1975

Graduate Academic Catalog (1975-1976)

University of Nebraska at Omaha

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Associate Dean
The College of Engineering and Technology
Edward Dejnozka, Ed.D.
Dean
The College of Education
William V. Muse, Ph.D.
Dean
College of Business Administration
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Dean
The College of Continuing Studies
Hubert G. Locke, M.A., L.H.D.
Dean
The College of Public Affairs and Community Service
Mary R. Hall, Ph.D.
Associate Dean
The College of Home Economics, Omaha Division
Jerome M. Birdman, Ph.D.
Dean
School of Fine Arts
Thomas Goudreau, M.A.
Interim Dean
International Affairs
Elton S. Carter, Ph.D.
Dean
Graduate Studies
John M. Christ, Ph.D.
Director, Library

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ACADEMIC CALENDAR

Summer Session 1975

First Semester 1975-76

July 14
Last day for submitting credentials for admission to First Semester 75-76.

Aug. 14
Last day for submitting credentials for admission to the First Semester 75-76.

Aug. 25
Beginning of academic year.

Aug. 27-28
Final registration.

Aug. 29-Sept. 5
Change of class schedules.

Sept. 1
Labor Day. University closed.

Sept. 2
First Semester begins at 0700 both day and evening classes.

Sept. 5
Last day up to 1600 for change of class schedules. (Adding a class to a schedule, changing a class from "audit" to a grade enrollment, or changing a CR/NC class registration to a grade registration.)

Sept. 20
Parents Day.

Oct. 10
Last day for filing applications for degrees to be conferred in December.

Oct. 18
Homecoming football game.

Oct. 24
Due: Mid-term (8th week) report from faculty of grades under C for all undergraduates.

Nov. 14
Last day a class may be dropped in order to receive a "W". Last day a class may be changed to "audit" or dropped from a grade registration at CR/NC.

Nov. 26
Thanksgiving recess begins at 2140, offices closed.

Dec. 1
Classes resume at 0700.

Status report for all prospective graduating students due in Registrar's Office by 1200.

Dec. 13
Last day of classes.

Dec. 13-19
Finals.

Dec. 20
Commencement.

Dec. 23
Grades due in Registrar's Office at 1200.

Dec. 25-26
Christmas Holiday. University closed.

Inter-session

Dec. 29-Jan. 16
Special course offerings.
Second Semester 1975-76

Jan. 2-4   Holiday. University closed.
Jan. 6    Last day for submitting credentials for admission in undergraduate college for the Second Semester 75-76.
Jan. 9-24 Orientation.
Jan. 16-23 Change of class schedules.
Jan. 19  Second Semester begins at 0700 both day and evening classes.
Jan. 23  Last day up to 1600 for a change of class schedules. (Adding a class to a schedule, changing a class from "audit" to a grade enrollment, or changing a CR/NC class registration to a grade registration.)
March 12 Due; Mid term (9th week) report of grades under C for all undergraduates.
April 2    Last day for filing applications for degrees to be conferred in May.
April 5    Last day a class may be dropped in order to receive a "W". Last day a class may be changed to "audit" or changed from a grade registration to CR/NC.
April 10  Evening Summer Session 75-76.
April 15-16 Holiday. University closed.
April 19  Classes resume 0700.
April 20  Honors Day.
April 30  Status report for all prospective graduating students due in Registrar's Office at 1200.
May 7     Last day of classes.
May 8-14  Finals.
May 14    Last day for filing credentials for admission to Graduate Studies for the First Summer Session 75-76.
May 15    Commencement.
May 18    Grades due in Registrar's Office by 1200.
May 30-31 Memorial Day. University closed.

Summer Session 75-76

June 1    Evening Session.
June 2-3  Last day for submitting credentials for admission to an undergraduate college for First Summer Session.
June 4-8  Change of class schedules.
June 7-9  First Summer Session.
June 14   Last day for submitting credentials for admission to Graduate Studies for the Second Summer Session 75-76.
June 28   Last day for submitting credentials for admission to an undergraduate college for the second Summer Session 76-77.
July 4-5  Holiday. University closed.
July 6    Last day for filing applications for degrees to be conferred August 31, 1976.
July 12   Orientation.
July 13   Last day for submitting credentials for admission to Graduate Studies for the Fall Semester 76-77.
July 13-17 Orientation.
July 29   Second Summer Session.
July 30   Last day for submitting credentials for admission to Graduate Studies for the Fall Semester 76-77.
Aug. 5    Status report for all prospective graduating students due in Registrar's Office by 1200.
Aug. 14   Summer Commencement.
Aug. 18   Final grades due in Registrar's Office by 1600.

*The above dates are subject to change.

For separate deadline dates for submitting admission credentials for admission into the Counseling and Guidance Department, see page 28.

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**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:

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Ph.D. is the specialization of industrial psychology and developmental psychology offered in conjunction with the Psychology Department. M.S. is a specialization of experimental child and school psychology offered in conjunction with the Educational Psychology and Measurement Department.
GRADUATE STUDIES AT UNO

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 1953, the Board of Regents authorized a year of graduate study in education beyond the Master's degree. The Master of Public Administration was authorized in 1963 and the Master of Public Administration was authorized in 1970.

Recognizing the growing importance of graduate education, the term "Graduate Division" was authorized in 1949. In October, 1962, the Board of Regents established the College of Graduate Studies as the sixth college of the University of Omaha. In 1966, the name was changed to The Graduate College; but in 1973, The Graduate College of the University of Nebraska was established with a University-wide graduate faculty.

Graduate studies provide the opportunity for more advanced education than the undergraduate work upon which all graduate programs are founded. Qualified students at UNO are provided with opportunities:

1. To work toward these degrees: Master of Arts, Master of Science, Master of Business Administration, Master of Public Administration, Master of Social Work, 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, Graduate Studies at UNO provide graduate courses, workshops, institutes, seminars, research and special problems courses, and the supervision of theses or special projects. Thus the Graduate Faculty at UNO promotes the spirit of free investigation in the various disciplines and, at the same time, serve to unite the various branches of the University in advancing human knowledge and providing intelligent, capable leadership for society.

ACCREDITED STANDING

The University of Nebraska at Omaha is fully accredited by the North Central Association of Colleges and Secondary Schools, and the National Council for Accreditation of Teacher Education. It has programs approved by the American Chemical Society, the Council on Social Work Education, and the International Reading Association. It is a member of the National Commission on Accrediting (not an accrediting agency), the American Association of Colleges for Teacher Education, the Association of American Colleges, the Association of American Colleges, the National University Extension Association, the American Association of University Women, the Council of Graduate Schools in the United States, the Midwest Conference on Graduate Study and Research, the Association of University Women, the Council of Graduate Schools in the United States, Association of Governing Boards, and the American Council on Education. Its courses are accepted, for purposes of teacher certification, by the Nebraska State Department of Public Instruction.

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

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 or Master of Science Degree

A departmental or interdepartmental program for either the Master of Arts or Master of Science degree as approved by the Graduate Faculty will normally be arranged to conform to one of the following patterns:

Option I. A 30 semester-hour program (maximum of 6-hour thesis credit included) as determined by the cognizant Graduate Program Committee.

Option II. A 36 semester-hour non-thesis program as determined by the cognizant Graduate Program Committee.

*Note: the University of Nebraska at Omaha
Matriculation Fee
A matriculation fee of $10 is payable upon initial enrollment in graduate studies. This fee is not refundable.

Examinations for Graduate Students
The following three examinations, which require no special preparation or review, give valuable evidence of specific qualifications or may be helpful in planning courses of graduate study. A nominal fee is charged for the examination.

1. To UNO in the three categories below is under the supervision of the Director, Counseling and Testing Center. Registration deadlines and test dates are available from the Counseling and Testing Center, Administration Building 213 or the Graduate Office, Adm. 203.

Graduate Record Examination
Graduate students are required to take the, general aptitude test of the Graduate Record Examination (GRE) during their first semester of enrollment in Graduate Studies, unless they have taken it previously and have made the scores available to the Dean for Graduate Studies and Research. The advanced area test is also required unless this test has been taken by the cognizant Graduate Program Committee. The examination is not used to exclude admission at the Masters level. A student who has not taken the GRE prior to his application for admission to Graduate Studies 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 Studies applicant already holding a Master's degree in the field in which he wishes to pursue further study and not enrolling in a degree program is not required to take the Graduate Record Examination.

Students who wish to be admitted to Psychology Department programs are required to submit GRE scores (verbal, quantitative and advanced) before being considered, except as noted.
The Counseling and Guidance Department requires those wishing to pursue a degree program in counseling to take admissions tests in addition to the Graduate Record Examination (see page 27).

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.

Miller Analogies Test
Graduate students who have been admitted into the Department of Educational Administration and Supervision in the Miller Analogies Test in lieu of the Graduate Record Examination. This test is administered on an individual basis, an appointment to sit for the test may be scheduled through Counseling and Testing Center.

The Test of English as a Foreign Language
The Test of English as a Foreign Language (TOEFL) scores must be on file in the Director of Admissions Office before an application for admission to Graduate Studies is mailed to a foreign student desiring to enroll for graduate work at UNO. This provision does not apply to those foreign students whose native language is English.

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 department 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 republicing 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 Dean for Graduate Studies.

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 prerequisites or course requirements for admission to graduate study. This provisional status will continue until such time as the student has completed all of the undergraduate prerequisites for graduate study.
Some students who do not anticipate pursuing a graduate degree program may be admitted to graduate study 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.

CREDENTIALS FOR ADMISSION TO GRADUATE STUDY

Admission to graduate study who have been graduated from unaccredited colleges may be admitted to graduate study on a non-degree status with the consent of the Department and the Dean of the Graduate College.

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may be reproduced by the xerography method or any other comparable process, providing the paper is of a similar type as may be used in the "Instructi0ns for the Preparation of Theses," a copy of which may be obtained in the Graduate Office. The thesis must be approved by the student's thesis committee and submitted to the Graduate Office at least two working days prior to the oral examination of the thesis in the Graduate Office. This thesis examination will be conducted by the department in which the thesis was written. A copy of the thesis must be submitted with the thesis examination to the Graduate Office.

**Thesis Manuement and Approval**

The department in which the thesis was written will determine if the thesis meets the requirements for the degree in the department. The department will then send a copy of the thesis to the Graduate Office for approval. The thesis will be submitted to the Graduate Office at least two working days prior to the oral examination of the thesis. The thesis examination will be conducted by the department in which the thesis was written. A copy of the thesis must be submitted with the thesis examination to the Graduate Office.

**ORAL EXAMINATION ON THESS**

The oral examination of the thesis will be conducted by the department in which the thesis was written. The oral examination will be conducted by the department in which the thesis was written. A copy of the thesis must be submitted with the thesis examination to the Graduate Office.

**REQUIRED PROCEDURE FOR GRADUATE STUDENTS**

1. File two official transcripts of undergraduate credits (and graduate, if any), an application for admission form with the Director of Admissions. You will be notified by mail of your admission status.
2. Place your examination in the Graduate Office.
3. Arrange your class schedule with your advisor and have him sign your registration slip.
4. Pay a $10 matriculation fee at the time of your initial enrollment in graduate study, above.
5. Apply for admission to candidacy for the degree in accordance with the procedure described above.
6. Apply for the degree in the Office of the Registrar during the semester or session in which you expect to complete the degree requirements.
7. Inform your advisor or department chairman of the date of your preliminary examination (See Calendar for exact date.)
8. To sit for the comprehensive examination (provided your department has approved the comprehensive examination earlier in the program).
9. Notify the Graduate Office at the time of your final examination to be conducted by the department in which the thesis was written. A copy of the thesis must be submitted with the thesis examination to the Graduate Office.
10. Remove incomplete grades with grades, pay all fees and fines (traffic, library, etc.), and satisfy any other obligation you have to the university or the department of your enrollment in the preceding semester.

**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.

**POLICY ON CLASS ATTENDANCE**

The policy: Classes are conducted on the premise that regular attendance is desirable and expected. It is the policy of the individual instructor to have the responsibility for managing student attendance and for communicating at the beginning of each semester those class attendance policies which prevail in that classroom.

If a student is absent or anticipates an absence, the student should consult with the instructor and the student should consult with the instructor and the student should consult with the instructor accordingly. A student who misses a class without proper notification for the absence or for other class-related items (e.g., grades, cheating, etc.), involving the student's adherence to the rules of the classroom or for the appeal in writing to the department. If the instructor is not satisfied with the appeal, the appeal will be considered. The appeals procedure shall be considered. The appeals procedure shall be considered.

"Should there be cause on the part of individuals involved to feel that the reasons for absence were not considered in good faith, a decision on further procedures may be made by the department in which the class was taken.

Appeals procedure: If a student feels that the appeal in writing to the department was not considered, the appeal will be considered. The appeals procedure shall be considered. The appeals procedure shall be considered.

The appeals committee makes a recommendation to the department chair, and the dean's decision is then conveyed to the student. If a student wishes to appeal further, the decision of the academic dean, a written appeal may be submitted to the University Committee on Academic Standards, which serves an appellate function in hearing appeals of students who feel aggrieved on the basis of decisions rendered by the academic deans.

The University Committee on Academic Standards shall recommend appropriate action to the Provost and Vice Chancellor for Academic Affairs.

The routing of appeals shall be in the department and college unit offering the course in which the student is enrolled.
STUDY LOAD
An average study load for a full-time graduate student is twelve hours of course work. The minimum load required for classification as full-time graduate student is nine hours of course work. Graduate assistants are considered full-time students if they carry a minimum of six hours of course work. Students carrying less than twelve hours may obtain a regular students activities card by paying the full-time fee of $30.00.

AUDIT
A student wishing to audit a course must secure the permission of his advisor, 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. The student may not change to credit registration after the first week of a course. (A credit student may change to audit registration during the first eleven weeks of a semester, or during the first half of a class if it runs longer or shorter than a semester.)

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 Faculty Office. Only courses numbered 800U through 800M will do work of a higher level than undergraduates. Typically, such differentiation might include depth studies, field studies, individualized research, and special interest projects.

RESIDENCE REQUIREMENTS
A minimum of thirty semester credit hours in residence (36 in case of the Master of Science in Education and the Master of Business Administration degrees), is required for granting of the Master's degree, except as provision is made for the transfer of credit. No credit will be allowed for correspondence work.

TRANSFER OF CREDIT
Students who have completed graduate courses at other approved graduate schools (including extension schools) may request the permission to transfer as many as six semester hours of credit on a thirty-hour program, or nine semester hours of credit on a thirty-six hour program provided the courses are pertinent to the student's graduate program.

The total number of transfer credit may not exceed the number stated except by petition submitted by the student to his major advisor who forwards the petition with his recommendation to the Dean for Graduate Studies and Research for his approval.

COURSES FOR WHICH TRANSFER CREDIT IS AVAILABLE MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR ANY GRADUATE DEGREE. CREDIT IN COURSES FOR TRANSFER OF CREDIT MUST BE EQUIVALENT TO THE COURSES THAT WOULD BE REQUIRED IN THE UNDERGRADUATE PROGRAM.

The University reserves the right to determine whether or not provisions for financial aid as established by the University shall be applied toward the tuition and fees of foreign students.

