1971

Graduate Academic Catalog (1971-1972)

University of Nebraska at Omaha

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UNIVERSITY OF NEBRASKA AT OMAHA

Bulletin of the

GRADUATE COLLEGE

1971–1972

University of Omaha 1908-1931
Municipal University of Omaha 1931-1968
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</table>
**The Graduate College**

**OFFICIAL CALENDAR**

**SUMMER 1971**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>June 11-12</td>
<td>Regular Registration.</td>
</tr>
<tr>
<td>June 14-July 16</td>
<td>First Session.</td>
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<tr>
<td>June 14-Aug. 5</td>
<td>Evening Session.</td>
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<tr>
<td>June 18</td>
<td>Theses due in Graduate Office.</td>
</tr>
<tr>
<td>June 19</td>
<td>Last day for submitting all admission credentials for admission to second summer session.</td>
</tr>
<tr>
<td>July 5</td>
<td>Holiday (University closed—day and evening.)</td>
</tr>
<tr>
<td>July 19-Aug. 20</td>
<td>Second Session.</td>
</tr>
<tr>
<td>July 23</td>
<td>Last day for filing applications for degrees to be conferred August 31, 1971.</td>
</tr>
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</table>

**FIRST SEMESTER 1971-72**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug. 1</td>
<td>Last day for submitting all admission credentials for admission to first semester.</td>
</tr>
<tr>
<td>Aug. 26-27 30-31</td>
<td>Regular registration and changes.</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Official beginning of first semester at 0730. (Day and evening classes begin.)</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Late registration begins.</td>
</tr>
<tr>
<td>Sept. 6</td>
<td>Labor Day. University closed. No day or evening classes.</td>
</tr>
<tr>
<td>Sept. 8</td>
<td>Last day up to 1600 for registering for a class, or adding a class to a schedule, (or changing a class from “audit” to “credit”).</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>Band Day.</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Founders' Day.</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Homecoming. No day classes after 1230. (Evening classes meet as usual.)</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>Homecoming Football Game.</td>
</tr>
<tr>
<td>Oct. 18</td>
<td>Six-week reports on first-semester Freshmen due in Academic Deans' Offices by 1600.</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Parents' Day.</td>
</tr>
<tr>
<td>Oct. 27</td>
<td>Last day a class may be dropped in order to receive a “W”. Last day a class may be changed from “credit” to “audit.”</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Theses Due in the Graduate Office.</td>
</tr>
<tr>
<td>Nov. 22</td>
<td>Last day for filing applications for degrees to be conferred December 31, 1971.</td>
</tr>
<tr>
<td>Nov. 24</td>
<td>(Wednesday) Thanksgiving recess begins at 2140.</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>(Monday) Classes resume at 0730.</td>
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</tbody>
</table>

**SECOND SEMESTER 1971-72**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>Dec. 15</td>
<td>“Dead” Day. No day classes nor student activities. (Evening classes meet as usual.)</td>
</tr>
<tr>
<td>Dec. 16-23</td>
<td>Final Examinations.</td>
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<tr>
<td>Dec. 18</td>
<td>Commencement. Saturday Afternoon.</td>
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<tr>
<td>Dec. 19</td>
<td>Last day for submitting all admission credentials for admission to second semester.</td>
</tr>
<tr>
<td>Dec. 23</td>
<td>Official end of first semester.</td>
</tr>
<tr>
<td>Jan. 14-17-18</td>
<td>Regular registration and changes.</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>Official beginning of second semester at 0730. (Day and evening classes begin.)</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>Late registration begins.</td>
</tr>
<tr>
<td>Jan. 25</td>
<td>Last day up to 1600 for registering for a class, or adding a class to a schedule, (or changing a class from “audit” to “credit”).</td>
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<tr>
<td>March 17</td>
<td>Theses Due in the Graduate Office.</td>
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<td>March 25</td>
<td>Spring vacation begins at noon.</td>
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<td>April 3</td>
<td>Classes resume at 0730.</td>
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<td>April 14</td>
<td>Last day for filing applications for degrees to be conferred May 20, 1971.</td>
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<td>May 5</td>
<td>Ma-ie Day. Student Holiday. No day classes. (Evening classes meet as usual.)</td>
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<td>May 9</td>
<td>“Dead” Day. No day classes nor student activities. (Evening classes meet as usual.)</td>
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<td>May 12</td>
<td>Last day for submitting all admission credentials for summer sessions.</td>
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<td>May 10-17</td>
<td>Final Examinations.</td>
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<td>May 17</td>
<td>Official end of second semester.</td>
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<td>May 26</td>
<td>Alumni Achievement Day.</td>
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**SUMMER 1972**

<table>
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<th>Date</th>
<th>Event</th>
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<td>June 9-10</td>
<td>Regular Registration.</td>
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<td>June 12-July 14</td>
<td>First Session.</td>
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<tr>
<td>June 12-Aug. 3</td>
<td>Evening Session.</td>
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<tr>
<td>June 16</td>
<td>Theses Due in Graduate Office.</td>
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<tr>
<td>June 17</td>
<td>Last day for submitting all admission credentials for admission to second summer session.</td>
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<td>July 4</td>
<td>Holiday (University closed—day and evening.)</td>
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<td>July 17-Aug. 18</td>
<td>Second Session.</td>
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<td>July 24</td>
<td>Last day for filing applications for degrees to be conferred August 31, 1972.</td>
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</table>
University of Nebraska at Omaha

Graduate Faculty
1971-72

Robert L. Ackerman  Elementary Education
Ed.D., University of Nebraska, 1966; Professor

Paul B. Ackerson  Secondary Education
Ed.D., Oklahoma State University, 1963; Professor

Frederick W. Adrian  History
Ph.D., Ohio State University, 1942; Professor

James C. Akers  Special Education (Reading)
Ed.D., Oklahoma State University, 1969; Assistant Professor

Clifford Andenberg  Philosophy and Religion
Ph.D., University of Wisconsin, 1953; Professor and Chairman of Department

Aaron Armfield  Special Education
Ed.D., Northern Colorado University, 1964; Associate Professor and Chairman of Department

Bruce P. Baker II  English
Ph.D., Texas Christian University, 1968; Associate Professor and Chairman of Department

George Bargeron  Sociology
Ph.D., University of Missouri, 1964; Professor and Chairman of Department

Nicholas Bariss  Geography
Ph.D., University of Nebraska, 1965; Professor

Paul L. Beck  History
Ph.D., University of Nebraska, 1981; Associate Professor

*Gordon Becker  Psychology
Ph.D., University of Pittsburgh, 1959; Professor

Joseph V. Benak  Civil Engineering
Ph.D., University of Illinois, 1967; Associate Professor

Robert W. Benecke  Business Administration
Ph.D., University of Colorado, 1965; Associate Professor

Kenneth Berry  Psychology
Ph.D., Texas Christian University, 1964; Assistant Professor of Medical Psychology, College of Medicine (Joint Appointment)

Hollie B. Bethel  Elementary Education
Ed.D., University of Colorado, 1957; Professor and Chairman of Department

John V. Blackwell  Art
Ph.D., State University of Iowa, 1957; Professor and Dean, College of Arts and Sciences

Richard Blake  Counseling and Guidance
Ph.D., University of Missouri, 1960; Associate Professor and Chairman of Department

M. Jean Bressler  Secondary Education
Ph.D., University of Nebraska, 1962; Associate Professor

Barbara Brilhart  Secondary Education
Ph.D., Pennsylvania State University, 1966; Assistant Professor

*John K. Brilhart  Speech
Ph.D., Pennsylvania State University, 1965; Professor and Chairman of Department

Merle E. Brooks  Biology
Ph.D., University of Colorado, 1956; Professor

William M. Brown  Business Administration (Marketing)
Ph.D., University of Pittsburgh, 1967; Professor
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<td>BARBARA E. BUCHALTER</td>
<td>Ph.D., University of Arizona, 1968</td>
<td>Mathematics</td>
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<td>SIDNEY BUCHANAN</td>
<td>M.A., New Mexico Highlands University, 1963</td>
<td>Art</td>
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<td>CHARLES M. BULL</td>
<td>Ph.D., University of Nebraska, 1962</td>
<td>Business Administration</td>
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<tr>
<td>DALE M. BUNSEN</td>
<td>Ed.D., University of Nebraska, 1958</td>
<td>Secondary Education</td>
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<tr>
<td>KENNETH BURKHOLDER</td>
<td>Ed.D., University of Nebraska, 1958</td>
<td>Educational Administration</td>
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<tr>
<td>KARL H. D. BUSCH</td>
<td>Ph.D., Ohio State University, 1940</td>
<td>Biology</td>
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<tr>
<td>ROBERT R. BUTLER</td>
<td>Ph.D., University of Missouri, 1970</td>
<td>Counseling and Guidance</td>
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<tr>
<td>WALTER M. CALINGER</td>
<td>Ph.D., Ohio State University, 1970</td>
<td>Experimentation and Development</td>
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<tr>
<td>H. CARL CAMP</td>
<td>Ph.D., Washington University, 1965</td>
<td>Political Science</td>
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<tr>
<td>JO ANN CARRIGAN</td>
<td>Ph.D., Louisiana State University, 1961</td>
<td>History</td>
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<tr>
<td>ELTON S. CARTER</td>
<td>Ph.D., Northwestern University, 1936</td>
<td>Speech</td>
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<tr>
<td>EDWIN L. CLARK</td>
<td>Ed.D., University of Iowa, 1951</td>
<td>Speech</td>
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<td>WILLIAM T. CLUTE</td>
<td>Ph.D., University of Minnesota, 1960</td>
<td>Sociology</td>
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<td>JAMES J. CONWAY</td>
<td>D.B.A., Texas Tech University, 1970</td>
<td>Business Administration</td>
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<tr>
<td>STEVEN G. COX</td>
<td>Ph.D., University of Iowa, 1964</td>
<td>Counseling and Guidance</td>
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<tr>
<td>HARRY J. CROCKETT, JR.</td>
<td>Ph.D., University of Michigan; Graduate Lecturer</td>
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<tr>
<td>DONALD CUSHENBERY</td>
<td>Ed.D., University of Illinois, 1964</td>
<td>Special Education</td>
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<tr>
<td>HARL A. DALSTROM</td>
<td>Ph.D., University of Nebraska, 1965</td>
<td>History</td>
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<tr>
<td>KENNETH A. DEFFENBACHER</td>
<td>Ph.D., University of Washington, 1968</td>
<td>Psychology</td>
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<tr>
<td>BARTHALOMEW DENNEHY</td>
<td>Ph.D., Texas A. and M. University, 1970</td>
<td>Engineering</td>
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<tr>
<td>J. SCOTT DOWNING</td>
<td>Ph.D., Michigan State University, 1969</td>
<td>Mathematics</td>
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<tr>
<td>JOSEPH G. DUNN</td>
<td>Ed.D., University of Missouri, 1955</td>
<td>Educational Foundations</td>
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<tr>
<td>LAWRENCE E. EHlers</td>
<td>Ph.D., Oklahoma State, 1969</td>
<td>Engineering</td>
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<tr>
<td>KENNETH ELLER</td>
<td>Ph.D., University of Kansas, 1969</td>
<td>Foreign Languages</td>
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<tr>
<td>ROBERT J. ELLINGSON</td>
<td>Ph.D., Northwestern University, 1950</td>
<td>Psychology</td>
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<tr>
<td>JOHN W. FLOCKEN</td>
<td>Ph.D., University of Nebraska, 1960</td>
<td>Psychology</td>
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<tr>
<td>RICHARD B. FLYNN</td>
<td>M.Ed., Ohio University, 1965</td>
<td>Secondary Education</td>
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<tr>
<td>JOSEPH A. FREIVALD</td>
<td>Ph.D., University of Oklahoma, 1965</td>
<td>Mathematics</td>
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<td>EUGENE FREUND</td>
<td>Ph.D., Wayne State University, 1969</td>
<td>Educational Foundations</td>
</tr>
<tr>
<td>CRAIG FULLERTON</td>
<td>Ph.D., State University of Iowa, 1955</td>
<td>Special Education</td>
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<tr>
<td>DALE GAEDERT</td>
<td>Ph.D., Ohio State University, 1969</td>
<td>History</td>
</tr>
<tr>
<td>WILLIAM L. GAINES</td>
<td>Ph.D., Yale University, 1951</td>
<td>History</td>
</tr>
<tr>
<td>MARGARET GESSMAN</td>
<td>Ph.D., Montana State College, 1966</td>
<td>Mathematics</td>
</tr>
<tr>
<td>RICHARD GIBSON</td>
<td>Ph.D., University of Colorado, 1969</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>G. WAYNE GLIDDEN</td>
<td>Ph.D., University of Nebraska, 1964</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>DONALD J. GRANDGENETT</td>
<td>Ed.D., Arizona State University, 1967</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>RAYMOND A. GUENTHER</td>
<td>Ph.D., Illinois Institute of Technology, 1969</td>
<td>History</td>
</tr>
<tr>
<td>ERT J. GUM</td>
<td>Ph.D., Louisiana State University, 1963</td>
<td>History</td>
</tr>
<tr>
<td>PAUL A. HAEDER</td>
<td>Ph.D., Iowa State University, 1968</td>
<td>Mathematics</td>
</tr>
<tr>
<td>NORMAN H. HAMM</td>
<td>Ph.D., Kent State University, 1968</td>
<td>Psychology</td>
</tr>
<tr>
<td>ROBERT D. HARPER</td>
<td>Ph.D., University of Chicago, 1949</td>
<td>English</td>
</tr>
<tr>
<td>GEORGE T. HARRIS</td>
<td>Ph.D., State University of Iowa, 1953</td>
<td>Business Administration</td>
</tr>
<tr>
<td>ROGER R. HARVEY</td>
<td>Ph.D., East Texas State University, 1970</td>
<td>Special Education (Teaching the Mentally Retarded)</td>
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<tr>
<td>GEORGE HEATHER</td>
<td>Ph.D., State University of Iowa, 1946</td>
<td>Business Administration</td>
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<tr>
<td>SHELTON HENDRICKS</td>
<td>Ph.D., Tulane University, 1957</td>
<td>Psychology</td>
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<tr>
<td>ELAINE HESS</td>
<td>Ph.D., University of Nebraska, 1971</td>
<td>Sociology</td>
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<tr>
<td>WAYNE M. HIGLEY</td>
<td>Ph.D., University of Illinois, 1962</td>
<td>Business Administration</td>
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<td></td>
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<td>(Accounting and Quantitative Methods)</td>
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</table>
THE GRADUATE COLLEGE

*RICHARD L. LANE
Ph.D., University of Arkansas, 1968; Associate Professor

JOSEPH C. LAJOIE
Ph.D., University of Wisconsin, 1970; Assistant Professor

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

WALTER W. LINSTROMBERG
Ph.D., University of Missouri, 1958; Professor

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

JOHN W. LUCAS
M.B.A., Ohio State University, 1935; L.L.D., University of Omaha, 1968; Professor; Dean Emeritus, College of Business Administration

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

THOMAS MAJESKI
Ph.D., Southwest Texas State University, 1969; Associate Professor

JOHN P. MALONEY
Ph.D., Georgetown University, 1965; Associate Professor

DONALD D. MANSON
Ph.D., Pennsylvania State University, 1956; Associate Professor

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

KATHLEEN McKENNY
Ph.D., University of Wisconsin, 1955; Assistant Professor

JOHN G. MCMILLAN
M.A., University of Nebraska, 1942; Professor and Chairman of Department

*ORVILLE D. MENARD
Ph.D., University of Nebraska, 1964; Associate Professor

C. RAYMOND MILLIMET
Ph.D., Oklahoma State University, 1965; Assistant Professor

JOYCE MINSTER
Ph.D., Indiana University, 1957; Professor

KAMEL M. MOGHRAI
D.B.A., Texas A & M University, 1959; B.B.A., Texas Tech University, 1970; Associate Professor

W. EARL MORRISON
Ph.D., East Texas State University, 1958; Associate Professor

WOODROW L. MOST
Ph.D., Loyola University, 1953; Professor and Chairman of Department

KIRK E. NAYLOR
Ed.D., University of Kansas, 1952; Professor and President

GLEN A. NEWKIRK
Ph.D., University of Denver, 1966; Associate Professor

*JACK A. HILL
Business Administration (Management)
Ph.D., University of Texas, 1964; Professor

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

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

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

LETA F. HOLLEY
Business Education
Ed.D., University of Colorado, 1960; Professor Emeritus and Acting Chairman of Department

JAMES Q. HOSSACK
Civil Engineering
M.S. C.E., University of Nebraska, 1959; Registered Professional Engineer; Professor

HELEN HOWELL
Elementary Education
Ed.D., University of Colorado, 1969; Associate Professor

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

CHARLES O. INGHAM
Biology
Ph.D., University of Utah, 1962; Associate Professor

ROBERT INNES
Psychology
Ph.D., University of Nebraska, 1967; Assistant Professor of Medical Psychology, College of Medicine (Joint Appointment)

ORIGEN J. JAMES, JR.
Business Administration
Accounting and Computers in Business
D.B.A., Texas Tech University, 1966; Associate Professor

HARL R. JARMAN
Counseling and Guidance
Ph.D., University of Missouri, Kansas City, 1963; Assistant Professor

DARRELL F. KELLY
Educational Administration
Ph.D., University of Kansas, 1964; Associate Professor and Chairman of Department

PAUL C. KENNEDY
Educational Administration and Educational Foundations
Ph.D., University of Kansas, 1965; Professor and Dean, College of Education

C. ROBERT KEPPEL
Chemistry
Ph.D., Massachusetts Institute of Technology, 1959; Professor

*CLEM KESSLER III
Psychology
Ph.D., Western Reserve University, 1967; Assistant Professor

WENDELL KINCAID
Psychology
Ph.D., University of Connecticut, 1963; Assistant Professor of Business and Behavioral Sciences

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

RICHARD G. KOHLAN
Psychology
Ph.D., University of Minnesota, 1966; Assistant Professor

BERNARD D. KOLASA
Political Science
Ph.D., University of Nebraska, 1969; Assistant Professor

EDWARD La CROSSE
Special Education
Ph.D., Teachers College, Columbia University, 1964; Graduate Lecturer

