master of Science degree. If the student desires, he may receive a Master of Arts degree by presenting 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.

**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 (2) or three (3) transcripts for all previous college work, 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 School Psychology Program. If the applicant has not completed the 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 professional work experience in the schools.

Filing of an acceptable plan of study with the graduate office will be required on admission to the program. Students will arrange their program according to the subject matter areas below. Since individual students may have widely variant backgrounds, considerable flexibility is allowed in choice of specific courses. However, final decision on the appropriateness of a program rests with the Psychology Department.

**I. Psychological Foundations (Not to exceed 21 hours)**

<table>
<thead>
<tr>
<th>Required: 2 or 3 courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>Psychology of Learning</td>
</tr>
<tr>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>Educational Psychology</td>
</tr>
<tr>
<td>General Psychology</td>
</tr>
</tbody>
</table>

**II. Psychological Methods and Techniques (Not to exceed 9 hours)**

<table>
<thead>
<tr>
<th>Required Courses (other courses may be substituted for any of the courses below which may have been completed prior to entrance into the School Psychology program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 553, Individual Tests: Children &amp; Adolescents</td>
</tr>
<tr>
<td>PSYCH 556, Individual Tests: Adolescents &amp; Adults</td>
</tr>
<tr>
<td>PSYCH 558, Research in Psychology</td>
</tr>
</tbody>
</table>

and either/or

| PSYCH 559, Introduction to Therapeutic Techniques with Children                                                                          |
| PSYCH 557, Behavior Modification                                                                                                       |
III. Educational Foundations

These courses will be selected from departments of special education, counseling and guidance, and/or elementary education. Approval for inclusion in the program must be obtained from the Psychology Department prior to registration.

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 further study. Some students, however, may wish to continue at another institution in a doctoral program. The receiving institution will determine the applicability of course work taken toward partial fulfillment of a doctoral program.

Admission and Degree Requirements

Applicants for admission to study in the Ed.S. program should be made to the Director of Admissions, University of 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 a successful relevant work experience and provide letters of recommendation from principals, superintendents or other supervisors with whom he has worked.
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 earlier course work the candidate's committee will make the decision concerning the applicant's candidacy for the degree. The candidate 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 problem. The subject of the study must be approved by the student's faculty committee and the Graduate Dean. The subject of the study must be 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. In some departments, this may be a research project.

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 residence 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 types of copies to the Graduate Office. This project must generally conform to the style prescribed by the Graduate College.

The final oral examination for the student shall consist of 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 college 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 advisor 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 661).

I. Core Professional Courses

- Educational administration
- School law and psychology
- Educational psychology
- Administration seminars

II. Related Professional Courses

- School law
- Educational statistics
- Educational psychology
- Business administration
- Sociology

III. Cognate Courses

- Educational psychology
- School law
- Administrative psychology
- Educational statistics
- Sociology

The program includes work in such areas as curriculum, guidance, reading, foundations, and special education.
### 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

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 that graduate students enrolled in those courses numbered 200-400 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>431</td>
<td>Advanced Sculpture</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>441</td>
<td>Advanced Painting</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>445</td>
<td>Medieval Art History</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>451</td>
<td>Advanced Printmaking</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>433</td>
<td>Graduate Sculpture</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>454</td>
<td>Graduate Painting</td>
<td>I</td>
<td>3</td>
</tr>
</tbody>
</table>

### BIOLOGY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>334</td>
<td>Ecology</td>
<td>I</td>
<td>4</td>
</tr>
<tr>
<td>341</td>
<td>Morphology of Lower Plants</td>
<td>I</td>
<td>4</td>
</tr>
<tr>
<td>333</td>
<td>Flora of the Great Plains</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>354</td>
<td>Morphology of Higher Plants</td>
<td>I</td>
<td>4</td>
</tr>
</tbody>
</table>

### UNIVERSITY OF NEBRASKA AT OMAHA

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>363</td>
<td>Plant Anatomy</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>373</td>
<td>Fauna of the Great Plains</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>374</td>
<td>Histology</td>
<td>I</td>
<td>4</td>
</tr>
<tr>
<td>384</td>
<td>Embryology</td>
<td>I</td>
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<td>414</td>
<td>Cellular Biology</td>
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<td>423</td>
<td>Organic Evolution</td>
<td>I</td>
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<td>427</td>
<td>Animal Behavior</td>
<td>I</td>
<td>3</td>
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<td>434</td>
<td>Plant Physiology</td>
<td>I</td>
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<tr>
<td>435</td>
<td>Taxonomy of Vascular Plants</td>
<td>I</td>
<td>3</td>
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<tr>
<td>464</td>
<td>General Bacteriology</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>474</td>
<td>Animal Physiology</td>
<td>I</td>
<td>4</td>
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**PREREQ:**
- Biology 145: Junior-Senior
478 Vertebrate Zoology
A study of the general biology of the subphylum Vertebrata including
the morphology, anatomy, physiology and ecology of vertebrate representatives.
PREREQ: Biol. 175; Junior-Senior.

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

488 Invertebrate Zoology
A field-oriented course emphasizing the taxonomy and natural history of
the invertebrate animals.
PREREQ: Biology 175; Junior-Senior.

494 Entomology
The study of insects, their classification, morphology, physiology, be-
behavior, life histories, ecology, and evolution.
PREREQ: Biol. 175; Junior-Senior.

498 Ornithology
An introduction to the general biology of birds, including their anatomy,
physiology, behavior, ecology, classification and identification with em-
phasis on North American groups.
PREREQ: Biology 175; Junior-Senior.

501 Seminar in Biology
A study of current research in any of the divisions of biology.
PREREQ: Graduate student in biology.

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.

510 Experimental Genetics
Lecture and laboratory involving experimentation with organisms such as
Pseudomonas spp., Neurospora spp., E. coli and T. Phage.
PREREQ: Biology 211.

511 Environmental Physiology
A detailed study of selected dynamic environmental factors and mech-
anism of physiological adaptation by organisms of various taxa.
PREREQ: General Physics, Algebra, Animal Physiology, or permission
of the instructor, Graduate.

501-502 Thesis
Independent research project written under the supervision of a faculty
committee.

BUSINESS ADMINISTRATION

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

541 Business and Society
Exploration of the diversity of societal forces and pressures which pro-
duce continued transition in the system of American capitalism.

542 Behavioral Sciences In Business
Integration of psychological, sociological and other behavioral science
concepts with business decision making.

543 Accounting for Management Control
Emphasis on maximum utilization of accounting information by the
management team.

544 Contemporary Accounting
A penetrating study of accounting areas in which uniformity is not
present.
PREREQ: Bus. Adm. 320

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

CHEMISTRY

340 Physical Chemistry: An introduction to thermodynamics and atomic and
molecular structure and the application of these concepts to thermoch-
chemistry, equilibrium, solutions, electrochemistry, kinetics, solids, and
chemical bonding. (Lect.-5, Lab-4)
PREREQ: For Chem 340: Chemistry 230 and 214, Physics 212, Math
162 or 224; For Chemistry 340: Chemistry 349 with a grade of C or
above

350 Instrumental and Advanced Quantitative Analysis: Instrumental, physi-
cal-chemical, and special methods applied to quantitative analysis. (Lect.-2,
Lab-3)
PREREQ: Chemistry 350 (may be taken concurrently)

410 Advanced Inorganic Chemistry: Theories of chemical bonding, the
determination of chemical structures, and the application of various
techniques to classical and recent problems in inorganic chemistry.
(Lect-3)
PREREQ: Chemistry 350 (may be taken concurrently)

411 Advanced Inorganic Chemistry Preparations: Laboratory preparation of
representative types of inorganic compounds by various standard and
special experimental techniques. (Lab-4)
PREREQ: Chemistry 410 (may be taken concurrently)
421 Advanced Organic Chemistry: An advanced lecture course in modern theories and special topics. (Lab-3) 
PREQ: Three years of college chemistry including Chemistry 214. 
(III) 3 hours

424 Identification of Organic Compounds: A laboratory course in the systematic identification of organic compounds by classification reactions, spectral analysis, and the preparation of derivatives. (Lect-1, Lab-2) 
PREQ: Three years of college chemistry including Chemistry 214. 
(II) 3 hours

496 Problems in Chemistry: Independent student research. 
PREQ: Three years of chemistry and permission of instructor. 
(III) 3 hours

503 Research in Chemistry: Provides the student with an opportunity for experience in the solving of an actual research problem in the field of chemistry. 
PREQ: Permission of instructor. 
(III, S) Cr. Arrg.