Tuition, Fees, Deposits and Refunds
The Tuition, Fees, Deposits and Refunds as listed on the reverse of this form will be effective for the academic year 1974-75.

APPLICATION FEE (Undergraduate):
The application fee is payable at the time the application for admission form is filed. This fee is non-refundable and does not apply toward tuition or any other fee. Residence for the purpose of determining fee assessment is determined by the student or the applicant at the time the application for admission is filed.

MATTICULATION FEE (Graduate College):
Payable upon first-time enrollment in the Graduate College

Tuition
Per Semester Credit Hour: Undergraduate or Graduate

Resident of Nebraska (see residency statute)

$18.00

$24.25

Non-Resident

Full-time resident or non-resident tuition rate.

The Audit (not for credit) fee is set at one-half of the Resident tuition rate. Registration for audit requires the permission of the instructor and is subject to available class space. After credit has been awarded, the student shall submit an application for transfer approval to the Graduate Office. Transfer of audit hours may be used as part-time graduate credit. Students who register to take a course for credit and who later change to audit registration will be required to pay the full resident or non-resident tuition rate.

ORIENTATION FEE (Undergraduate):
Payable upon enrollment by all new and transfer undergraduate students

$7.00

SPECIAL INSTRUCTIONAL FEES:
Applicants must be aware that the University may charge special fees for special services. The following are examples:

University Program and Facilities Fee (UPFF)
Full-time students (12 credit hours or more) per semester

$30.00

Student Handbook, as posted in the Cashier's Office. Failure to withdraw according to this procedure may cause forfeiture of refunds and inappropiate posting of grades.
Part-time students (less than 12 hours) per semester: $15.00
Summer Sessions (per session): $15.00
Assessed to every student each semester, except that summer session student who complete registration for both sessions at the initial registration period will be assessed only once.

Testing Fees:
Graduate Record Examination: $10.50
General Aptitude Test: $10.00

Special Service Fees:
Cooperative Education (if taken for non-credit): $50.00
Continuing Engineering Studies - Professional Studies - Development Degree Program:
  Initial application: $25.00
  Attainment of 300 credit units (additional): $25.00
  Attainment of 600 credit units (additional): $25.00
  Attainment of 900 credit units (additional): $25.00
  Attainment of 1200 credit units (additional): $25.00
Deferred Tuition Payments of approved by Student Financial Aid Office: $5.00
Transcripts of Academic Record per copy: $1.00
Thesis Binding per copy: $6.00
Cap and Gown Rental (to be arranged through the bookstore): $10.00
Graduation Fee: $3.00
Degree in Absence (payable in addition to graduation fee): $2.00
Bad Check per check: $3.00

Teacher Placement Fees:
   Registration Fee: $10.00
   This fee is required before any further service is given. This fee prepares the placement file for the new registrant and updates the file for the registrant. The fee is refundable. The placement file is required of all students preparing for teaching certification.

Vacancy Bulletin Fee & Postage Cost:
3rd class mailing: $5.00
1st class mailing: $12.50

Credit Co courses (8 Week Sessions) Evening, Summer or Special Contract:
Withdrawal before first official day of session: 100% of tuition.
Withdrawal before 2 weeks elapsed: 75% of tuition.
Withdrawal before 3 weeks elapsed: 50% of tuition.
Withdrawal before 4 weeks elapsed: 25% of tuition.
Withdrawal after 4 weeks elapsed: 0% of tuition.

Non-Credit and Special Courses (10 Weeks or More):
Withdrawal before classes start: 100% of tuition.
Withdrawal before classes end: 50% of tuition.
Withdrawal after classes end: 0% of tuition.

Refund Schedule:
Refunds are computed from the date application is received by the Registrar, NOT from date of withdrawal from classes. Refund slips issued by the Registrar and given to students void of withdrawal from classes. Refund slips issued by the Registrar must be presented to the Registrar Office (Room Adm. 150) within 30 days after date of withdrawal from classes. No refund will be issued after 30 days after date of withdrawal from classes. Refunds are not returned if paid by credit card, check, or money order. Refunds will only be refunded to the original source of payment. Credit card refunds will be made by mail. Refund checks are mailed to the address on file. All checks are void after 30 days and all monies must be returned to the University. No refund will be given if the student does not complete the required courses.

RESIDENT STUDENTS

A student’s right to classification as a resident for purposes of registration and for financial aid is to be determined under the provisions of Nebraska Revised Statutes of 1943, Sec. 85-1402 (R.S. 1965). (See General Catalog) Any student who has been determined as a nonresident who believes he can qualify as a resident should contact the Registrar's Office.

FINANCIAL AID FOR GRADUATE STUDENTS

GRADUATE ASSISTANTSHIPS:

Available for qualified students who are enrolled in a graduate degree program or graduate assistantships in teaching, research or laboratory supervision. The appointment is designed to provide opportunities for supervised educational experiences at the graduate level. In addition, the appointment provides a share of the cost of the graduate degree program, and students are encouraged to apply. The stipends range from $2,000 to $5,000 per year. The enrollment of students with assistantships will be limited to no more than two credit hours per semester.
GRADUATE FACULTY MEMBERS

Graduate Faculty Members teach graduate courses, supervise graduate student teaching assistants, serve on examining committees for these students and vote on any matters presented to the Graduate Faculty including the election of the Graduate Council and the Graduate Council for UNO.

Requirements for the nomination of Graduate Faculty Members include:
1. The nominee must hold the rank of Assistant Professor or above.
2. The nominee must have the terminal degree normally accepted for academic employment in the discipline or its clear equivalent as determined by the Graduate Committee of the nominee’s department or interdepartmental area.
3. The nominee must have completed at least one year of service at the college or university level subsequent to receipt of the terminal degree or its equivalent.
4. The nominee must have demonstrated clear evidence of scholarly activity and potential beyond teaching.

GRADUATE FACULTY FELLOWS

Graduate Faculty Fellows supervise the scholarly work and research of doctoral students through service on supervisory committees. The qualifications of Graduate Faculty Fellows have a direct bearing on the quality of doctoral education at the University of Nebraska.

1. The nominee must be a Graduate Faculty Member or meet all criteria for Graduate Faculty Membership.
2. The nominee must have published research and scholarly work of quality, or have demonstrated comparable creative achievement.
3. The nominee must be currently involved in research and/or creative work.
4. The nominee’s other pertinent qualifications including funded research and development projects and/or teaching effectiveness in working with graduate students may be provided.

GRADUATE COUNCIL

The Graduate Council of the Graduate Faculty at UNO is composed of eleven faculty and three graduate student members. This Council considers graduate student membership and non membership, students in academic offerings. Information about the structure of the Council, functions of the committees, and names of the Graduate Faculty members who current serve on the Council is available in the Graduate Office.

FACULTY SENATE RESEARCH COMMITTEE

This is an advisory committee to the Dean for Studies and Research.

The objectives of this committee are:
1. To foster fruitful research as an adjunct to teaching excellence.
2. To recommend allocation of the available funds for research toward these ends.
3. To encourage solicitation of monies for research. Requests for various research activities will be solicited, evaluated, and recommended for approval or disapproval in keeping with the objectives of the Committee’s area of responsibility and concern. Services in support of those seeking extramural grants is provided by a Director of Research and Planning who reports to the Dean for Graduate Studies and Research.

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 chair are recommended annually by the graduate faculty of the department for appointment by the Dean for Graduate Studies and Research.

In its department the Graduate Program Committee has the responsibility for the planning of the graduate program, the general supervision of the candidates for the degree and the examining of students by means such as the qualifying examination and the final comprehensive examination when deemed necessary. Examinations are not given by a student's thesis or field project supervising committee.

Each new graduate student, in consultation with the Chairperson of the Graduate Program Committee of his major department, shall select his major advisor. For the student who has a supervisory or advisory committee, the composition of the committee shall be recommended to the Dean for Graduate Studies and Research by the Chairperson of the Graduate Program Committee after consultation with the student and his major advisor. At the master’s level, committees of five members are usual. The chairperson should be a member of the Graduate Faculty and when
ever 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 Dean for Graduate Studies and Research). The Graduate Program Committees at UNO 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.

CENTER FOR URBAN EDUCATION

The Center for Urban Education is a practical, problem-oriented off-campus laboratory which is not housed in any of the individual departments or colleges but reports to the Vice-Chancellor for Academic Affairs. The Center has an advisory council consisting of several deans and public citizens. The Center focuses upon problems of low-income areas (both urban and rural) but does not offer separate graduate degree programs. However, there will be provided appropriate opportunities for graduate students from several disciplines (e.g., Sociology, Psychology, Urban Studies, Business Administration, Home Economics, Social Work, Counseling, Educational Administration, and Urban Education) to have, as part of their regular graduate programs practicum-type experiences, and to interact on an interdisciplinary basis. This type of university out-reach into the low-income and poverty areas can be productive for the community and for students as well as faculty from all of the units of the University.
DEGREE REQUIREMENTS

BIOLOGY
To enter a degree program with a major in biology the student must present approximately 24 semester hours of 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. GRE (advanced and aptitude) is required.

Master of Arts
It is anticipated that initially every student will become a candidate for this degree. Only under appropriate circumstances will a student be allowed to become a candidate for the Master of Science degree.
To complete the Master of Arts degree with a major in biology the candidate 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. Students may conduct thesis research in animal behavior, animal physiology, cellular physiology, bacteriology, mycology, ecology, embryology, entomology, fresh water biology, histology, entomology, invertebrate zoology, mycology, ornithology, parasitology, plant anatomy, plant systematics, plant morphology, plant physiology, protozoology, vertebrate systematics, herpetology, vertebrate reproductive biology, and vertebrate anatomy.
The candidate must pass a final oral examination.

Master of Science
A student may become a candidate for this degree only upon the recommendation of his faculty committee.
To complete the degree the candidate must present 36 hours of graduate work in biology to include at least 2 semesters of Biology 801V, 1 semester of Biology 802V, and other appropriate courses to be determined by the student and his faculty committee.
The candidate must pass a final written comprehensive examination.

BUSINESS ADMINISTRATION

The Master of Business Administration Degree
The MBA is a professional graduate degree designed to provide an intense educational experience for students who desire to assume positions of increasing responsibility in business. Courses in the program give the students an understanding of the principles of management, marketing and finance and a proficiency in the use of accounting, computers, statistics, and quantitative methods as tools for analysis of business activities. Also, the student is made aware of the societal, economic, legal and political factors which influence business decisions and develops an appreciation of the social responsibilities of business. Emphasis is placed on decision making and problem solving.

Admission
To be admitted to the MBA program, applicants should have a minimum undergraduate grade point average of 2.5 and a minimum of 470 on the Admission Test for Graduate Study in Business (ATGSB). Scores of ATGSB must be received prior to the student's second semester in the program.

Degree Requirements

Foundation courses: A student must have completed basic courses in the following areas either as an undergraduate student or in the early part of graduate program:

- Economics: Econ 201, Econ 202, or Econ 800J
- Accounting: Acc 201, Acc 202, or BA 811J
- Computers in Business: GB 131, DS 213, or BA 816J
- Statistics: OS 243, or BA 816J
- Business Law: LAW 323, or LAW 446 or BA 812J
- Corporation Finance: RF 325 or BA 813J
- Management Principles: MGT 349 or BA 814J
- Marketing: MKT 331 or BA 815J

These foundation courses cannot be used to meet the 36 semester hours required for the MBA degree. The quality of work in the foundation core should be the same as for degree requirements.
CIVIL ENGINEERING

Master of Science

This is a professional 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.

The degree program is offered by the faculty of the merged departments of Civil Engineering at Omaha and Lincoln, and will be administered by the Graduate College, UN-L.

Admission to Candidacy

Students may begin a program of studies in Counseling and Guidance at any one of three starting times during the course of the year. Once a program is begun, students are expected to pursue the program on a continuous enrollment basis. Full-time study is encouraged, however, provision is made for those unable to devote more than part-time to the program. All students are required to follow a sequence of coursework, whether full or part-time, and must consult their advisor to determine this sequence. Failure to do so could result in a delay of the completion date.

Students must obtain a Master’s degree in Counseling and Guidance with an area of specialization. Current specialty areas include \( \text{Counseling, } \) Elementary School Counseling, Secondary School Counseling, and College Counseling. Graduates in the College Counseling program must complete at least 24 credit hours of approved courses with at least 12 hours in psychology. A minimum of 60 semester hours must be completed at UN-L or other graduate schools.

**Counseling and Guidance**

Students admitted and permitted to continue programs in Counseling and Guidance on the basis of their potential for successful training and professional practice. Major points where students are evaluated with respect to their suitability for continuation in the program are 1) initial admissions to Graduate Studies and Department, 2) the advancement to degree candidacy and 3) prior to taking the Counseling Practicum or internship courses. Successful completion of a Counseling Practicum or Internship is a requirement for graduation.

The Counseling and Guidance Department has admission requirements and procedures in addition to those applicable to Graduate Studies as a whole, and prospective students are strongly encouraged to contact the Department regarding these admissions requirements and procedures.

Graduate Courses: The degree requires a minimum of 36 semester hours for completion, Core Courses

<table>
<thead>
<tr>
<th>Option</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option #1</td>
<td>General</td>
<td></td>
</tr>
<tr>
<td>BA 800 V</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BA 810 V</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>BA 820 V</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 850 V</td>
<td>Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>BA 860 V</td>
<td>Business Conditions Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BA 840 V</td>
<td>Marketing Policies</td>
<td>3</td>
</tr>
<tr>
<td>BA 841 V</td>
<td>Promotional Policies</td>
<td>3</td>
</tr>
<tr>
<td>BA 845 V</td>
<td>Seminar in Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>BA 855 V</td>
<td>Business Conditions Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BA 862 V</td>
<td>Business Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BA 865 V</td>
<td>Seminar in Econ and Bus</td>
<td>3</td>
</tr>
<tr>
<td>Econ 803 V</td>
<td>Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>BA 880 V</td>
<td>Independent Research</td>
<td>3</td>
</tr>
<tr>
<td>BA 860</td>
<td>Real Estate and Land Use Economics</td>
<td>3</td>
</tr>
<tr>
<td>BA 861</td>
<td>Real Estate Economics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 856 M</td>
<td>State and Local Finance</td>
<td>3</td>
</tr>
<tr>
<td>BA 899 V</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Option #8</td>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td>BA 821 V</td>
<td>Accounting Theory</td>
<td>3</td>
</tr>
<tr>
<td>BA 822 V</td>
<td>Controlling</td>
<td>3</td>
</tr>
<tr>
<td>BA 825 V</td>
<td>Seminar in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA 826 V</td>
<td>Business Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BA 850 V</td>
<td>Independent Research in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA 899 V</td>
<td>Thesis (6 hours)</td>
<td>6</td>
</tr>
<tr>
<td>Option #4</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>BA 800 V</td>
<td>Seminar in Economics</td>
<td>3</td>
</tr>
<tr>
<td>BA 801 V</td>
<td>Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>Econ 856 V</td>
<td>Seminar in Urban Economics</td>
<td>3</td>
</tr>
<tr>
<td>Plus 9 hours from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 810</td>
<td>Economic Security</td>
<td>3</td>
</tr>
<tr>
<td>Econ 815 V</td>
<td>Seminar in Labor Economics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 820 V</td>
<td>Seminar in Micro Theory</td>
<td>3</td>
</tr>
<tr>
<td>Econ 822 V</td>
<td>Seminar in Macro Theory</td>
<td>3</td>
</tr>
<tr>
<td>Econ 825 V</td>
<td>Seminar in Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Econ 830 V</td>
<td>Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 840 V</td>
<td>Seminar in Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>Econ 856 V</td>
<td>Seminar in International Economics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 865 V</td>
<td>Seminar in Urban Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

Option #7 — Individually Designed Program: A student under the guidance of the Director of Graduate Studies in Business and Economics and with the approval of the Graduate Faculty of the College of Business Administration may develop an option of 15 hours of study. A minimum of 21 semester hours must be completed in courses designated as business administration (BA). Also, at least 30 hours must be at the "Y" level of graduate work. Neither a thesis nor a comprehensive examination is required for the degree. Instead, the integrative core BA 880 V must be successfully completed with a grade of A or B in the student's last nine hours of the degree program.
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.