W. C. B. LAMBERT
Political Science
Ph.D., Washington University, 1950; Professor
JOHN R. NYE  Sociology  Ph.D., Iowa State University, 1968; Associate Professor
B. GALE OLESON  Counseling and Guidance  Ph.D., University of Wyoming, 1953; Professor; Director, Counseling and Guidance
*ROBERT C. O‘REILLY  Educational Administration  Ed.D., University of Kansas, 1962; Professor; Director of Institutional Research and Grants Coordinator
RICHARD A. OVERFIELD  History  Ph.D., University of Maryland, 1968; Associate Professor
JAMES B. PETERSON  History  Ph.D., State University of Iowa, 1933; Professor and Chairman of Department
DONALD J. PFLASTERER  Counseling and Guidance  M.Ed., University of Nebraska, 1952; Associate Professor; Dean of Student Personnel
*WILLIAM C. PRATT  History  Ph.D., University of Texas, 1958; Professor
WILLIAM PETROWSKI  History  Ph.D., State University of Iowa, 1956; Professor and Chairman of Department
DONALD J. PFLASTERER  Counseling and Guidance  M.Ed., University of Nebraska, 1952; Associate Professor; Dean of Student Personnel
*WILLIAM C. PRATT  History  Ph.D., University of Iowa, 1956; Professor
LEONARD PRESTWICH  Marketing  Ph.D., Ohio State University, 1957; Professor; Director Retail Management Program
*PAUL V. PRIOR  Biology  Ph.D., University of Iowa, 1959; Professor and Chairman of Department
GEORGE R. RACHFORD  Educational Administration  Ed.D., Indiana University, 1953; Professor
EDITH RASMUSSEN  Biology  Ph.D., Emory University, 1969; Assistant Professor
M. N. REDDY  Civil Engineering  Ph.D., Oklahoma State University, 1965; Associate Professor
HAROLD J. RETALLICK  Geography  Ph.D., Clark University, 1950; Professor
*HARRY W. REYNOLDS, JR.  Political Science  Ph.D., University of Pennsylvania, 1954; Professor
*ROY M. ROBBINS  History  Ph.D., University of Wisconsin, 1929; Professor Emeritus
*WILLIS P. ROKES  Business Administration  (Business and Society)  J.D., University of Utah, 1951; Ph.D., Ohio State University, 1959; C.L.U.; C.P.C.U.; Professor
GUENTER ROSE  Psychology  Ph.D., University of California at Los Angeles, 1964; Associate Professor of Psychology and Physiology, College of Medicine (Joint Appointment)
EDWARD J. SADLER  Secondary Education  Ed.D., University of Nebraska, 1969; Associate Professor
HARRY L. SASLOW  Psychology  Ph.D., University of Pittsburgh, 1959; Associate Professor of Child Health (Pediatrics), College of Medicine (Joint Appointment)
*GORDON SCHILZ  Geography  Ph.D., Clark University, 1948; Professor and Chairman of Department

DAVID C. SCOTT  Political Science  Ph.D., State University of Iowa, 1948; Professor and Chairman of Department
JAMES W. SELEE  Educational Experimentation and Development  Ed.D., University of Colorado, 1941; Associate Professor
ROGER S. SHARPE  Biology  Ph.D., University of Nebraska, 1968; Assistant Professor
JOHN F. SIROTY  Geography  Ph.D., University of Utah, 1967; Assistant Professor
ROBERT B. SIMPSON  Sociology  Ph.D., Washington University, 1970; Assistant Professor
KEITH F. SMITH  Mathematics  Ph.D., Iowa State University, 1968; Associate Professor
W. ALAN SMITH  Psychology  Ph.D., University of Missouri, 1970; Assistant Professor
PAUL J. STAGEMAN  Chemistry  Ph.D., University of Nebraska, 1963; Professor
ELROY J. STEELE  Economics  Ph.D., State University of Iowa, 1957; The Frederick W. Kayser Professor and Chairman of Department; Acting Director, Urban Affairs
JACQUELINE D. ST. JOHN  History  Ph.D., University of Oklahoma, 1969; Assistant Professor
JUSTIN D. STOLEN  Economics  Ph.D., University of Illinois, 1969; Assistant Professor
DALE A. STOVER  Religion  Ph.D., McGill University, 1967; Assistant Professor
RICHARD STRANYES  Counseling and Guidance  Ph.D., Ohio State University, 1968; Assistant Professor
*FRED STRIDER  Psychology  Ph.D., University of Nebraska, 1961; Associate Professor of Medical Psychology College of Medicine (Joint Appointment)
DAVID M. SUTHERLAND  Biology  Ph.D., University of Washington, 1967; Assistant Professor
GAYLORD H. TODD  Foreign Languages  Ph.D., University of Minnesota, 1970; Associate Professor
*A. STANLEY TRICKETT  History  Ph.D., The Victoria University of Manchester, England, 1938; Professor and Chairman of Department; Resigned as Chairman Effective August 31, 1971
KEITH K. TURNER  Economics  Ph.D., University of Nebraska, 1968; Associate Professor
WILLIAM T. UTLEY  Political Science  M.A., University of Arkansas, 1936; Professor; Director, Public Affairs Institute; Dean, College of Continuing Studies
PHILIP H. VOET  Sociology  M.S., Washington University, 1936; Professor Emeritus
PHILLIP E. VOET  Geography  Ph.D., University of Nebraska, 1969; Professor
BLAINE WARD  Educational Foundations  Ed.D., University of South Dakota, 1969; Assistant Professor
*RALPH M. WARDELL  English  Ph.D., Harvard University, 1940; The Albert H. Jefferis Professor
*FLOYD WATERMAN  Educational Experimentation and Development  Ed.D., Columbia University, 1958; Professor; Director, Center for Urban Education
DEPARTMENTS OFFERING GRADUATE INSTRUCTION

Departments or areas which have been approved to offer courses for graduate credit and the degrees available in each department are as follows:

<table>
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<tr>
<th>Department or Area</th>
<th>Minor Only</th>
<th>Master of Arts</th>
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<tr>
<td>Speech</td>
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</table>
EXAMINATIONS FOR GRADUATE STUDENTS

Graduate students are required to take either the Graduate Record Examination (GRE) or the ACTS 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 Graduate 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.

A Graduate College applicant already holding a Master's degree in the field in which he wishes to pursue further study and not enrolling into a degree program is not required to take the Graduate Record Examination.

All testing at UNO in the three categories below is under the supervision of Dr. Gale Oleson, Director, Academic Testing Bureau. Registration deadlines and testing dates are available from the Office of the Academic Testing Bureau, Administration Building 213.

Graduate Record Examination
(Both General Aptitude and Advanced Area Selection are Required)

<table>
<thead>
<tr>
<th>Registration Deadlines</th>
<th>Testing Dates</th>
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<tbody>
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<td>March 24, 1971</td>
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<td>May 18, 1972</td>
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</table>

Admission Test for Graduate Study In Business

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

Foreign Language Requirement

The major department may require a candidate for the Master's degree to demonstrate by examination a satisfactory reading knowledge of one modern foreign language. Specific instructions regarding the language requirement may be obtained from the student's adviser.
Committee was organized to supervise graduate education. In 1942, the Graduate Committee was replaced by the Committee on Graduate Studies. The degree 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 Graduate Division. In 1966, the name was changed to the Graduate College. The first Master's degrees were awarded in 1919 by a special vote of the Board of Trustees of the "old" University of Omaha. In 1932, after the University became the Municipal University of Omaha, a Graduate Committee was organized to supervise graduate education. In 1942, the Graduate Committee was replaced by the Committee on Graduate Studies. The degree 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 Graduate Division. In 1966, the name was changed to the Graduate College.

The Graduate College provides the opportunity for more advanced education than the undergraduate work upon which all graduate programs are founded. The Graduate College at the University of Omaha was established to provide an opportunity for advanced study and independent investigation in a limited number of fields of learning for qualified students: 1. To work toward these degrees: Master of Arts, Master of Science, Master of Business Administration, Master of Public Administration, Specialist in Education. 2. To earn graduate credit for the issuance or renewal of certificates for teachers, administrators and educational psychologists. 3. To provide for scholarly and professional advancement. To enable the student to attain these objectives, the Graduate College provides graduate courses, workshops, institutes, seminars, research and special problems courses, and the supervision of these or special projects. Thus the Graduate College promotes the spirit of free investigation in the various disciplines and, at the same time, serves to unite the various branches of the University in advancing human knowledge and providing intelligent, capable leadership for society.

*Now the University of Nebraska at Omaha

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 College. The qualifications for membership are:

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 holds a full-time appointment in the University System with faculty rank of assistant professor or higher, or is qualified as a graduate lecturer.

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

Approval to teach for persons who are not members of the UN-O Graduate Faculty may be secured by recommendation from the department head for approval on behalf of the faculty by the Graduate Dean.

GRADUATE PROGRAM 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 supervising 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.

**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 upward from $250 to a woman graduate student who 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.

Applications and their supporting credentials must be received on or before March 1. Address requests for information and application forms to the Chairman of the Department in which the assistantship is desired.

**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 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.

2. Present two (2) official transcripts of all undergraduate (and graduate, if any) college work previously taken. Transcripts and all other materials submitted in support of an application become the permanent property of the University and will not be returned. (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.

**AUDIT**

A student wishing to audit a course must secure the permission of his adviser, must register for the course to audit, and must secure the approval of the instructor of the course whose prerogative it will be to determine privileges including examinations connected with the course. An audit study may not change to credit registration after the first week of a course. (A credit student may change to audit registration during the first eight weeks of a semester, or during the first half of a class if it runs longer or shorter than a semester.)

**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 or the Admission Test for Graduate Study in Business must be supplied to the Graduate Dean.

Provisional

Provisional admission may be granted to a student who has a Bachelor's degree from a regionally accredited institution but who has not completed all of the undergraduate prerequisite course requirements for admission to the Graduate College. This provisional status will continue until such time as the student has completed all of the undergraduate prerequisites for graduate study.

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 completed application blank and two undergraduate transcripts. Credit hours accumulated in this category could be counted toward a degree only if (a) the transition from non degree status is accomplished no later than fifteen hours of completing the undergraduate requirements and who have obtained in advance the approval of the Dean of the Graduate College may receive credit for graduate courses taken in addition to the courses necessary to complete their undergraduate work. With permission of the department or departments offering the courses, students may be permitted to enroll in 500-level courses during either semester of their senior year. However, courses taken during the senior year may be carried for graduate credit only if approved in advance by the Dean of the Graduate College.

University of Nebraska at Omaha

Seniors in this University needing not more than six hours of undergraduate credit to complete the bachelor's degree may be granted provisional admission to the Graduate College subject to receiving their baccalaureate degrees at the end of the current semester. They must file application for admission to the Graduate College and, if admitted, will register on Graduate College Registration forms. Such registration may count as residence in 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.

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 be 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 TO CANDIDACY FOR GRADUATE DEGREE

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

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

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

Plans of study should be planned with acceptable alternatives included. Once approved, any modification of a plan of study is permissible 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.

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 supported by a committee. The thesis provides an opportunity to the student and his major adviser to familiarize themselves with the “Instructions for the Preparation of Theses.” A copy may be obtained in the Graduate College Office.

Thesis Manual: The responsibility for placing the thesis in final form rests with the student and his major adviser. All theses must be written in accordance with a standard thesis manual. The Graduate Faculty has approved an official manual for each department and the student will be advised by his major adviser of the standard form to be used.

The cost of binding three copies (see Fees) must be paid by the candidate at the time the thesis is submitted in final form to the Graduate Office. If the department conducting the thesis requires an additional copy, it is to be bound at the student’s expense. The fees are payable in the Cashier’s Office.

University of Nebraska at Omaha

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 vacation 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 candidates not writing a thesis, the examination is a written one. For those candidates writing a thesis, 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 Master of Business Administration, the 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.)

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

* No comprehensive examination is required on one alternate program in English.
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 unless the student has a "B" average or higher.

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 appear on the transcript but only the second grade will be counted in determining the grade point average.

INC.—The grade "I" is to be used by an instructor at the end of a term to designate incomplete work in a course. It should be used when a student, due to extenuating circumstances such as illness, military service, hardship, or death in the immediate family, is unable to complete the requirements of the course in the term in which he is registered for credit. Incompletes should only be given if the student has already substantially completed the major requirements of the course.

Each instructor must judge each situation. The instructor must also indicate by a departmental record, with a copy to the student, how the Incomplete is to be removed, and if he is at the University at the time of the removal, supervise the makeup work and report the permanent grade.

In the event that the instructor is not available at the time of the student's application for removal of an Incomplete, the department chairman shall supervise the removal of the Incomplete and turn in the permanent grade for the student.

A student to receive credit in a course for which he has received a grade "I" must re-register and take the course again unless he removes the Incomplete within two years from the date he received the "I"; in the meantime the "I" is not computed in the student's GPA.

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 anyone working full time on another job is six hours of course work.

COURSES FOR GRADUATE CREDIT

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

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

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 correspondence work.

TRANSFER OF CREDIT

Students who have completed graduate courses at other approved graduate schools (including 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 be previously received by the student, taken by the student, and approved by the Academic Standards and Curriculum Committee when recommended by the Graduate Dean. 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 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. Only grades of "B" or better may be transferred from other schools in the University System to apply toward degree requirements here.

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 semester, 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. A candidate who is excused from attendance at commencement must pay the "in absentia" fee.

TUITION AND FEES

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

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

INSTRUCTION

Tuition, per semester credit hour:
- Undergraduate, Graduate or Audit
  - Resident of Nebraska
  - Nonresident
  - Applied Music: Voice and all instruments except pipe organ
  - Fee may be waived by the Head of the Music Department

One semester credit hour—additional fee
- Non-credit: 18 lessons
- Two semester credit hours (same instrument) add'l fee
- Non-credit: 8 lessons
- 3 lessons

TV Classroom (per 3 hr. course—includes materials)
- Conferences and Non-credit courses:

Fees are determined for each offering on an individual basis.

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GENERAL FEES

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students (12 credit hours or more)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Part-time students (less than 12 hours)</td>
<td>$15.00</td>
</tr>
<tr>
<td>Summer Sessions (per session)</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

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

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

GRADUATION FEES

<table>
<thead>
<tr>
<th>Degree</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate College</td>
<td>$15.00</td>
</tr>
<tr>
<td>Bachelor of Arts Degree</td>
<td>$12.50</td>
</tr>
<tr>
<td>Associate Title</td>
<td>$7.50</td>
</tr>
<tr>
<td>Degree in absentia—additional</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

OTHER FEES, CHARGES AND DEPOSITS

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculation</td>
<td>$10.00</td>
</tr>
<tr>
<td>Late Registration (Day or Evening Classes)</td>
<td>$3.00</td>
</tr>
<tr>
<td>Deferred Payments (if approved by Student Aid Officer)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Change of Schedule—per change</td>
<td>$2.00</td>
</tr>
<tr>
<td>Change of Academic Record—per change</td>
<td>$2.00</td>
</tr>
<tr>
<td>Removal of incomplete, grade change, etc.</td>
<td>$2.00</td>
</tr>
<tr>
<td>Transcript Evaluation (transfer students and Graduate College)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Transcript of Academic Record—per copy</td>
<td>$1.00</td>
</tr>
<tr>
<td>Teacher Placement Registration</td>
<td>$6.00</td>
</tr>
<tr>
<td>Thesis Binding (additional copy—$5.00)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Bad Check (insufficient or no-fund check) minimum</td>
<td>$3.50</td>
</tr>
<tr>
<td>Ineligible fund or no-fund checks are considered to be deferred payments.</td>
<td>$3.50</td>
</tr>
<tr>
<td>Late registration fee may also be assessed if applicable</td>
<td>$3.50</td>
</tr>
<tr>
<td>Replacement of Student Activity Card (with approval)</td>
<td>$1.00</td>
</tr>
<tr>
<td>Tests and Examinations: Guidance and Placement—at scheduled times</td>
<td>$5.00</td>
</tr>
<tr>
<td>Test for the services depend upon tests administered and extent of counseling.</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

VOCATIONAL TESTING AND COUNSELING

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

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

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.

**Master of Arts Degree**

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.

**Master of Science Degree**

The Master of Science degree is typically a 36-hour, non-thesis program, consisting of certain required courses, cognate or related courses, and electives.

**Master of Business Administration Degree**

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

**Master of Public Administration Degree**

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

**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 offer additional study for professional educators.

**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 as a rule that graduate students enrolled in those courses numbered 300-400 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 (ART)

Graduate Faculty Members:
Professors John V. Blackwell, Peter W. Hill (Chairman);
Associate Professor Thomas Majeski;
Assistant Professor Sidney Buchanan

Graduate art courses are offered to fulfill requirements for a minor field or as cognate or selected courses on a plan of study.

Course Descriptions

431 Advanced Sculpture
PREREQ: Art 331 and permission
Advanced work in area of student's choice, with facilities for oxy-ace-
tylene, are welding, and general metal working.

441 Advanced Painting
PREREQ: Art 341 and permission
Practical instruction in oil painting and related media. The course
gives the student the time and environment to work and develop
individually. A strong emphasis is placed on a complete knowledge of contem-
porary art.

451 Advanced Printmaking
PREREQ: Art 351 and permission
Intaglio process stressing technical proficiency in the various media.

461 Advanced Ceramics
PREREQ: Art 361 and permission
Advanced problems in the techniques of ceramics.

501 Graduate Sculpture
PREREQ: Art 401 and permission
Advanced problems in a particular sculpture media.

511 Graduate Painting
PREREQ: Permission and 12 credit hours of painting
More complex problems in the oil medium and related material.

541 Graduate Printmaking
PREREQ: Art 451 and permission
Advanced problems in the printmaking area with particular attention to
the intaglio technique.

BIOLOGY (BIOL)

Graduate Faculty Members:
Professors Merle E. Brooks, Karl H. D. Busch, Paul V. Prior (Chairman);
Associate Professors Charles O. Ingham, Steele R. Lunt, Edith Rasmussen;
Assistant Professors Roger S. Sharpe, David M. Sutherland.

Master of Arts

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 including general botany, general zoology, and genetics 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), a minimum of 2 hours in seminar, and at least 22 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, bryology, ecology, embryology, ethology, histology, invertebrate zoology, ornithology, plant anatomy, plant morphology, plant physiology, and plant taxonomy.

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Master of Science

To enter the program for the Master of Science degree in biology the student must present approximately 24 semester hours credit in the biological sciences including general botany, general zoology, and genetics 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, a minimum of 2 hours in seminar, and other appropriate courses to be determined by the student and his faculty committee.

Course Descriptions

331 Ecology
PREREQ: Biology 145, 175
The study of the behavior of whole organisms and groups of organisms in relation to their total living and non-living environment.

341 Morphology of Lower Plants
PREREQ: Biology 145
The classification, identification, and recognition of common vascular plants, including weeds, ornamentals, and indigenous plants, found in the Great Plains.

351 Morphology of Higher Plants
PREREQ: Biology 145
A lecture and laboratory course covering the living and fossil vascular plants with emphasis on morphology, ecology, and evolutionary trends.

363 Plant Anatomy
PREREQ: Biology 145
A study of cells, tissues, and organs of vascular plants with particular emphasis on internal structure of seed plants.

373 Fauna of the Great Plains
PREREQ: Biology 145, 175
A survey of the common animal groups found in the Great Plains, including their evolution, ecology, distribution and specific adaptations to the environment of the temperate North American grasslands.

374 Zoology
PREREQ: Biology 175, and a course in vertebrate anatomy, or permission of instructor
An introductory course in the microscopic anatomy of tissues and organs, their adaptations and functional significance.