ECONOMICS

411 Government and Labor: Provides a background of knowledge and understanding of the development of public policy, the regulation of labor by government and the relationship of the various levels of government to labor. 
PREQ: Econ. 315. 
(III) 3 hours

412 Urban Geography (see Geography 412). 
3 hours

418 Collective Bargaining: A study of the issues, structures and procedures involved in collective bargaining, and the settlement of disputes, as center around the labor-management contract. 
PREQ: Econ. 315. 
(III) 3 hours

419 Advanced Firm & Industry Theory: The effects of changes in conditions of supply and demand under alternative market structures affecting firm and industry are examined. General equilibrium and welfare economics are introduced. 
PREQ: Econ. 320 or permission. 
(III) 3 hours

423 Advanced Macro Theory: A study of the level of income, production, employment, and growth. Classical and Keynesian systems are contrasted, with recent theoretical paths being explored. 
PREQ: Econ. 322 or permission. 
(II) 3 hours

425 History of Economic Thought: From Mercantilism to the modern period. Focus is on the interactions of institutional milieu, thought and economic doctrine. 
PREQ: Econ. 301 and 302. 
(III) 3 hours

430 Econometrics: The study and application of modern statistical and mathematical procedures to theoretical economic models. 
PREQ: Econ. 301 and 302. 
(III) 3 hours

435 Comparative Economic Philosophy: The mainstays of political and economic philosophy are examined in order to understand both the political basis of competitive economic systems as well as to judge the political consequences of changing economic policy. 
PREQ: Nine hours of Economics or permission. 
(III) 3 hours

437 Contemporary Economic Philosophy: A continuation of Economics 435 with emphasis upon contemporary writers and thinkers. 
PREQ: Econ. 322. 
(III) 3 hours

443 Geography of Manufacturing (see Geography 443). 
3 hours

445 Theory and Policy: The role of money in the stabilization at high levels, production, employment, income and prices. Emphasis is on contemporary problems. 
PREQ: 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. 
PREQ: Econ. 355 or permission. 
(III) 3 hours

464 Economic Development: Problems relating to early stages of economic development; investment priorities, mobilizing savings, balance of payments, and policies and programs are studied. 
PREQ: Econ. 365 or permission. 
(III) 3 hours

University of Nebraska at Omaha

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 analysis of information and comparison of alternatives. 
PREQ: Econ. 470 or permission. 
(III) 3 hours

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

566 Economic Education: A continuation of Econ. 505. 
(III) 3 hours

507 Economic Education Institute (I) 3 hours

530 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. 
PREQ: Permission of instructor. 

516 Seminar in Labor Economics (I) 3 hours

520 Seminar in Micro Theory: This seminar develops modern micro-economic theory with emphasis on utility features and demand, production functions and cost, price, and income-price policy of the firm, market and multi-market equilibrium. Emphasizes methodological techniques and real-world examples. 
PREQ: Econ. 329. 
(III) 3 hours

521 Micro-economic Theory: Micro-economic theory is aimed at graduate students and business students. Economic analysis of the business firm and its environments, with emphasis on market structures, production possibilities, and cost factors. 
PREQ: Permission of student in the College of Business Administration. 

522 Seminar in Macroeconomic Theory: A study of recent developments and the flow-of-funds analysis. A study of the economic cycle and stabilization of the Keynesian economic systems, its relationship to the classical micro-theory and the many refinements of the Keynesian model. 
PREQ: Econ. 322. 
(III) 3 hours

523 Macro-economic Theory: A study of recent developments in macroeconomics and policy. The development of modern aggregate theory is reviewed. Recent fiscal and monetary policies are analyzed. 
PREQ: Econ. 322. 
(III) 3 hours

530 Econometrics: The study and application of statistical and mathematical techniques in economic research. 
PREQ: permission of instructor. 
(III) 3 hours

540 Seminar in American Economic History: These seminars lay stress on individual research on significant problems as indicated by the titles. An intensive study of biographies of those who have directed the methods of historical research will be incorporated in each seminar. 
PREQ: Permission of instructor. 
(III) 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.
PREQE: Six hours in graduate monetary courses or permission. 3 hours

565 Seminar in International Economics
Original research and critique of current issues in international economic theory, policy, and institutions.
PREQE: Econ 360 or 460, or permission of instructor.

590 Independent Study in Topics on Urbanism (see Political Science 580) 3 hours

583 Interdisciplinary Seminar on Regional Economics

507 - 508 Regional Economics

598 Independent Study in Topics on Urban Community (see Political Science 581)

508 History and Philosophy of Education

502 History and Philosophy of Education

505 Special Studies
A series of intensive courses especially for teachers in service—scheduled as regular seminars, workshops, according to purpose.

501 Introduction to Research
To acquaint the beginning graduate student with the nature and significance of research; to enable the student to read, evaluate and apply research results and techniques; to give some understanding of the method and spirit of research; to give some experience in studying and preparing research reports.

503 Communication for Teachers of the Disadvantaged

504 Comparative Education

506 Education and Society
To provide an opportunity for teachers to develop an understanding of the selected contemporary issues which have an influence upon society.

507 Statistical Methods

508 Topics in Audio-Visual Education

509 The Urban School

510 Research Project

522 Problems and Issues in Physical Education

523 Psychology of Exercise

525 Supervision of Physical Education
528 Curriculum in Physical Education
A study of the foundations for curriculum development and related educational problems. Special consideration is given to curriculum change, the basic patterns, and programs in physical education.

530 Analysis of Research and Literature in Human Movement
Survey of research and literature in human movement for the purpose of orienting the student to possible areas of research and developing an understanding and appreciation of writings in the field.

548 Practicum Internship
2-3 hours
An integration of community and school experiences with special reference to the disadvantaged pupil. Each semester focuses upon a curriculum area of the junior high and elementary schools—language arts, social studies, evaluation procedures, classroom control and curriculum are the focus.

PREREQUISITES: Teacher Corps

601 Thesis
(I, II) 3 hours

602 Independent research project written under the supervision of an advisor.

ELEMENTARY (EED)

450 Literature for Children and Youth
(I, II, S) 3 hours
Selection, evaluation and guidance in various types of literature for the elementary and junior high school levels.

427 Current Trends in Early Childhood Education
3 hours
A survey of the problems involved in setting up and implementing a program for the child from birth to eight years of age. Recent trends will be investigated as they apply to the above activity.

550 Special Studies
(I, II, S) 3 hours
A series of intensive courses especially for teachers in-service—scheduled as regular seminars, or workshops, according to purpose.

510 Research Project
(I, II, S) 1-3 hours
Individual or group study and analysis of specific problems in school.

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

PREREQUISITES: Ed 501

520 Improvement of Instruction in Elementary Science
3 hours
This course is designed for graduate students in education who wish to become better informed about the recently developed programs for elementary science; the methods, materials, philosophy, and emphasis in instruction, which are characteristic of these programs.

521 Improvement of Instruction in Elementary Mathematics
3 hours
An examination of the philosophy, content, methods, and materials of modern mathematics programs for the elementary school. The needs and backgrounds of the students enrolled during the semester are given special consideration.

540 Innovations and Trends in Elementary Education
3 hours
An advanced study of the exploration of core courses in the elementary school. The course is oriented toward the effective use of instructional materials and methods in the subject areas of the elementary school.

PREREQUISITES: Ed 501

7 543 Introduction to Curriculum Planning-Elementary
(I) 3 hours
A study of the history, philosophy, and current developments in the elementary curriculum with an emphasis on appropriate content and methods of curriculum reorganization.

544 Seminar in Elementary Education
3 hours
A study of educational problems as they relate to the elementary school, to be taken in the last nine hours in the program for the Master of Science degree.

545 Seminar in Supervision of Student Teachers-Elementary
(I, II) 3 hours
Designed for experienced teachers who are or may be serving as cooperating teachers, and who desire to study student teaching, its aims, procedures, objectives, trends and developments.

PREREQUISITES: 2 years of teaching experience

SECONDARY (SED)

480 Principles of Vocational Education
3 hours
A study of the basic philosophy underlyng vocational education and the principles and practices in the various fields.

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

508 Special Studies
(I, II, S) 3 hours
A series of intensive courses especially for teachers in service—scheduled as regular seminars, or workshops, according to purpose.

510 Research Project
(I, II, S) 1-3 hours
Individual or group study and analysis of specific problems in schools.

Typical problems may include surveys, school surveys, transportation, school building construction, maintenance and operation, curriculum, and pupil personnel.

530 Emerging School Curriculum
(I, II, S) 3 hours
Designed to provide the student with understanding of the nature and trends in secondary school curriculum development, and the principles and practices in curriculum planning.

542 The Junior High School
(I, S) 3 hours
This course is designed to acquaint the graduate student with the philosophy, objectives and functions of the junior high school program.