COUNSELING AND GUIDANCE

I. Foundation Course
   - FED 801V, Introduction to Research
   - 3 hours

II. Selected Cognate Courses
   - These courses are selected in accordance with the student's particular area of interest.
   - 6-15 hours

III. Counseling and Guidance Courses
   - COUN 800M, Principles of Guidance and Counseling
   - COUN 820V, Introduction to Counseling Theories
   - COUN 820V, Occupational and Educational Information
   - COUN 832V, Appraisal Techniques in Counseling and Guidance
   - COUN 824V, Counseling Practices
   - COUN 825V, Counseling Practicum
   - COUN 829V, Community Involvement for Urban Counselors
   - 22-28 hours

IV. Related Core Courses
   - COUN 890M, Principles of Guidance and Counseling
   - COUN 820V, Introduction to Counseling Theories
   - COUN 820V, Organization and Administration of Guidance Services
   - COUN 832V, Occupational and Educational Information
   - COUN 824V, Counseling Practicum
   - COUN 825V, Counseling Practicum
   - 6-15 hours

V. Special Education
   - Selected additional courses in the department.

CRIMINAL JUSTICE

Degree Programs

The Criminal Justice Department offers the student a choice of a 30 credit-hour Master of Arts Degree or a 36 credit-hour Master of Science Degree in either Law Enforcement or Corrections.

I. Admission Requirements for the Criminal Justice Graduate Program

All candidates must have a minimum of 16 semester hours of Criminal Justice-related courses which represent an undergraduate curriculum. In addition, all candidates must have completed a basic statistics or research methods course and have completed a minimum of 15 hours in the Social Science area.

II. Master of Arts

To earn the Master of Arts Degree in Criminal Justice with a major emphasis in Law Enforcement or Corrections, the student must satisfactorily complete the following course requirements:

Master of Arts in Law Enforcement

Required Core Courses
- 901V, Criminal Justice Planning and Innovation
- 902V, Seminar in Administration of Justice
- 6 hrs

Related Core Courses
- (student selects 2 with advisor approval)
- 903V, Comparative Law Enforcement Systems
- 805V, Seminar in Criminal Jurisprudence
- 600V, Seminar in the Processes of the Criminal Justice System
- 810V, Seminar in Crime Prevention
- 813V, Contemporary Criminology
- 814V, Independent Study
- 12 hrs

Related Cognate Courses
- (student selects 2 with advisor approval)
- 6 hrs

Master of Arts in Corrections

Required Core Courses
- 901V, Criminal Justice Planning and Innovation
- 902V, Seminar in Administration of Justice
- 6 hrs

Related Core Courses
- (student selects 2 with advisor approval)
- 6 hrs

- Two courses are selected from any of the following: Psychology, Sociology, Social Welfare, Sociology, Political Science, and Public Administration.
Psychology

Courses selected in cognate departments and approved by the Graduate Program Committee (if appointed). Following this examination, the decision will be made as to whether the student will follow a thesis or non-thesis program and a program of studies will be submitted to the Graduate Office.

The student must then complete either of the following plans of study approved for him or her:

**Option I:** Successful completion of 24 semester hours of course work including at least 9 hours in 800 level courses, plus a thesis (6 credit hours) based on a proposal approved by the student's committee; plus an oral examination over the student's field of study.

**Option II:** Successful completion of 36 semester hours of course work including at least 15 hours in 800 and 900 level courses, and an independent research or creative project in dramatic criticism, film, theatre history, or theatre production; plus a written examination over his area of major emphasis, judged by a faculty committee.

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**ECONOMICS**

Master of Arts

An applicant for admission to the program for the Master of Arts degree 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 800 level or above. Students must also satisfactorily complete Economics 820V, 822V, and 829V.

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.

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**EDUCATIONAL ADMINISTRATION AND SUPERVISION**

Administrative Certification

In order to obtain a Standard Administrative and Supervisory Certificate, a person must receive institutional endorsement as well as meet the basic state requirements. Information with respect to endorsement will be provided upon request from the department.

Master of Science

Admission to the Program

1. Applicants must furnish all credentials requested in the standard application for admission to Graduate Studies.
2. Applicants must hold a Bachelor's degree from a regionally accredited institution.
3. Applicants must have at least two years of experience as a certified teacher.

Admission to Candidacy

1. Applicants must have taken nine approved hours with grades of B or better. Normally students should expect to take no less than 18 approved hours after admission to candidacy. Students taking course work beyond the nine hours do so at their own risk unless such course work has had prior approval.
2. Applicants must have taken either the Graduate Record Examination — verbal, quantitative, and advanced (Educational) or the Miller Analogies Examination.
3. Applicants must complete the Admission to Candidacy application which requires reference recommendations and approval of a program by an advisor. This application should be processed immediately upon completion of nine hours and the qualifying examination.
Program Design

The Master of Science degree, with a major in Educational Administration, has been designed to allow the department to endorse a student to be either an elementary administrator or a secondary teacher. The student must be approved by the department chairman, and if all requirements are met, the student will receive the degree.

Major in Educational Administration and Supervision

1. Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FED 601V</td>
<td>Introduction to Research</td>
<td>15</td>
</tr>
<tr>
<td>EDAO 840V</td>
<td>Admin. &amp; Supervision in the Elem. School</td>
<td></td>
</tr>
<tr>
<td>EDAO 840V</td>
<td>Practicum I in EDAO</td>
<td></td>
</tr>
<tr>
<td>EDAO 841V</td>
<td>Practicum II in EDAO</td>
<td></td>
</tr>
</tbody>
</table>

2. Selected courses from the following:

- EDAO 810V Research Project in EDAO
- EDAO 820V Data Processing in EDAO
- EDAO 830V Seminar in EDAO
- EDAO 840V Admin. & Superv in Junior High School
- EDAO 850V School Business Management
- EDAO 860V School Finance
- EDAO 870V School Plant Planning and Operation
- EDAO 870V Organization and Admin. of the Physical Plant
- EDAO 870V Administration and Staff Personnel
- EDAO 870V Interpersonal Relationships in EDAO
- EDAO 880V Admin. & Superv of Vocational Education
- EDAO 890V Urban School Admin
- EDAO 900V Administration of Higher Education
- EDAO 940V School Law

3. Selected courses to be taken outside of the department with advisor's approval

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FED 801V</td>
<td>Introduction to Research</td>
<td>15</td>
</tr>
<tr>
<td>EDAE 840V</td>
<td>Admin. &amp; Superv in the Secondary School</td>
<td></td>
</tr>
<tr>
<td>EDAE 840V</td>
<td>Practicum I in EDAE</td>
<td></td>
</tr>
<tr>
<td>EDAE 841V</td>
<td>Practicum II in EDAE</td>
<td></td>
</tr>
</tbody>
</table>

2. Applicants must hold a Master's degree from a regionally accredited institution. All graduate work taken by the applicant to prior admission to the program must have a grade point average of 3.00.
3. Applicants must hold standard certification in educational administration and show evidence of having completed at least one year of experience in an elementary administrative or supervisory position.
4. Applicants must have taken either the Graduate Record Examination — verbal, quantitative, and advanced (Education) or the Miller Analogies Test. Scores on the GRE must total at least 1200 and the score of the M.A. must be at the 30th percentile or better. Acceptance of candidates with scores falling below those indicated here would be determined by committee action.
5. A recommendation for study for the Ed.S. degree must be made by the advisor. 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 three groups of students: (1) those preparing to become school principals; (2) those preparing to become school superintendents; and (3) those preparing to become special education administrators and supervisors.

The capstone of the Ed.S. program are the administration seminars (Ed Ad 800U and 801U) and the field project (Ed Ad 811U).

1. Core Professional Courses

- Including work in school finance, school business management, supervision, school law, administration seminars, and field work.

2. Related Professional Courses

- Including selected work in such areas as curriculum, guidance, reading, foundations, and special education.

3. Related Cognate courses

- 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 advisor by the Chairman of the Department. This advisor will conduct a screening interview, the results of which become a part of the student's permanent record. In questionable cases, the advisor may ask for the assistance of other departmental members.

Assuming a satisfactory interview, the advisor will recommend to the department chairman that a committee be appointed.

The committee will meet to consider the student's planned program and preliminary coursework. At which time the student should be made to apply for degree candidacy. Upon acceptance into candidacy, the tentative program shall become the permanent planned program.

Time Limit for Completion of Program

The student must complete the requirements for the Ed.S. degree during a six-year time limit beginning with the date of entrance to the first course used in the plan of study following the completion of the Master's degree.

EDUCATIONAL FOUNDATIONS

Graduate courses offered by the Department of Educational Foundations serve two purposes: First, courses are offered to fulfill requirements established in the various departments offering graduate degrees in education or as cognate or select courses on any approved program of study. Second, courses are offered as part of the Master of Science Degree in Education-Urban Education Major.

Masters of Science in Education

Major in Urban Education

The Master of Science program in Urban Education is designed for graduate students who are interested in exploring the contemporary issues confronting urban educational institutions. The range
and depth of the inter-disciplinary course offerings in this program provide varied, challenging, and relevant experiences for both class room teachers and community workers in allied professional fields. Students in this thirty-six-hour program will increase their competence and expertise in functioning not only in the educational setting of the urban classroom, but also within the wider community milieu.

It is expected that students will be able to critically analyze the logic and structure of the educational institution, and the inter-relationships of education and other primary social institutions. Many of the courses offered in the program are designed specifically to facilitate an analysis of the ethnic, racial, and social class pluralism characteristic of the contemporary urban scene. It is also expected that students will develop an awareness of and the ability to handle the learning problems of urban youth. The program emphasizes a cultural awareness and a varied life-styles within the urban setting, and specific skills to function effectively as an educator. In addition, attention will be focused on a critique of existing programs and the development of new strategies for change and the improvement of education.

**Entrance Requirements**

Students interested in the degree program must initially:

1) Hold a Bachelor's degree from an accredited institution.
2) Submit completed application forms for graduate school together with the names of three references and a transcript of all previous college work.
3) Complete an interview (where possible) with the Urban Education Committee.

**Advancement to Candidacy**

Before students can be advanced to candidacy, they must fulfill the following requirements:

1) Complete the Graduate Record Examination — verbal and quantitative. A low score may require supplemental work.
2) Complete nine graduate hours at UNO (six from the Required Course List) with grades of B- or better.
3) Submit a letter of sponsorship from one member of the Urban Education Committee.
4) Submit a written statement of intent together with the application for candidacy.

**Graduation Requirements**

For a student to graduate from the program with the Master's degree in Urban Education he/she must fulfill the following requirements:

1) Complete a minimum of thirty-six graduate hours. (Twelve required, six from the Education Electives, eighteen selected from the Allied Electives List)
2) Assist and/or participate in departmental colloquium activities.
3) Complete both the written and oral sections of the final examination.
4) Complete practicum and/or field study in the immediate locality, another American metropolis area, or overseas.

**PROGRAM**

This program will consist of a minimum of thirty-six hours selected from the following course offerings. Twelve hours are required; six hours to be selected from the Education Electives List; eighteen hours to be selected from the Allied Electives List.

**Required (12 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FED 801V, Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>FED 850V, Education and Society</td>
<td>3</td>
</tr>
<tr>
<td>FED 859V, Urban Problems</td>
<td>3</td>
</tr>
<tr>
<td>FED 810V Practicum or Special Projects</td>
<td>3</td>
</tr>
</tbody>
</table>

**Education Electives (6-9 HOURS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FED 819M, Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>FED 858M, Growth and Learning Problems of the Disadvantaged</td>
<td>3</td>
</tr>
<tr>
<td>FED 850V, Seminar in Education</td>
<td>3</td>
</tr>
<tr>
<td>FED 857V, Alternative Approaches in Education</td>
<td>3</td>
</tr>
<tr>
<td>FED 811V, Conflict and Controversy in Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>FED 831V, Education and Cultural Change</td>
<td>3</td>
</tr>
<tr>
<td>FED 835V Field Research in Educational Methods</td>
<td>3</td>
</tr>
<tr>
<td>FED 840V, Poverty and Education</td>
<td>3</td>
</tr>
<tr>
<td>FED 848V, Field Study (U.S. or Overseas)</td>
<td>6-9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Courses in Preparation)</td>
<td>1-6</td>
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</table>

**Allied Electives (15-18 HOURS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 811M, Government and Labor</td>
<td>3</td>
</tr>
<tr>
<td>ECON 818M, Collective Bargaining</td>
<td>3</td>
</tr>
<tr>
<td>ECON 850V, Economic Education</td>
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<tr>
<td>ECON 896V, Economic Education C</td>
<td>3</td>
</tr>
<tr>
<td>ECON 899V, Independent Study in Urbanism</td>
<td>3</td>
</tr>
<tr>
<td>ED 812V, Seminar in Cross Cultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ED 815V, Seminar in Urban Community</td>
<td>3</td>
</tr>
<tr>
<td>ED 860V, Social Science</td>
<td>3</td>
</tr>
<tr>
<td>FED 810M, Guidance Skills for Secondary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>FED 820M, Group Evaluation Techniques</td>
<td>3</td>
</tr>
<tr>
<td>FED 825M, Community Indicators for Urban Counselors</td>
<td>3</td>
</tr>
<tr>
<td>FED 835M, Guidance Services for the Disadvantaged Youth</td>
<td>3</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 812M Urban Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 850M Urban Problems</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 821V, Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 811V, American Social and Intellectual History Since 1965</td>
<td>3</td>
</tr>
<tr>
<td>HIST 826M, 20th Century America, 1933 to Present</td>
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<tr>
<td>HIST 827M, 20th Century America, 1890 to 1933</td>
<td>3</td>
</tr>
<tr>
<td>HIST 840M, American Urban History Since 1870</td>
<td>3</td>
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<tr>
<td>Political Science</td>
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<tr>
<td>POL 101M, Public Opinion and Political Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 805V, Learning in Children</td>
<td>3</td>
</tr>
<tr>
<td>PSY 850V, Social Personality Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 852V, Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 802M, Human Behavior and the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SW 825M, Physical Components of Social Functioning</td>
<td>3</td>
</tr>
<tr>
<td>SW 857M, Public Welfare Organization</td>
<td>3</td>
</tr>
<tr>
<td>SW 861M, Public Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 801M, Social Control of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOC 820M, Collective and Exchange Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOC 850M, Advanced General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 880M, Urban Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 811M, Urban Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 815M, Urban Sociology</td>
<td>3</td>
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<tr>
<td>SOC 815M, Seminar in Cross Cultural Communication</td>
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<td>SOC 815M, Seminar in Cross Cultural Communication</td>
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<tr>
<td>SOC 825M, Social Change</td>
<td>3</td>
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<tr>
<td>SOC 830V, Independent Study in Urbanism</td>
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<tr>
<td>Business Administration</td>
<td>3</td>
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<tr>
<td>BA 811D, The Legal Environment of Business</td>
<td>3</td>
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<tr>
<td>BA 820V, Business and Society</td>
<td>3</td>
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<tr>
<td>BA 831V, Human Behavior in Organization</td>
<td>3</td>
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<tr>
<td>Civil Engineering</td>
<td>3</td>
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<tr>
<td>CE 850M, Urban Systems I</td>
<td>3</td>
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<tr>
<td>Geology</td>
<td>3</td>
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<tr>
<td>GEOG 810M, Educational Geology</td>
<td>3</td>
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</tbody>
</table>

**Jounals**

JOUR 820M, Public Relations | 3 |
JOUR 830M, Mass Communications and Public Opinion | 3 |
Urban Studies | 3 |
US 821V, The Metropolis as a Public Entity | 3 |
US 822V, Race Ethnicity, and American Urban Culture | 3 |

**Other Courses may be substituted with approval of the director.**

**ELEMETARY AND EARLY CHILDHOOD EDUCATION**

**Master of Arts**

Programs for the Master of Arts degree with a major in elementary education will be determined by the major advisor upon request.
Master of Science

Admission to the Program

1. An applicant must hold a valid elementary school teaching certificate.
2. Unconditional admission is granted if and when:
   a. undergraduate major average is 3.0 or above
   b. Graduate Record Examinations (GRE) are completed
   c. any undergraduate deficiencies are made up
3. Graduate Record Examinations (Verbal, Quantitative, and Advanced Education) must be taken before a second registration. An acceptable score must be earned.