381 Embryology
PREREQ: Biology 175 and a course in vertebrate anatomy
An introductory study of the embryology and development of the vertebrate animal, particularly the human, from gastrulation through organogenesis as revealed by a study of selected vertebrate embryos and fetuses.

414 Cellular Biology
PREREQ: Biology 145 and 175, organic chemistry, or permission of the instructor
This course is a comprehensive study of the structure and function of plant and animal cells.

418 Limnology
PREREQ: Biology 145, 175, and organic chemistry
A study of the physical, chemical, and biotic relationships that serve to establish and maintain plant and animal communities in a fresh water environment.

423 Organic Evolution
PREREQ: Biology 241, Lecture and discussion only
A study of organic evolution in terms of evidences which support the theory and the mechanisms involved in the process.
427 Animal Behavior (same as Psychology 427) (I,II) 3 hours
PREREQ: Biology 175 or Psychology 101 or permission. Lecture only.
Behavior of diverse animals for the understanding of the relationships
between nervous integration and the behavior manifested by the
organism, as well as the evolution and adaptive significance of behavior
as a functional unit.
433 Bryology (II) 3 hours
PREREQ: Biology 344 or permission of the instructor
A course in the identification, classification, ecology, and distribution
of bryophytes.
444 Plant Physiology (II) 4 hours
PREREQ: Biology 145, organic chemistry, or permission of the instructor
A study of plant processes and functions with emphasis on photosyn-
thesis, growth and development, metabolism, and mineral nutrition.
451 Taxonomy of Vascular Plants (II) 4 hours
PREREQ: Biology 145
Classification of vascular plants with particular emphasis on the evolu-
tion and adaptations of selected families with discussion of experi-
tmental techniques used by the taxonomist.
461 General Bacteriology (I) 4 hours
PREREQ: Biology 145, Chemistry 214 or 102
The nature of microorganisms, their life processes, their biological and
economical significance.
473 Endocrinology (I) 3 hours
PREREQ: Organic Chemistry, Vertebrate Anatomy, and Physiology or
permission of the instructor
A survey of endocrine physiology stressing the regulatory and integrative
roles of hormones, the control of hormone secretion, and mechani-
isms of hormone action.
474 Animal Physiology (I) 4 hours
PREREQ: Biology 175, vertebrate anatomy, organic chemistry, and
physics, or permission of instructor
A comprehensive study of animal function emphasizing mechanisms of
regulation and control.
478 Vertebrate Zoology (II) 4 hours
PREREQ: Biology 175
A study of the general biology of the subphylum Vertebrata inculding
the morphology, anatomy, physiology, and ecology of vertebrate repre-
sentatives.
464 Parasitology (II) 4 hours
PREREQ: Biology 175
Taxonomy, morphology, life history, dissemination, and control of the
parasitic protozoans, helminths, and arthropods.
489 Invertebrate Zoology (II) 4 hours
PREREQ: Biology 175
A study of the morphology, anatomy, physiology, biochemistry, gene-
tics, evolution, taxonomy, ecology, natural history, and behavior of the
invertebrate animals.
494 Entomology (II) 4 hours
PREREQ: Biology 175
The study of insects, their classification, morphology, physiology, behav-
ior, life histories, ecology, and evolution.
488 Ornithology (I,II,III) 4 hours
PREREQ: Biology 175
An introduction to the general biology of birds, including their anatomy,
physiology, behavior, ecology, classification, and identification with
emphasis on North American groups.
501 Seminar in Biology (I,II,III) 1 hour
A study of current research in any of the divisions of biology. Graduate
students in biology must complete this course twice for credit.
502 Problems in Biology (I,II,III) 2 hours
PREREQ: Sufficient work in biology and the ancillary sciences necessary
to pursue adequately the area of investigation involved
Research investigation in various areas of biology.
Emphasis in specific areas can be achieved by selection of nine hours of approved electives, three hours of which may be outside of business administration. Elective courses include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 535</td>
<td>Seminar in Accounting</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 536</td>
<td>Seminar in Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 541</td>
<td>Promotional Policies</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 643</td>
<td>Seminar in Marketing</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 551</td>
<td>Security Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 532</td>
<td>Seminar in Investment Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 555</td>
<td>Seminar in Finance</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 590</td>
<td>Independent Research</td>
<td>3 hours</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.

### Course Descriptions

**590 Quantitative Analysis**

PREREQ: BA 313 or BA 516

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

**591 Business and Society**

Exploration of the diversity of societal forces and pressures which produce continued transition in the system of American capitalism.

**592 Accounting for Control and Decisions**

This course is for the graduate student who has not taken accounting principles at the undergraduate level. The use of accounting for purposes of control and decisions by managers, creditors, and others.

**593 Business Finance**

PREREQ: ACC 201 and ACC 202; or BA 311; and Econ. 201 and Econ. 202; or Econ. 500

The process of financing business from the viewpoint of management in planning, directing, evaluating, and taking remedial action to provide for the financial needs of the business firm.

**594 Operations Management**

PREREQ: Econ. 201 and 302; or Econ. 500

A comprehensive study of the management process with particular emphasis given to the production, human, and organizational problems of industrial operations.

**595 Marketing Foundations**

PREREQ: ACC 201 and Econ. 202; or Econ. 500

No previous marketing principles. This course will provide the student with a sound understanding of marketing institutions, functions, economic role, and administration. It will prepare the student for advanced work in marketing policies and research.

**596 Statistics for Business Decisions**

PREREQ: BA 112 or College Algebra

Techniques of study and interpretation of quantitative business data; descriptive measures, statistical inference, correlation, and time-series.

**597 Accounting for Management Control**

PREREQ: ACC 201 and ACC 202; or BA 311

Emphasis on maximum utilization of accounting information by the management team.

**598 Contemporary Accounting**

PREREQ: BA 520

A penetrating study of accounting areas in which uniformity is not present.

**599 Seminar in Accounting**

PREREQ: BA 520 or BA 521

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

---

**CHEMISTRY (CHEM)**

Graduate Faculty Members:

Professors C. Robert Keppel, Walter W. Linselberg, D. N. Marquardt (Chairman), Paul J. Stageman,

Assistant Professor Roger Hoburg

Graduate chemistry courses are offered to fulfill requirements for a minor field or as cognate or selected courses on a plan of study.

### Course Descriptions

**335 Physical Chemistry**

PREREQ: Chemistry 220, 220L, 240, 240L; Physics 212; Math 196

A presentation of selected topics from the areas of quantum mechanics, classical thermodynamics, statistical mechanics.
CIVIL ENGINEERING (C.E.)

Graduate Faculty Members:

Professors Richard Gibson, James Q. Hossack
Associate Professors Joseph V. Benak, Bart Dennehy, Lawrence E. Eilers, William B. LeMar, M. N. Reddy.

Master of Science

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
Soil Mechanics
Structural 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.

Course Descriptions

Civil Engineering

432 Hydraulic Engineering
PREREQ: GE 331
Open channel flow; energy and momentum principles of flow; critical uniform, and unsteady flow; flow resistance; channel controls and transitions.

433 Flow Resistance
PREREQ: GE 331
The hydrologic cycle, precipitation, infiltration and soil moisture, run-off, rainfall-runoff relationships, factors affect the utilization and conservation of water resources.

434 Ground Water Hydrology
PREREQ: GE 331
The occurrence, distribution, and movement of ground water, formulation and solution of differential equations pertaining to boundary conditions of steady and unsteady state.

442 Construction Management
PREREQ: Permission
Estimating and bidding, scheduling (CPM, PERT), contracts, bonds and insurance, cost control systems, equipment utilization, codes and zoning.

444 Structural Analysis III
PREREQ: GE 344
Analytic methods in the design of industrial buildings, tall buildings and space frames.

The Graduate College
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>450</td>
<td>Soil Mechanics II</td>
<td>3 hours</td>
<td>PREREQ: CE 440 or equivalent</td>
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<tr>
<td></td>
<td>Complex problems in soil mechanics; the interrelationship of theory,</td>
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<td></td>
<td>sampling and testing; performance studies.</td>
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<tr>
<td>450</td>
<td>Construction Cost and Controls</td>
<td>3 hours</td>
<td>PREREQ: Permission</td>
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<tr>
<td></td>
<td>Construction estimating, accounting, cost control; construction sched-</td>
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<tr>
<td></td>
<td>uling, computer applications.</td>
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<tr>
<td>457</td>
<td>Form Design and Steel Erection</td>
<td>2 hours</td>
<td>PREREQ: CE 260</td>
</tr>
<tr>
<td></td>
<td>Design of concrete forms; design of temporary structures for steel</td>
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<td>erection.</td>
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<tr>
<td>470</td>
<td>Prestressed Concrete</td>
<td>3 hours</td>
<td>PREREQ: CE 260</td>
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<tr>
<td></td>
<td>Design of prestressed members, continuous beams, slabs, and circular</td>
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<td></td>
<td>prestressing. Load factors, ACI code.</td>
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<tr>
<td>472</td>
<td>Matrix Methods of Structural Analysis</td>
<td>3 hours</td>
<td>PREREQ: CE 244</td>
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<tr>
<td></td>
<td>Computer applications for beams, frames, trusses, grids, and space</td>
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<td></td>
<td>forms using flexibility and stiffness methods.</td>
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<tr>
<td>481</td>
<td>Plastic Analysis</td>
<td>3 hours</td>
<td>PREREQ: CE 341</td>
</tr>
<tr>
<td></td>
<td>Plastic collapse. Upper and lower bound theorem. Analysis of beams</td>
<td></td>
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<tr>
<td>500</td>
<td>Structural Design for Dynamic Loads</td>
<td>3 hours</td>
<td>PREREQ: Graduate standing and permission</td>
</tr>
<tr>
<td></td>
<td>Analysis and design for dynamic loads. Comptational techniques.</td>
<td></td>
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</tr>
<tr>
<td>501</td>
<td>Special Engineering Problems</td>
<td>1-6 hours</td>
<td>PREREQ: Graduate standing and permission</td>
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<tr>
<td></td>
<td>The theory and application of the accumulative knowledge from under-</td>
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<td></td>
<td>graduate and course work to a special problem of particular interest</td>
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<td></td>
<td>and his student and in that of his specialty beyond the limits of the</td>
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<td></td>
<td>formal course work. The problem will be assigned by the faculty member</td>
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<td></td>
<td>and the student involved. The problem will be at a level to warrant</td>
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<tr>
<td></td>
<td>graduate credit.</td>
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<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></td>
<td>General theory of thin shells: analysis and design of hyperbolic</td>
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<tr>
<td></td>
<td>paraboloids, folded plates, cylindrical shells, shell walls, and</td>
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<tr>
<td></td>
<td>domes.</td>
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<tr>
<td>508</td>
<td>Foundation Engineering</td>
<td>3-4 hours</td>
<td>PREREQ: Graduate standing and permission</td>
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<tr>
<td></td>
<td>Evaluation of subsoil conditions as they affect the behavior,</td>
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<td></td>
<td>proportions, and distribution of material elements; character of</td>
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<td></td>
<td>natural soil deposits; bearing capacity and settlement analysis;</td>
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<td></td>
<td>seepage problems; stability of slopes and earth-retaining structures.</td>
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<tr>
<td>514</td>
<td>Bridge Design</td>
<td>3-9 hours</td>
<td>PREREQ: CE 470, Permission</td>
</tr>
<tr>
<td></td>
<td>The theory and design of slab, T-beam, box girder, prestressed,</td>
<td></td>
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<tr>
<td></td>
<td>welded girder, composite, orthogonal and suspension bridges.</td>
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<tr>
<td>515</td>
<td>Advanced Hydraulics</td>
<td>3 hours</td>
<td>PREREQ: Graduate standing and permission</td>
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<tr>
<td></td>
<td>Advanced studies in hydraulics including hydrodynamics,</td>
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<td>similitude, urban hydrology, geohydrology, hydraulic transients,</td>
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<tr>
<td></td>
<td>and loose boundary hydraulics.</td>
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<tr>
<td>516</td>
<td>Advanced Structural Engineering</td>
<td>1-12 hours</td>
<td>PREREQ: Graduate standing and permission</td>
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<tr>
<td></td>
<td>Contemporary developments in the analysis and design of space-</td>
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<td></td>
<td>spanning and space-enclosing structures, including appropriate</td>
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<tr>
<td></td>
<td>mathematical and mechanical methods of analysis.</td>
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<tr>
<td>517</td>
<td>Advanced Sanitary Engineering</td>
<td>3-6 hours</td>
<td>PREREQ: Six hours of undergraduate courses in</td>
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<tr>
<td></td>
<td>Six hours of undergraduate courses in Sanitary Engineering</td>
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<td></td>
<td>Advanced study of biological and chemical processes in sanitary</td>
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<td>engineering; activated sludge and trickling filter processes;</td>
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<td>anaerobic digestion; ion exchange and electrochemistry; wet and dry</td>
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<td>combustion; introduction to industrial waste treatment processes;</td>
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<tr>
<td></td>
<td>and special problems in unit processes of waste treatment.</td>
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</tr>
</tbody>
</table>
ECONOMICS (ECON)

Graduate Faculty Members:
The Frederick W. Kayser Professor Elroy J. Steele (Chairman);
Associate Professor Keith K. Turner;
Assistant Professor Justin D. Stolen;
Graduate Lecturer Randall T. Klemme.

Master of Arts

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, 529, and 545.

As part of the required 30 hours, graduate course work in related
fields may be taken, up to a total of not more than 9 semester hours.

Master of Science

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 600-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 520, 522,
529, 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.

Course Descriptions

411 Government and Labor
PREREQ: Econ. 315 (II) 3 hours
Provides a background of knowledge and understanding of the develop-
ment of public policy, the regulation of labor by government and the
relationship of the various levels of government to labor.

412 Urban Geography (Same as Geography 412)
PREREQ: Econ 315 (II) 3 hours

418 Collective Bargaining
PREREQ: Econ 315
A study of the issues, structures and procedures involved in collective
bargaining, and the settlement of disputes, as centered around the labor-
management contract.

421 Advanced Firm and Industry Theory
PREREQ: Econ 320
The effects of changes in conditions of supply and demand under alter-
native market structures affecting firm and industry are examined.

422 Advanced Macro Theory
PREREQ: Econ 322
A study of the level of income, production, employment, and growth.

425 History of Economic Thought
PREREQ: Econ 201, 202
From Mercantilism to the modern period. Focus is on the interactions
of institutional milieu, thought and economic doctrine.

430 Econometrics
PREREQ: BA 215, Econ 201 and 202 or equivalent
Introduction to the study and application of modern statistical and
mathematical methods to economic models.

436 Comparative Economic Philosophy
PREREQ: Econ 320
The main ideas of political and economic philosophy are examined in
order to understand both the political basis of comparative economic
systems as well as to judge the political consequences of changing
economic policy. The emphasis is prior to the twentieth century.

437 Contemporary Economic Philosophy
PREREQ: Econ 322
A continuation of Economics 436 with emphasis upon contemporary
writers and thinkers.

443 Geography of Manufacturing (Same as Geography 443)

445 Monetary Theory and Policy
PREREQ: Econ 245
The role of money in the stabilization of high levels, production, em-
ployment, income and prices. Emphasis is on contemporary problems.

456 State and Local Finance
PREREQ: Econ 201 and 202
Economic resource allocation problems of state and local government
with particular reference to Nebraska and Omaha.

460 Economic Development
PREREQ: Econ 201-202
Problems relating to early stages of economic development: investment
policies, mobilizing savings and policies and programs are studied.

480 Managerial Economics
PREREQ: Econ 320
Economics applied in decision making, with special emphasis on applica-
tion of the micro theory. It aims to bridge the gap between theory and
managerial practice, stressing the measurement of theoretical concepts,
collection and evaluation of information and comparison of alternatives.

490 Analytical Foundations of Economics
PREREQ: Econ 245 (II) 3 hours
Fundamental principles of macro and micro economic theory for Grad-
uate Students in Business. The development of modern aggregate theory
is examined and an economic analysis of the business firm, its market
structure, production possibilities, and cost factors undertaken.

495 Economic Education
OPEN to any graduate student with no previous college work in eco-
nomics who is teaching K-12. Not open to majors in Economics. A study
and examination of economic principles and how they can be related to
the teacher's classroom presentation. This course is designed to fur-
dish 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.
506 Economic Education
(II) 3 hours
PREREQ: Econ 505
A continuation of Econ 505.

507 Economic Education Institute
(5) 3 hours
PREREQ: Permission by Director of the Institute
A study and an in-depth examination of selected economic topics and their relation to citizens, students, teachers, community and society.

510 Economic Security
3 hours
PREREQ: Permission of Instructor
The analysis and discussion of problems and programs of economic security, emphasizing historical developments, present programs, possible future developments, and various arguments and proposals. Particular attention will be given, especially through student research, to programs aimed at reducing urban poverty.

516 Seminar in Labor Economics
3 hours
PREREQ: Six hours of credit in undergraduate labor economics or permission.
A study and investigation of current developments and issues involving labor institutions, labor relations, wage theories and employment policies, Local and regional studies will be stressed.

520 Seminar in Micro Theory
(II) 3 hours
PREREQ: Econ 319
This seminar develops modern micro-economic theory with emphasis on utility functions and demand, production functions and cost, price and non-price policy of the firm, market and multi-market equilibrium. Emphasizes theoretical methods and techniques as well as specific content.

521 Micro-economic Theory
(III, IV) 3 hours
PREREQ: Graduate standing in the College of Business Administration Microeconomics for graduate students of Business. Economic analysis of the business firm and its environments, with emphasis on market structure, production possibilities, and cost factors. Recent developments in the theory of the firm and operations research will be investigated.

522 Seminar in Macro Theory
(II) 3 hours
PREREQ: Econ 322
A brief review of the standard national income accounting and the more recent development of the flow-of-funds analysis. A study of the evolution and establishment of the Keynesian economics, its relationship to the classical macro-theory and the many refinements of the Keynesian model. To learn some extensions of the Keynesian theory, especially in connection with inflation, investment, and economic growth. A development of understanding of recent work in fiscal and monetary theory.

523 Macro-economic Theory
(III, IV) 3 hours
PREREQ: Graduate standing in the College of Business Administration
A study of modern income theory and policy. The development of modern aggregate theory is reviewed. Recent fiscal and monetary policies regarding employment, inflation, investment, and economic growth are examined. Problems of applying policy in a dynamic economic environment are emphasized.

529 Research Methods
(II) 3 hours
PREREQ: Permission of Instructor
The application of specific mathematical and statistical procedures to business and economic research.

530 Econometrics
(II) 3 hours
PREREQ: Permission of Instructor
The study of the underlying assumptions, techniques, and applications of single and multiple regression analysis in economics.

541 Seminar in American Economic History to 1865
(See History)

546 Seminar in Money and Banking
(II) 3 hours
PREREQ: Six hours in undergraduate monetary courses or permission of the instructor
Original research and writing of papers on basic problems in the area of money and banking. Required of all Economics majors.