533 Analysis of Teacher Behavior
(I, II, S) 3 hours
Emphasis is placed upon Analysis of Teacher behavior, with the use of current tools: Interaction analysis, micro-teaching, simulation, and non-verbal behavior. An attempt is made to put the theory into practice with the student demonstrating proficiency in using each of the four tools for analysis of behavior. Videotaping and other current media used to observe teacher behavior will be used where it is appropriate.

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

The following courses are concerned with the secondary school in light of the nature and needs of the adolescent child and in relation to the goals of education, with implications for teachers, counselors and administrators. Emphasis will be placed on instructional procedures, curriculum, and classroom management.

535 Improvement of Instruction of Secondary School Speech
3 hours

537 Improvement of Instruction of Secondary School Foreign Language
3 hours

540 Improvement of Instruction of Secondary School English
3 hours

541 Improvement of Instruction of Secondary School English-Language and Linguistics: Literature and Rhetoric
3 hours

548 Improvement of Instruction of Secondary School Social Studies
3 hours

550 Improvement of Instruction of Secondary School Mathematics
3 hours

555 Improvement of Instruction of Secondary School Science
3 hours

556 Improvement of Instruction of Secondary School ESOL Biology (yellow)
3 hours

557 Improvement of Instruction of Secondary School ESOL Biology (green)
3 hours

559 Improvement of Instruction of Secondary School ESOL Physics
3 hours

560 Improvement of Instruction of Science: Harvard Project Physics
3 hours

561 Improvement of Instruction of Science: Interaction of Matter and Energy
3 hours

562 Improvement of Instruction of Science: Earth Science Curriculum Project
3 hours

565 Science Education Seminar
3 hours

570 Improvement of Instruction in Science: Harvard Project Physics
3 hours

571 Improvement of Instruction in Science: Earth Science Curriculum Project
3 hours

575 Improvement of Instruction of Secondary School Business Education
3 hours
Problems of Vocational Business Education

Designed for teachers of business education to develop a better understanding of the purpose, philosophy, current practices and trends in business education.

Vocational Curriculum Construction

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.

Thesis

Required of all students taking Master of Arts degree, see major advisor for information.

602 Thesis

Required of all students taking Master of Arts degree, see major advisor for information.

COUNSELING AND GUIDANCE (COUN)

Basic Principles of Guidance

The course is a prerequisite for all other courses in Guidance and Counseling Department. It is recommended for students in other departments who wish to have some understanding of professional guidance and counseling.

Group Evaluation Techniques

A survey course dealing with types of measurement and evaluation in the instructional programs of elementary and secondary schools. Utilization of standardized group tests, construction of classroom tests, use of the cumulative and basic sociometric and projective techniques are included in this course.

PREREQUISITE: Senior standing.

Guidance in the Elementary School

A study of the principles, practices and dimensions of elementary school guidance.

Special Studies in Counseling and Guidance

Intensive courses scheduled as regular seminars, or workshops, according to purpose.

PREREQUISITE: Permission of Department.

Research Project in Counseling and Guidance

Individual or group study and analysis of specific problems in counseling.

PREREQUISITE: Departmental permission.

Introduction to Counseling Theories

Study of contemporary theories of counseling, the counseling process and methods.

PREREQUISITE: Coun. 490 or Department permission.

Organization and Administration of Guidance Services

Study of organizational patterns and administrative practices in guidance and counseling programs.

PREREQUISITE: Coun. 490

Occupational and Educational Information

The nature and use of occupational and educational information. The process of vocational choice.

PREREQUISITE: Coun. 490

Appraisal Techniques in Counseling and Guidance

Utilization of standardized and nonstandardized appraisal techniques in counseling and guidance.

PREREQUISITE: Coun. 490

Counseling Practices

An analysis of the theories and practices of counseling.

PREREQUISITE: Coun. 520, 522 and Departmental permission.

Counseling Practicum

Counseling in an approved program under the supervision of a qualified counselor and a guidance professor of the University.

PREREQUISITE: Coun. 524 and permission.

Guidance Internship

Field experiences in an approved guidance program under supervision of a qualified counselor and a guidance professor of the University.

PREREQUISITE: Coun. 521 and permission.

Group Techniques in Guidance

Theories of group procedures in guidance. The implementation and evaluation of group procedures.

PREREQUISITE: Coun. 490 and Departmental permission.

College Personnel Internship

Practical work experience under supervision in two areas within the Student Personnel Services, and related readings and group discussion as appropriate.

PREREQUISITE: Departmental approval.

Child Assessment in Elementary School Guidance

Methods and techniques for identification of the elementary child as a unique individual.

PREREQUISITE: Coun. 490 or Coun. 492.

Counseling Elementary School Children

A study of the methods and techniques applicable in counseling young children.

PREREQUISITE: Coun. 490 and Departmental permission.

Elementary School Counseling Practicum Part I

Field experience in an elementary counseling program under the supervision of a counseling professor and appropriate in-school personnel.

PREREQUISITE: Coun. 532 and permission.

Elementary School Counseling Practicum Part II

Counseling in the elementary setting under the supervision of counseling professor of the University. Part II of Practicum sequence.

PREREQUISITE: Coun. 534 and permission.

Elementary Counseling Practicum

Field experience in an elementary counseling program under the supervision of a counseling professor and appropriate in-school personnel.

PREREQUISITE: Coun. 534 and permission.

Guidance Services and the Disadvantaged Youth

A study of the methods and techniques in counseling disadvantaged youth.

PREREQUISITE: Coun. 520 and 522.

Thesis

Required of all students taking Master of Arts degree, see major advisor for information.

Independent research project written under the supervision of an advisor.

PREREQUISITE: Permission.

Theories and Studies in Occupational and Educational Information

Advanced study of theories and research related to vocational development and current research in the construction and use of occupational and educational information.

PREREQUISITE: Coun. 522 and 525.

Advanced Studies in Counseling

An intensive study of selected counseling theories, methods and research.

PREREQUISITE: Coun. 529 and 525, or Psy. 417

Counseling With Parents

A course emphasizing techniques used in working with parents. Also recommended for other departments who wish to have greater understanding in working with parents.

PREREQUISITE: Coun. 524; permission of department head.

Advanced Counseling Practicum

PREREQUISITE: Coun. 520, 522 and permission of instructor.

Guidance and Counseling Seminar

The consideration of topics having current relevance to guidance and counseling.

PREREQUISITE: Admission to candidacy for the Specialist degree in Education with a major in guidance and counseling.

Research Project in Counseling and Guidance

Research study on a problem in the area of guidance and counseling.

PREREQUISITE: Admission to candidacy for Specialist Degree in Education in Counseling and Guidance.
EDUCATIONAL ADMINISTRATION AND SUPERVISION (EDAD)

500 Special Studies in Educational Administration and Supervision (I,II,III) 3 hours
A series of intensive courses especially designed for educational administrators and supervisors—scheduled as regular seminars or workshops, according to purpose.

510 Research Project in Educational Administration (I,II,III) 3 hours
Individual or group study and analysis of specific problems in educational research and administration. No prerequisite except graduate standing.

525 Data Processing in Educational Administration 3 hours
A study of the role of electronic data processing and systems procedures in educational administration.

532 Foundations of Educational Administration and Supervision 3 hours
A study of the nature and functioning of effective school organization and administration, including the inter-relationship between the federal, state, and local responsibilities. PREREQ: FED 501 and approval.

553 School Plant Planning and Operation 3 hours
Includes steps in planning the modern school building: site selection, building construction and design; school furniture and fixture maintenance and operation; rehabilitation; scheduling of work; and custodial care. PREREQ: FED 501 and EDAD 562.

564 School Law 3 hours
Considers legal principles and practices which are applicable to public education for public school teachers and administrators. PREREQ: FED 501 and EDAD 562.

580 School Business Management 3 hours
An analysis of the functions of business management: budgetary procedures; financial accounting, auditing and reporting; management of funds, purchasing procedures and inventory; administration and protection of property; and administration of transportation. PREREQ: FED 501 and EDAD 562.

585 Administration and Supervision in Elementary Schools 3 hours
The nature, principles and functions of modern administrative and supervisory practices as they relate to the elementary school. PREREQ: FED 501.

587 Administration and Supervision in Secondary Schools 3 hours
The nature, principles and functions of modern administrative and supervisory practices as they relate to the secondary school. PREREQ: FED 501.

596 School Finance 3 hours
A study of the sources of school financing: local, state and national. In addition, this course will survey this area from a historical point of view, emphasis is placed on current problems in school finance. PREREQ: FED 501 and EDAD 562.

599 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 collective bargaining. Emphasis will be placed upon the techniques of democratic administration. PREREQ: FED 501 and EDAD 562.

597 Practicum in Educational Administration and Supervision 3 hours
Directed and supervised guided study and practice in elementary, secondary or general administration and supervision as the interests and needs of the student require. PREREQ: FED 501 and approval.