Candidacy for the Degree

1. A plan of study and admission to candidacy are completed with the student’s advisor when nine (9) hours of graduate work have been completed. This plan of study must be approved by the Department and the Graduate Office.
2. A written comprehensive examination is required during the semester in which a student completes the program. Application for the examination must be made to the Director of Graduate Studies in the department. The examination covers coursework taken and its content is determined by each individual student’s program.

Non-Degree-Seeking Students

Students who are not planning to pursue the program leading to a Master’s degree are allowed to take courses for which they meet the prerequisites. Their graduate advisor will confer with them in planning for such courses:

Required Courses

1. 21 hours
   - FED 801V. Introduction to Research
   - FED 802V. History and Philosophy of Education
   - EED 819V. Diagnostic and Corrective Instruction
   - EED 843V. Introduction to Curriculum Planning — Elementary
   - EED 844V. Seminar in Elementary Education
   - EDAD 846V. Administration and Supervision in Elementary Schools
2. Area of Concentration
   - Each student will include in his Plan of Study, an area of concentration in a special field which will provide depth in an area of his interest. All concentrations will be decided upon in conference with the student’s department.
   - Possible choices include: Reading, Early Childhood Education, Guidance, Improvement of Instruction, Learning Disabilities, Urban Education, Educational Media, or an academic concentration. e.g., history, English, mathematics
3. Electives
   - 3-6 hours
   - FED 801V. Introduction to Research
   - FED 802V. History and Philosophy of Education
   - EED 819V. Diagnostic and Corrective Instruction
   - EED 843V. Introduction to Curriculum Planning — Elementary
   - EED 844V. Seminar in Elementary Education
   - EDAD 846V. Administration and Supervision in Elementary Schools

English

Master of Arts

To be admitted to graduate study in English, a student should have completed at least eight (8) credit hours in undergraduate English courses above the freshman level with an average grade of "B" or above.

All candidates for Master of Arts degrees in English are required to take the English 801V (Introduction to Literary Research) and to complete the following plan of study:

Plan A: Successful completion of 24 credit hours of 800V-level courses, including at least 12 hours in 800V or 900V-level courses; plus a thesis (6 credit hours) on an approved topic accepted after oral defense before a faculty committee; plus a written examination prepared and judged by a faculty committee.

Plan B: Successful completion of 36 credit hours in course work, including at least 18 hours in 800V or 900V-level courses; plus 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 credit:

- English 806V, 808V, 810V, 812V, 820V, 898V, 912, 915

Geography and Geology

The department offers the following degrees with a major in geography: the Master of Arts degree and the Master of Science degree.
Program Committee of the Department of History, choose his adviser. The chairman of the History Graduate Program Committee shall, after consultation with the student and his adviser, recommend an advisory committee to the Dean for Graduate Studies for official appointment. The advisory committee shall be composed of members of the Faculty appropriate to the student’s program and academic interests. The chairman of the advisory committee (and the representative of the minor field, if such field is selected) must be members of the Graduate Faculty.

PROCEDURE FOR COMPREHENSIVE EXAMINATION FOR NON-THESIS MASTER OF ARTS CANDIDATES IN HISTORY

1. Early in the semester the candidate expects to take the degree, he/she must make arrangements with his/her sponsor to take the comprehensive written examination.

2. The examination in history will consist of two parts, one devoted to the major area, and one to the minor area of study.
   a. If the major area of study is European/English history, the examination will be comprehensive, taking into consideration the student’s program of study. The non-European/English portion of the examination will be over the specific courses taken for the minor. The major area examination will be of six hours duration (two three-hour segments), and the minor area examination will be of three hours duration.
   b. If the major area of study is American history, the examination will be comprehensive, divided into two three-hour segments, with the breaking point for the two segments normally being the breaking point of the American History survey (usually 11-13 course). The minor portion of the examination will be over the specific minor courses taken, and will be of three hours duration.
   c. If the candidate offers an outside minor, the minor department and adviser will be responsible for the minor examination.

3. The reading committee will consist of the sponsor and one other graduate faculty member expert in the major area. The readers for the minor area will be the instructors of the courses offered in the minor. In the major area, the selection of the second reader shall be made by the candidate in consultation with the sponsor and candidate. Both readers of the major and all readers of the minor area must agree that the candidate has passed the examinations for which they are responsible. In the event that a reader abstains, a third reader may be consulted as a mediator, and the result of such supports will be the result of the examination.

4. The sponsor and the reading committee will select the items to appear on the examination, and determine the number of essays to be written. The candidate will have a choice of questions on each portion of the examination.

5. Once the examination is graded and graded, the secretary has forms to be filed out by the sponsor, signed by the Graduate Program Committee chairperson, and sent to the Dean for Graduate Studies, certifying the candidate for contingent of the degree.

HOMECOMES

Home Economics graduate offerings at UNO may be used to satisfy, in part, the individual programs which will be determined in consultation with the appropriate graduate committee. It will normally be necessary to take other courses on the Lincoln campus, and additional graduate course offerings from the Lincoln listings will be available in Omaha periodically upon demand and staff.

Admission to a graduate program in the College of Home Economics requires presentation of the baccalaureate degree from an accredited institution. Departments within the college may determine specific course deficiencies. Application is to be made to Graduate Studies, Lincoln Campus. In addition to this, an important step in establishing a graduate program is to consult with the chairman of the appropriate department in Lincoln. An advisory committee will be established, and a fourth member added to the committee. The fourth member will be from the campus and /or off-campus faculty.

Interdepartmental area requirement in Home Economics will hold a bachelor’s degree in Home Economics of its equivalent. The undergraduate must include the equivalent of 24 hours in Home Economics, distributed in at least three subject matter areas and 20 hours in Natural and Social Sciences. Linear algebra is a minimum of 9 hours in the Natural and 6 hours in the Social Sciences. Work leading to the master’s degree in Home Economics may be completed under Option I, II, or III. Students who enter with a PhD title may be completed in any one of the four cooperating departments. Under any option not more than one-half of the total program in any one subject matter area, including thesis research when applicable, may be completed in the other subject matter areas. These subject matter areas are: Education and Family Relations; Food and Nutrition; Human Development and the Family; Textiles, Clothing and Design. At least 6 hours of the remaining work must be completed in one or more of the subject matter areas other than the major. Additional supporting courses to complete the program may be carried in
Due to a degree program is based on evidence of mathematical ability. A student is usually expected to have completed fifteen acceptable college-level mathematics beyond calculus, and to have an overall average of B or better during the last two undergraduate years, in some cases where the above criterion is not met, a provisional admission may be granted provided the applicant is willing to take some preliminary course work that will not apply towards the degree.

**Master of Science**

To obtain the Master of Science degree, the student must:

a. Earn a total of 36 credits, at least 24 of which must be in mathematics.

b. Choose mathematics courses which carry a number of 800M or above and at least 18 credit hours which carry a number of 800V or above.

c. Include mathematics courses 811M-812M, 823M-824M, and 827M in the program if he has not had the equivalent as an undergraduate.

d. Maintain a "B" average in all of his work with no grade lower than a "C," and no more than two grades of "C." 

e. Pass a written comprehensive examination.

**Master of Arts**

To obtain the Master of Arts degree, the student must:

a. Earn a total of 30 credits in mathematics.

b. Complete a thesis or to exceed 6 semester hours, which may be applied toward the 30-hour total.

c. Complete the requirements of b, c, d, and e above.

**Admission Requirements for Master of Arts**

To complete the M.A. degree with a major 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 this thes is could be attempted, to be dropped if necessary, if a student is dropping from the departmental Graduate Committee will entertain a petition for exemption from these admission requirements.

**Degree Requirements**

The student must present a total of 36 hours of graduate courses, of which 24 hours must be in psychology. At least 12 of these must be in psychology, of psychological content, and 3 hours must be in a second area of study.

**Psychology**

**Admission Requirements**

A minimum of 15 undergraduate semester hours of psychology, including basic statistics and an upper-level laboratory course, must be completed before the application is submitted.

**Degree Requirements**

To complete the M.S. degree in psychology, the student must present 36 hours of graduate course work in psychology, or 21 hours in psychology plus 9 hours in a related minor field.

**Political Science**

An application for admission to the Master of Arts or Master of Science degree program with a major in Political Science must present a minimum of twelve semester hours of political science and their equivalent as determined by the department admission committee.

**Degree Requirements**

The course program must include twelve hours of the required thirty hours at the 800V level exclusive of thesis hours. The remaining course hours are elective but must be planned in consultation with the student's academic advisor to meet individual interests and needs.

**Mathematics**

To obtain the Master of Science degree, the student must:

a. Earn a total of 36 credits, with a minimum of 24 being in mathematics.

b. Include in his program mathematics courses 801M, 802M, 804M, 822M-824M, 811M, 814M, and either 812M or 827M. All but the designated "T" course requirements may be waived if the student has taken an undergraduate course. The remaining courses in the program may be chosen from any number of 800V level mathematics courses.

c. Include in his program secondary education courses 850V, 852V, and at least one additional secondary education course selected from 825V, 830V, or 832V.

d. As listed under the Master of Science above.

e. As listed under the Master of Science above.
Master's level. Application for such admission must be filed with the Psychology Department. Accompanied by current transcripts of all previous college work and scores on the Graduate Record Examination, application is required. Required courses in this program are: Psychology 813M (431), 800V, 835V, 849V, and 897V. Also, one of the following is required: Psychology 848M (463), 835M (458), 848R, or 865M (460). The student must also have had course work in both learning and developmental psychology.

School Psychologist
Students heading 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 Psychology Department, accompanied by a vita including names of three individuals who will write letters of recommendation. Students who have not been admitted to Graduate Studies for their Master's degree program must also apply to the Director of the program and supply two official transcripts of work and minor for the Graduate Record Examination: Aptitude Test and Psychology Test. Before a final decision is made concerning such recommendation, the applicant must be interviewed by the Chairman and/or other members of the Department of Psychology. If the applicant has not completed a Master's program equivalent to that required for the Master of Science in Educational Psychology, he may be required either to take additional graduate courses or to complete successfully a six-hour qualifying examination in general and educational psychology.

A total of 30 semester hours of work beyond the Master's is required for the recommendation. These 30 hours must be taken after the applicant has been accepted into the program and received the Master's degree. No more than three hours of practicum credit may 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 field.

Filing 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. It is expected that students adhere to these required courses which have been taken as part of the Master's program; in some cases, an undergraduate program. In this event, other course work in psychology or education may be taken to make a total of 30 semester hours. All required courses must be completed, however, even if the total exceeds 30 hours of post-master's work. Since individual students may have widely varied backgrounds, considerable flexibility is allowed in choice of elective courses. Final decision on the appropriateness of a program rests with the Psychology Department.

Required Courses in Psychological Methods
Psychology 631M (431) Psychological and Educational Testing
Psychology 632M Graduate Profession of Psychology
Psychology 835V Individual Tests I
Psychology 836V Individual Tests II
Psychology 851V Advanced Educational Psychology
Psychology 918 Personality Assessment
Psychology 919 Topical Seminar in School Psychology (3-9 hours)
Psychology 997 Practicum in School Psychology
One of the following two courses
Psych 855V Introduction to Therapeutic Techniques with Children
Psych 857V Behavior Modification
One of the following four courses
Psych 855M (455) Relational Therapy
Psych 859M (458) Psychology of Exceptional Children

SPED 800V Teaching the Exceptional Child
SPED 897V Introduction to the Mentally Subnormal Child

Required Professional Education Courses
CDPI 925V Counseling Practices
EDSP 925V Foundations of Educational Administration and Supervision
SED 800V Emerging School Curriculum

Required Professional Education Courses
One to three courses in basic psychology (outside of the student's area of specialization) and one to three courses from Special Education, Counseling and Guidance, or other professional education fields beyond those specifically named as requirements.

PUBLIC ADMINISTRATION

Master of Public Administration
This is a professional graduate degree 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 wish to embark on a career in public administration. The student must have completed a baccalaureate degree and have had some work in psychology or public administration. Specific requirements and procedures for the Master of Public Administration degree are printed in the Graduate Studies Bulletin of the University of Nebraska-Lincoln.

Special Programs Leading to Certification in School Psychological Services

Psychological Assistant
Students who are pursuing work toward the M.A. or M.S. in educational psychology may simultaneously complete additional requirements for endorsement as a Psychological Assistant. Those seeking such endorsement are encouraged to apply to the Psychology Department at the same time they make application for Master's degree candidacy in order to ensure that required courses for certification are included in the plan of study for the degree. In any event, students must have been accepted in this program before enrolling in Psychology 853V or 854V. Application should be made to the Psychology Department and three letters of recommendation are required. Required courses in this program are: Psychology 831M (431), 800V, 835V, 849V, and 897V. Also, one of the following is required: Psychology 848M (463), 835M (458), 848R, or 865M (460). The student must also have had course work in both learning and developmental psychology.