565 Seminar in International Economics
3 hours
PREREQ: Econ 365 or 466 or permission of instructor
Original research and critique of current issues in international economic theory, policy and institutions.

585 Independent Study in Topics on Urbanism
1 hour per sem. to 3 hours
PREREQ: Undergraduate major in one of the social sciences plus 6 hours of graduate work in one of the social sciences
Graduate student research on an individual basis under faculty supervision in topics pertaining to urbanism. (Also listed under Geography, Political Science and Sociology.)

586 Urban Seminar in Metropolitan Planning and Development
(See Geography 581)

589 Urban Seminar in Metropolitan Planning and Development
3 hours

590 Seminar in Urban Economics
(III, IV) 3 hours
PREREQ: At least 6 hours of upper division course work in economics or permission of the instructor
An examination of the theoretical basis for the analysis of urban economic problems with emphasis upon the policy alternatives applicable to any urban area.

596 Seminar in Regional Economics
(III) Each 3 hours
PREREQ: At least 6 hours of upper division course work in economics or permission of the instructor
An examination of the current developments and issues involving regional economic development and planning. These courses provide the theoretical basis for understanding and analyzing economic problems of a regional nature. In addition, policy alternatives, decision making, and measurement techniques are examined.

594 Urban-Regional Research
(III, IV) Each 3 hours
PREREQ: Permission of graduate adviser
For Master of Science Degree candidates in Economics only, in lieu of thesis. Consists of a study in Urban Economic problems, employing research techniques. Students do independent research consulting with adviser, and submitting completed reports to a departmental committee.

602 Thesis
(III, IV) Each 3 hours
PREREQ: Permission of graduate adviser
An independent research project, written under the supervision of a graduate adviser in the department of Economics. Approval of the topic is required.

EDUCATIONAL FOUNDATIONS (FED)

Graduate Faculty Members:
Professor Joseph G. Dunn (Chairman);
Associate Professor Eugene Freund;
Assistant Professor Blaine Ward

Graduate courses in educational foundations are offered to fulfill requirements of departments offering graduate degrees in education or as cognate or selected courses on a plan of study.
Course Descriptions

518 Mental Health
A general survey of principles of mental health; a study of social and emotional adjustments. (S) 3 hours

524 Organization and Administration of Recreation
PREREQ: At least 3 hours of upper division courses in recreation or permission. Designed to provide a background of information on community recreation with special attention to organization, promotion, and development. 3 hours

541 Principles of Adult Education
This course is an introduction to the study of adult education as a major development in contemporary America. The course surveys the major forms and problems of adult education and the foremost agencies providing programs. (I,S) 3 hours

542 Adult Group Leadership
A study of adult groups in modern society and the characteristics of effective leadership in all types of groups. (I,S) 3 hours

546 Audio-Visual Materials in Education
The selection, care, organization and utilization of materials and equipment of instruction. (I,S) 3 hours

578 Preparation of Instructional Material
A basic course in the production of inexpensive audio-visual materials for the classroom. Graphic, photographic and audio-visual materials are considered, including such instructional media as slides, filmstrips, dramatization and exhibits. (I,S) 3 hours

582 Administration of the Instructional Materials Center
This course is designed for students who wish to prepare themselves for the administration of an educational media program within an elementary and/or secondary school. (I) 3 hours

583 Growth and Learning Problems of Disadvantaged
This course is designed to help students develop a basic understanding of child growth and development and learning problems of the disadvantaged children and youth. 3 hours

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

591 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 meaning and spirit of research; to give some experience in studying and preparing research reports. (I) 3 hours

592 History and Philosophy of Education
A survey of the history of educational practice as it has been interrelated with changes in social and educational philosophy, research, and economic, industrial and cultural conditions, especially in the United States. (I,S) 3 hours

593 Communication for Teachers of the Disadvantaged
An intensive interdisciplinary course dealing with the nature of the disadvantaged pupil, communication skills for teachers, and group interaction for the instructional teams working with low-income pupils. 2-5 hours

594 Comparative Education
To acquaint students with education philosophies and programs in selected countries; to identify changes in programs of countries; to compare programs in education of other countries with the situation in the United States. (I) 3 hours

595 Seminar in Education
Research of problems in education which are of current significance (or of historical, philosophical or psychological backgrounds in education). (I,S) 3 hours

596 Education and Society
To provide an opportunity for teachers to develop an understanding of certain selected contemporary affairs which have an influence upon society. (II) 3 hours

598 Topics in Audio-Visual Education
A study of selected topics involving principles, problems, trends and materials in audio-visual education. (I,S) 3 hours

599 The Urban School
An analysis of the social and institutional processes and problems which have bearing upon the education of children in urban settings. A study of the urban school. 3 hours

510 Research Project
Individual or group study and analysis of specific problems in schools. 1-3 hours

512 Problems and Issues in Physical Education
An examination of current problems and issues in college, secondary, and elementary physical education. Special emphasis is given to problems that relate to the general aims and purposes of physical education. 3 hours

513 Physiology of Exercise
The response of human systems to exercise and physical conditioning programs. Includes a study of the physiological basis of muscular strength, endurance, and cardiovascular stress; the effects of nutritive aids on physical performance; and physiological principles of conditioning and fitness programs. 3 hours

514 Supervision of Physical Education
Concepts, principles, organization, and techniques of supervision for use by supervisors and teachers in the construction and supervision of programs in physical education. 3 hours

515 Curriculum in Physical Education
A study of the foundations for curriculum development and related educational problems. Special consideration is given to curriculum change, curriculum patterns, and programs in physical education. 3 hours

516 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. 3 hours

517 Improvement of Instruction in Physical Education
An examination and discussion of current programs, content, methods and materials in physical education. Emphasized is the improvement of each individual's teaching in the physical education setting. 3 hours

518 Motor Learning and Performance
A study of conditions and factors which influence the learning and performance of motor skills with particular attention being given to those skills having relevance for the teacher of physical education. 3 hours

519 Kinesiological Analysis of Motor Skills
An investigation of the biomechanical basis of motor performance. Includes a descriptive analysis of fundamental movement forms and an examination of techniques for collecting kinesiological data. 3 hours

520 Practical Internship
PREREQUISITES: Teacher Corps
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 foci. 2-8 hours

601 Thesis
Independent research project written under the supervision of an advisor. (I,S) 3 hours

602 Master of Arts
Programs for the Master of Arts degree with a major in elementary education will be determined by the major adviser upon request.
### University of Nebraska at Omaha

**Master of Science**

Students pursuing a Master of Science degree with a major in elementary education shall be required to take selected courses in areas outside of the field of elementary education as indicated in the following program outline.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>I. Selected Courses</strong></td>
<td>6-9</td>
</tr>
<tr>
<td><strong>II. Required Courses</strong></td>
<td>21</td>
</tr>
<tr>
<td>FED 501, Introduction to Research</td>
<td></td>
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<tr>
<td>FED 502, History and Philosophy of Education</td>
<td></td>
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<tr>
<td>FED 511, Diagnostic and Remedial Instruction</td>
<td></td>
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<tr>
<td>FED 512, Educational Leadership Research</td>
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<tr>
<td>FED 513, Introduction to Curriculum Planning—Elementary</td>
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<tr>
<td>EDAD 566, Administration and Supervision in Elementary Schools</td>
<td></td>
</tr>
<tr>
<td><strong>III. Selected Courses</strong></td>
<td>6-9</td>
</tr>
<tr>
<td>To be determined by student and his advisor</td>
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</tbody>
</table>

**Course Descriptions**

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

- **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.

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

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

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

- **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.

- **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.

- **Innovations and Trends in Elementary Education** 3 hours
  - PREREQ: FED 501
    - Designed as an advanced study for the purpose of exploring current trends and developments within the various subject matter areas in the elementary school.

- **Introduction to Curriculum Planning—Elementary** *(I.S)* 3 hours
  - PREREQ: FED 501
    - A study of the history, philosophy, and current developments in the elementary curriculum with an emphasis on appropriate content and methods of curriculum reorganization.

- **Seminar in Elementary Education** *(I.I.S)* 3 hours
  - PREREQ: FED 501
    - 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.

- **Seminar in Supervision of Student Teachers—Elementary** *(I.I.S)* 3 hours
  - PREREQ: 2 years of teaching experience
    - 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.
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 administra-
tors. Emphasis will be placed on instructional procedure, curriculum,
and classroom management.

535 Improvement of Instruction of Secondary School Speech
537 Implements of Instruction of Secondary School Foreign Language
549 Improvement of Instruction of Secondary School English
541 Improvement of Instruction of Secondary School English—Literature and
Rhetoric
545 Improvement of Instruction of Secondary School Social Studies
550 Improvement of Instruction of Secondary School Mathematics
552 Foundations in Business Education
555 Improvement of Instruction of Secondary School Science
556 Improvement of Instruction of Secondary School BSCS Biology (yellow)
557 Improvement of Instruction of Secondary School BSCS Biology (green)
560 Improvement of Instruction of Science, Harvard Project Physics
562 Improvement of Instruction of Science, Earth Science Curriculum Project
564 Science Education Seminar
575 Improvement of Instruction in Science, Harvard Project Physics
576 Improvement of Instruction in Science, Earth Science Curriculum Project
577 Improvement of Instruction of Secondary School Business Education
578 Problems of Vocational Business Education
580 Special Education Seminar
581 Vocational Curriculum Construction
582 Vocational Curriculum Construction
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601 Thesis Required of all students taking Master of Arts degree, see major adviser
602 Thesis Required of all students taking Master of Arts degree, see major adviser

COUNSELING AND GUIDANCE (COUN)

Graduate Faculty Members:
Professor B. Gale Oleson;
Associate Professors Richard Blake (Chairman), Donald Pfasterer;
Assistant Professors Robert Butler, Steven Cox, Hari Jarmin, Richard
Stranges

University of Nebraska at Omaha

Programs in Counseling and Guidance are arranged on an individual
basis. Areas of frequent specialization, however, are secondary school
counseling,* elementary school counseling,* agency counseling and
student personnel services. Required courses are determined in relation
to the student's previous course work, experience and anticipated work
setting. For interested students, an emphasis on counseling with the
urban disadvantaged may be developed within their program. Most
programs would fit within one of the following general outlines.

Master of Arts

Programs for the Master of Arts degree with a major in counseling
and guidance will be determined by the major adviser upon request.

Master of Science

Specialization in Agency Counseling

I. Foundation Courses
FED 501, Introduction to Research
FED 507, Statistical Methods
6-12 hours

II. Selected Cognate Courses
These courses are selected in accordance with student's particular area of
interest.

12-24 hours

III. Counseling and Guidance Courses
COUN 490, Principles of Guidance and Counseling
COUN 520, Introduction to Counseling Theories
COUN 522, Occupational and Educational Information
COUN 523, Appraisal Techniques in Counseling and Guidance
COUN 524, Counseling Practices
COUN 525, Counseling Practicum
Selected additional courses in the department.

Specialization in School Counseling—Secondary Level*

I. Foundation Courses
FED 501, Introduction to Research
FED 507, Statistical Methods
6-12 hours

II. Selected Cognate Courses
These are most often selected from offerings of the Psychology, So-
ediology or Foundations of Education Departments.

12-24 hours

III. Counseling and Guidance Courses
COUN 490, Principles of Guidance and Counseling
COUN 520, Introduction to Counseling Theories
COUN 522, Occupational and Educational Information
COUN 523, Appraisal Techniques in Counseling and Guidance
COUN 524, Counseling Practices
COUN 525, Counseling Practicum
Selected additional courses in the department.

Specialization in School Counseling—Elementary Level*

I. Foundation Courses
FED 501, Introduction to Research
FED 507, Statistical Methods
6-12 hours

II. Selected Cognate Courses
These are most often selected from offerings of the Psychology, So-
ediology, Elementary Education and Special Education departments.

12-24 hours

III. Counseling and Guidance Courses
COUN 492, Guidance in the Elementary School
COUN 520, Introduction to Counseling Theories
COUN 521, Child Assessment in Elementary School Guidance
COUN 522, Counseling Elementary School Children
Practicum or Internship (6 hours)
Selected additional courses in the department.

* Teaching certificate required for institutional endorsement to serve as secondary
or elementary school counselors.
I. Counseling

THE Introduct ion lo Coun seling Theor ies (I,II,S)

Counseling

Foundation Courses

Basic principles underlying guidance and counseling practices in the United States. This course is a prerequisite for all other courses in the Guidance and Counseling Department. It is the recommended course for students in other departments who wish to have some understanding of professional guidance and counseling.

Group Evaluation Techniques

A 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 record, the basic sociometric and projective techniques are included in this course.

Guidance in the Elementary School

A study of the principles, practices and dimensions of elementary school guidance. The student will have greater knowledge of the nature and use of occupational and educational information. The process of vocational choice. The implementation of counseling and guidance.

Special Studies in Counseling and Guidance

Prerequisite: Permission of department. Intensive courses scheduled as regular seminars or workshops, according to purpose.

Research Project in Counseling and Guidance

Prerequisite: Permission of instructor. Individual or group study and analysis of specific problems in counseling and guidance.

Introduction to Counseling Theories

Prerequisite: Cours 490 or 492. Study of contemporary theories of counseling, the counseling process and methods.

Organization and Administration of Guidance Services

Prerequisite: Cours 490 or 492. Study of organizational patterns and administrative practices in guidance and counseling programs.

Occupational and Educational Information

Prerequisite: Cours 490 or 492. Study of group test of practice and use in counseling and guidance.

Appraisal Techniques in Counseling and Guidance

Prerequisite: Cours 490 or 492. Utilization of standardized and non-standardized appraisal techniques in counseling and guidance.

Counseling Practices

Prerequisite: Cours 520 or 523. An analysis of theories and practices of counseling.

Counseling Practicum

Prerequisite: Cours 524 and permission of department. Counseling experience under the supervision of a Practicum instructor of the University.

Guidance Internship

Prerequisite: Cours 524 and permission of department. Field experience in an approved guidance program under the supervision of a qualified counselor and a guidance professor of the University.

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Group Techniques and Guidance

Prerequisite: Cours 490 and permission of instructor. The role of group procedures in guidance. The implementation and evaluation of group procedures.

Community Involvement for Urban Counselors

Prerequisite: Cours 490 or 492 and permission of instructor. An introduction to the field of Urban Counseling. The student will have extended field experiences in the urban area as well as seminar-type activities.

Child Assessment in Elementary School Guidance

Prerequisite: Cours 496 and 492. Methods and techniques for identification of the elementary child as a unique individual.

Counseling Elementary School Children

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

Elementary School Counseling Practicum Part I

Prerequisite: Cours 532 and permission of Department. Counseling in the elementary setting under the supervision of a counselor of the University. Part I of Counseling Practicum sequence.

Elementary School Counseling Practicum Part II

Prerequisite: Cours 533 and permission of Department. Counseling in the elementary setting under the supervision of a counselor of the University. Part II of Practicum sequence.

Elementary Counseling Internship

Prerequisite: Cours 532 and permission of Department. Field experience in an elementary counseling program under the supervision of a counseling professor and a supervised in-school personnel.

Guidance Services and the Disadvantaged Youth

Prerequisite: Cours 520 and 524. A study of the methods and techniques in counseling disadvantaged youth.

Thesis

Prerequisite: Permission. Independent research project written under the supervision of an adviser.

Thesis

Prerequisite: Permission. Independent research project written under the supervision of an adviser.

Theories and Studies in Occupational Educational Information

Prerequisite: Cours 532. Advanced study of theories and research related to vocational development and current research in the construction and use of educational guidance.

Advanced Studies in Counseling

Prerequisite: Cours 520 or Psych 477. An intensive study of selected counseling theories, methods and research.

Counseling with Parents

Prerequisite: Cours 524 or 532. A course emphasizing techniques used in working with parents. Also recommended for other departments who are interested in understanding working with parents.

Advanced Counseling Practicum

Prerequisite: Cours 532 or 534 or 536 and permission of Department. Continuation of Practicum in Counseling.

Guidance and Counseling Seminar

Prerequisite: Permission of Department. The consideration of topics having current relevance to guidance and counseling.

Research Project in Counseling and Guidance

Prerequisite: Permission of Department. Research study on a problem in the area of guidance and counseling.
THE GRADUATE COLLEGE

SPECIAL EDUCATION (SPED)

Graduate Faculty Members:
Professor Donald Cushenbery;
Associate Professors Aaron Armfield (Chairman), W. Earl Morrison, James M. Wood;
Assistant Professors Roger R. Harvey, Kathleen McKenney;
Graduate Lecturers Craig Fullerton, Edward LaCrosse, Wolf Wolfensberger.

Master of Arts
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 major. These hours are to include the following courses or their equivalents: SPED 306, Introduction to Special Education; SPED 411, Speech Development and Correction; SPED 437, Basic Audiology; SPED 438, Auditory and Speech Mechanisms; SPED 442, Psychology of Speech; SPED 443, Speech Pathology II; Rhythm and Symbolization; SPED 445, Phonetics of American Speech; SPED 450, Speech Correction in the Elementary and Secondary Schools.
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 hours may be taken from the following:

I. Required Courses
   FED 501 Introduction to Research
   SPED 533 Advanced Problems
   SPED 570 Seminar in Special Education
   SPED 546 Speech Evaluation
   SPED 548 Advanced Audiology

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

5. 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 Mental Retardation

The Master of Arts degree with a major in mental retardation is a program primarily designed for persons certified or have near certification in special education. It involves a concentrated course of study designed to improve and advance competencies in the area of mental retardation and to provide investigative approaches to problems associated with children who are mentally retarded. Requirements include:

1. Applicants to the M.A. degree program in Mental Retardation must be approved by the Graduate Dean and the major adviser.
2. Applicants should hold a teaching certificate in special education or be within 15 credit hours of certification.
3. Students may undergo course work which will lead to:
   a. a major of 24 hours in mental retardation.
   b. a thesis not to exceed six semester hours.
   OR:
   a. a major of 15 semester hours in mental retardation.
   b. a minor of nine semester hours in related field of interest.
   c. a thesis not to exceed six semester hours.
4. To be admitted as a candidate for the M.A. degree in Mental Retardation the student must have successfully completed twelve hours of course work and passed a comprehensive written examination covering these first twelve hours.
5. Each candidate will submit a thesis proposal to his committee for approval. A thesis will represent six semester hours in independent study under the direction of the major adviser.
6. Subject to review of the applicants transcripts and related experiences with retarded children, required courses may be selected from the following:
   a. Required Courses:
      FED 501 Introduction to Research
      SPED 570 Seminar in Special Education
      SPED 572 Practicum in Special Education
      SPED 601-602 Thesis
   b. Elective courses may be chosen from any of the 500 level courses within the major and minor area of study.