597L Advanced Practicum in Educational Administration and Supervision 3 hours
Continuation of Education 597. Advanced study and practice under guidance in elementary, secondary or general administration and supervision as the needs of the student require. PREREQ: EDAD 576.

575 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 construction of the student body, the faculty and staff, personnel policies, financing the program, operating the buildings and grounds and conducting the public relations program.
440 Learning Disabilities 3 hours
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 habilitation and/or rehabilitation of children with deviant language development.

441 Speech Development and Correction (1.1, S) 3 hours
Development of voice and speech proficiency; common problems of articulation, voice, rhythm and symbolization found in the classroom; demonstration of individual and group correction procedures and materials.

442 Psychology of Speech (I) 3 hours
Psychological processes basic to speech; theories of language learning; semantics; psychology of hearing and deafness; interrelationships between speech and personality.

443 Speech Pathology I: Voice and Articulation (I) 3 hours
Types and causes of voice and articulation disorders; classroom demonstrations; special emphasis on rehabilitation procedures and methods associated with individual involvement.

444 Speech Pathology II: Rhythm and Symbolization (III) 3 hours
Types and causes of rhythm and language symbolism disorders; classroom demonstrations; special emphasis on rehabilitation procedures and materials associated with stuttering, aphasia and delayed language development.

445 Phonetics of American Speech (I) 3 hours
Introduction to International Phonetic Alphabet; analysis of phonetic and phonemic elements in major American English dialects; practice in transcription of standard and defective speech.

446 Speech Evaluation: Methods and Practicum (II) 3 hours
Tests and procedures for evaluating individuals with speech disorders; preclinical, differential diagnosis and report writing; observation during evaluation periods in speech and hearing centers. 
PREREQ: 6 hours Speech Path.

447 Neurophysiology of the Speech Handicapped (I) 3 hours
Brain structure and function; roles of hearing and speech; theories of cortical involvement, central and peripheral nervous systems as they affect communication; individual projects.

448 Measurement of Hearing (I) 3 hours
Brief history of hearing evaluation techniques: methods and practicum in basic audiometric assessments; types of hearing loss; auditory training techniques; individual reports. 
PREREQ: Grad.

449 Advanced Measurement of Hearing (II) 3 hours
Hearing evaluation problems associated with pre-school children, rehabilitation and learning disorders; educational and rehabilitation problems associated with electronically-assisted hearing.
PREREQ: Grad.

450 Speech Correction in Elementary and Secondary Schools (I) 3 hours
Speech correction programs as related to goals of public education for school age children; role and responsibilities of the speech clinician; current practices in evaluation, case load selection and scheduling; special emphasis on methods and materials appropriate to a variety of facilities.
PREREQ: Grad. and 6 hours Speech Pathology.

451 Basic Practicum in Speech Correction (II) 1-2 hours
Minimum of 45-60 clock hours per credit hour; supervised observation and practice in speech and hearing center; diagnostic interviews, therapy sessions, lesson plans, weekly practicum summaries. 
PREREQ: Grad. and permission.

452 Advanced Practicum in Speech Correction (I) 1-2 hours
Continuation of Speech Correction 451; student is expected to participate more actively in corrective and diagnostic programs, and initiate and follow through correction programs with selected individual and/or groups. 
PREREQ: Grad. and permission.

460 Introduction to the Mentally Subnormal (I) 3 hours
Nature and educational needs of children and youth who are mentally subnormal: definitions; prevalence and types of children in educational programs; history; trends. 
PREREQ: Graduate.

462 Teaching the Exceptional Child (1, S) 3 hours
Required course for all Special Education majors. 
PREREQ: Graduate.

463 Curriculum for Mentally Retarded Children (I) 3 hours
The mentally retarded child as an educable or trainable individual; an introduction to the principles and problems in curriculum development for the mentally subnormal child; pre-school through vocational; identification of student needs and determination of content.

464 Methods and Materials for Teaching Mentally Retarded Children (II) 3 hours
The retarded child as he relates to a variety of educational processes designed for his learning needs; methodology and teaching materials; practice in the design and implementation of curriculum units, pre-school (through vocational); consideration of programs for the trainable, "Track I" and "Track II" educational programs.

475 Observation and Student Teaching of the Mentally Retarded (I, II) 2-4 hours
Minimum total of 180 clock hours of supervised practice teaching is required. Student teachers are placed in two separate classes and on different levels for the educably retarded wherever possible. Weekly seminar required of all students concurrent with practice teaching experiences. 
PREREQ: Permission of department only.

480 Emotional Development of Children and Youth (I) 3 hours
An introductory study of emotional maturity of children and youth with attention to the symptoms and causes of emotional deviation, and the means of improvement. 
PREREQ: Sptd 666 and permission of instructor.

500 Special Studies (I, I, S) 3 hours
A series of intensive courses especially for teachers in service-scheduled regular seminars, or workshops, according to purpose.

506 Exceptional Child (I, I, S) 3 hours
Identification of exceptional children with respect to educational opportunities; current concepts and goals of special education; specific considerations of educational programs for children who are educably retarded, mentally retarded, speech handicapped, acoustically handicapped, orthopedically handicapped, visually handicapped, or motivationally disadvantaged; survey of trends and professional opportunities. 
PREREQ: Required course for all Special Education majors. Graduate standing.

510 Research Project (I, I, S) 3 hours
Individual or group study and analysis of specific problems in schools.

511 Problems in Teaching Reading—Elementary (I, I, S) 3 hours
An advanced course for elementary and secondary teachers in the principles, practices, and use of instructional materials in the area of reading at the elementary level.

512 Problems in Teaching Reading—Secondary (I) 3 hours
An advanced course in reading for elementary or secondary teachers. Major emphasis will be given to the administration, organization, evaluation, methods and materials for the teaching of reading in each of the content subjects at junior and senior high school levels.

513 Diagnostic and Remedial Instruction in Reading (I) 3 hours
A course for advanced students in reading which will provide the student with the essential information for the diagnosis and remediation of reading disabilities.

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

515 Clinic Practicum in Reading (I, I, S) 3 hours
A laboratory-oriented course for advanced students in reading which will provide them with practicum training in the use of proper remedial reading techniques in order that they might qualify as specialists in remedial reading. 
PREREQ: Permission.
516 Reading Problems of The Disadvantaged 3 hours
Institutional reading to cases of reading difficulties of the culturally disadvantaged; methods and materials; demonstration of individual and group reading remediation procedures.

517 Seminar in Organization of Reading Program 3 hours
Participation in the seminar is limited to individuals who have completed at least one graduate reading course (or equivalent) and are professional workers who are charged with the total or partial responsibility for organizing and administering reading programs. Familiarity with the philosophy, organization, and major research related to different reading programs will be emphasized. Local and area reading authorities will conduct panels and lectures on topics chosen by the students.
PREREQ: One graduate reading course (or equivalent) and permission of instructor

541 Disorders of Articulation (I-2) 2-3 hours
Types and causes of articulation disorders; rationale for case selection: S-R-L syndrome: special emphasis on rehabilitation procedures associated with individual involvements; practicum. (Lee, 2, Lab. 3)

542 Disorders of Voice (I-2) 2-3 hours
Types and causes of voice disorders; rationale for case selection: cleft palate; special emphasis on rehabilitation procedures associated with individual involvements; practicum. (Lee, 2, Lab. 3)

543 Disorders of Rate and Rhythm (II) 2-3 hours
Types and causes of rate, rhythm and stress pattern disorders: rationale for case selection; survey of stuttering theories and therapies; special emphasis on rehabilitation procedures associated with individual involvements; practicum. (Lee, 2, Lab. 3)

544 Disorders of Symbolization (II) 2-3 hours
Types and causes of language symbolization disorders; rationale for case selection: childhood aphasia and autism; special emphasis on rehabilitation procedures associated with individual involvements; practicum. (Lee, 2, Lab. 3)

555 Alaryngeal Speech Rehabilitation 2 or 3 hours
Problems of voice and speech rehabilitation for the individual without a functional larynx: social, emotional, and medical considerations as well as clinical procedures for esophageal, pharyngeal, and buccal speech; implications for use of artificial larynx, current research pertinent to this area.
PREREQ: 6 hours of speech pathology including voice problems

560 Speech Problems of Cerebral Palsied Children 2 or 3 hours
Identification of types of Cerebral Palsy by a location of lesion, motor symptomology, and additional handicaps; the role of the speech clinician on the team; types of speech therapy, with special emphasis on the Bobath approach; current research and controversial issues will be discussed.
PREREQ: 6 hours of speech pathology

565 Vocational Training of the Mentally Retarded 2 hours
Consideration of the following aspects of treatment of the mentally retarded: vocational training and evaluation, on the job training, vocational placement, working with related disciplines, follow-up services.