School Psychologist
Students heading 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 Psychology Department, accompanied by a vita including names of three individuals who will write letters of recommendation. Students who have not been admitted to Graduate Studies for their Master's degree program must also apply to the Director of the program and supply two official transcripts of work and minor for the Graduate Record Examination: Aptitude Test and Psychology Test. Before a final decision is made concerning such recommendation, the applicant must be interviewed by the Chairman and/or other members of the Department of Psychology. If the applicant has not completed a Master's program equivalent to that required for the Master of Science in Educational Psychology, he may be required either to take additional graduate courses or to complete successfully a six-hour qualifying examination in general and educational psychology.

A total of 30 semester hours of work beyond the Master's is required for the recommendation. These 30 hours must be taken after the applicant has been accepted into the program and received the Master's degree. No more than three hours of practicum credit may 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 field.

Filing 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. It is expected that students adhere to these required courses which have been taken as part of the Master's program; in some cases, an undergraduate program. In this event, other course work in psychology or education may be taken to make a total of 30 semester hours. All required courses must be completed, however, even if the total exceeds 30 hours of post-master's work. Since individual students may have widely varied backgrounds, considerable flexibility is allowed in choice of elective courses. Final decision on the appropriateness of a program rests with the Psychology Department.

Required Courses in Psychological Methods
Psychology 631M (431) Psychological and Educational Testing
Psychology 632M Graduate Profession of Psychology
Psychology 835V Individual Tests I
Psychology 836V Individual Tests II
Psychology 851V Advanced Educational Psychology
Psychology 918 Personality Assessment
Psychology 919 Topical Seminar in School Psychology (3-9 hours)
Psychology 997 Practicum in School Psychology
One of the following two courses
Psych 855V Introduction to Therapeutic Techniques with Children
Psych 857V Behavior Modification
One of the following four courses
Psych 855M (455) Relational Therapy
Psych 859M (458) Psychology of Exceptional Children

SPED 800V Teaching the Exceptional Child
SPED 897V Introduction to the Mentally Subnormal Child

Required Professional Education Courses
CDPI 925V Counseling Practices
EDSP 925V Foundations of Educational Administration and Supervision
SED 800V Emerging School Curriculum

Required Professional Education Courses
One to three courses in basic psychology (outside of the student's area of specialization) and one to three courses from Special Education, Counseling and Guidance, or other professional education fields beyond those specifically named as requirements.
Land, Seminar

Analysis of Teacher Behavior

SW 852, Social Welfare Policy & Services II
SW 915, Social Work Practice in Child Welfare
SW 924, Social Work Practice in Mental Health
SW 953, Delinquency and its Treatment
SW 962, Administration in Social Work
SW 964, Supervision in Social Work
SW 975, Community Planning & Organization
SW 988, Advanced Seminar in Social Work Practice
SW 992, Special Studies in Social Welfare

SECONDARY/POST-SECONDARY EDUCATION

Major in Secondary Education

Programs in Secondary Education are developed on an individual basis by the student and his adviser. They are designed to extend academic background the instructional skills of secondary school teachers.

To pursue degree work in the Department, students must hold a valid secondary teaching certificate. During the first semester of enrollment, students must take the Graduate Record Examination. To be admitted to candidacy, the combined scores on the including the Advanced Test in Education. To be admitted to candidacy the combined scores on the including the Advanced Test in Education.

Master of Science

Students seeking the Master of Science Degree in Elementary Education are required to select course work from the five areas indicated below. Minimum and maximum hours that must be included from each area are indicated below.

AREA

No. 90 Hours

SEED Core

SED 830V — Seminar in Elementary Education
SED 831V — Emerging School Curriculum
SED 832V — Analysis of Teacher Behavior

Research

Research Methods, Statistical
Methods, Tests & Measurements

Professional Specialization

Independent Study, Instruction, Teaching, Seminars, Independent Research

Related Academic Courses

IV. Related Professional Courses

V. Related Academic Courses

Master of Arts

Students seeking the Master of Arts Degree in a major in Secondary Education are required to select course work from the six areas indicated below. Minimum and maximum hours that must be included from each area are indicated where such limits are applicable.

AREA

No. 90 Hours

SEED Core

SED 830V — Seminar in Secondary Education
SED 831V — Emerging School Curriculum
SED 832V — Analysis of Teacher Behavior

Research

Research Methods, Statistical
Methods, Tests & Measurements

Professional Specialization

Improvement of Instruction, Teaching, Seminars, Independent Research, Special Studies

Design and Construction

Area

No. 90 Hours

SEED Core

SED 830V — Seminar in Elementary Education
SED 831V — Emerging School Curriculum
SED 832V — Analysis of Teacher Behavior

Research

Research Methods, Statistical
Methods, Tests & Measurements

Professional Specialization

Improvement of Instruction, Teaching, Seminars, Independent Research, Special Studies

Design and Construction

Area

No. 90 Hours

SEED Core

SED 830V — Seminar in Secondary Education
SED 831V — Emerging School Curriculum
SED 832V — Analysis of Teacher Behavior

Research

Research Methods, Statistical
Methods, Tests & Measurements

Professional Specialization

Improvement of Instruction, Teaching, Seminars, Independent Research, Special Studies

Design and Construction

Area
requirements should be secured through the Sociology Office.

academic work; the M.S. degree as preparation for field or action application of sociology.

given a minimum of twice annually, and other times as required. Detailed explanations of graduate

Examinations:

1. A minimum of one year in residence.
2. There are two programs leading to the Master of Social Work degree. One requires 55 credit hours in graduate social work study for completion, usually requiring a minimum of two full academic years. An advanced standing program requires 26 credit hours in graduate social work study, usually requiring a full calendar year of work. Individual student programs for either option must be planned by the student together with the faculty of the School. In the 55 credit hour program, not less than 25 hours must be completed at the University of Nebraska, and not less than 14 hours must be in practical. In the 36-hour option, all work must be completed at the University of Nebraska, and not less than 8 hours must be in field work.
3. Both options require completion of an individual or group research requirement or its equivalent as defined by the School.
4. The type and credit value of each of the courses is indicated in the course descriptions below. Courses offered by the School are subject to change.

SOCIOLOGY

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 and a major course. Those students lacking either 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 incoming student to complete an examination covering basic concepts and theories of the field. The examination is used in counseling the student in his degree program. In addition the student must demonstrate proficiency in sociology 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.

SOCIAL WORK

The Profession of Social Work

Social work is one of the "helping professions" concerned with the quality of human life. Specifically, the social worker is concerned with man's ability to function meaningfully and effectively in society as it struggles to "provide for the general welfare" as well as to help the people, families, groups, and institutions within the society toward self fulfillment.

Requirements for the Degree of Master of Social Work

1. A minimum of one year in residence.
2. There are two programs leading to the Master of Social Work degree. One requires 55 credit hours in graduate social work study for completion, usually requiring a minimum of two full academic years. An advanced standing program requires 26 credit hours in graduate social work study, usually requiring a full calendar year of work. Individual student programs for either option must be planned by the student together with the faculty of the School. In the 55 credit hour program, not less than 25 hours must be completed at the University of Nebraska, and not less than 14 hours must be in practical. In the 36-hour option, all work must be completed at the University of Nebraska, and not less than 8 hours must be in field work.
3. Both options require completion of an individual or group research requirement or its equivalent as defined by the School.
4. The type and credit value of each of the courses is indicated in the course descriptions below. Courses offered by the School are subject to change.

SPECIAL EDUCATION

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 which is deemed adequate for admission to the Speech and Hearing Clinic of the University.
2. Have successfully completed a minimum of twenty-four semester hours of work preparatory to admittance to the major. These hours are to include the following courses or their equivalents:
   - SPED 341. Introduction to Communication Disorders
   - SPED 438. Speech Science I
   - SPED 444. Speech Path I
   - SPED 445. Speech Science II
   - SPED 450. Speech Reading and Auditory Training
   - SPED 475. Childhood Communication Disorders

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. Students are expected to complete some state certification 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:
   - Required Courses:
     - FED 301V Introduction to Research
     - SPED 443 Speech Science I
     - SPED 444 Speech Path I
     - SPED 445 Speech Science II
     - SPED 475 Childhood Language Disorders

   - Elective Courses:
     - Students may choose any of the courses in the area numbered 800V 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 holding certification in special education. It involves a concentrated course of study designed to improve and advance competencies in the area of mental retardation for persons associated with children who are mentally retarded and who are providing educational experiences and programs in schools.

Requirements include:
1. Applicants to the M.A. degree program with a major in Mental Retardation must be approved by the Dean of Graduate Studies and the major adviser.
2. Applicants must 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 in 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 a 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 advisor.

6. Subject to review of the applicant's transcripts and related experiences with retarded children, required courses may be selected from the following:
   a. Required Courses:
      FED 801 V. Introduction to Research
      SPED 870V Seminar in Special Education
      SPED 872V Practicum in Special Education
      SPED 899 Thesis
   b. Elective courses may be chosen from any of the 800V level courses within the major and minor area of study.

7. Master 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. Upon successful completion of the program, the student is recommended for K-12 endorsement in reading in Nebraska.
   i. Core Professional Courses
      Including work in graduate reading courses SPED 911, 912, 813V, 814V, 915V, 917V or 918V or their equivalents.
      18 hours
   ii. Related Professional Courses
      Including introduction to Research and selected work in such areas as: curriculum and instructional methods, educational supervision, special education, and psychology.
      12 hours
   iii. Related Cognate Courses
      Involves selected work in such areas as guidance and counseling, and/ or the various subject areas mentioned under sections i and ii.

   18 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 professional voice and speech facilities and adequate hearing acuity for speech. (Administered by the Speech and Hearing Clinic of the University)
   2. Have successfully completed a minimum of twenty-four semester hours of work preparatory to admittance to the major. These hours to include the following courses or their equivalents:
      SPED 341, Introduction to Communication Disorders; SPED 343, Speech Reading and Auditory Training; SPED 437, Hearing Loss and Audiology; SPED 438, Speech Science I; SPED 443, Speech Pathology I; SPED 444, Speech Pathology II; SPED 445, Speech Science II; SPED 450, Communication Disorders at the Elementary and Secondary Schools; SPED 451, Basic Practicum Speech, 475, Childhood Language Disorders
   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. Forty-eight hours of coursework and practicum. These hours may be taken from the following:
   i. Required Courses:
      FED 801 V. Introduction to Research
      SPED 343, Clinical Methods in Communicative Disorders
      SPED 849V, Clinical Audiology
      SPED 851V, Advanced Practicum Speech (Schools)
      SPED 852V, Advanced Practicum Speech (auditory)
      SPED 853V, Seminar in Speech Pathology
   ii. Elective Courses
      SPED 870V, Seminar in Special Education
      18 hours
   iii. Required Courses
      SPED 841 V. Advanced Studies in Disorders of Voice
      SPED 842V, Advanced Studies in Disorders of Respiration and Related Problems
      SPED 846V, Advanced Studies in Disorders of the Alimentary and Respiratory Tracts
      SPED 848V, Current Practice in Speech Pathology
      SPED 849V, Speech Science III: Neuropsychology of Speech and Language
      SPED 850V, Basic Prac t icum Speech
      36 hours
   iv. Special Courses
      SPED 855V, Alternating Speech Rehabilitation
      SPED 856V, Speech Problems of Central Brain Injury
      18 hours

   Major in Teaching the Deaf
   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 independence in teaching mentally retarded children. State certification in EHDI and TMH teaching requires a minimum of 36 hours of coursework in special education. The following program requirements must be fulfilled:
   i. Applicants to the M.S. degree in Mental Retardation must be approved by the Dean for Graduate Studies and the Major advisor.
   ii. Applicants should hold a valid teaching certificate. Those not holding teaching certificates will be required to take preparatory courses in teacher education (the number of hours to be determined by the student's transcript and the related experiences). Examinations for their final tests will be taken subject to the approval of the applicant's transcript and the related experiences.
   iii. To be admitted as a candidate for an M.S. degree in Mental Retardation the student must have successfully completed at least twelve hours of course work and passed a comprehensive written examination covering these first twelve hours.
   iv. Each candidate, having successfully completed at least thirty hours of coursework and practicum, will be required to pass a written exam and oral examination designed for their final six hours of coursework and practicum.
   v. Thirty-six hours of coursework and practicum may be taken from the following required and elective courses:
   i. Required Courses:
      FED 801 V. Introduction to Research
      SPED 806V, Interdisciplinary Approaches to Developmental Disabilities
      SPED 807V, Introduction to the Mentally Subnormal Child
      SPED 808V, Curriculum Planning for the Intellectual Deficient
      SPED 844V, Theoretical Approaches for Teaching the Developmentally Disabled Child
      SPED 845V, Methods and Materials for Teaching Mentally Retarded
      SPED 850V, Basic Observation and Student Teaching
      SPED 854V, Advanced Observation and Student Teaching
   36 hours

   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 independence in teaching mentally retarded children. State certification in EHDI and TMH teaching requires a minimum of 36 hours of coursework in special education. The following program requirements must be fulfilled:
   i. Applicants to the M.S. degree in Mental Retardation must be approved by the Dean for Graduate Studies and the Major advisor.
   ii. Applicants should hold a valid teaching certificate. Those not holding teaching certificates will be required to take preparatory courses in teacher education (the number of hours to be determined by the student's transcript and the related experiences). Examinations for their final tests will be taken subject to the approval of the applicant's transcript and the related experiences.
   iii. To be admitted as a candidate for an M.S. degree in Mental Retardation the student must have successfully completed at least twelve hours of course work and passed a comprehensive written examination covering these first twelve hours.
   iv. Each candidate, having successfully completed at least thirty hours of coursework and practicum, will be required to pass a written exam and oral examination designed for their final six hours of coursework and practicum.
   v. Thirty-six hours of coursework and practicum may be taken from the following required and elective courses:
   i. Required Courses:
      FED 801 V. Introduction to Research
      SPED 806V, Interdisciplinary Approaches to Developmental Disabilities
      SPED 807V, Introduction to the Mentally Subnormal Child
      SPED 808V, Curriculum Planning for the Intellectual Deficient
      SPED 844V, Theoretical Approaches for Teaching the Developmentally Disabled Child
      SPED 845V, Methods and Materials for Teaching Mentally Retarded
      SPED 850V, Basic Observation and Student Teaching
      SPED 854V, Advanced Observation and Student Teaching
   36 hours

   Student is responsible for prerequisites in all elective areas.
   Substitutions possible where student has completed courses in the undergraduate or graduate level.
Entrance Requirements

Since the Meyer Children's Rehabilitation Institute (MCR) has been designated as the State Center for Special Education of the University of Nebraska at Omaha and the Meyer Children's Rehabilitation Program becomes available, thus, our graduate students undergo a coordinated training program that will prepare them to assume the following roles or positions:

1. Special class teacher with certification in learning disabilities providing educational programs for children who are mild EMH, LD, Mild ED, RE.
2. Resource Room Teacher with certification as a resource teacher providing consultative services to regular class teachers and special class teachers and providing direct services to children (mild EMH, LD, Mild ED, RE) in tutorial or small group settings.
3. Clinical Diagnostic Teacher (no certification) providing educational diagnostic and intervention services, within multidisciplinary clinical setting, to mild EMH, LD, Mild ED, RE.