Mayor of Science

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
   Including work in graduate reading courses (SPED 511, 512, 513, 514, and 515 or their equivalents).
   12-15 hours

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

III. Related Cognate Courses
   Including selected work in such areas as guidance and counseling and/or the various subject areas mentioned under sections I and II.
   6-12 hours

Major in Speech Pathology

The Master of Science 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-three semester hours of work preparatory to admittance to the major. These hours are to include the following courses or their equivalents: SPED 306 or 368, Introduction to Special Education or Observation and Participation; SPED 311, Speech Development and Correction; SPED 312, Basic Audiology; SPED 438, Auditory and Speech Mechanisms; SPED 442, Psychology of Speech; SPED 443, Speech Pathology I: Voice and Articulation; SPED 444, Speech Pathology II: Rhythm and Symbolization; SPED 445, Phonetics of American Speech; SPED 450, Speech Correction in the Elementary and Secondary Schools; SPED 451, Basic Practicum Speech; SPED 452, Advanced Practicum Speech.

3. To be admitted as a candidate for an M.S. degree in Mental Retardation the student must have successfully completed twelve hours of course work and passed a comprehensive written examination covering these first twelve hours.

4. Each candidate, having successfully completed thirty hours of course work and practicum, and enrolled for their last six hours, will be required to pass a final oral examination prior to his/her being recommended for the M.S. degree in Mental Retardation.

5. Thirty-six hours of course work and practicum may be taken from the following:

I. Required Courses
   FED 501, Introduction to Research
   SPED 411, Advanced Studies in Disorders of Articulation
   SPED 502, Advanced Studies in Disorders of Voice
   SPED 503, Advanced Studies in Disorders of Rate and Rhythm
   SPED 520, Advanced Studies in Disorders of Aphasia and Related Problems
   SPED 521, Speech Evaluation
   SPED 522, Advanced Audiology
   SPED 524, Introduction to the Mentally Subnormal Child

   Elective Courses
   SPED 551, Basic Practicum Speech
   SPED 552, Advanced Practicum Speech
   SPED 555, Alaryngeal Speech Rehabilitation
   SPED 556, Speech Problems of Cerebral Palsied Children
   SPED 440, Learning Disabilities
   SPED 431, Speech Reading and Auditory Training
   SPED 432, Teaching of Speech to the Deaf I
   SPED 433, Teaching of Language to the Deaf I
   SPED 434, Teaching of Language to the Deaf II
   SPED 435, Teaching School Subjects to the Deaf I
   SPED 436, Teaching School Subjects to the Deaf II
   SPED 560, Seminar in Special Education

II. Elective Courses in Related Areas
   Depending upon the student's preparatory work, courses may be taken in fields such as psychology, sociology, speech, English, and other related areas.

   Major in Teaching the Deaf

   I. Required Courses
   SPED 420, History Education and Guidance of the Deaf
   SPED 421, Teaching Speech to the Deaf I
   SPED 422, Teaching Speech to the Deaf II
   SPED 429, Teaching Language to the Deaf I
   SPED 430, Teaching Language to the Deaf II
   SPED 431, Speech Reading and Auditory Training
   SPED 432, Teaching School Subjects to the Deaf I
   SPED 433, Teaching School Subjects to the Deaf II
   SPED 434, Basic Audiology
   SPED 435, Auditory and Speech Mechanisms

   * Student is responsible for prerequisites in any elective areas.

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

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   PSED 501, Introduction to Research
   PSED 502, Teaching the Exceptional Child
   PSED 503, Seminar in Special Education (or FED 506, History and Philosophy of Education)
   PSED 504, Basic Observation and Student Teaching in Special Education
   PSED 505, Advanced Observation and Student Teaching in Special Education

   Major in Teaching the Mentally Retarded

   The Master of Science degree with a major in mental retardation provides broad study investigations for students who wish to improve and expand competency areas necessary for greater individual proficiency in teaching mentally retarded children. State certification in EMH and TMH teaching are also available through this program. The following program requirements must be fulfilled:

   1. Applicants to the M.S. degree in Mental Retardation must be approved by the Graduate Dean and the Major adviser.
   2. Applicants should hold a valid certificate. Those holding teaching certificates will be required to take preparatory courses in teacher education (the number of courses to be taken will be subject to a review of the applicant's transcripts and his/her related experiences in teaching children).
   3. To be admitted as a candidate for an M.S. degree in Mental Retardation the student must have successfully completed twelve hours of course work and passed a comprehensive written examination covering these first twelve hours.
   4. Each candidate, having successfully completed thirty hours of course work and practicum, and enrolled for their last six hours, will be required to pass a final oral examination prior to his/her being recommended for the M.S. degree in Mental Retardation.

   Course Description

   420 History: Education and Guidance of the Deaf (1) 2 hours
   History of trends in deaf education, culminating in current problems, practices and attitudes; survey of teaching and guidance opportunities; psychological problems of the deaf child.
421 Teaching of Speech to the Deaf I (I, II, S) 2 hours
Methods and practicum in teaching speech to the deaf child; special emphasis on factual, visual, and auditory techniques.

422 Teaching of Speech to the Deaf II (II, S) 2 hours
Continuation of Special Education 421; focus on various types of speech learning problems found in a population of deaf children.

423 Teaching of Language to the Deaf I (I, S) 2 hours
Philosophy of development of functional language for the deaf child; methods and materials for developing English language skills and comprehension.

424 Teaching of Language to the Deaf II (II, S) 3 hours
Continuation of Special Education 423 with further consideration of auditory, speechreading, and audiological concepts and techniques.

433 Speech Reading and Auditory Training (II, S) 2 hours
History of development of speech (lip) reading; methods and practices in the teaching of speechreading for various ages and degrees of hearing impairment.

434 Teaching School Subjects to the Deaf I (I, S) 2 hours
Philosophy underlying formal education of the deaf; methods and special adaptations used in presenting school subjects; special emphasis on reading.

435 Teaching School Subjects to the Deaf II (II, S) 2 hours
Consideration of problems in deaf education; special instructional techniques for junior and senior high school subjects.

437 Basic Audiology (I, S, J) 2 hours
History of the field of audiology; types of hearing loss; basic audiologic assessment including the use of hearing tests, pure tone air and bone conduction tests, and pure tone audiogram.

438 Auditory and Speech Mechanisms (I, S) 3 hours
Basic structure and function of organs of hearing and speech; theories of sound transmission; central and peripheral nervous systems.

441 Learning Disabilities (II, S) 3 hours
Study of developmental patterns in speech and language; causes and factors of delayed speech and language development; use of techniques for identification of problem; therapy techniques for habilitation and rehabilitation of children with language development.

442 Psychology of Speech (II, S) 3 hours
Psychological processes basic to speech; theories of language learning; semantics; physiological and psychological aspects of speech and language development.

443 Speech Pathology I: Voice and Articulation (II, S) 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 (I, S) 3 hours
Types and causes of rhythm and language symbolization disorders; classroom demonstrations; special emphasis on rehabilitation procedures and methods associated with stuttering, aphasia, and delayed language development.

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

446 Speech Correction in the Elementary and Secondary Schools (I, S) 3 hours
PREREQ: Graduate Standing and Speech Pathology courses. 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.

451 Basic Clinical Practicum in Speech Pathology (I, II, S) 3 hours
PREREQ: Graduate Standing and permission. Minimum of 45-60 clock hours per credit hour; supervised observation and practice in speech and hearing centers; diagnostic interviews, therapy sessions, lesson plans, weekly practicum summaries.

460 Introduction to the Mentally Subnormal Child (I, II, S) 3 hours
Nature and educational needs of children and youth who are mentally subnormal; definitions; prevalence and types of children in educational programs.

463 Curriculum for the Mentally Retarded (I, II, S) 3 hours
The mentally retarded child as an educable or trainable individual; an investigation of the practices and problems in curriculum development for the mentally subnormal child; preschool through vocational; identification of needs and goals and determination of content.

466 Methods and Materials for Teaching the Mentally Retarded (I, II, S) 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 for the trainable "Track I" and "Track II" educational programs.

470 Introduction to the Gifted (S) 3 hours
Introduction to techniques and materials for identifying and helping to understand the specific development needs of gifted pupils and guidance services appropriate for them; understanding and learning tasks and how to evaluate achievement with them; analysis offilm demonstration lessons appropriate to the specific needs of gifted pupils.

473 Language Development of Exceptional Children (I) 3 hours
This course is designed to cover a brief history of language science; an investigation of the language development of children; a discussion of the various problems involved in language acquisition among exceptional children; the various methodological techniques of teaching language to exceptional children.

474 Emotional Development of Children and Youth (I, II, S) 3 hours
An introductory study of emotional maturation of children and youth with attention to the symptoms and causes of emotional deviation, and the means of improvement.

475 Introduction to the Education of the Physically Handicapped (I, II, S) 3 hours
Nature and educational needs of children and youth who are physically handicapped, definitions; prevalence and types of children in educational programs; history; trends.

476 Clinical Observation of the Multi-Handicapped (I, II, S) 3 hours
To familiarize students with the multi-disciplinary team approach to treatment of handicapped children in the clinical setting.

490 Special Projects (I, II, S) 1, 2, or 3 hours
A series of intensive courses especially for teachers in-service scheduled as regular seminars, workshops, according to purpose.

496 Teaching the Exceptional Child (I, II, S) 3 hours
PREREQ: Required course for all Special Ed Majors. Identification of exceptional children with respect to educational opportunities; current concepts and goals of special education; specific consideration of educational programs for children who are gifted, mentally retarded, speech handicapped, acoustically handicapped, orthopedically handicapped, visually handicapped, or motivationally disadvantaged; survey of current and professional opportunities.

497 Introduction to Speech and Hearing Disorders (II, S) 3 hours
A survey of the disorders of speech, hearing, and language; normal development of communication skills; the professions involved in the rehabilitation of the communicatively impaired individual.

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

511 Problems of Teaching Reading-Elemetary (I, II, 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 of Teaching Reading—Secondary ........................................... (1,5,2) 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 various levels. Course content includes content at junior and senior high school levels.

513 Diagnosis and Remedial Instruction in Reading ................................... (1,1,2) 3 hours
A course for advanced students in reading which will provide the student with the necessary information for the diagnosis and remediation of reading disabilities.

514 Measurement and Evaluation of Reading ........................................... (1,1,1,5) 3 hours
A course for advanced students in reading which will provide the student with the necessary information for the diagnosis and remediation of reading disabilities.

515 Clinical Practice in Reading ......................................................... (1,1,1,5) 3 hours
PREREQ: Permission
A laboratory-oriented course for advanced students in reading which will provide them with practical training in the use of proper remedial reading techniques in order that they might qualify as reading specialists.

516 Reading Problems of the Disadvantaged Child .................................... 3 hours
Investigation relating to causes of reading difficulties of the culturally disadvantaged; methods and materials; demonstration of individual and group reading remediation procedures.

517 Seminar in Organization and Administration of Reading Programs .......... (1) 3 hours
PREREQ: One graduate reading course, (or equivalent) and permission of instructor
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 planning 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.

518 Advanced Studies in the Disorders of Speech Articulation ................. (I) 2 or 3 hours
Types and causes of articulation disorders; rationale for case selection; S-R-L syndrome; special emphasis on rehabilitation procedures associated with individual involvement; practicum. (Lec. 2, Lab. 3)

519 Advanced Studies in the Disorders of Voice ....................................... (I) 2 or 3 hours
Types and causes of voice disorders; rationale for case selection; emphasis on rehabilitation procedures associated with individual involvement; practicum. (Lec. 2, Lab. 3)

520 Advanced Studies in the Disorders of Rate and Rhythm ....................... (II) 2 or 3 hours
Types and causes of rate and stress pattern disorders; rationale for case selection; survey of stuttering theories and therapies; special emphasis in rehabilitation procedures associated with individual involvement; practicum. (Lec. 2, Lab. 3)

521 Advanced Studies in the Disorders of Aphasis and Related Problems ....... (II) 2 or 3 hours
Types and causes of language symbolization disorders; rationale for case selection; childhood aphasis and autism; special emphasis on rehabilitation procedures associated with individual involvement; practicum. (Lec. 2, Lab. 3)

522 Speech Evaluation: Methods and Practicum ..................................... (I) 3 hours
PREREQ: Graduate Standing and 6 hours of Speech Pathology.
Tests and procedures for evaluating individuals with speech disorders; principles in differential diagnosis and report writing; observation during evaluation periods in speech and hearing centers.

523 Neurophysiology of Speech ............................................................ (I) 3 hours
Basic structure and function of the organs of hearing and speech; theories of cortical involvements, central and peripheral nervous system as they affect communication; individual projects.
572 Basic Observation and Student Teaching in Special Education
(I.II.S) 3 or 5 hours
Classroom experience with exceptional children for graduate students who have had other professional experiences. Students will participate in observation, supervision, teaching, and a weekly seminar.

573 Advanced Observation and Student Teaching in Special Education
(I.II.S) 3 or 5 hours
PREREQ: 572
A second semester of classroom experience with exceptional children for graduate students who have had other professional experiences. Students will participate in observation, supervision, teaching, and a weekly seminar.

586 Methods and Materials for Teaching the Physically Handicapped (II) 3 hours
PREREQ: 566 and Intro. to the Education of the Physically Handicapped
Communication of the physically handicapped child as his unique exceptions require the development of specialized methods and materials designed to meet his learning needs: an investigation of practices and problems involved in methodology and materials; application of methods; development and evaluation of materials; practices in design and implementation of methods and materials; selected observation of programs.

595 Diagnosis of Learning Disability (I.S) 3 hours
PREREQ: intro or equivalent and Graduate Standing
Special Education teachers are often required to interpret the results of evaluations developed through the use of testing. This course familiarizes the student with various techniques used for diagnosing and evaluating learning problems.

601 Thesis
Required of all students taking Master of Arts degree, see major adviser for information.

602 Thesis
Required of all students taking Master of Arts degree, see major adviser.

672 Basic Practicum in Special Education (I.II.S) 3 hours
PREREQ: Master's Degree and acceptance in the Ed Spec Program
This course provides participation in various clinical or classroom situations in the field of special education. The course is open to all students in all areas of special education. Assignments will be made according to the area of interest of the student.

673 Advanced Practicum in Special Education (II) 3 hours
PREREQ: 672
A second semester of participation in various clinical or classroom situations in the field of special education. The course is open to all students in all areas of special education. Assignments will be made according to the area of interest of the student.

650 Administration and Supervision of Special Education (I) 3 hours
PREREQ: Ed. 501, Ed. Ad. 562, and Ed. Ad. 569 and Admission to the Education Specialist Program
This course provides a concentrated experience in dealing with specific problems in the administration and supervision of special education. The "case study" method will be utilized to develop a systematic approach to problem solving. Real and hypothetical cases will be presented. This course is based on the modern behaviorally oriented science of administration.

EDUCATIONAL ADMINISTRATION AND SUPERVISION
(EDAD)
Graduate Faculty Members:
Professors Kenneth Burkholder, Paul C. Kennedy, Kirk E. Naylor, Robert C. O'Reilly, George R. Rachford;
Associate Professor Darrell F. Kellams (Chairman);
Assistant Professor Charles M. Wilson

UNIVERSITY OF NEBRASKA AT OMaha

Master of Arts
Programs for the Master of Arts degree with a major in educational administration and supervision will be determined by the major adviser upon request.

Master of Science
Students pursuing a Master of Science degree with a major in educational administration and supervision shall be expected to take selected courses in areas outside the field of educational administration in the following program outlines.

Major in Elementary Educational Administration and Supervision
I. Selected Cognate Courses
II. Required Courses

Specific courses will be determined by the major adviser upon request.

Major in Secondary Educational Administration and Supervision
I. Selected Cognate Courses
II. Required Courses

Specific courses will be determined by the major adviser upon request.

Specialist in Education
This outline of program includes the work which might typically constitute the fifth and sixth years of collegiate work. The total coursework for both M.S. and Ed.S. would accumulate to not 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 portion of his program to best harmonize his needs and ambitions. Each program will be designed with the aid of the student's adviser and must be approved by the candidate's committee.

*Admission into the department requires that a person must have at least two years of teaching experience. Only students with three years of teaching experience will receive institutional endorsement to serve as school administrators.
Admission to the Program

1. Applicants must furnish all credentials requested in the standard application for admission to the Graduate College.
2. Applicants must hold a Master's degree from a regionally accredited institution. All graduate work taken by the applicant prior to admission to the program must have a grade point average of 3.25.
3. Applicants must hold full certification in educational administration and show evidence of having completed at least one year of successful practice as an educational administrator.
4. Scores of the Graduate Record Examination—verbal, quantitative, and advanced (Education) must total at least 1200.
5. A recommendation for study for the Ed.S. degree must be made by the adviser. This recommendation must be made prior to a second registration. Usually, it will precede the initial registration.

Residency Requirement

Candidates are required to pursue a portion of their work in residence. It may be fulfilled in one of the following ways:

1. As a full-time student (12-hour load) during one semester of the academic year.
2. As a full-time student (12-hour load) during two consecutive summer terms of the same summer session.

Program Design

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

I. Core Professional Courses 42-48 hours
   - Including work in school finance, school business management, supervision, school law, administration seminars, and field work.
II. Related Professional Courses 12-18 hours
    - Including selected work in such areas as curriculum, guidance, reading, foundations, and special education.
III. Related Cognate Courses 9-15 hours
     - Including selected work in such areas as economics, English, psychology, business administration, sociology, geography, history, speech, mathematics.

Procedures in the Program

Upon inquiry about the program in the Graduate Office, students are assigned an adviser by the Chairman of the Department. This adviser will conduct a screening interview, the results of which become a part of the student's permanent record. In questionable cases, the adviser may ask for the assistance of a committee.

Assuming a satisfactory interview, the student will be notified of acceptance, and his committee appointed by the Graduate Dean. The committee will meet to consider the student's planned program and preliminary coursework, at which time the student should apply for degree candidacy. Upon acceptance into candidacy, the tentative program shall become the permanent planned program.

After notification of acceptance to candidacy, the Ed.S. student should commence background work on his field project. The outline should be presented to his committee; the members will evaluate, then accept, modify, or reject the project. A final committee-approved outline shall then be filed in the student's cumulative record. At least one committee meeting will be devoted to the field project, while it is in progress. At that time, committee members will have an opportunity to pose questions and make suggestions. The oral final examination for the student shall center on the field topic. The examining group shall be the committee and the Graduate Dean or his representative.

Course Descriptions

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

512 Research Project in Educational Administration .................. (I,II,S) 3 hours
   Individual or group study and analysis of specific problems in educational administration and supervision.

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

530 Seminar in Educational Administration .................. 3 hours
   A study of educational problems and their relationship to and implications for educational administration. (Course should be taken in last nine hours of the Master of Science Degree.)

535 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.

540 Practicum in Educational Administration and Supervision ........ 3 hours
   A study of educational problems and their relationship to and implications for educational administration. (Course should be taken in last nine hours of the Master of Science Degree.)

541 Advanced Practicum in Educational Administration and Supervision . 3 hours
   PREREQ: Fed 501 and approval
   Designed to provide guided study and practice in elementary, secondary, and general administration and supervision as the interests and needs of the student require.