569 Observation and Student Teaching of the Mentally Retarded (I-II) 2-4 hours
Minimum total of 180 clock hours of supervised practice teaching is required. Student teachers are placed in two separate classes on different levels for the educably retarded wherever possible. Weekly seminar required of all students concurrent with practice teaching experiences.
PREREQ: Permission of department only.

RAW TEXT END
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>472</td>
<td>Matrix Methods of Structural Analysis</td>
<td>3 hours</td>
<td>PREREQ: CE 443 or Permission</td>
</tr>
<tr>
<td>481</td>
<td>Plastic Design</td>
<td>3 hours</td>
<td>PREREQ: CE 443 or Permission</td>
</tr>
<tr>
<td>482</td>
<td>Limit Design</td>
<td>3 hours</td>
<td>PREREQ: CE 481</td>
</tr>
<tr>
<td>490</td>
<td>Operations Research I</td>
<td>3 hours</td>
<td>PREREQ: Math 353, Math 235 or equivalents and senior standing</td>
</tr>
<tr>
<td>491</td>
<td>Advanced Dynamics</td>
<td>3 hours</td>
<td>PREREQ: Engr 460, Math 235, and Math 330</td>
</tr>
<tr>
<td>492</td>
<td>Structural Design for Dynamic Load</td>
<td>3 hours</td>
<td>PREREQ: Graduate standing and permission</td>
</tr>
<tr>
<td>501</td>
<td>Special Engineering Problems</td>
<td>1 hour</td>
<td>PREREQ: Graduate standing and permission</td>
</tr>
<tr>
<td>502</td>
<td>Thin Shell Structures</td>
<td>3 hours</td>
<td>PREREQ: Graduate standing and permission</td>
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<tr>
<td>503</td>
<td>Foundation Engineering</td>
<td>3-6 hours</td>
<td>PREREQ: Graduate standing and permission</td>
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**University of Nebraska at Omaha**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>504</td>
<td>Experimental Stress Analysis</td>
<td>3 hours</td>
<td>PREREQ: Engr 403 or permission</td>
</tr>
<tr>
<td>510</td>
<td>Applied Elasticity</td>
<td>3 hours</td>
<td>PREREQ: Engr 403, Math 236</td>
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<tr>
<td>512</td>
<td>Theory of Plates and Shells</td>
<td>3-6 hours</td>
<td>PREREQ: Engr 403, Math 236</td>
</tr>
<tr>
<td>513</td>
<td>Theory of Elastic Stability</td>
<td>3 hours</td>
<td>PREREQ: Math 236</td>
</tr>
<tr>
<td>514</td>
<td>Bridge Design</td>
<td>3-9 hours</td>
<td>PREREQ: Math 470, Engr 460, or permission</td>
</tr>
<tr>
<td>515</td>
<td>Advanced Hydraulics</td>
<td>3 hours</td>
<td>PREREQ: Graduate standing and permission</td>
</tr>
<tr>
<td>516</td>
<td>Advanced Structural Engineering</td>
<td>1-12 hours</td>
<td>PREREQ: Graduate standing and permission</td>
</tr>
<tr>
<td>517</td>
<td>Advanced Sanitary Engineering</td>
<td>3-6 hours</td>
<td>PREREQ: Six hours of undergraduate-level courses in Sanitary Engr.</td>
</tr>
<tr>
<td>518</td>
<td>Simidrome</td>
<td>3 hours</td>
<td>PREREQ: Permission</td>
</tr>
<tr>
<td>519</td>
<td>Engineering Vibrations</td>
<td>3 hours</td>
<td>PREREQ: Math 236, Advanced Math for Engineers</td>
</tr>
<tr>
<td>559</td>
<td>Civil Engineering Special Projects</td>
<td>1-6 hours</td>
<td>PREREQ: Graduate standing and permission</td>
</tr>
<tr>
<td>601</td>
<td>Graduate Research (Thesis)</td>
<td>3-6 hours</td>
<td>PREREQ: Graduate standing and permission</td>
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**ENGLISH**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>433</td>
<td>Sixteenth Century Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>434</td>
<td>Chaucer</td>
<td>3 hours</td>
</tr>
<tr>
<td>440</td>
<td>Eighteenth Century Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>448</td>
<td>Seventeenth Century Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>450</td>
<td>English Drama before 1642</td>
<td>3 hours</td>
</tr>
<tr>
<td>458</td>
<td>Structural Linguistics</td>
<td>3 hours</td>
</tr>
<tr>
<td>545</td>
<td>The English Novel</td>
<td>3 hours</td>
</tr>
<tr>
<td>546</td>
<td>History of the English Language</td>
<td>3 hours</td>
</tr>
<tr>
<td>547</td>
<td>Medieval English Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>549</td>
<td>Literature of the Romanic Period</td>
<td>3 hours</td>
</tr>
<tr>
<td>550</td>
<td>The American Novel</td>
<td>3 hours</td>
</tr>
<tr>
<td>551</td>
<td>The American Drama</td>
<td>3 hours</td>
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The following are all seminar courses:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>501</td>
<td>Introduction to Literary Research</td>
<td>3 hours</td>
</tr>
<tr>
<td>504</td>
<td>Literary Criticism</td>
<td>3 hours</td>
</tr>
<tr>
<td>506</td>
<td>Seminar in American Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>509</td>
<td>Seminar: The Restoration and Early 18th Century</td>
<td>3 hours</td>
</tr>
<tr>
<td>510</td>
<td>Seminar in Victorian Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>512</td>
<td>Seminar in Shakespeare</td>
<td>3 hours</td>
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**FOREIGN LANGUAGES**

**FRENCH**

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<tr>
<th>Course Code</th>
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<tr>
<td>344</td>
<td>Eighteenth Century French Literature</td>
<td>(II) 3 hours</td>
</tr>
<tr>
<td>351-352</td>
<td>Nineteenth Century French Literature (II)</td>
<td>(II) 3 hours</td>
</tr>
<tr>
<td>451-452</td>
<td>Twentieth Century French Literature (II)</td>
<td>(II) 3 hours</td>
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**GERMAN**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>431</td>
<td>German Literature of the 19th Century</td>
<td>(I) 3 hours</td>
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<tr>
<td>432</td>
<td>German Literature of the 20th Century</td>
<td>(I) 3 hours</td>
</tr>
<tr>
<td>439</td>
<td>German Novel</td>
<td>(I) 3 hours</td>
</tr>
<tr>
<td>440</td>
<td>German Novelle</td>
<td>(I) 3 hours</td>
</tr>
<tr>
<td>444</td>
<td>German Drama</td>
<td>(I) 3 hours</td>
</tr>
<tr>
<td>445</td>
<td>German Literature of the Eighteenth Century</td>
<td>(I) 3 hours</td>
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</table>