Each of the above positions require the same functions which must be accomplished by our graduate students and which will prepare them to assume that role whenever and wherever the position becomes available. Thus, our graduate students undergo a coordinated training program of didactic and practical experiences in which they:

1. Formally and informally analyze, assess, and diagnose children with learning and/or behavior problems.
2. Design, develop, and implement intervention techniques and strategies for learning and behavioral needs.
3. Develop and practice communication skills and techniques for the purpose of conveying diagnostic findings, educational and behavioral needs to children, parents, teachers, administrators, and others who may have a direct or indirect interest in the child.
4. Design, develop, and implement organizational plans for classroom and resource programs and for clinical operations.

Handicapping conditions associated with all functions relate primarily to EMH, LD, ED, and RE.

Program Requirements

The program in Specific Learning Disabilities is a cooperative program between the Department of Special Education of the University of Nebraska at Omaha and the Meyer Children's Rehabilitation Institute of the University of Nebraska Medical College. Personnel from both facilities will be used to provide the expertise in training the student in areas necessary to fulfill the competency requirements. Since the Meyer Children's Rehabilitation Institute (MCR) has been designated as the State Center for Learning Disabilities, most clinical services to children and handicapped experiences will take place there. The exception will be when the student moves to the public or parochial school for regular classroom experiences. Lectures, demonstrations, and seminars will take place at both facilities.

Entrance Requirements

1. Students must hold a Bachelor's degree with a teacher's certificate in one or more teaching areas.
2. Students must have completed three years of successful teaching experience before endorsement will be granted.
3. Students must take pre-examination experiences (oral and/or written) within the first nine (9) hours of course work before a final plan of study is made. (Under this requirements, the student is subject to prerequisite course before, during, or after completion of the nine hours. This is required in order to help the student attain those competencies necessary for the completion of the program.
4. Students must fulfill all other entrance requirements as required by the Graduate College of the University of Nebraska at Omaha.

Course Work

1. Thirty (30) credit hours must be completed for endorsement as a Resource Teacher in Learning Disabilities.
2. Thirty-six (36) credit hours must be completed for the Master of Science degree in Special Education with a major in Learning Disabilities and endorsement as a Resource Teacher in Learning Disabilities.

Required Courses

A. Analysis of the Learner — 9 hours from the following:
   - SPED 404M, Learning Disabilities
   - SPED 403, Problems in Teaching Reading Elementary
   - PSY 656, Learning in Children
   - PSY 658, Linguistic & Cognitive Development
   - PSY 610, Social & Personality Development
   - SPED 806M, Emotional Development in Children & Youth
   - SPED 817V, Speech and Language Development (Speech Science II)
   - SPED 847V, Psychology and Educational Testing
   - SPED 819M, Special Approaches to Developmental Disabilities
   - SPED 873M, Childhood Language Disorders
   - PSY 851V, Advanced Educational Psychology

B. Testing and Evaluation Techniques — 6 hours from the following:
   - SPED 895V, Diagnosis of Learning Disabilities
   - SPED 819M, Special Approaches to Developmental Disabilities
   - SPED 873M, Childhood Language Disorders
   - PSY 824V, Cooperative Approaches to Early Childhood
   - SPED 897V, Clinical Teaching in Learning Disabilities

C. Remediation Techniques — 9 hours from the following:
   - SPED 881V, Remedial Projects in Learning Disabilities
   - SPED 887V, Diagnosis and Remediation Techniques in Early Childhood
   - PSY 831V, Psychological and Educational Testing
   - SPED 880M, Behavior Modification
   - PSY 852V, Counseling Techniques in Special Education
   - PSY 851V, Advanced Educational Psychology
   - PSY 855V, Advanced Educational Psychology
   - PSY 877V, Behavior Modification
   - SPED 885M, Clinical Observation of the Multi-Handicapped
   - SPED 880M, Learning Disabilities
   - Psych 845M, Personality Theories
   - Psych 851V, Advanced Educational Psychology
   - Psych 857V, Behavior Modification
   - (NP) 851, Developmental Psychology
   - (NP) 852, Group Dynamics

Major in Teaching the Emotionally Disturbed**

1. Required Courses
   - FED 616V, Introduction to Research
   - SPED 896V, Interdisciplinary Approaches to Developmental Disabilities
   - SPED 893M, Emotional Development of Children and Youth
   - SPED 880M, Classroom Techniques for Behavior Control
   - SPED 872V, Seminar in Special Education
   - SPED 873V, Seminar in Special Education
   - SPED 847V, Basic Observation in Student Teaching of Special Education
   - SPED 847V, Advanced Observation and Student Teaching of Special Education

C. Electives
   - 15 hours

**The Master of Science degree with a major in teaching the emotionally disturbed includes courses not lead to certification.
SPEECH

Master of Arts

An applicant for graduate study in Speech (Interpersonal Communication, or Theatre) must present a minimum of 15 undergraduate semester hours in appropriate courses in communication arts and sciences beyond the introductory course, including advanced work in the area in which he intends to concentrate his graduate program. Deficiencies must be made up during the first year of graduate study.

All students who intend to become degree candidates must complete core requirements consisting of one research course (Speech 801V), one theory seminar, and one additional course in the area of intended major emphasis. As soon as possible after completing the core requirements, the student must schedule and participate in an oral candidacy and placement examination conducted by the Graduate Program Committee or the student's Graduate Committee (if appointed). Following this examination, the decision will be made as to whether the student will follow a thesis or non-thesis program and a program of studies will be submitted to the Graduate Office. The student must then complete either of the following plans of study approved for him or her:

Option I

Successful completion of 24 semester hours of course work including at least 9 hours in 800V and 900 level courses; plus a thesis (6 credit hours) based on a proposal approved by the student's committee, defended orally before the committee; plus an oral examination over the student's field(s) of study.

Option II

Successful completion of 36 semester hours of course work including at least 18 hours in 800V and 900 level courses, (at least 18 hours must be in the student's field of concentration) and an independent research or creative project in writing, video, film, or theatre production, plus a written examination over his area of major emphasis and minor or area studies, judged by a faculty committee.

URBAN STUDIES

Master of Science With a Major in Urban Studies

This is a professional graduate degree which is designed: (1) to prepare students for human service careers in an urban setting; (2) for research or teaching in this field; (3) for those already involved in urban programs and are seeking additional professional training.

Qualified urbanists are being sought by a wide range of employers. Private corporations as well as public agencies are seeking employees who have a broad range of technical skills and an understanding of the problems of contemporary urban society.

The general prerequisite for admission to the Urban Studies Graduate Program is a Bachelor of Arts or Bachelor of Science degree.

For a student to be admitted unconditionally to the M.S. program he must have an undergraduate grade point average of at least 3.00 on a 4.00 system. In addition, if the student's undergraduate preparation in the social sciences is insufficient, additional preliminary work may be prescribed which he must complete before he is accepted unconditionally admission. These additional courses do not carry graduate credit, but other courses for graduate credit may be taken simultaneously.

Degree Requirements

Thirty-six semester hours of course work are required. A core of six required courses shall be completed, plus nine credit hours must be taken from one of three areas of concentration. The required courses include Urban Studies 880V, 884V, 890V, 892V; Sociology 821M; and History 841M or 812M. Courses applicable to the area of concentration may include, but are not necessarily restricted to, Political Science 892M, 843M, 890V; Public Administration 842V, 836V, 834V, 841V, Geography 881V; Psychology 891V; Sociology 810M, 841M, 862M, 875M, 895M, 880M, 811M, Geography 810M, 812M, Counseling 828M, 822V, 827V. A maximum of nine hours of optional credit may be selected from Economics 835V, 880V, 887V, 888V; History 843M, 811M, Geography 881V, 812M, or many of the courses listed above.

Eleven hours of the course work must be at the 800V level.

A comprehensive final examination written and oral is required, although a thesis is not required.
COURSE DESCRIPTIONS

Key to Symbols:
F—offered in the fall semester of each year
S—offered in the spring semester of each year
SU—offered in the summer session

Courses numbered 800, 900U, and 900 are open to graduate students only. Some courses numbered 800M are open to both seniors and graduates; the same is true of a selected few 800s numbered 800U. Courses numbered 800U are open to graduate students only; some courses numbered 800M 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

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

831M Advanced Sculpture (3) Advanced work in area of student's choice, with facilities for oxy-acetylene, arc welding, and general metal working. Prereq: Art 331 and permission.

841M Advanced Painting (3) Practical instruction in oil painting and related media. Course gives the student the time and environment to work and develop individually. A strong emphasis is placed on a complete knowledge of contemporary art. Prereq: Art 341 and permission.

851M Advanced Printmaking (3) Intaglio or lithography processes stressing technical proficiency and personal development. Prereq: Art 351 and permission.

861M Advanced Ceramics (3) Advanced problems in the techniques of ceramics. Prereq: Art 361 and permission.

831V Graduate Sculpture (3) Advanced problems in a particular sculpture medial. Prereq: Art 431 and permission.

841V Graduate Painting (3) More complex problems in the oil medium and related material. Prereq: Permission and 12 credit hours of painting.

851V Graduate Printmaking (3) Advanced problems in printmaking in either intaglio or lithography techniques. Prereq: Art 451 and permission.

Biology

Course Descriptions

823J Microtechnique (3) A course in the techniques of fixation, dehydration, staining, clearing and mounting biological material in the manufacture of microscope slides. Prereq: Two years of biological sciences.

834J Ecology (4) The study of the behavior of whole organisms and groups of organisms in relation to their total living and non-living environment. Prereq: Biology 145, 175.

844J Morphology of Lower Plants (4) A lecture and laboratory course which covers the ecology, morphology, and evolutionary trends of algae, fungi, and bryophytes. Prereq: Biology 145.

853J Flora of the Great Plains (3) The classification, identification, and recognition of common vascular plants, including weeds, ornamentals, and indigenous plants, found in the Great Plains. Prereq: Biology 145.

854J Morphology of Higher Plants (4) A lecture and laboratory course covering the living and fossil vascular plants with emphasis on morphology, ecology, and evolutionary trends. Prereq: Biology 145.

863J Plant Anatomy (3) A study of cells, tissues, and organs of vascular plants with particular emphasis on internal structure of seed plants. Prereq: Biology 145.

873J Fauna of the Great Plains (3) 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. Prereq: Biology 145, 175.

874J Histology (4) Analysis of the microscopic anatomy of tissues and organs, their adaptations and functional significance. Prereq: Biology 175, and a course in vertebrate anatomy, or permission of instructor.

884J Embryology (4) An intensive study of the embryology and development of the vertebrate animal, particularly the human. From gametogenesis through organogenesis as revealed by a study of selected vertebrate embryos and fetuses. Prereq: Biology 175 and a course in vertebrate anatomy.

810M Plant Geography (same as Geography 810M) (3) A study of the worldwide geographic distribution of major vegetation types and the ecological and physiological factors that determine their location. Special attention to North America is included. Prereq: Biology 102, 145, or permission.

816M Cellular Biology (4) This course is a comprehensive study of the structure and function of plant and animal cells. Prereq: Biology 145 and 175, organic chemistry, or permission of the instructor.

818M Immunology (4) A study of the physical, chemical, and biologic relationships that serve to establish and maintain plant and animal communities in a freshwater environment. Prereq: Biology 145, 175, and organic chemistry.
Course Descriptions

810V Experimental Genetics (3) Lecture and laboratory involving experimentation with organisms. Prereq: Biology 175.

812V Biofield Systems (3) A study of principles and techniques in animal and plant biofield systems. Emphasis on the concepts of field systems and on the relationship between the organism and its environment. Prereq: Biology 175 or permission of the instructor.

813V Biornorphology (3) A study of the morphology and anatomy of organisms in relation to their environment. Prereq: Graduation standing in Biology. Permission of the instructor.

814V Environmental Physiology (3) A study of the functional aspects of environmental physiology. Prereq: Graduation standing in Biology and permission of the instructor.

815V Marketing Foundations (3) This course is designed to acquaint the student with the fundamental principles of marketing and to prepare him for more advanced work in marketing research. Prereq: Econ 201 and Econ 202 or Econ 800U.

816V Statistics for Business Decisions (3) Techniques of analysis and interpretation of quantitative business data; descriptive measures, statistical inference, and decision theory. Prereq: DS 212 or College Algebra.


825 Seminar in Accounting (3) A study of problems associated with which may be independent or interrelated in public, private, and governmental accounting systems. PreReq: RE 820 or BA 821V.

830V The Environment of Management (3) A classical and behavioral study of the organizational environment in which decision-making occurs to accomplish the economic and efficient optimization of organized endeavor. PreReq: MTG 349 or BA 814J.

831H Human Behavior In Organization (3) An interdisciplinary study of the human behavior concerned with the problems of combining and utilizing human resources to achieve the effective objectives of management and workers. PreReq: BA 349 or BA 814J.

835V Seminar in Management (3) A student participation course emphasizing current issues and problems in the areas of management theory and operation. PreReq: BA 830V and BA 831V.

840V Marketing Policies (3) A marketing management course emphasizing the determination of policies employed in solving problems in marketing. PreReq: MKT 331 or BA 815J.

841V Promotional Policies (3) Analysis of the methods, research, and policies needed to develop and administer an effective promotional program. PreReq: MKT 331 or BA 815J.

845V Seminar in Marketing (3) Exploration and critical analysis of modern marketing problems, issues, methods and approaches for better understanding and development of the subject matter. PreReq: BA 840V.

850V Financial Management (3) Examines the problems of managing the financial operations of an enterprise with emphasis on analysis and solution of long and short-term problems pertaining to the financial aspects of business. PreReq: FIN 325 or BA 813J.

851V Security Analysis (3) A study in the techniques of analysis of marketable securities. Statistical and financial ratio methods of analysis are explored along with the broader bases for appraisal of values of securities. PreReq: FIN 325 or BA 813J.

852V Seminar in Investment Management (3) The theory of investment management and applications in formulation of policies for different types of investors. PreReq: FIN 325 or BA 813J.

855V Seminar in Finance (3) Selected topics from areas of business finance. PreReq: BA 855V.

860V Real Estate and Land Use Economics (3) A study of the techniques of analysis and concepts of real estate and land use economics. PreReq: RE 344, RE 346, RE 440 and RE 441.

851V Current Problems in Real Estate and Land Use Economics (3) A study of current problems in real estate markets affecting decisions of the individual and public sectors. Analysis of economics of land development and use and re-use of real property to provide a viable environment for all citizens. PreReq: RE 344, RE 346, RE 440, and RE 441 or equivalent experience.

880V Policy, Planning and Strategy (3) A comprehensive study of the evaluation and implementation of policies and programs of public and private sectors. PreReq: RE 840L. Analyzing current problems may be taken concurrently with RE 840L. PreReq: RE 835L should be taken concurrently with RE 836L.

840J Instrumental Analysis Laboratory (3) Laboratory to accompany Chemistry 840J. PreReq: Chemistry 840J may be taken concurrently.

855M Hydrology (3) The hydrologic cycle, precipitation, evaporation, infiltration, surface and ground water flow, water resources, land use, and urbanization of water resources. PreReq: GE 331.