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

547 Administration and Supervision in Secondary Schools ............ 3 hours
   PREREQ: Fed 501 and EDAD 525
   The nature, principles, and functions of modern administrative and supervisory practices as they relate to the secondary school.

548 Administration and Supervision in Junior High School ............ 3 hours
   PREREQ: Fed 501 and EDAD 525
   This course is designed to acquaint the graduate student with the nature of administration and supervision of the junior high school program.

554 School Law .................................................................. 3 hours
   PREREQ: Fed 501 and EDAD 525
   Considers legal principles and practices which are applicable to public education for public school teachers and administrators.
555 School Business Management
PREREQ: FED 501 and EDAD 533
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. 3 hours

560 School Finance
PREREQ: FED 501 and EDAD 533
A study of the sources of school financing; local, state and national. In addition to covering this area from a historical point of view, emphasis is placed on current problems in school finance. 3 hours

561 Organization and Administration of the Physical Plant
PREREQ: EDAD 569
Designed to give the school administrator competence in organizing the maintenance and operation program of the school plant; includes long range maintenance, rehabilitation and remodeling, financing, scheduling of work and custodial care. 3 hours

570 Administration and Staff Personnel
PREREQ: FED 501 and EDAD 533
This course deals with personnel policies, problems, and issues in the following areas: teacher recruitment, orientation, evaluation, promotion, tenure, tenure, retirement, professional organizations and legal status. Emphasis will be placed upon the techniques of administrative decision making.

571 Interpersonal Relationships in Educational Administration
PREREQ: FED 501
This course is designed specifically with interpersonal and group relations in mind. It is useful to those administrators and professionals who recognize the need to increase their knowledge and skills in human relations. E 3 hours

580 Administration and Supervision of Vocational Education
PREREQ: EDAD 569
Basic concepts for administration and supervision of vocational education, as related to the needs of the superintendent, principal, supervisor. 3 hours

581 Urban School Administration
PREREQ: EDAD 569
This course is designed to acquaint students of educational administration with urban problems and issues which most significantly affect the administration of city schools.

590 Administration of Higher Education
PREREQ: EDAD 569
A study of the major functions of higher education, with emphasis on the principles involved in organizing and directing the academic program, the activities of the student body, the faculty and staff, personnel policies, financing the program, operating the buildings and grounds and conducting the public relations program. 3 hours

591 Seminar in Educational Administration
PREREQ: Admission to Education Specialist Program
Participation is limited to individuals who have a Master's degree with a major in school administration and who are interested in current educational problems and procedures. 3 hours

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

601 Field Project in Educational Administration
PREREQ: Admission to Education Specialist Program and Approval, Department Chairman
The study of a problem in the area of school administration, and employs the techniques of research. 3 hours

EDUCATIONAL EXPERIMENTATION AND DEVELOPMENT
Graduate Faculty Members:
Professors Floyd Waterman (Chairman);
Associate Professor James W. Seleci;
Assistant Professor Walter M. Calinger

The Master of Science degree with a major in urban education is for previously certified teachers at either the elementary or secondary levels.

Major in Urban Education

The Master of Science degree with a major in Urban Education is designed for teachers (secondary and elementary) who are already certified and who have an interest in working with low-income area students. Candidates must hold either a B.S. or B.A. degree and a valid teaching certificate. He must be personally interviewed by a faculty member associated with Urban Education.

The program is designed to help students identify key agencies in the community and to identify the relevant social economic, and teaching problems of low-income area students.

Required courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>FED 501</td>
<td>Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>FED 506C</td>
<td>Education and Society</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 565G</td>
<td>The Urban School</td>
<td>3</td>
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</tbody>
</table>

Recommended Professional Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>COUN 496C</td>
<td>Principles of Guidance</td>
<td>3</td>
</tr>
<tr>
<td>COUN 492G</td>
<td>Guidance in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>COUN 532G</td>
<td>Occupational Guidance</td>
<td>3</td>
</tr>
<tr>
<td>COUN 536G</td>
<td>Individual Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FED 408G</td>
<td>Mental Health in the School</td>
<td>3</td>
</tr>
<tr>
<td>FED 408C</td>
<td>Meeting the Needs of the Disadvantaged Child</td>
<td>3</td>
</tr>
<tr>
<td>FED 505G</td>
<td>Growth &amp; Learning Problems of the Disadvantaged</td>
<td>3</td>
</tr>
<tr>
<td>FED 506G</td>
<td>Special Problems in Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>FED 565G</td>
<td>Seminar in Education</td>
<td>3</td>
</tr>
<tr>
<td>Sped 406G</td>
<td>Problems in Teaching Reading, Elem.</td>
<td>3</td>
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<tr>
<td>Sped 416G</td>
<td>Problems in Teaching Reading, Secondary</td>
<td>3</td>
</tr>
<tr>
<td>Sped 417G</td>
<td>Reading Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>Sped 516G</td>
<td>Teaching the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>Sped 513G</td>
<td>Problems of the Disadvantaged</td>
<td>3</td>
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</tbody>
</table>

Selected Supporting Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 411G</td>
<td>Psychological and Educational Testing</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 410G</td>
<td>Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 455G</td>
<td>Retardation</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 456G</td>
<td>Theories of Development Psych.</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 488G</td>
<td>Seminar in Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 457G</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>Geography 412G</td>
<td>Urban Geography</td>
<td>3</td>
</tr>
<tr>
<td>Geography 531G</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>Geography 556G</td>
<td>Land Use</td>
<td>3</td>
</tr>
<tr>
<td>Geography 537G</td>
<td>Population Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Geography 581G</td>
<td>Urban Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Economics 545</td>
<td>Economics for Teachers I</td>
<td>3</td>
</tr>
<tr>
<td>Economics 546</td>
<td>Economics for Teachers II</td>
<td>3</td>
</tr>
<tr>
<td>Economics 411</td>
<td>Government and Labor</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 462G</td>
<td>Collective Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 465G</td>
<td>Advanced General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 415G</td>
<td>The Community</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 414G</td>
<td>Urban Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 415G</td>
<td>American Family Problems</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 516G</td>
<td>Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 511G</td>
<td>Social Prob., esp. of Disadvantaged</td>
<td>3</td>
</tr>
<tr>
<td>Pol. Sci. 440</td>
<td>Public Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>Pol. Sci. 443</td>
<td>Municipal Administration</td>
<td>3</td>
</tr>
</tbody>
</table>
Graduate Faculty Members:
Professors Robert D. Harper, Ralph Wardle;
Associate Professors Bruce Baker (Chairman), Richard L. Lane,
Glen A. Newkirk

Master of Arts

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 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.

Course Descriptions

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

434 Chaucer
PREREQ: Eng. 231
A study of the language and writing of Chaucer, with emphasis on The Canterbury Tales. 3 hours

446 English Literature in the Age of Pope and Swift
PREREQ: Graduate
A detailed study of selected authors and works of the Augustan Age of English Literature, with emphasis on Pope and Swift. 3 hours

447 The Age of Johnson
PREREQ: Graduate
Poetry, prose (exclusive of the novel) and drama of England during the second half of the eighteenth century. 3 hours

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

450 English Drama before 1642
PREREQ: Eng. 231 or permission
A study of the development of the English drama, exclusive of Shakespeare, from the beginnings to 1642. 3 hours

458 Structural Linguistics
PREREQ: Graduate or permission
An analysis of the English language as it is spoken with the end view of gaining better understanding of the language and how to make it work most effectively. 3 hours

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

476 History of the English Language
PREREQ: Eng. 231 or permission
A study of the internal and external forces which have influenced the development of the English language. 3 hours

477 Medieval English Literature
PREREQ: Eng. 231 or permission
A survey of the principal writings in English, excluding those of Chaucer, from 1100 to 1500. 3 hours

481 Literature of the Romantic Period
PREREQ: Graduate
Poetry and prose (excluding the novel) of England from 1798 to 1830. 3 hours

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

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

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

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

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

509 Seminar: The English Renaissance
PREREQ: Graduate standing or permission
A seminar in a few significant literary figures of the English Renaissance. 3 hours

509 Seminar: The Restoration and Early 18th Century
PREREQ: Graduate
A detailed study of selected authors and works of the Augustan Age of English literature (1660-1708). 3 hours

516 Seminar in Victorian Literature
PREREQ: Graduate
Intensive study of selected nineteenth century English authors and their works. 3 hours

518 Seminar in Shakespeare
PREREQ: Graduate
Critical analysis of ten tragedies or ten comedies of Shakespeare. 3 hours

519 Seminar: John Milton
PREREQ: Graduate
An intensive seminar in the major works of John Milton and investigation of specific critical and scholarly problems. 3 hours

519 Seminar in English Literature 1750-1830
PREREQ: Graduate
Studies in English literature of the Age of Johnson and that of the Age of Wordsworth. 3 hours

520 Seminar in Medieval Literature
PREREQ: Graduate
A study of the rationale and techniques of medieval allegory. 3 hours

520 Seminar in Medieval Literature
PREREQ: Graduate
A study of the rationale and techniques of medieval allegory.
FOREIGN LANGUAGES

Graduate Faculty Members:
Professor Woodrow L. Most (Chairman);
Assistant Professors Gaylord Todd, Kenneth Eller.

Graduate courses in the Department of Foreign Languages are offered to fulfill requirements for a minor field or as cognate or selected courses on a plan of study.

Course Descriptions

**French (FREN)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>349</td>
<td>Eighteenth Century French Literature</td>
<td>(II) 3 hours</td>
</tr>
<tr>
<td></td>
<td>PREREQ: French 212</td>
<td></td>
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<tr>
<td></td>
<td>Study of the Enlightenment, emphasizing the works of Montesquieu,</td>
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<tr>
<td></td>
<td>Voltaire, Rousseau and Diderot.</td>
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<tr>
<td>351-352</td>
<td>Nineteenth Century French Literature</td>
<td>(I,II) 3 hours</td>
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<tr>
<td></td>
<td>PREREQ: French 212 for either 351 or 352</td>
<td></td>
</tr>
<tr>
<td></td>
<td>351: 1789 to 1848, Lamartine to Michelet, Stendhal, Moreau, Balzac.</td>
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<td></td>
<td>Hugo. 352: 1850 to 1885, Realism Naturalism Parnassian, Symbolism.</td>
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<tr>
<td>421</td>
<td>Sixteenth Century French Literature</td>
<td>(II) 3 hours</td>
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<tr>
<td></td>
<td>PREREQ: Any 300 course in French literature</td>
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<tr>
<td></td>
<td>Literature of the Renaissance, Rabelais, Ronsard, Montaigne.</td>
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<tr>
<td>431</td>
<td>Seventeenth Century French Literature</td>
<td>(I) 3 hours</td>
</tr>
<tr>
<td></td>
<td>PREREQ: Any 300 course in French literature</td>
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<tr>
<td></td>
<td>The Classical School Descartes, Pascal, Corneille, Molière, Racine, Labat.</td>
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<tr>
<td>451-452</td>
<td>Twentieth Century French Literature</td>
<td>(I,II) 3 hours</td>
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<tr>
<td></td>
<td>PREREQ: For either 451 or 452, any French 300 course in literature or</td>
<td></td>
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<tr>
<td></td>
<td>permission of instructor</td>
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<tr>
<td></td>
<td>451: Main currents of twentieth century literature from the beginning</td>
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<tr>
<td></td>
<td>452: Continuation to current literary production.</td>
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<tr>
<td>490</td>
<td>Pro-Seminar</td>
<td>(II) 3 hours</td>
</tr>
<tr>
<td></td>
<td>PREREQ: Permission of instructor</td>
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<tr>
<td></td>
<td>A detailed study of narrower phases of French literature, language or culture.</td>
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</tbody>
</table>

**German (GERM)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>431</td>
<td>German Literature of the 19th Century</td>
<td>(I) 3 hours</td>
</tr>
<tr>
<td></td>
<td>PREREQ: German 313</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The dramatic, epic and lyric works of nineteenth century German literature.</td>
<td></td>
</tr>
<tr>
<td>432</td>
<td>German Literature of the 20th Century</td>
<td>(II) 3 hours</td>
</tr>
<tr>
<td></td>
<td>PREREQ: German 313</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The principal dramatic, epic and lyric works of the twentieth century</td>
<td></td>
</tr>
<tr>
<td>433</td>
<td>German Novel</td>
<td>(II) 3 hours</td>
</tr>
<tr>
<td></td>
<td>PREREQ: Permission of instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Survey of the German novel from its beginning to the twentieth century.</td>
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<tr>
<td>440</td>
<td>German Novelle</td>
<td>(II) 3 hours</td>
</tr>
<tr>
<td></td>
<td>PREREQ: German 313 or permission</td>
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<tr>
<td></td>
<td>Survey of the German short story, its historical origin, characteristics.</td>
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</tbody>
</table>

**Spanish (SPAN)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>355</td>
<td>Modern Drama of Spain</td>
<td>(I) 3 hours</td>
</tr>
<tr>
<td></td>
<td>PREREQ: Span. 318 or permission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ideologies, techniques, trends, and influences of the major Spanish drama-</td>
<td></td>
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<tr>
<td></td>
<td>maists of the nineteenth and twentieth centuries.</td>
<td></td>
</tr>
<tr>
<td>356</td>
<td>Modern Novel of Spain</td>
<td>(II) 3 hours</td>
</tr>
<tr>
<td></td>
<td>PREREQ: Span. 318 or permission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analytical study of the representative Spanish novelists of the nineteenth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and twentieth centuries from P.A. de Alarcón to Cela.</td>
<td></td>
</tr>
<tr>
<td>410</td>
<td>Theater of the Golden Age</td>
<td>(I) 3 hours</td>
</tr>
<tr>
<td></td>
<td>PREREQ: 317 or permission of instructor</td>
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<tr>
<td></td>
<td>Foremost Spanish dramatists and plays of the sixteenth and seventeenth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>centuries, with emphasis on Lope de Vega, Tirso de Molina, and Calderon</td>
<td></td>
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<tr>
<td></td>
<td>dela Barca.</td>
<td></td>
</tr>
<tr>
<td>411</td>
<td>Novel of the Golden Age</td>
<td>(II) 3 hours</td>
</tr>
<tr>
<td></td>
<td>PREREQ: 317 or permission of instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foremost Spanish dramatists and plays of the sixteenth and seventeenth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>centuries, including such works as Lazarillo de Tormes, La Celestina, and</td>
<td></td>
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<td></td>
<td>Don Quixote.</td>
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<td>416</td>
<td>Spanish American Literature of the 20th Century</td>
<td>(I) 3 hours</td>
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<td>PREREQ: 322 or permission of instructor</td>
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<td></td>
<td>Critical and analytical study of the foremost Spanish American dramatists,</td>
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<td>poets, and essayists from Modernism to the present.</td>
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<tr>
<td>420</td>
<td>Spanish American Novel</td>
<td>(I) 3 hours</td>
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<td>PREREQ: Span. 322 or permission</td>
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<td></td>
<td>Study of representative novelists and novelists of the nineteenth and</td>
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<td>twentieth centuries, with emphasis on contemporary authors.</td>
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<td>424</td>
<td>Generation of 1898</td>
<td>(II) 3 hours</td>
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<td>PREREQ: Span. 318 or permission</td>
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<td>Examination of the ideology, philosophy, and literary techniques of</td>
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<td>Unamuno, Martinez Ruiz, Valle-Inclán, Baraja and Antonio Machado.</td>
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<tr>
<td>435</td>
<td>Spanish American Short Story</td>
<td>(II) 3 hours</td>
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<td>PREREQ: Span. 322 or permission</td>
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<td>Representative stories of the nineteenth and twentieth centuries, from</td>
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<td>Romanticism to current production.</td>
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<tr>
<td>460</td>
<td>Pro-Seminar</td>
<td>(I) 3 hours</td>
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<td>PREREQ: Permission of instructor</td>
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<td>A detailed study of narrower phases of Spanish or Spanish American</td>
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<td>literature, language or culture.</td>
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GEOGRAPHY AND GEOLOGY (GEOG-GEOG)

Graduate Faculty Members:
Professors Harold J. Retaillick, Gordon Schulte (Chairman), Phillip E. Vogel;
Associate Professor Nicholas Bariss
Assistant Professor John F. Shroder

Master of Arts

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.

Master of Science

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.

Course Descriptions

401 Conservation of Natural Resources 3 hours
PREREQ: 3 hours of Geography
A study of physical, cultural, and human resources of nations with emphasis on the United States. Includes the history of conservation in the U.S., the philosophy behind the movement, current conservational practices and problems, and the direction in which resource use and conservation is moving.

412 Urban Geography (Same as Econ. 412) 3 hours
A geography of the city from the viewpoint of history, site, and situation, external relations, internal relations, and the comparative study of cities.

423 Great Plains and Nebraska 3 hours
PREREQ: 6 hours of Geography
This is a regional geography course intended for geography majors and Arts and Sciences students who may have an interest in this particular area. It is desirable to have had some previous study with regional geography.
551 Geomorphology
PREREQ: Geog. 306, 117, or 117. Permission
A seminar and lecture course on the current concepts and controversies in the field of landform studies. Discussion will emphasize classic ideas as well as the more modern concepts of climatic, dynamic, and quantitative geomorphology. Some study of Quaternary chronology will be necessary. Several optional Saturday field trips.

558 Soils
PREREQ: Geog. 106, or 107
A synthesis of the concepts of the morphology, classification, and distribution of soils with some emphasis on environment and genesis.

567 Urban Seminar in Metropolitan Planning and Development
Each 3 hours
Urban Economics
Each 3 hours

567 Soil Use
PREREQ: Geog. 412
A field course designed to investigate and understand through urban field work, land use patterns in urban and rural areas by studying the social, physical, and economic factors which tend to shape the land use of a given place.

567 Cartographic Methods
PREREQ: permission
Teaches the student proper use of drawing instruments, effective map layout and exposure to the latest cartographic techniques, leading to a high level of competence in the design and interpretation of maps.

571 Population Seminar
PREREQ: permission
The significance of differences from place to place in the number kind, and qualities of human inhabitants and changes through time.

575 Seminar in Regional Geography
(3 to 6 credits, maximum 3 per semester except foreign country field work) See similar course in UN-L 384.

580 Independent Study in Urbanism
1 hour per semester to 3 PREREQ: Graduate 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.) Graduate student research on an individual basis under faculty supervision in topics pertaining to urbanism.

581 Urban Seminar in Metropolitan Planning and Development
3 hours
PREREQ: Q. Geog. 412 or recommendation from Pol. Sci., Soc., or Econ. departments
An overview of the present status of planning in metropolitan areas with special emphasis on structure of planning departments, comprehensive plans, and problems of annexation (Same as Pol. Sci. 581).

583-584 Interdisciplinary Seminar on the Urban Community
3 hours per sem. to 6 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.) An interdisciplinary course on the metropolitan community in which various departmental and college offerings concerned with urban problems are presented in broad interdisciplinary focus.

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

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

599-600 Thesis
Each 3 hours
Independent research project written under the supervision of an adviser.