**GRADUATE COLLEGE**

**UNIVERSITY OF NEBRASKA AT OMAHA**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>340</td>
<td>Pre-Seminar in German Literature</td>
<td>1-3</td>
<td>PREREQ: Permission of instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A detailed study of narrower phases of German literature, language or culture.</td>
</tr>
<tr>
<td>315</td>
<td>Modern Drama of Spain</td>
<td>3</td>
<td>PREREQ: Span. 318 or permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ideologies, techniques, trends, and influences of the major Spanish dramatists of the nineteenth and twentieth centuries.</td>
</tr>
<tr>
<td>316</td>
<td>Novel of Spain</td>
<td>3</td>
<td>PREREQ: Span. 318 or permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analytical study of the representative Spanish novellists of the nineteenth and twentieth centuries from P.A. de Alarcón to Cela.</td>
</tr>
<tr>
<td>317</td>
<td>Theater of the Golden Age</td>
<td>3</td>
<td>PREREQ: 317 or permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Performed Spanish dramatists and plays of the sixteenth and seventeenth centuries, with emphasis on Lope de Vega, Tirso de Molina, and Calderón del Barco.</td>
</tr>
<tr>
<td>411</td>
<td>Novel of the Golden Age</td>
<td>3</td>
<td>PREREQ: 317 or permission</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Study of the prose masterpiece of the sixteenth and seventeenth centuries, including such works as Lazarillo de Tormes, La Celestina, and Don Quijote.</td>
</tr>
<tr>
<td>412</td>
<td>Spanish American Literature of the 20th Century</td>
<td>3</td>
<td>PREREQ: Span. 322 or permission</td>
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<tr>
<td></td>
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<td>Critical and analytical study of the foremost Spanish American dramatists, poets, and essayists from Modernism to the present.</td>
</tr>
<tr>
<td>420</td>
<td>Spanish American Novel</td>
<td>3</td>
<td>PREREQ: Span. 322 or permission</td>
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<td></td>
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<td>Study of representative novels and novellists of the nineteenth and twentieth centuries, with emphasis on contemporary authors.</td>
</tr>
<tr>
<td>421</td>
<td>Generation of 1988</td>
<td>3</td>
<td>PREREQ: Span. 318 or permission</td>
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<tr>
<td></td>
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<td></td>
<td>Examination of the ideology, philosophy, and literary techniques of Unamuno, Martinez Ruiz, Valles Inclan, Baraja and Antonio Machado.</td>
</tr>
<tr>
<td>435</td>
<td>Spanish American Short Story</td>
<td>3</td>
<td>PREREQ: Span. 321 and 322 or permission</td>
</tr>
<tr>
<td></td>
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<td>Representative stories of the sixteenth and seventeenth centuries, from Romanticism to current production.</td>
</tr>
<tr>
<td>450</td>
<td>Pro-Seminar</td>
<td>1</td>
<td>PREREQ: Permission of instructor</td>
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<td></td>
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<td>A detailed study of narrower phases of Spanish or Spanish American literature, language or culture.</td>
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**Geography**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>453</td>
<td>Historical Geography of the United States</td>
<td>3</td>
<td>PREREQ: Hist. 111 and 112</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A study of recent occupancy in the United States with emphasis on the formal periods.</td>
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<tr>
<td>501</td>
<td>Geography Concepts</td>
<td>3</td>
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<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>
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<tr>
<td>502</td>
<td>Investigating the Earth</td>
<td>3</td>
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<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 hydro spheres.</td>
</tr>
<tr>
<td>504</td>
<td>Investigating the Earth</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>A survey of earth science which provides a basic knowledge of earth as a planet with emphasis on the lithosphere.</td>
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<tr>
<td>506</td>
<td>Physical and Cultural Geography for Teachers</td>
<td>6</td>
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<td>Orientation through discussion and demonstration projects to physical and cultural geography; involvement in professional geography journals and associated media suitable for geography presentations.</td>
</tr>
<tr>
<td>521</td>
<td>Cultural Geography</td>
<td>3</td>
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<td>The philosophical basis of human and cultural geography; interpretation of the cultural landscape.</td>
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<tr>
<td>531</td>
<td>Geography of Agriculture</td>
<td>3</td>
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<tr>
<td></td>
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<td>A systematic study of the characteristics of agriculture (both crop and animal industries) on a world-wide basis.</td>
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<tr>
<td>534</td>
<td>Geography in Problems of Political Geography</td>
<td>3</td>
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<tr>
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<td></td>
<td>Case studies in land boundaries, territorial waters, and in population aspects of boundary problems.</td>
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<tr>
<td>535</td>
<td>Geomorphology</td>
<td>3</td>
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<tr>
<td></td>
<td>PREREQ: Geog. 117 or 118 or 396</td>
<td></td>
<td>Concentrates on significant topics, problems, and applied cases in landform studies.</td>
</tr>
<tr>
<td>555</td>
<td>Physiography of North America</td>
<td>3</td>
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<tr>
<td></td>
<td>PREREQ: Geog. 104 or 117 or 119</td>
<td></td>
<td>A study of the landforms regions of North America as related to the whole study of geography by means of a systematic analysis of geomorphic patterns.</td>
</tr>
<tr>
<td>558</td>
<td>Soils</td>
<td>3</td>
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<td></td>
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<td>A synthesis of the concepts of the morphology, classification and distribution of soils with some emphasis on environment and genesis.</td>
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<tr>
<td>561</td>
<td>Field Geography</td>
<td>3</td>
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<td>A systematic discussion of techniques for studying and analyzing terrain features, land use characteristics, and the nature of their patterns as a part of the whole geographic environment.</td>
</tr>
<tr>
<td>565</td>
<td>Land Use</td>
<td>3</td>
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<td>A field course designed to investigate and understand urban field work, land use patterns in urban and rural areas by studying the social, physical, and economic factors which tend to shape the land use of a given place.</td>
</tr>
<tr>
<td>567</td>
<td>Cartographic Methods</td>
<td>3</td>
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<td>Teaches the student proper use of drawing instruments, effective map layout and exposure to the latest cartographic techniques, leading to a high level of competence in the design and interpretation of maps.</td>
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<td>571</td>
<td>Population Seminar</td>
<td>3</td>
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<td></td>
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<td>The significance of differences from place to place in the number, kind, and qualities of human inhabitants, and changes through time.</td>
</tr>
<tr>
<td>575</td>
<td>Seminar in Regional Geography</td>
<td>3-6</td>
<td>Maximum 3 per semester except foreign country field work.</td>
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<td>See similar course in UNL 384.</td>
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<tr>
<td>589</td>
<td>Independent Study in Topics on Urbanism</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td></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 patterns.</td>
</tr>
<tr>
<td>589</td>
<td>Independent Study in Topics on Urbanism</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></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 patterns.</td>
</tr>
</tbody>
</table>

*Note: The above courses are examples and may not be exhaustive.*
581 Urban Seminar in Metropolitan Planning and Development (II) 3 hours
An overview of the present status in planning in metropolitan areas with special emphasis on structure of planning departments, comprehensive plans, and problems of annexation.
PREREQ: Geog. 412 or recommendation from Political Science, Sociology, or Economics Departments.

583-584 Interdisciplinary Seminar on the Urban Community 3 hours per sem to 6
An interdisciplinary course on the metropolitan community in which the various fields of economics, sociology, and government are taught 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, Political Science, and Sociology.)

585-586 Urban Economics* Each 3 hours
An examination of the theoretical basis for the analysis of urban economic problems with emphasis upon the policy alternatives applicable toward their possible solution. Separate credit may be received for each course.
PREREQ: At least 6 hours of upper division course work on economics or permission.

591-592 General Seminar Each 1 hour
Review of current research by geographers including national and international associations and initial thesis proposal.

596-599 Urban-Regional Research* Each 3 hours
Used in candidates for the Master of Science Degree in economics in lieu of a Master's thesis. A study consisting of urban economic problems, employing research techniques. Students do independent research, consult with adviser, and submitting completed report to a departmental committee.
PREREQ: Graduate enrollment in the Master of Science in economics program and acceptance by a graduate adviser.

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

HISTORY

401 History of Science to 1700. (I) 3 hours
PREREQ: Hist. 151-152 or a major in a department of science, mathematics, or general science.
A survey of the development of scientific ideas and techniques from antiquity to the beginning of modern science.

402 History of Science since 1700. (II) 3 hours
PREREQ: His 151-152 or a major in a department of science, mathematics, or general science.
A survey of the historical and intellectual development of modern science and its relationship to society, technology, and social thought.

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

412 Representative Americans, 1828 to Present (II) 3 hours
PREREQ: Hist. 411 or permission of instructor
A study of the history of the United States from the election of Franklin D. Roosevelt to the present.

413 The Revolutionary Era, 1753-1789 (I) 3 hours
PREREQ: Hist. 111 and 112
An analysis of the forces which led to the American Revolution and an examination of some of the problems which arose as a result of the separation from England.

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

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

* Cross listed in economics.

416 Civil War and Reconstruction (IV) 3 hours
PREREQ: Hist. 111 and 112
A study of the war and the problems of reconstructing the Union in the years that followed.

424 The Emergence of Modern America: 1877-1955 (V) 3 hours
PREREQ: Hist. 111-112 or permission of instructor
A study of the special problems of the United States since 1877 with emphasis on the importance of industrialization, urbanization, immigration, and the emergence of the United States as a significant world power.

427 Twentieth Century America 1900 to Present (VI) 3 hours
PREREQ: Hist. 111 and 112
A study of the history of the United States from the end of the nineteenth Century to the election of Franklin D. Roosevelt to the Presidency in 1932.

430 American Constitutional History since 1860 (VII) 3 hours
PREREQ: Hist. 411 and 112
A study of constitutional theory and practice in the continental North American colonies of England and in the United States prior to 1860.

434 American Constitutional History since 1900 (VIII) 3 hours
PREREQ: Hist. 423 or permission of instructor
A study of constitutional theory and practice in the United States from 1869 to the present.

442 History of American Science 3 hours
A study of the origins, development, and nature of American science and its relationship with technology, social thought, and government.

443 American Urban History 1870 (IX) 3 hours
PREREQ: Hist. 111-112 or a major in a department of science, mathematics, or general science.
A study of the urbanization of cities, the growth and development of cities, and the advent of the modern city.

444 American Urban History since 1870 (X) 3 hours
PREREQ: Hist. 111-112 or a major in a department of science, mathematics, or general science.
A study of the urbanization of cities, the growth and development of cities, and the advent of the modern city.

451 Intellectual History of Modern Europe: Seventeenth and Eighteenth Centuries (XI) 3 hours
PREREQ: Hist. 111 and 112
A biographical approach to American history prior to 1828.