834M Ground Water Hydrology I (3) The occurrence, distribution, and movement of ground water; formulation and solution of differential equations of ground water flow in a saturated and an unsaturated steady, and unsteady state. PreReq: GE 331.


844M Structural Analysis III (3) Analysis of statically indeterminate structures. PreReq: Chemistry 336 or equivalent.

850M Soil Mechanics II (3) Complex problems in soil mechanics, the interaction between theory, sampling and testing, performance studies. PreReq: CE 440 or equivalent.

865M Construction Cost and Controls (3) Construction estimating, accounting, cost control, construction scheduling, computer applications. PreReq: Permission.

867M Form Design and Steel Erection (2) Design of concrete forms, design of temporary concrete structures for steel erection. PreReq: CE 360.

869M Pavement Design and Evaluation (3) Thickness design of flexible and rigid pavement structures for highways and airports, design of paving materials, evaluation and strength of existing pavements. PreReq: GE 320, GE 419 or equivalent.


878M Computer Applications for beams, frames, trusses, grids, and space forms using flexibility and stiffness methods. PreReq: CE 344.


866M Urban Systems I (3) Concepts of the urban complex as a system which involves interplay between engineering systems and physical works, e.g. 240, 240L, 240R; and economic factors on the other, influence of relation of selected on comprehensive plans. PreReq: Permission. PreReq: Permission. PreReq: Grade standing and permission of instructor.


884L Structural Design for Dynamic Loads (3) Behaviour of structural materials and systems under static and dynamic loads. PreReq: Permission. PreReq: 858V Laboratory.
801V Special Engineering Problems (1-6)
The theory and application of the accumulation knowledge and understanding underpinning a student course work to a special problem of particular interest to the student and his field of interest. These problems should extend the knowledge and understanding of the student in the field of his specialization or the extent of his formal course work. The problems will be agreed upon by the faculty member and the student involved. The problem will be at a level to warrant graduate credit. PreReq: Graduate standing and permission.

802V Thin Shell Structures (3)
General theory of shell structures with design of hyperbolic paraboloids, folded plates, cylindrical shells, shell walls, and domes. PreReq: Graduate standing and permission.

803V Foundation Engineering (3-6)
Evaluation of subsurface conditions as they affect the behavior of structures; bearing capacity; settlement analysis; sewage problems; stability of earth and rock masses; produce elements, characteristics of natural soil deposits, slopes and earthquake-resistant structures. PreReq: Graduate standing and permission.

814V Bridge Design (3-9) The theory and design of bridges, beam, box girder, prestressed, welded girder, composite, orthotropic and suspension bridges. Prereq: CE 470, permission.

815V Advanced Hydraulics (3) Advanced studies in hydraulics including hydrometry, similitude, urban hydrology, geohydraulics, hydraulic structures, and design of flood control and sewage systems. PreReq: Graduate standing and permission.

816V Advanced Structural Engineering (3-6) Contemporary developments in the analysis and design of space-spanning and space-closing structures, including appropriate mathematical and mechanical methods of analysis. PreReq: Graduate standing and permission.

817V Advanced Sanitary Engineering (3-6) Advanced study of biological and chemical processes in sanitary engineering; activated sludge and trickling filter processes; anaerobic digestion; aerated lagoons; chlorination and disinfection; water and dry combustion; introduction to industrial wastewater treatment processes, and special problems in unit processes of wastewater treatment. Prereq: Six hours of undergraduate-level courses in Sanitary Engineering. Prereq: Graduate standing and permission.

830V Sedimentation and Erosion (3)
A study of sedimentation and stream phenomena and their control. Transport mechanisms on stream beds and by suspension. Evaluation of total sediment load and application of sedimentation design. Prereq: Graduate standing and permission.

831V River Mechanics (3)
A study in concepts of rivers flowing in a natural or artificial channel, concepts in channel form, bed forms, rills and bars; scour and fill; meander migration, power, and channel stabilization structures.

899V Civil Engineering and Special Projects (1-6) Individual students may select a special semester project in some phase of civil engineering which requires advanced original thinking and the application of advanced analytical and experimental techniques in computer simulation. Prereq: Graduate standing and permission.

899 Graduate Research (Thesis) (3-6)
Industrial Engineering
890M Operation Research I 3 Probability models; programming decision theory; queuing theory, optimal cost solutions. PreReq: IE 304 or Math 355.


Other Engineering Courses
Graduate Faculty Members:

Professors Harold L. Davis (LOA), Cheryl H. Prescott;

Two graduate industrial technology courses and one course is required as cognate or selected courses on a plan of study for industrial education teachers.

821M Contemporary Trends in Industrial Education for the World of Construction (3) Introduction to a new program development in industrial education, with major emphasis placed upon the World of Construction curriculum. Analysis of basic construction operations and management practices utilized in industrial education. Prereq: GE 330 or Math 235. PreReq: Graduate standing.

822M Contemporary Trends in Industrial Education for the World of Manufacturing (3) Introduction to a new program development in industrial education, with major emphasis placed upon the World of Manufacturing curriculum. Analysis of basic manufacturing operations and management practices utilized in industrial education. Prereq: GE 330 or Math 235. PreReq: Graduate standing.

The application of basic industrial technology skills to work in graduate. PreReq: Permission of instructor.

823V Student and Student Personnel Work in Higher Education (3)
An overview of the characteristics of college students and their needs with special emphasis on the interaction of these needs with educational and extra-curricular activities. The impact of student personnel work is considered as it applies to student growth, social and mental health, and student development. Prereq: GE 330 or Math 235. PreReq: Graduate standing.

824V Introduction to Counseling Theories (3) Study of contemporary theories of counseling, the counseling process and methods. Prereq: Graduate standing.

825V Group Counseling and Guidance Services (3) Study of organizational techniques in group counseling and group counseling programs. Prereq: COUN 890M or 890M.

826V Occupational and Educational Information (3) The nature and use of occupational and educational information. The use of vocational counseling. PreReq: Graduate.

827V Appraisal Techniques in Counseling and Guidance (3) Understanding and utilizing different approaches appropriate to client counseling and development and development and decision making with guidance activities of school counselors, the emphasis on the development of counseling techniques and activities, and to develop appropriate guidance and listening skills. No credit for guidance majors. Prereq: Senior or Graduate Standing.

828M Principles of Guidance (3) The introduction to the principles of guidance and counseling. Emphasis on the training of counselors. Prereq: COUN 890M. Prereq: Senior or Graduate Standing.

829M Principles of Guidance (3) The introduction to the principles of guidance and counseling. Emphasis on the training of counselors. Prereq: COUN 890M. Prereq: Senior or Graduate Standing.

830M Principles of Guidance and Counseling (3) The introduction to the principles of guidance and counseling. Emphasis on the training of counselors. Prereq: COUN 890M. Prereq: Senior or Graduate Standing.

831M Principles of Guidance and Counseling (3) The introduction to the principles of guidance and counseling. Emphasis on the training of counselors. Prereq: COUN 890M. Prereq: Senior or Graduate Standing.

832M Principles of Guidance and Counseling (3) The introduction to the principles of guidance and counseling. Emphasis on the training of counselors. Prereq: COUN 890M. Prereq: Senior or Graduate Standing.

833M Principles of Guidance and Counseling (3) The introduction to the principles of guidance and counseling. Emphasis on the training of counselors. Prereq: COUN 890M. Prereq: Senior or Graduate Standing.

834M Principles of Guidance and Counseling (3) The introduction to the principles of guidance and counseling. Emphasis on the training of counselors. Prereq: COUN 890M. Prereq: Senior or Graduate Standing.

835M Principles of Guidance and Counseling (3) The introduction to the principles of guidance and counseling. Emphasis on the training of counselors. Prereq: COUN 890M. Prereq: Senior or Graduate Standing.

836M Principles of Guidance and Counseling (3) The introduction to the principles of guidance and counseling. Emphasis on the training of counselors. Prereq: COUN 890M. Prereq: Senior or Graduate Standing.

837M Principles of Guidance and Counseling (3) The introduction to the principles of guidance and counseling. Emphasis on the training of counselors. Prereq: COUN 890M. Prereq: Senior or Graduate Standing.

838M Principles of Guidance and Counseling (3) The introduction to the principles of guidance and counseling. Emphasis on the training of counselors. Prereq: COUN 890M. Prereq: Senior or Graduate Standing.
Criminal Justice

Course Descriptions

801V Criminal Justice Planning and Innovation (3) A review of the history of social psychology, public administration and sociology which relate to the efficacy and shortcomings of strategies promoting change in Criminal Justice agencies, institutions, organizations and individuals. Prereq: Permission of Instructor.

810V Seminar in Crime Prevention (3) An inquiry into high profile or unexpected areas of Criminal Justice. Historical, contemporary and future prevention and methodology are examined. Prereq: Permission of Instructor. Pre: None.

811V Special Problems in Criminal Justice (3) A course devoted to an exploration and analysis of contemporary special problems in the broad spectrum of law enforcement and corrections. Prereq: CJ graduate student and permission of instructor.

812V Criminal Justice Research Theory and Methodology (3) Research theory and methodology in the social sciences as applicable to Criminal Justice; preparation of research design, data collection, and in-schoolencil procedures, and development of individual research papers. Prereq: Permission of Instructor.

813V Contemporary Criminalistics (3) An examination of past historical developments leading to the current applications of scientific disciplines to the analysis of physical evidence. Prereq: Permission of Instructor.

814V Independent Study (1-3) Individual projects in research, literature review, or creative production which may or may not be an extension of the student's major. Prereq: Permission of Instructor.

899V Master's Thesis (1-6) Independent research project written under the supervision of an advisor. Prereq: Permission of instructor.

Dramatic Arts

Course Descriptions

8106M-822M Advanced Projects in Dramatic Arts (1-I) Each (1-3) Special projects that dramatic arts supplementing regular courses; individual research projects, combined study and project, Prereq: 9 hours in dramatic arts in the general area to be studied and permission of department chairman.

8127M Costume History and Design (3) The study of the methods of design, production, and preparation of plays for children. Prereq: 9 hours in dramatic arts 220 and 223.

823M Children's Theatre Production (3) Study of the methods of acting and producing plays for children. Prereq: plan a complete Children's Theatre production or become actively involved in an actual production. Prereq: Graduall standing with an undergraduate major in drama or permission of instructor.

826M Play Direction (1) A practicum in play-directing, casting, directing and producing. Prereq: Dramatic Arts 220 or permission of instructor.

827M Costume History and Design (3) The history of human adornment in modern dress; theory and practice in theatrical costume design. Prereq: Dramatic Arts 227 or permission of instructor.

828M History of the Theatre to 1642 (3) An historical survey of the theatre and drama in its literature and the literature of the theatre from its origins to 1642. Prereq: Graduate study to qualify.

829M Historical Survey of the Theatre (3) An historical survey of the theatre and its literature from 1642 to the present. Prereq: Admission to graduate study.

871M Advanced Oral Interpretation (3) Theories and forms of interpretation of text. Prereq: the present, preparation and presentation of a project. Prereq: Dramatic Arts 171.

830V Dramatic Theory and Criticism (3) For advanced students of dramatic literature. Important theories of interpretation applied to 20th century plays. Prereq: completion of the historical and critical survey of the contemporary theatre. Prereq: 827M or permission of instructor.

831V Seminar in Contemporary Theatre Aesthetics (3) Research and dialogue in the aesthetic theories and practices of the contemporary theatre. Prereq: Emphasis on the sources, background, and development of aesthetic and critical thought in this century. Prereq: Dramatic Arts 220. Dramatic Arts 428, 429 and English 252 or permission.

832V Technical Theatre Problems (3) Research and dialogue in the theoretical and practical problems of the contemporary theatre. Prereq: 827M or permission of instructor.

Economics

Course Descriptions

800J Analytical Foundations of Economics (3) (1) Fundamental macro and micro economic theory for Graduate Students in Business. The development of micro and macro economic theory is examined and an economic analysis of the business firm, its market structure, production possibilities, and cost factors undertaken.

851J Analytical Foundations of Economics (3) (1) Fundamental macro and micro economic theory for Graduate Students in Business. The development of micro and macro economic theory is examined and an economic analysis of the business firm, its market structure, production possibilities, and cost factors undertaken.

852J Analytical Foundations of Economics (3) (1) Fundamental macro and micro economic theory for Graduate Students in Business. The development of micro and macro economic theory is examined and an economic analysis of the business firm, its market structure, production possibilities, and cost factors undertaken.
Local and regional studies will be stressed.

807V Economic Education Institute graduate student with no previous college work.

805V Economic Education Institute graduate student with no previous college work.

866M

State and Local Finance (3) An introduction to the interactions of institutional formations and the role of money in stabilizing at high levels of production, employment, income and prices. Emphasis on contingency planning. Prereq: Graduate standing.

856M Monetary Theory and Policy (3) The role of money in stabilizing at high levels, production, employment, income and prices. Emphasis on contingency planning. Prereq: Graduate standing.

95M Quantitative Applications in Economics and Business (3) The study and application of modern quantitative techniques to problems in economics and business. Prereq: DS 212 or Permission of Instructor.

945M Monetary Theory and Policy (3) The role of money in stabilizing at high levels, production, employment, income and prices. Emphasis on contingency planning. Prereq: Graduate standing.

860V School Plant Planning and Operation (3) Designed to give the school administrator an understanding of the function of modern administrative and supervisory practices in the area of office administration and protection of property, and administration of transportation.

865V School Finance (3) A study of the sources of school financing, local, state and federal. In addition to covering the area from a historical point of view, emphasis is placed on the problems involved in the management of school finance. Prereq: FED 801D and EAD 835V.

87V School Plant Scheduling and Operation (3) Includes such topics as school building site selection, building construction, school equipment, maintenance and operation, student transportation and rehabilitation and remodeling, financing, scheduling.
1s approach through study of most recent administration of educational media program with laws related to schools. Topics include curriculum, contract, neglection, curriculum, administration, pupil control, and transportation. Each is approached through study of most recent court pronouncements. Prereq: FED 801V and EDAD 835V.

Educational Foundations
Course Descriptions
818M Mental Health (3) A study of the principles and practices concerning mental health in the classroom. Major emphasis is given to the teacher's role in problem solving and the development that will foster learning to relate to others and to learn about oneself. Emphasis is placed on communication phenomena and the impact of institutions and authority structures upon mental health. Prereq: FED 814V and EDAD 835V.

81M Principles of Adult Education (3) 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. Prereq: FED 814V.

82M Adult Group Leadership (3) A study of group processes and the development of leadership skills in adult groups. Topics include group interaction, leadership and group development. Prereq: FED 814V and EDAD 835V.

86M Audio-Visual Materials in Education (3) An introduction to the theory, history, organization, selection and utilization of educational technology for instruction, emphasizing the places of educational media in the learning/teaching process. Prereq: ED 814V.

87M Preparation of Instructional Materials (3) A basic course in the production of inexpensive audio-visual materials for the classroom teacher. Photographs, models and audio materials are considered, including such instructional materials as slides, transparencies, and overhead transparencies. Prereq: ED 814V.

86M Growth and Learning Problems of Disadvantaged (3) A course designed to help students develop a basic understanding of child growth and development and learning problems which have bearing upon the education of children in urban settings. A study of the urban school. Prereq: FED 814V.