HISTORY (HIST)
Graduate Faculty Members:
Professors Frederick W. Adrian, Paul L. Beck, Jo Ann Carrigan, E. J. J. Gunm (Emeritus) Roy M. Robbins, A. Stanley Trickett (Chairman);
Associate Professors Karl A. Dalstrom, Richard A. Overfield, William Petrovski;
Assistant Professors Dale Gaeddert, William C. Pratt, Jacqueline D. St. John.

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

I. 24 semester hours of selected and approved graduate course work in History, in which 15 semester hours will be in either (a) American History or (b) non-American History. The remaining nine selected and approved hours will be in graduate course work in History in the other of the two broad areas indicated.

II. A major of 15 semester hours of selected and approved graduate course work in History, plus an additional nine semester hours in approved graduate course work in a related field of study. In either program of study a thesis, not to exceed six semester hour in independent study, is required under the direction of the major adviser.

Course Descriptions
401 History of Science to 1700
PREREQ: Hist. 111-112 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
PREREQ: Hist. 111-112 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 relation to technology, society, and social thought.

411 American Social and Intellectual History to 1865
PREREQ: Hist. 111-112 or a major in a department of science, mathematics, or general science. An examination of the historical and intellectual development of modern science and its relation to technology, society, and social thought.

412 American Social and Intellectual History Since 1865
PREREQ: Hist. 111-112 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 relation to technology, society, and social thought.

413 The Revolutionary Era, 1763-1789
PREREQ: Hist. 111 and 112
An analysis of the forces which led to the American Revolution and an examination of some of the problems which arose as a result of the separation from England.
A study of the growth and development of the American nation during the formative years under the Constitution.

The Jacksonian Era

PREREQ: Hist. 111 and 112
An interpretive study of the middle period of American history.

Civil War and Reconstruction

PREREQ: Hist. 111 and 112
The background of the conflict, the years of the war and the problems of reshaping the Union in the years that followed.

The Emergence of Modern America: 1877-1901

PREREQ: Hist. 111-112 or permission of instructor
A study of a transitional period in American history, this course considers the importance of industrialization, urbanization, immigration, and the emergence of the United States as a significant world power.

Twentieth Century America to 1952

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.

Twentieth Century America, 1952 to Present

PREREQ: Hist. 111 and 112
A study of the history of the United States from the election of Franklin D. Roosevelt to the Presidency in 1952.

Ideas in Twentieth Century America

PREREQ: Hist. 111 and 112
An analysis of some of the more important ideas which have had influence in recent America.

American Constitutional History to 1860

PREREQ: Hist. 111 and 112
A history of constitutional theory and practice in the continental North American colonies of England and in the United States prior to 1860.

American Constitutional History since 1860

PREREQ: Hist. 111 and 112
A history of constitutional theory and practice in the United States from 1860 to the present.

History of American Science

PREREQ: Hist. 111-112 or a major in a department of science, mathematics, or general science.
A study of the origins, development, and nature of American science and its relations with technology, social thought, and government.

American Urban History to 1860

PREREQ: Hist. 111 and 112
Historical survey of urban development in the United States from the colonial period through the 1860's: urban problems, institutions; role of cities in national history; American ambivalence toward cities.

American Urban History since 1860

PREREQ: Hist. 111 and 112
A study of a new urban society, reform movements, the development of metropolitan America, and its relations with technology, social thought, and government.

History of American Medicine and Public Health

PREREQ: Hist. 111 and 112
A study of the history of medicine in the United States from the colonial period through the 1860's: urban problems, institutions; role of cities in national history; American ambivalence toward cities.

Intellectual History of Modern Europe: Seventeenth and Eighteenth Centuries

PREREQ: Hist. 151 and 152
A study of the history of the United States from the election of Franklin D. Roosevelt to the Presidency in 1932.
501 Advanced Research Project in History (L,L,S) 1-5 hours
PREREQ: Acceptance as a graduate major or minor in history and permission of the department head and the instructor. Special problems in advanced work in history, arranged individually with graduate students.

503 Historical Research (13 hours)
PREREQ: Acceptance as a graduate major or minor in history or permission of the department head and the instructor (not open for credit to students who have taken Hist. 493, or equivalent). The critical method in collecting and organizing historical materials, the processes of verification, evaluation, and organization of facts; the problems of writing, documentation, styling, and printing the product.

506 Great American Historians (II) 3 hours
PREREQ: Acceptance as a graduate major or minor in history or permission of the department head and the instructor (not open for credit to students who have taken Hist. 496, or equivalent). A survey of the history of American historical writing from colonial times to the present. Reports on selected readings.

507 Great European Historians (I) 3 hours
PREREQ: Acceptance as a graduate major or minor in history or permission of the department head and the instructor (not open for credit to students who have taken Hist. 497, or equivalent). A survey of the History of European historical writing from Homer to the 19th century. Reports based on selected readings.

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

PREREQ: Acceptance as a graduate major or minor in history and permission of the instructor. Each 5 hours

510 Seminar in Early American History (I)
512 Seminar in American History: The Jacksonian Era (I)
517 Seminar in American History: The Frontier (II)
522 Seminar in American History: Civil War and Reconstruction (I)
532 Seminar in Recent American History (I)
535 Seminar in Local History: Nebraska and the Great Plains (II)
536 Twentieth Century Diplomatic History of the United States History (II)
540 Seminar in American Economic History (to 1865) (I)
541 Seminar in American Economic History (Since 1865) (II)
542 Seminar in United States Public Land Policy and Conservation (I)
551 Seminar in Early Modern European History (I)
553 Seminar in European History: The Revolutionary Age (II)
554 Seminar in European History: The Napoleonic Era: 1800-1815 (I)
555 Seminar in Nineteenth Century European History (II)
556 Seminar in Twentieth Century European Diplomatic History (I)
558 Seminar in World History: Military History and History of Warfare (I)
563 Seminar in Eighteenth Century British History (II)
565 Seminar in British History: The Era of Reform (II)
569 Seminar in Contemporary British History (II)

601 Thesis (I) Each 3 hours

602 Thesis research project written under the supervision of an adviser. (I)
311 Differential Equations

PREREQ: One year of calculus
Methods of solving ordinary differential equations with applications to
graph theory and physics. The linear equations are emphasized.

353 Probability and Statistics I

PREREQ: Math 111
Events and probabilities, dependent and independent events, random
variables, discrete distributions, absolutely continuous distributions,
expectation and limit theorems, point estimation, the multivariate normal
distribution, testing of statistical hypotheses, confidence intervals.

360 Introduction to Topology

PREREQ: Math 106
Theory of sets, topological spaces, metric spaces, topological properties.

411 Abstract Algebra

PREREQ: Math 123 or equivalent
Duality, axiomatic systems, normal subgroups, cosets, quotient groups,
and the fundamental theorem of abelian groups.

423 Mathematical Analysis

PREREQ: Math 123 or equivalent
Topological spaces, continuity, differentiation, Riemann-Stieltjes
integration, sequences of functions, and the Lebesgue-Radon-Nikodym
theorem.

427 Complex Variables

PREREQ: Math 123 or Advanced Calculus
Complex functions, Cauchy's theorem, Cauchy's integral formula,
and Taylor and Laurent series.

429 Theory of Ordinary Differential Equations

PREREQ: Math 311 (Differential Equations) and Math 423
Power series solutions, Green's functions, existence and uniqueness
theorems, and eigenfunction expansions.

501 Elements of Electronics

PREREQ: Math 106 and Physics 112 or 212
The background of theory, operation, and practice of electronic devices
and circuits particularly as they apply to scientific instrumentation. Both
solid state and vacuum tube principles and circuits are involved.

502 Optics

PREREQ: Math 106 and Physics 112 or 212
The nature of light energy as disclosed through studies of geometrical
optics, physical optics and quantum optics.
Graduate Faculty Members:
Professors W. C. B. Lambert, Harry W. Reynolds, David C. Scott (Chairman), William T. Utley;
Associate Professors H. Carl Camp, Orville D. Menard;
Assistant Professor Bernard D. Kolasa.

An applicant for admission to the Master of Arts or Master of Science degree program in Political Science must present as a prerequisite a minimum of fifteen undergraduate semester hours of Political Science or their equivalent as determined by the department admission committee.

Master of Arts

Degree Requirements: The course program must include twelve hours of the required thirty-six hours at the 500 level exclusive of thesis hours. The remaining course hours are elective but must be planned in confer-
ence with the student's academic adviser to meet individual interests and needs.

Master of Science

Degree Requirements: For the Master of Science with a major in Political Science, eighteen hours of the required thirty-six hours must be at the 500 level. The remaining hours are elective, but must be planned in consultation with the student's academic adviser to meet individual interests and needs.

Master of Public Administration

This is a professional graduate degree offered in the Department of Political Science which is designed: (1) to prepare students for careers in the public service—national, state, or local; (2) for research or teaching in this field; (3) for those already in the public service who are seeking professional training.

The general prerequisite for admission to the M.P.A. program is a Bachelor of Arts or Bachelor of Science degree or equivalent.

Administrators are required for a wide variety of governmental programs and students in the M.P.A. program will likely come from widely differing backgrounds. Some may come from current public employment while others may enter degrees in the social sciences, engineering, business administration or the humanities.

If the student's undergraduate preparation in the social sciences is insufficient, additional preliminary may be prescribed which he must complete before he is accorded unconditional admission. These additional courses do not carry graduate credit, but other courses for graduate credit may be taken simultaneously.

Degree Requirements:
1. Thirty-six semester hours of course work plus an internship in a public agency for 8 to 12 months (unless excused because of prior experience).
2. A core of eight required courses plus an optional field of four additional courses.
3. Eighteen hours of the course work must be at the 500 level.
4. A thesis is not required unless the internship has been waived.
5. A comprehensive final examination both written and oral is required.

Course Descriptions

Political Science

The Presidency
The rise of the institution from Washington to the present, to the position and prestige it holds and how the President uses this power and prestige to influence Congress, the courts, and the public.

The Legislative Process
A comprehensive study of the legislative processes of the Congress and state legislatures. The major emphasis is on legislative institutions, processes and behavior.
**405 The Judicial Process**  
This is a course in the administration of justice. It examines the Federal and State courts with respect to their powers, judicial selection, the bar, and the reform movements in the most basic of all of man's objectives, “The pursuit of justice.”  
*3 hours*

**410 Comparative State Politics**  
A comparative analysis of the structure and function of American state governments. Institutional aspects will be examined, but primary emphasis will be placed on the policy determination process and the significant variables which pattern this process.  
*3 hours*

**411 Public Opinion and Political Behavior**  
Analysis of the political socialization process as it relates to opinion formulation and participation in the operation of the political system.  
*3 hours*

**418 Constitutional Law I**  
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.  
*3 hours*

**419 Constitutional Law II**  
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.  
*3 hours*

**421 Foreign Policy of the U.S.S.R.**  
A study of the foreign policy of the U.S.S.R., with emphasis on developments since 1917. Internal and external influences on Soviet foreign policy, the processes of foreign policy making and the relations among members of the Communist camp also will be considered.  
*3 hours*

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

**425 International Law of Peace**  
A basic course in the broad curriculum of international politics. It seeks to introduce the student to the continuing morality 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.  
*3 hours*

**428 Inter-American Politics**  
Analysis of the role of Latin American states in the international political arena. Emphasis upon developing applying and testing an explanatory theory of international politics through the study of the Inter-American system: the regional institutional and ideological environment, power relations, policies and contemporary problems.  
*3 hours*

**431 Political Theory I**  
Reviews and analyses the leading political theories of Western Man from the Hebrews and Greeks to the mid-19th Century.  
*3 hours*

**432 Political Theory II**  
Continues the review and analysis of the leading political theories of Western Man beginning in Pol. Sci. 431, bringing the study down to the French Revolution.  
*3 hours*

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

**434 Political Theory IV**  
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.  
*3 hours*

**435 Democracies**  
A basic study of theory, practice and practitioners of political democracy, its roots, development, present application and problems, and future.  
*3 hours*
589 Independent Study in Topics on Urbanism 1 hour per sem. to 3 hours. Undergraduate major in one of the social sciences plus 6 hours of graduate work in one of the social sciences. (Also listed under Economics, Geography, and Sociology.) Graduate student research on an individual basis under faculty supervision in topics pertaining to urbanism.

593-584 Interdisciplinary Seminar on the Urban Community 3 hours per sem. to 6 hours. Undergraduate major in one of the social sciences plus 6 hours of graduate work in one of the social sciences. (Also listed under Economics, Geography, and Sociology.) An interdisciplinary course on the metropolitan community in which various departmental and college offerings concerned with urban problems are put in broad interrelated focus.

585-586 Urban Economics 3 hours per sem. Each 3 hours. PREREQ: At least 6 hours of upper division work in economics or permission. (Also listed under Economics, Geography, and Sociology.) An examination of the theoretical basis for the analysis of urban economic problems with emphasis upon the policy alternatives applicable toward their possible solution.

590 Readings in Political Science 3 hours PREREQ: Permission of graduate adviser. Specially planned readings in Political Science for the graduate student who encounters scheduling problems in the completion of his degree program, or who has special preparatory needs and who is advised by the Political Science Department to be capable of pursuing a highly independent course of study.

401-402 Thesis 3 hours Each 3 hours. PREREQ: Permission of graduate adviser. A research project, written under the supervision of a graduate adviser in the Department of Political Science in which the student establishes his capacity to design, conduct, and complete an independent investigation of a high order of originality. The research topic and the completed project must be approved by the student's departmental committee.

Public Administration

410 Public Budgeting 3 hours A study of the processes and procedures involved in making budgets for governmental institutions.

411 Public Personnel Management 3 hours A study of the personnel process in American governmental administration. The processes and problems of recruiting, structuring, and operating public bureaucracies are examined as well as problems in personnel leadership, neutrality, accountability, and performance.

413 Municipal Administration 3 hours The administrative structure and administrative practices of American cities covering such areas as finance, personnel, public works, public safety, health, utilities, and planning.

414 State Administration 3 hours A study of the administrative organization and procedures of selected state agencies in the Federal System. Application of principles of public administration to the level of state governments is made on a comparative basis.

510 Seminar in Public Administration 3 hours PREREQ: Permission of graduate adviser. An in-depth study of the relationships existing between the art and science of public administration, on the one hand, and the processes of government on the other. The emphasis is principally on broad categories of political and administrative issues as they condition each other.

512 Seminar in Human Relations and Management in Public Agencies 3 hours PREREQ: Permission of graduate adviser A study of the social and psychological aspects of management as they are pertinent to the operation of governmental agencies.

514 Seminar in Public Organization and Management 3 hours PREREQ: Permission of graduate adviser A study of the principal managerial problems encountered in larger public or governmental bureaucracies.

546 Seminar in Public Personnel Administration 3 hours PREREQ: Permission of graduate adviser. A study of the organization and utilization of personnel by government agencies. The emphasis is less in terms of description of processes than in terms of identifying and exploring solutions to problems.

551 Seminar in Public Financial Administration 3 hours PREREQ: Permission of graduate adviser. A study of governmental financial relations and the administrative and political aspects of budgetary planning and control.

601 Internship 3 hours Each 3 hours. PREREQ: At least 6 hours of graduate work in psychology or permission. Internship in some government: national, state, or local. (Also listed under Economics, Geography, and Sociology.) An overview of the present status of planning in metropolitan areas with special emphasis on structure of planning departments, comprehensive plans, and problems of annexation.

University of Nebraska at Omaha

Psychology (PSY)

Graduate Faculty Members:

Professors Robert J. Ellingson, Francis Hurst, John Newton (Chairman), D. T. Pedrini, James Williams

Associate Professors: Guenter Rose, Harry L. Saslow, Fred Strider, Richard L. Wikoff;


Admission Requirements: A minimum of 15 undergraduate semester hours of psychology courses including basic statistics and an upper level laboratory course emphasizing the experimental method, data collection, statistical analysis, and report writing. Students who do not meet the above requirements may be provisionally admitted following the Graduate College's policy.

Master of Arts

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. The student must choose one course from each of the following four groups. These courses must be completed within the first 16 hours of graduate work.

I. A. Psychology 501 (Proseminar in Learning)
B. Psychology 501 (Proseminar in Development)

II. A. Psychology 521 (Proseminar in Perception)
B. Psychology 522 (Proseminar in Physiological Psychology)

III. A. Psychology 510 (Proseminar in Analysis of Variance)
B. Psychology 511 (Proseminar in Factor Analysis)

IV. A. Psychology 513 (Proseminar in Personality)
B. Psychology 514 (Proseminar in Social Psychology)

The remainder of the student’s course work is elective, but must be planned in conference with his academic adviser, in order to meet the individual needs and interests of the student. The student may emphasize one of the following areas: educational, general-experimental, physiological, industrial, quantitative, personality, social, or child psychology. Final determination of a student's plan of study always resides with his
adviser and the department. However, to meet the graduate college requirements, a student must take at least half of his work in courses numbered in the 500 level or above.

**Master of Science**

To complete the M.S. in industrial psychology or the M.S. in educational psychology, the student must present 36 hours of graduate course work in psychology, or 24 hours in psychology plus 12 hours in a related minor field. The student must choose one course from each of the following four groups. These courses must be completed within the first 16 hours of graduate work.

I. A. Psychology 501 (Proseminar in Learning)
   B. Psychology 556 (Proseminar in Educational Psychology)
II. A. Psychology 521 (Proseminar in Perception)
   B. Psychology 552 (Proseminar in Educational Psychology)
III. A. Psychology 510 (Proseminar in Analysis of Variance)
   B. Psychology 511 (Proseminar in Factor Analysis)
IV. A. Psychology 543 (Proseminar in Personality)
   B. Psychology 544 (Proseminar in Social Psychology)

Additional required course work may be designated by the department. This will ordinarily include up to 3 hours of practicum credit. Final determination of a student's plan of study always resides with his adviser and the department. However, to meet the graduate college requirements a student must take at least half of his work in courses numbered in the 500 level or above.