452 Intellectual History of Modern Europe: The Revolutionary Age to the Present (XII) 3 hours
PREREQ: Hist. 111 and 112
A study of European society during the critical years following the Renaissance.

454 The Age of Absolutism (XIII) 3 hours
PREREQ: Hist. 111 and 112
A study of European society during the critical years following the Renaissance.

The French Revolution and Napoleonic Era: Empire.

Europe and the cause of the French Revolution.

The French Revolution and Napoleonic Era: 1792-1815

A study of the political, economic, and social changes in Europe from the Revolution of 1815 to 1800.

Nineteenth Century Europe, 1815-1870

An advanced study of what has happened in Europe since 1815 with an emphasis on the consequences of such events.

Nineteenth Century Europe, 1848-1914

An advanced interpretive analysis of the political and cultural developments in Europe since 1848.

Tudor and Stuart England

A study of England during the Tudor and Stuart periods from 1485 to 1660.

England in the Eighteenth and Nineteenth Centuries

A study of the change and development in Britain from 1714 to 1914.

English Constitutional History to 1649

A study of the development of the legal and governmental institutions during the English-speaking period to 1649.

English Constitutional History Since 1649

The development of the legal and governmental institutions since 1649, including England's central and local government.

Thesis

A research project written under the supervision of an advisor.

The critical method in collecting and organizing historical materials; the processes of verification, evaluation, and organization of facts; the techniques of writing, demonstration, and printing the oral and written evidence.

Survey of the history of American historical writing from colonial times to the present. Reports on selected readings.

Great European Historians

A study of the best European historical writing from Colonial times to the present.
TOPICS

353 Probability and Statistics I (I.III) Each 3 hours
PREREQ: Math 196 and junior standing

354 Probability and Statistics II (I.III) Each 3 hours
PREREQ: Math 196 and junior standing

360 Introduction to Topology (I.III) Each 3 hours
PREREQ: Math 196 and junior standing

411 Abstract Algebra

427 Complex Variables (I.III) 3 hours
PREREQ: Math 425 or Advanced Calculus

433 Operational Mathematics

435 Theory of Functions of Real Variables

441 Introduction to the Foundations of Mathematics
PREREQ: senior or graduate classification. Logic, axiom systems, set theory, groups, the real number system, metamathematics.

460 Tensor Analysis
PREREQ: Math 311 or equivalent

491 Advanced Topics in Algebra I

492 Advanced Topics in Algebra II (I.III) Each 3 hours

523 Theory of Functions of Real Variables

524 Theory of Functions of Real Variables (I.III) Each 3 hours
PREREQ: Math 425 or Advanced Calculus.

525 Partial Differential Equations (II) 3 hours each
PREREQ: Math 423.

527 Functional Analysis (II) 3 hours each
PREREQ: Math 427, 523, 526, or permission of instructor.

592 Graduate Seminar (I.II) 1-3 hours
PREREQ: Permission of instructor.

601 Thesis
PREREQ: Permission of Department Head.

603 Thesis
PREREQ: Permission of Department Head.

PHYSICS

301 Elements of Electronics

302 Optics

375 Electricity and Magnetism

376 Two-semester continuing course giving more complete and advanced treatment of electrical and magnetic principles from standpoint of both A.C. and D.C. phenomena.

385 Heat and Thermodynamics

412 Modern Physics

424 Nuclear Physics

435 Theory of Relativity

436 Modern Developments in Physics

493 Problems in Physics

495 Modern Development in Physics

496 Individual laboratory and/or library work in some field of energy.

POLITICAL SCIENCE

495 The Presidency (I.9) 3 hours
The rise of the institution from Washington to the present, the position and prestige it holds and how the President uses this power and prestige to influence Congress, the courts, and the public.

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

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

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

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

419 Constitutional Law II (I,S) 3 hours
The second semester of the American Constitutional Law course. It focuses on the role of the United States Supreme Court in delineating and defining the political and civil rights guaranteed in the United States Constitution.
PREREQ: 110, 111

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

426 International Law of Peace (I,S) 3 hours
A basic course in the broad curriculum of international politics. It seeks to introduce the student to the complete pattern and law which is accepted by the international community and according to which it seeks to function in its relations as sovereign states. The aspects of the Law of War are excluded from this treatment.

431 Political Theory I (I,S) 3 hours
Reviews and analyzes the leading political theories of Western Man from the ancient Greek and medieval Christian periods to the present.

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

433 American Political Thought (II,S) 3 hours
An over-view and analysis of the dominant political thoughts and ideas that have been present in American thinking from the days of the Puritans to today and the individuals who held them.

440 Public Budgeting (II) 3 hours
A study of the processes and procedures involved in making budgets for governmental institutions.
PREREQ: 217

441 Public Personnel Management (II,S) 3 hours
A study of the personnel process in American governmental administration. The processes and problems of recruiting, selecting, and operating public bureaucracies are examined as well as problems in personnel leadership, neutrality, accountability and performance.
PREREQ: 217

501 Comparative Politics: Theories and Literature of the Field (II,S) 3 hours
An examination of the purpose, theories and literature of the field of comparative politics, with evaluation of the theories by application to contemporary political systems.
PREREQ: Graduate standing or senior standing with permission of the instructor and the department head.
423 Physical Psychology
The relation of the structures and functions of the nervous and other organ systems of an organism to its behavior. Research will be emphasized throughout the course. PREREQ: Psychology 101 or permission of instructor

427 Animal Behavior (Biology 427)
Behavior of diverse animals will be studied--primarily to develop an understanding of the relationships between nervous integration and the behavior manifested by the organism, as well as the evolvement and adaptive significance of behavior as a functional unit. PREREQ: Biology 174 or Psychology 101 or permission

431 Psychological and Educational Testing
The purpose of the course is to acquaint students in Education and Psychology with the different kinds of standardized tests available to them for the evaluation of students' programs and for guidance. Emphasis will be placed on achievement tests, and construction of teacher-made tests. PREREQ: Psych 102 or 301

432 Individual Differences
A critical study of experimental and statistical investigations of the influence of age, ancestry, sex, physical traits, and environmental influences on the development of individual differences in mental traits. PREREQ: 9 hours of psychology, including Psych 101 and Basic Statistics

433 Psychoanalytic Theories of Personality
An integrative course designed to acquaint the student with the Freudian and psychoanalytic viewpoints. Research in anxiety, defense mechanisms, sleep, and dreams is emphasized. PREREQ: Basic Statistics and Psych 343

434 Abnormal Psychology
The purpose is to become familiar with theories (psychological, psychodynamic, psychoanalytic) of normalcy and abnormalcy. The symptoms, dynamics, therapy, and prognosis of individuals and groups in the syndromes will be considered. Research in the syndromes is emphasized. PREREQ: Psych 203 and Basic Statistics or Psych 458

445 Personality Theories
This course is designed to familiarize the student with personality theories, which are much more inclusive than learning or perception, per se. It transcends isolated facts and approach integrated viewpoints. A research approach is emphasized. PREREQ: Psych 102 and senior standing

447 Advanced Counseling Theory
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 or Psych 445

452 Introduction to General and Experimental Linguistics (Speech 452)
A broad survey of generative syntax, phonology, and pragmatics and of related material in linguistic and para-linguistic perception, memory, and communication. Individual papers are required in areas of student interest. Designed primarily for students wishing to apply linguistic methods and thought in the behavioral and communication sciences. Laboratory to be arranged. PREREQ: Senior or graduate standing in Psych or Speech or permission. Recommended: Psych 421 or Speech 301

455 Retardation
This course considers significantly sub-average intellectual functioning originating during the developmental period and associated with impairment in adaptive behavior. Research is emphasized. PREREQ: Psych 451; or basic statistics and Psych 443 or 445

457 Developmental Psychology
A systematic review of the research literature related to the biological, social, and cognitive development of children from conception to adolescence. PREREQ: Basic Statistics
557 Behavior Modification (I, 11, S) 3 hours
A course in the techniques, rationale, and research literature of behavior and therapy. Partial attention will be paid to child therapy, including retarded children, behavior problems, and the behavior of the mentally disturbed.
PREREQ: Permission of instructor

558 Search with the Wechsler Adult Intelligence Scale, Wide Range Achievement Test, Bender-Visual Motor Gestalt Test, Children's Apperception Test, Sentence Completion, and Thematic Apperception Techniques
PREREQ: Psych 553

559 Introduction to Therapeutic Techniques with Children (I) 3 hours
The purpose of this course is to acquaint students with the therapeutic technique for enhancing the adjustment and maturity of children. The history and methods of therapy and the research with play therapy are considered.
PREREQ: Permission of instructor

561 Seminar in Industrial Psychology (I, 11, S) 3 hours
Intensive study of current problems and research in psychology in industry with particular emphasis on integration of research findings.
PREREQ: Graduate standing and Basic Statistics

562 Personnel Selection and Assessment (I) 3 hours
A practical course designed to familiarize the student with the procedures used in selecting and assessing people for industrial positions.
PREREQ: Basic Statistics, Psych 532 and permission of instructor.

565 Practicum in Psychology (I, 11, S) 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 real life by emphasizing use of previously acquired knowledge in dealing with practical problems.
PREREQ: Permission of instructor

566 Thesis Each 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

402 Collective and Exchange Behavior (I) 3 hours
The study of the processes of growth and change within stable, transitory groups including crowds and associations, diffuse collectivities, advertising and propaganda aggregates in mass society, publics, and social movements.
PREREQ: 9 hours sociology including 101 or 403 and 301

403 Advanced General Sociology (I, 11, S) 3 hours
A survey of the principles of sociology including interaction, groups, institutions, social organizations, and change. Consideration is also given to sociological techniques, major specialities, and classes of data. (Not open to anyone who has recent credit in Sociology 101. Does not carry graduate credit in sociology.)
PREREQ: Graduate standing or permission

410 The Community (I) 3 hours
A basic course in community sociology. Sociological theory and the techniques of empirical research are applied to the study of communities in the United States and elsewhere. The comparative social-scientific method of sociology is elaborated as it pertains to data derived from community investigation.
PREREQ: 9 hours sociology including 101 or 403

412 Urban Geography (Same as Geography 412) (I) 3 hours
A course in the city from the viewpoint of history, site, and situation, external relations, internal relations, and the comparative study of communities.
PREREQ: Junior standing and 9 hours of geography or sociology

413 Sociology of Deviant Behavior (1) 3 hours
A theoretical analysis of the relations of deviant group behavior and social controls 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 sociology of the city and the social characteristics of urban life. Stressing its historical, demographic, ecological, social-scientific, and institutional aspects. The unique problems of the modern metropolis are discussed.
PREREQ: 9 hours sociology including 101 or 403

416 American Family Problems (I) 3 hours
(1) A theoretical treatment of the family as a social institution outlining the essential functions it performs for its members and the society. (2) An analysis of failures of function and attendant problems in a variety of American families: parent-youth tensions, problems of sexual adjustment, role conflicts, matri-paternal families, marriage, divorce, others.
PREREQ: 9 hours sociology including 101 or 403 or permission of 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 pattern of human activities from a number of simple societies, anthropological theories, methods of study.
PREREQ: Anth. 105 or permission of instructor

422 North American Archaeology (I) 3 hours
An introduction to the archaeology of North America, with emphasis on the development of the New World. Open to students in all departments.
PREREQ: Anth. 105 or 421

451 Methods of Social Research (I) 3 hours
Relationships of theory, methods, 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 101 or 403 and 213

452 Complex Social Organizations (I) 3 hours
An analysis of the structure of complex organizations, processes involved in the integration and disintegration of the complex social organization. An introduction to the organizational analysis in medical, military, educational, and business settings. Implications of large-scale bureaucratization for social functioning.
PREREQ: 9 hours of sociology including 301

471 Development of Sociological Theory (I) 3 hours
An intellectual history of sociology as an academic discipline surveying outstanding contributions to its body of theory. Stress is on the development of sociology as a science derived from the established works of recent decades although backgrounds to the development and relevance of sociological theories to current developments are dealt with.
PREREQ: 12 hours sociology and senior standing
472 Contemporary Sociological Theory ........................................ (II) 3 hours

A thorough and detailed presentation of a major theoretical integration of contemporary sociological research and theory with shorter descriptive presentations of alternative positions indicating similarities and differences. Principles of theory construction and a review of major sociological concepts and writers.
PREREQ: 12 hours sociology and senior standing

475 Social Change ............................................................. (II) 3 hours

A discussion of the theories and the basic models of social change illustrated by examples from contemporary and historical data. Emphasis is placed upon 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

495 Sociology of Religion .................................................... (I) 3 hours

Analysis of religious behaviors from a sociological and social-psychological perspective, and utilizing both theoretical and empirical materials. The class is designed as an introductory approach to the sociology of religion, and the first in a two-step sequence, undergraduate and graduate.
PREREQ: Soc. 101 or 403 or permission of instructor

499 Internship in Local Government (Same as Political Science 451) (I,II,III) 3-6 hours

Internship in Local Government offices: Participation in the policy-making 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, Geography, and History.)

501 Independent Study ......................................................... 1-3 hours

Guided reading in special topics under the supervision of a faculty member.
PREREQ: Senior standing and permission of the instructor

505 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 recognition of issues in the discipline and selected substantive problems of sociology.

506 Seminar in Social Psychology ........................................... 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 psychology selected by the instructor.

508 Seminar in Applications of Sociology ................................ 3-6 hours

Sociological theory and method applied to a practical problem of relevance to general social issues.

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.

557 Seminar in Sociology of Religion ................................... (I,II,III) 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.

560 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 qualities of human inhabitants and changes through time.
PREREQ: Permission

589 Independent Study in Topics of Urbanism ............................ 1-3 hours

Course 3 hours 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 graduate work in one of the social sciences. (Also listed under Economics, geography and political science.)

591 Urban Seminar in Metropolitan Planning and Development (See Geography 581) .................... 3 hours

An interdisciplinary course on the metropolitan community in which various department and college offerings are concerned with urban problems of growth and development. Focus: urban policy making and administration.
PREREQ: Undergraduate major in one of the social sciences plus 6 hours graduate work in one of the social sciences. (Also listed under Economics, geography and political science.)

595 Practicum in Applied Sociology ........................................ Each 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

401 Advanced Projects in Speech ........................................... (I,II,III) Each 1-3 hours

Special projects in speech supplementing regular courses; individual research projects; combined study and practicum.
PREREQ: 9 hours of speech in the general area to be studied and permission of department head.

410 Rhetorical Criticism ....................................................... (I) 3 hours

Significant movements in the development of rhetorical criticism from antiquity to the present.
PREREQ: 9 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

420 History of the Theatre .................................................... (I) 3 hours

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

421 Acting: Historical Periods and Styles ................................. (I,II) 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

423 Scene Design ................................................................. (I,II,III) 3 hours

A study of the composition, prospective and color for the stage; the designer's approach to the play, production of ground plans, elevations and sketches.
PREREQ: Speech 220, 222, and junior standing

424 Stage and TV Lighting .................................................... (I,II,III) 3 hours

Characteristics and control of light and color and their application to the theatre and television; elementary electricity; lens systems; deflectors; lamps; control systems.
PREREQ: Speech 220, 222, and junior standing

426 Play Direction .............................................................. (II) 3 hours

Principles in play selection, analysis, casting, directing and performing.
PREREQ: Speech 230 or permission of instructor
427 Costume History and Design
[I] 3 hours
The history of human adornment from pre-historic to modern man.
Theory and practice in theatrical costume design.
PREREQ: Junior, Senior or Graduate Standing and Speech 227 or permission of instructor.

435 Broadcasting and the Public
[I] 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 instructor.

440 Introduction to General Semantics
[I, II, S] 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.

451 Persuasion
[I, II, S] 3 hours
Basic principles and psychological processes underlying persuasive communication; a review of various sources, message, channel, and receiver variables and their influence on communication effectiveness.
PREREQ: Speech 101 and 3 hours psychology or sociology or permission.

452 Introduction to General and Experimental Linguistics
3 hours
A broad survey of generative syntax, phonology, and pragmatics and of related material in linguistic and paralinguistic perception, memory, and communication. Individual papers required in areas of student interest. Designed primarily for students wishing to apply linguistic methods and thought in the behavioral and communication sciences. Laboratory to be arranged.
PREREQ: Senior or graduate standing in psychology or speech or permission.

461 History and Problems in Speech Education
[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.

462 Directing Forensics
[S] 2 hours
To provide students planning to teach speech in high school or college with a philosophy and detailed knowledge of how to direct a forensics program.
PREREQ: Graduate standing and Speech 112 or permission.

471 Advanced Oral Interpretation
[I] 3 hours
Theories and forms of interpretation from antiquity to the present: preparation and presentation of a recital.
PREREQ: Speech 171.

501 Introduction to Research in Speech
[II] 3 hours
Basic components, functions, and spirit of research; research methods in the arts and sciences of oral communication; preparation of a thesis proposal.
PREREQ: Admission to graduate study.

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

520 Dramatic Theory and Criticism
[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.

521 Contemporary Theatre Aesthetics
[II] 3 hours
Research and dialogue in the aesthetic theories and movements in the contemporary theatre. Emphasis on the sources, background, and configuration of theatrical styles in this century.
PREREQ: Graduate standing and Speech 220, Speech 410, and English 252 or permission.
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