**Program For School Psychologists**

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

Pacing of an acceptable plan of study with the graduate office will be required on admission to the program. Students will arrange their programs 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
   Required: 3 or 3 courses
   These courses are designed to prepare graduate students in the learning, experimental psychology, etc., taken during work toward the Master's degree.
444 Abnormal Psychology
PREREQ: Basic statistics and Psy. 313
A course designed to examine the aberrant behavior of individuals. Symptoms, dynamics, therapy, and prognosis of disorders are considered. A research approach is emphasized. 3 hours

445 Personality Theories
PREREQ: P. 313 or P. 902
A comparative approach to the understanding of personality theory emphasizing the conflict, fulfillment, and consistency approaches to personality. 3 hours

447 Advanced Counseling Theory
PREREQ: Psy. 343 or Ed. 525 or Psy. 445
This course emphasizes the relation between diagnosis and treatment with a Jungian approach embracing psychology, literature, philosophy, and theology. Readings are emphasized. 3 hours

452 Introduction to General and Experimental Linguistics (Speech 442)
PREREQ: Graduate standing in Psy. or Speech or Permission. Recommendations for Psy. 341 or Speech 351
A broad survey of generative syntax, phonology, and pragmatics and of related material in linguistic and paralinguistic paradigms and communication. Designed primarily for students wishing to apply linguistic methods and thought in the behavioral and communication sciences. Laboratory to be arranged. 3 hours

455 Retardation
PREREQ: Psy. 431; or basic statistics and Psy. 343 or 445
This course considers significantly sub-average intellectual functioning originating during the developmental period and associated with impairment in adaptive behavior. Research is emphasized. 3 hours

457 Advanced Psychology of Childhood and Adolescence
PREREQ: Basic statistics, Psy. 352 or permission
A systematic review of the research literature related to the biological, social, and cognitive development of children from conception to adolescence. 3 hours

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

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

462 Psychological Aspects of Industrial Training and Education
PREREQ: Psy. 352 and Basic Statistics
A study and application of the theory, techniques, and procedures involved in preparing individuals for jobs through training and education. 3 hours

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

465 Problems in Psychology
PREREQ: 15 hours of psychology
A faculty-supervised research project, involving empirical or library work and oral or written report. 1-3 hours

466 Research Problems in Physiological Psychology
PREREQ: Psy. 322 and permission of instructor
An individualized introduction to the techniques and methodology used in the physiological psychology laboratory. 3-6 hours

504 Proseminar: Learning
PREREQ: Graduate standing and permission of instructor
A comprehensive and intensive coverage of the experimental literature in learning in humans and animals. 2 hours

555 Advanced Seminar in Learning
PREREQ: Psy. 301 or permission of instructor
A course considering theorists who have most directly influenced the contemporary psychology of learning. 3 hours

510 Proseminar: Analysis of Variance
PREREQ: Graduate standing and permission of instructor
A course providing a theoretical and practical understanding of inferential statistics emphasizing the analysis of variance model. 4 hours

511 Proseminar: Multiple Regression and Factor Analysis
PREREQ: Graduate standing and permission of instructor
Advanced problems and techniques of correlation and regression are discussed, including special cases of multiple correlation and factor analysis. 4 hours

520 Introduction to Counseling Theories (Counseling and Guidance 520)
PREREQ: Education 490 or department permission
Study of contemporary theories of counseling. 3 hours

521 Proseminar: Perception
PREREQ: Graduate standing and permission of instructor
A comprehensive and intensive coverage of the experimental literature in perception in humans and animals. 2 hours

523 Proseminar: Psychological Psychology
PREREQ: Graduate standing and permission of instructor
A systematic study of the psychological processes underlying behavior. 2 hours

532 Tests and Measurements
PREREQ: Basic Statistics
A study of the theoretical and practical problems related to the development and use of psychological tests covering such topics as: measurement, test development, standardization, reliability, validity, and interpretation. 3 hours

543 Proseminar: Personality
PREREQ: Graduate standing and permission of instructor
A course considering the effects of personality variables on behavior. A historical, theoretical, psychometric, and experimental approach will be emphasized. 2 hours

544 Proseminar: Social Psychology
PREREQ: Graduate standing and permission of instructor
Examination of theories, research findings and controversies in Social Psychology. Topics will include socialization; person perception; interpersonal attraction; leadership and group effectiveness; attitudes, attitude measurement, and attitude change; intergroup relations; and social influence. New topics will be added as they become part of the research interests of social psychologists. 2 hours

545 Experimental Social Psychology
PREREQ: Psych 213, 345, 391 or 532 with laboratory and permission of instructor
Acquisition of basic research skills and a working understanding of key philosophical and methodological issues in social research. Each student will develop and implement one or more full scale studies, either by himself or as a part of a small group. 4 hours

550 Seminar in Communication Theory (Speech 550)
PREREQ: Basic statistics or permission of instructor
Analysis of current approaches to the study of communication with emphasis on theoretical models and their application to various professional interests. 3 hours

551 Advanced Educational Psychology
PREREQ: Psy. 331
A study of the principles of learning and testing and their applications to problems of contemporary education, particularly those existing in the classroom. 3 hours

553 Individual Tests: Children and Adolescents
PREREQ: 16 graduate hours of psychology including completion of all requirements for the Master's degree and Psy. 431 or 532
Administration, scoring, standardization, and interpretation of individually administered tests with special emphasis upon intelligence testing. 4 hours
SOCIOLy (SOC)

Graduate Faculty Members:
Professors George Barger (Chairman), Philip H. Vogt (Emeritus),
Wayne Wheeler;
Associate Professor John R. Nye;
Assistant professors William T. Clute, Elaine Hess, Robert B. Simpson;
Graduate Lecturers Harry H. Crockett, Wilfred Logan

Applicants for admission to the graduate program in sociology must present a minimum of 15 undergraduate semester hours in sociology including a course in statistics. Those students lacking the statistics will be required to make up this deficiency during their first year of graduate study.

Examinations: Both the M.A. and M.S. (see below) degree programs in sociology require the student to demonstrate proficiency in the subject through successful completion of four comprehensive examinations. Two of these comprehensives—Social Theory, and Methodology and Statistics—are required of all graduate students; the two remaining examinations are selected by the student, in consultation with his graduate adviser, from a list available through the Sociology Office. The examinations are given a minimum of twice annually, and other times as required. Detailed explanations of graduate requirements should be secured through the Sociology Office.

The M.A. degree should be sought by students preparing for college-level teaching and continued academic work; the M.S. degree as preparation for field or action application of sociology.

Master of Arts

The student is expected to complete Sociology 501 and a minimum of 21 additional graduate semester hours, including at least nine semester hours of 500-level work. A thesis is required.

Master of Science with a Major in Applied Sociology

A student contemplating this degree is expected to complete Sociology 501 and a minimum of 27 additional graduate semester hours, at least nine of which are from the 500-level selection. In addition, the student must complete satisfactorily six semester-hour equivalents of a supervisory practical experience, equivalent to his academic course of concentration, and write an acceptable report on the experience (students whose career objectives are in the social welfare professions are currently advised to apply for admission to the Graduate School of Social Work at the Lincoln campus).

Detailed requirements should be secured through consultation with the Sociology Office.

Course Descriptions

Anthropology

421 Cultural Anthropology (I) 3 hours
422 North American Archaeology (II) 3 hours

Sociology

401 Social Control of Behavior (I) 3 hours
402 Collective and Exchange Behavior (II) 3 hours
412 Sociology of Subcultures to Community Standards of Conventional Behavior

413 Sociology of Deviant Behavior

414 Urban Sociology

415 American Family Problems

416 Methods of Social Research

417 Complex Social Organizations

418 Development of Sociological Theory

419 Contemporary Sociological Theory

410 The Community

411 Urban Geography (Same as Geography 412)

419 Internship in Local Government (Same as Political Science 419)

420 Seminar in Social Psychology

421 Seminar in Applications of Sociology

422 Social Problems of the Disadvantaged

423 Social Change

424 Sociology of Religion

425 General Seminar in Sociology

426 Seminar in Social Gerontology

427 Seminar in Research Methods

428 Seminar in the Sociology of Religion

429 Seminar in Social Organization

Advanced General Sociology

PREREQ: Graduate. Not open to anyone who has recent credit in Sociology 101. (DOES NOT CARRY GRADUATE CREDIT IN SOCIOLOGY)

A survey of the principles of sociology including interaction, groups, institutions, social organization, and change. Consideration is also given to sociotechnical techniques, major specialties, and elites of data.

The Community

PREREQ: Graduate

A basic course in community sociology. Sociological theory and the techniques of empirical research are applied to published studies of communities in the United States and elsewhere. The comparative social scientific method is elaborated as it pertains to data derived from community investigation.

Urban Geography (Same as Geography 412)

PREREQ: Graduate

A geography of the city from the viewpoint of history, site, and situation, external relations, internal relations, and the comparative study of cities.

Sociology of Deviant Behavior

PREREQ: Graduate

A theoretical analysis of the relation of deviant group behavior and subcultures to community standards of conventional behavior as expressed in law and norms.

Urban Sociology

PREREQ: Graduate

A course in the sociology of cities and the social characteristics of urban life, stressing its historic, geographic, ecologic, social psychological, and institutional aspects. The unique institutional problems of the metropolitan complex, both as to effective functioning and as an environment for human beings, are discussed.

American Family Problems

PREREQ: Graduate

I A theoretical treatment of the family as a social institution outlining the essential functions it provides for its members and the society.

II An analysis of failures of function and attendant problems in a variety of American families: parent-youth tension, problems of sexual adjustment, role conflicts, multi-problem families, desertion, divorce, others.

Methods of Social Research

PREREQ: Graduate

Relationships of theory, method, and the data in sociological investigation. Major techniques and instruments employed in social research, how and where appropriately used. Formulation of research problems, use of statistics in analysis. Practical problems and limitations.

Complex Social Organizations

PREREQ: Graduate

Analysis of social structure and the processes involved in the integration and disintegration of complex social organizations. An introduction to organizational analysis in medical, military, governmental, educational, and business settings. Implications of large-scale bureaucratization for social functioning.

Development of Sociological Theory

PREREQ: Graduate

An intellectual history of sociology as an academic discipline surveying outstanding contributions to its body of theory. Stress is placed on the development of sociology as a science with illustrative materials drawn from the established works of recent decades although backgrounds from which these are traced are present and medieval antecedents where applicable.

Contemporary Sociological Theory

PREREQ: Graduate

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.

Social Change

PREREQ: Graduate

A discussion of the theories and the basic models of social change illustrated by use of examples from contemporary and historical situations. Emphasis is placed upon understanding causes and effects of social processes current in American society and the response of the individual to these changes.

Sociology of Religion

PREREQ: Graduate

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 as the first in a two-step sequence, undergraduate and graduate.

Internship in Local Government (Same as Political Science 419)

PREREQ: Graduate (Also listed under Economics, Geography and History)

Internship in Local Government offices: Participation in the policymaking and administrative processes of Local Government; discussions and reports.

Independent Study

PREREQ: Graduate

Guided reading in special topics under the supervision of a faculty member.

General Seminar in Sociology

PREREQ: Graduate

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

Seminar in Social Psychology

PREREQ: Graduate

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.

Seminar in Applications of Sociology

PREREQ: Graduate

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

Social Problems of the Disadvantaged

PREREQ: Graduate

A survey of the social problems existing in disadvantaged communities. The effects upon individuals of such settings. The subculture of poverty.

Seminar in Social Gerontology

PREREQ: Graduate

An interdisciplinary, developmental study of the impact of aging upon individuals and society, including the subsequent reactions of individuals and society to aging with particular emphasis given to changes during the latter half of the life cycle (65+ years). Both theoretical and programmatic implications of aging research are considered.

Seminar in Research Methods

PREREQ: Graduate

A complete research project carried out under the supervision of an instructor particularly qualified in the area of concern. Students participate in the background work, question formulation, selection of (or construction of) test instruments, data gathering by methods such as interviews, analysis of documents, and participant observation, and analysis.

Seminar in the Sociology of Religion

PREREQ: Graduate

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.

Seminar in Social Organization

PREREQ: Graduate

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.
**THE GRADUATE COLLEGE**

*570 Seminar in Sociological Theory* 3-6 hours
Assigned reading, discussion, and papers on a topic in sociological theory selected by the instructor.

*571 Population Seminar (Same as Geography 571)* (S) 2 hours
PREREQ: Permission
The significance of differences from place to place in the number, kind, and qualities of human residents and changes through time.

*586-587 Independent Study in Topics on Urbanism* 1-2 hours
PREREQ: Undergraduate major in one of the social sciences plus 6 hours of graduate work in one of the social sciences. (Also listed under Economics, Geography, and Political Science.)
An independent study under faculty supervision in topics pertaining to urbanism.

*583 Interdisciplinary Seminar on the Urban Community* 3-6 hours
PREREQ: Undergraduate major in one of the social sciences plus 6 hours of graduate work in one of the social sciences. (Also listed under Economics, Geography, and Political Science.)
An interdisciplinary course on the metropolitan community in which various departmental and college offerings concerned with urban problems are put in broad interrelated focus.

*585-586 Urban Economics (See Economics 585)* 3-6 hours
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 (SPCH)**

Graduate Faculty Members:
Professors John K. Brilliant (Chairman), Elton S. Carter, Edwin L. Clark;
Associate Professor Donald D. Munson

**Master of Arts**
An applicant for admission to the Master of Arts degree program in speech must present a minimum of 15 graduate 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 530, "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.

**Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>401</td>
<td>Advanced Projects in Speech</td>
<td>(II,S) Each 1-3 hours</td>
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<tr>
<td>402</td>
<td>PREREQ: 9 hours of speech in the general area to be studied and permission of department chairman. Special projects in speech supplementing regular courses; individual research projects; combined study and practicum.</td>
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<tr>
<td>410</td>
<td>Rhetorical Criticism</td>
<td>3 hours</td>
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<td></td>
<td>PREREQ: 9 hours of speech Significant movements in the development of rhetorical criticism from antiquity to the present.</td>
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* As seminar topics change, these course numbers may be repeated in a student’s program without implying duplication.

**UNIVERSITY OF NEBRASKA AT OMAHA**

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<th>Course Code</th>
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<tbody>
<tr>
<td>411</td>
<td>Greek and Roman Rhetoric and Oratory</td>
<td>3 hours</td>
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<tr>
<td>412</td>
<td>Studies in American Public Address</td>
<td>3 hours</td>
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<tr>
<td>420</td>
<td>History of the Theatre</td>
<td>3 hours</td>
</tr>
<tr>
<td>421</td>
<td>Acting: Historical Periods and Styles</td>
<td>Each 3 hours</td>
</tr>
<tr>
<td>422</td>
<td>PREREQ: Speech 311-322 or permission of instructor The fundamental theories and practices of major styles of acting from Ancient Greece to the present, including interpretation of outstanding dramatic literature.</td>
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<tr>
<td>423</td>
<td>Scene Design</td>
<td>3 hours</td>
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<tr>
<td>424</td>
<td>Stage and TV Lighting</td>
<td>3 hours</td>
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<tr>
<td>425</td>
<td>Play Direction</td>
<td>(II) 3 hours</td>
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<tr>
<td>427</td>
<td>Costume History and Design</td>
<td>3 hours</td>
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<tr>
<td>431</td>
<td>Political Broadcasting</td>
<td>3 hours</td>
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<tr>
<td>434</td>
<td>Radio and TV Programming and Audience Analysis</td>
<td>3 hours</td>
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<tr>
<td>435</td>
<td>Broadcasting and the Public</td>
<td>(II) 3 hours</td>
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<tr>
<td>450</td>
<td>Introduction to General Semantics</td>
<td>(II) 3 hours</td>
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<tr>
<td>451</td>
<td>Persuasion</td>
<td>(II,S) 3 hours</td>
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<td>451</td>
<td>Persuasion</td>
<td>(II,S) 3 hours</td>
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</table>

Basic principles and psychological processes underlying persuasive communication, a review of various source, message, channel, and receiver variables and their influence on communication effectiveness.
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<tbody>
<tr>
<td>401</td>
<td>Introduction to General and Experimental Linguistics</td>
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<tr>
<td>PREREQ: Senior or graduate standing in psychology or speech or permission</td>
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</tr>
<tr>
<td>A broad survey of generative syntax, phonology, and pragmatics and of related material in linguistic and para-linguistic 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.</td>
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<tr>
<td>461</td>
<td>History and Problems in Speech Education</td>
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<tr>
<td>PREREQ: Speech 112 or permission</td>
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<tr>
<td>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.</td>
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<td>462</td>
<td>Directing Forensics</td>
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<td>PREREQ: Speech 112 or permission</td>
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<tr>
<td>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.</td>
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<tr>
<td>471</td>
<td>Advanced Oral Interpretation</td>
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<tr>
<td>PREREQ: Speech 171</td>
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<tr>
<td>Theories and forms of interpretation from antiquity to the present; preparation and presentation of a recital.</td>
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<tr>
<td>501</td>
<td>Introduction to Research in Speech</td>
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<tr>
<td>(I) 3 hours</td>
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<tr>
<td>Basic components, functions, and spirit of research; research methods in the arts and sciences of oral communication; preparation of a thesis proposal.</td>
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<tr>
<td>511</td>
<td>Seminar: Modern Public Address</td>
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<tr>
<td>3 hours</td>
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<tr>
<td>PREREQ: Permission of the instructor</td>
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<tr>
<td>Studies in figures, movements and institutions prominent in modern public address. May be repeated.</td>
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<tr>
<td>520</td>
<td>Dramatic Theory and Criticism</td>
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<tr>
<td>3 hours</td>
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<tr>
<td>PREREQ: Speech 220 or permission of instructor</td>
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<tr>
<td>For advanced students of dramatic literature. Important dramatic theories and criticism from antiquity to the present.</td>
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<tr>
<td>521</td>
<td>Seminar in Contemporary Theatre Aesthetics</td>
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<tr>
<td>3 hours</td>
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<tr>
<td>PREREQ: Speech 220, Speech 420, and English 252 or permission</td>
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<tr>
<td>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.</td>
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<tr>
<td>550</td>
<td>Seminar in Communication Theory</td>
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<tr>
<td>3 hours</td>
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<tr>
<td>PREREQ: Basic statistics or by permission of the instructor</td>
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<tr>
<td>Analysis of current approaches to the study of communication, with emphasis on theoretical models and their application to various professional interests.</td>
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<tr>
<td>601</td>
<td>Thesis</td>
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<tr>
<td>3-12 hours each</td>
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<tr>
<td>Independent research project under the supervision of an adviser.</td>
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<tr>
<td><strong>Secondary Counseling</strong></td>
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<tr>
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<td><strong>Teaching the Deaf</strong></td>
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<tr>
<td><strong>Teaching the Mentally Retarded</strong></td>
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<tr>
<td><strong>Speech Pathology</strong></td>
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<td><strong>Educational Administration and Supervision</strong></td>
<td>62-66</td>
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<tr>
<td><strong>Elementary Administration</strong></td>
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<td><strong>Specialist in Education</strong></td>
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<tr>
<td><strong>Faculty, Graduate</strong></td>
<td>7-14</td>
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<td><strong>Fees</strong></td>
<td>28-30</td>
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<td><strong>Foreign Language Requirement</strong></td>
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<td><strong>Grades, standard of</strong></td>
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<tr>
<td><strong>Graduate Assistantship</strong></td>
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UNIVERSITY OF NEBRASKA AT OMAHA
60th and Dodge Streets
Omaha, Nebraska

LEGEND

1. Administration
2. "White House"
3. Womens Physical Education Annex
4. West Quonset
5. East Quonset
6. Gene Eppley Library
7. Gene Eppley Conference Center
8. Student Center
9. Allwine Hall
10. Field House
11. Stadium
12. Music Annex
13. Annex
14. Engineering Building
15. Library Office Annex
16. Kayser Hall