80V Special Studies (3) A series of intensive courses scheduled as regular seminars or workshops, according to current trends and materials. Each course is designed to fulfill a specific need as perceived by the students enrolled during the semester. Prereq: FED 814V.

811V Field Project in Educational Administration (3) A study of the problems in the field of educational administration, and employs the techniques of study and research. Topics are modified annually to reflect current educational trends. Prereq: Admission to Educational Specialist Program.

811U Advanced Seminar in Educational Administration (3) The seminar is a study of educational administration. Emphasis will be placed upon the theory and techniques of administration. Prereq: FED 814V.

88M Administration of the Instructional Media Center (3) Course designed for students who will prepare themselves for the administration of an educational media program within a consolidated school. Prereq: EDAD 835V.

954 School Law (3) Course is concerned with law as it affects schools. Topics include contract, negligence, curriculum, administration, pupil control, and transportation. Each is approached through study of most recent court pronouncements. Prereq: FED 801V and EDAD 835V.

Elementary and Early Childhood Education
Course Descriptions
820M Literature for Children and Youth (3) Selection, evaluation and guidance in various types of literature for the elementary and junior high school levels. Prereq: FED 801V.

827M Current Trends in Early Childhood Education (3) A study of educational trends in setting up and implementing a program for the child from birth to age two with emphasis on individual and group analysis. Prereq: FED 801V and EDAD 835V.

836M Seminar in Early Childhood Education (3) A study of the problems that modern society is confronted with and the role(s) that education has in helping society meet its challenges. Emphasis will be placed on the interface between the educational institution and the other major areas of society. The need for collaboration with other disciplines will be given to the mechanism of change. Prereq: FED 814V.

870V Administration and Staff Personnel (3) A study of the problems of the elementary school teacher in an urban milieu. The course will deal with the needs and problems of the elementary school and the child in the school setting. Prereq: FED 801V and EDAD 835V.

880V Seminar in Research Design (3) A seminar designed to acquaint students with 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, the buildings and grounds and conducting the public relations program. Prereq: FED 801V and EDAD 835V. Prereq: Admission to graduate study.

800 Seminar in Research Design (3) A seminar designed to acquaint students with 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, the buildings and grounds and conducting the public relations program. Prereq: Admission to graduate study.

801V Intensive Study of Elementary Education (3) An intensive study of the educational systems of selected nations found in Europe, Asia, Latin America, and Africa. Emphasis will be placed on a total study of the society selected and its resulting educational and future educational trends. Prereq: FED 801V and EDAD 835V.

85V Seminar in Education (3) Systematic study of current developments which have current significance to American or foreign elementary and secondary education. Prereq: FED 814V and EDAD 835V.

86V Education and Society (3) A study of the problems that modern society is confronted with and the role(s) that education has in helping society meet its challenges. Emphasis will be placed on the interface between the educational institution and the other major areas of society. The need for collaboration with other disciplines will be given to the mechanism of change. Prereq: FED 801V.

870V Administration and Staff Personnel (3) A study of the problems of the elementary school teacher in an urban milieu. The course will deal with the needs and problems of the elementary school and the child in the school setting. Prereq: FED 801V and EDAD 835V.

871V Interpersonal Relationships in Educational Administration (3) A study of the problems of the elementary school teacher in an urban milieu. The course will deal with the needs and problems of the elementary school and the child in the school setting. Prereq: FED 801V and EDAD 835V.

881V Urban School Administration (3) A study of the problems of the elementary school teacher in an urban milieu. The course will deal with the needs and problems of the elementary school and the child in the school setting. Prereq: FED 801V and EDAD 835V.

890V Administration of Instructional Media (3) A study of the problems of the elementary school teacher in an urban milieu. The course will deal with the needs and problems of the elementary school and the child in the school setting. Prereq: FED 801V and EDAD 835V.

890V Administration of Instructional Media (3) A study of the problems of the elementary school teacher in an urban milieu. The course will deal with the needs and problems of the elementary school and the child in the school setting. Prereq: FED 801V and EDAD 835V.
84BM Seventh Century Literature (3) A study of the English Poetry and prose of the seventh century to the Restoration with emphasis on Milton.
850M English Drama before 1642 (3) A study of the English drama, exclusive of Shakespeare, from the beginnings to 1642.
817M Linguistics (3) An analysis of the English language as it is spoken with the end view of gaining better understanding of the language and the problems not covered by regular period, or genre courses. Prereq: Graduate or permission.
810M Shakespeare (3) A critical study of twelve major plays of Shakespeare. Prereq: Graduate.
835M The English Novel (3) The development of the English novel from the beginning to the end of the Victorian period. Prereq: Graduate.
868M History of the English Language (3) A study of the internal and extraneous causes which have influenced the development of the English language. Prereq: Graduate, (half-time teaching will grant 3 hours of credit). Prereq: Permission of Adviser.
871V Advanced Practicum in Elementary Education (3-6) Advanced practicum will demand an increased responsibility of the student for one semester. A corresponding increase in the variety of experiences, based upon his individual needs. Practicum 871V is a continuation and refinement of the quality of teaching based upon his performance during the first practicum experience (EED 870V). Prereq: Permission of Adviser and satisfactory completion of EED 870V, Practicum in Education.
899 Thesis (1-6) Independent research project required of all students taking Masters of Arts degree. See major adviser.

English Course Descriptions
815M Contemporary French and German Novels (3) Comparative study of selected contemporary French and German novels in translation. Cross-listed as French 815M and German 815M. Prereq: Consent of instructor. Prereq: Permission.
833M Sixteenth Century Literature (3) Poetry and prose of the English Renaissance, from its origins to the end of the Elizabethan Age. Prereq: Graduate.
834M Chaucer (3) A study of the language and writing of Chaucer with emphasis on The Canterbury Tales. Prereq: Eng 231.
840M English Literature in the Age of Pope and Swift (3) An intensive study of selected authors and works of the Augustan Age of English Literature with emphasis on Pope and Swift. Prereq: Graduate.
841M The Age of Johnson (3) Poetry, prose (including the essays and drama) of England during the second half of the eighteenth century. Prereq: Graduate.
848BM Seventeenth Century Literature (3) A study of the English Poetry and prose of the eighteenth century to the Restoration with emphasis on Milton.
850M English Drama before 1642 (3) A study of the English drama, exclusive of Shakespeare, from the beginnings to 1642.
817M Linguistics (3) An analysis of the English language as it is spoken with the end view of gaining better understanding of the language and the problems not covered by regular period, or genre courses. Prereq: Graduate or permission.
810M Shakespeare (3) A critical study of twelve major plays of Shakespeare. Prereq: Graduate.
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868M History of the English Language (3) A study of the internal and extraneous causes which have influenced the development of the English language. Prereq: Graduate, (half-time teaching will grant 3 hours of credit). Prereq: Permission of Adviser.
871V Advanced Practicum in Elementary Education (3-6) Advanced practicum will demand an increased responsibility of the student for one semester. A corresponding increase in the variety of experiences, based upon his individual needs. Practicum 871V is a continuation and refinement of the quality of teaching based upon his performance during the first practicum experience (EED 870V). Prereq: Permission of Adviser and satisfactory completion of EED 870V, Practicum in Education.
899 Thesis (1-6) Independent research project required of all students taking Masters of Arts degree. See major adviser.

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810M Shakespeare (3) A critical study of twelve major plays of Shakespeare. Prereq: Graduate.
835M The English Novel (3) The development of the English novel from the beginning to the end of the Victorian period. Prereq: Graduate.
868M History of the English Language (3) A study of the internal and extraneous causes which have influenced the development of the English language. Prereq: Graduate, (half-time teaching will grant 3 hours of credit). Prereq: Permission of Adviser.
871V Advanced Practicum in Elementary Education (3-6) Advanced practicum will demand an increased responsibility of the student for one semester. A corresponding increase in the variety of experiences, based upon his individual needs. Practicum 871V is a continuation and refinement of the quality of teaching based upon his performance during the first practicum experience (EED 870V). Prereq: Permission of Adviser and satisfactory completion of EED 870V, Practicum in Education.
899 Thesis (1-6) Independent research project required of all students taking Masters of Arts degree. See major adviser.

Foreign Languages
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
860M Independent Study (1-3) Guided independent study and research under supervision of the instructor. May be repeated with different topical content but not in same semester for maximum of six semester hours total. Prereq: Permission of the instructor.
855M Introduction to the Study of Language (3) A broad, general study of selected aspects of the nature of language, how it functions and changes, references to contemporary trends in linguistic analysis and research. Preques: Graduate standing or permission.
811M Introduction to German Folklore (3) An intensive familiarization of the student with the broad spectrum of folklore in modern and ancient societies of the Indo-European continent. Definition of folklore as an academic field and the delineation of the material studied by
Gerontology

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

Course Descriptions

810M Environmental Gerontology (3) An introduction to the field of education for and about the aging. The institutions and processes of education, the roles and responsibilities of teachers and policymakers involved with aging, and the role of the aging in the educational process.

811M Applied Social Gerontology (3) An introduction to the field of education for and about the aging. The institutions and processes of education, the roles and responsibilities of teachers and policymakers involved with aging, and the role of the aging in the educational process.

812M Physiology of Exercise (3) The response of the human body to exercise and physical activity. The study of the physiological basis of muscular strength, endurance, and cardiovascular fitness; the effects of physical activity on health; and the physiological principles of conditioning and fitness programs.

816V Urban Seminar in Metropolitan Planning (3) Explores the environmental, social, and economic problems of metropolitan regions as related to the study of urban community planning. Special emphasis is given to problems related to the health of the aging, with particular emphasis given to biological changes and adaptations for disease and health disorders.

818M English Composition (3) A critical analysis of current research in English composition and composition strategies. Prerequisite: English 106 or 107.

820V Research Problems (1-3) An examination of current research problems and issues in college, secondary, and elementary physical education. Special emphasis is given to problems related to the health and physical fitness of the aging individual. Prerequisite: Permission of instructor.
History

Course Descriptions

811J American Economic History to 1865 (3) A study of American economic development from colonial times to the end of the Civil War. Prereq: Graduate standing.

812M American Social and Intellectual History to 1865 (3) A survey of American social and intellectual development from the end of the Civil War to the present. Prereq: Graduate standing.

813J American Colonial History (3) A study of the English colonies. Prereq: Graduate standing.

814J Medieval Europe, 284-1095 (3) A survey of European economic development through the Crusades and the investiture struggle. Prereq: Graduate standing.

815J The American Frontiers: 1600-1840 (3) A study of the growth and development of the frontier, mainly from 1600 to 1840, including England and the United States. Prereq: Graduate standing.


817J American Economic History Since 1865 (3) A survey of American economic development from 1865 to the present. Prereq: Graduate standing.

828M Twentieth Century America, 1933 to 1980 (3) A survey of the growth and development of the United States after 1933, including the role of the United States in world affairs. Prereq: Graduate standing.

833J The American Constitution: 1789-1865 (3) An analysis of some of the more important ideas which have influenced in recent American practice in the United States. Prereq: Graduate standing.

834M American Constitutional History Since 1865 (3) A study of constitutional history in the United States from 1865 to the present. Prereq: Graduate standing.

835J Diplomatic History of the United States to 1760. Prereq: Graduate standing.

836M American Urban History Since 1870 (3) A study of the growth and development of the United States from the colonia period through the American Revolution, the problems of cities in national history, American urbanization, and government. Prereq: Graduate standing.


843M Nineteenth Century Europe, 1815-1848 (3) A historical study of the United States from the colonia period through the American Revolution. Prereq: Graduate standing.

845M European Economic History Since 1877-1932 Prereq: Graduate standing.

846M European Constitutional History Since 1815 (3) A study of the development and changes in Great Britain and France from the late eighteenth century to 1919. Prereq: Graduate standing.

847J Eighteenth-Century Intellectual History of Modern Europe (3) A Pro-seminar emphasizing the intellectual revolution of the eighteenth century, with special emphasis on the ideas of the French Revolution. Prereq: Graduate standing.

848M Nineteenth-Century Intellectual History of Modern Europe (3) A Pro-seminar emphasizing the intellectual revolution of the nineteenth century, with special emphasis on the ideas of the French Revolution. Prereq: Graduate standing.

849M The Age of Absolutism (1) (3) A study of the emergence of European absolutism in the sixteenth and seventeenth centuries. Prereq: Graduate standing.

850M The Age of the Enlightenment (1) (3) A study of the French Revolution and the Age of Enlighten ment. Prereq: Graduate standing.


852M Age of the Enlightenment (1) (3) A study of the French Revolution and the Age of Enlightenment. Prereq: Graduate standing.


858J History of the South (3) (3) A Pro-seminar emphasizing the intellectual revolution of the eighteenth century, with special emphasis on the ideas of the French Revolution. Prereq: Graduate standing.

863J European Urban History Since 1870 (3) A study of the growth and development of the United States from the colonia period through the American Revolution. Prereq: Graduate standing.

874J The Age of Absolutism (1) (3) A study of the emergence of European absolutism in the sixteenth and seventeenth centuries. Prereq: Graduate standing.

881J Advanced Research Project in History (1-4) (1-4) Special problems in advanced work in history, arranged individually with graduate students. Prereq: Graduate standing and permission of instructor.
HOF 854 Nutrition Throughout the Life Cycle
(1, 3) Influence of normal physiological states throughout the life span including preconception, lactation, growth, and aging on nutritional requirements. Preq: HOF 383 Nutrition, 3 hrs Human Development and the Family, 6 hrs. Natural Science or permission of instructor. HOF 860 Parent Education with Field Experiences (1, 3) (Cross listed with Geography and Counseling 660) Review of literature relative to the role of parents in America and to programs in parent education. Study of basic concepts in dynamics of group discussion, child development, and family relations pertinent to the class and field experiences. Preq: Hum. Dev. 270, 380 or equivalent or permission of instructor.

HOF 863 The Child and Family in the Community (2) (3) Study of legislation and agencies pertaining to children and families. Field trips and supervised experience in community agencies. Preq: Permission of instructor. Lecture 2 lab 3.

HOF 864 Principles of Tailoring (2) (Cross listed with Clothing and Design) Study of fabric selection, body measurement and mass produced garments. Preq: 12 hrs of Textiles, Clothing and Design including 103. Lecture 2 lab 3.


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

Course Descriptions
820M Theories of Mass Communication 3
A study of the philosophical, political, sociological and psychological theories of mass communication.

823M Public Relations 3
A study of the principles and techniques of the public relations function through lectures, discussions and case histories.

841M Communications Law 3
A discussion of legal, local, civil and criminal laws, and government regulations which have special application to the mass media, such as: book, movie, patent, copyright, content of court, censorship and libel.

FN 853 Cultural Aspects of Diet (2) 3
Cultural Values: The development of the dietary patterns of various populations. Factors involved in food habit alteration. Preq: EdF 241, 9 hrs Social Science or permission of instructor.

FN 855 Nutrition Throughout the Life Cycle (1, 3) Influence of normal physiological states throughout the life span including preconception, lactation, growth, and aging on nutritional requirements. Preq: HOF 383 Nutrition, 3 hrs Human Development and the Family, 6 hrs. Natural Science or permission of instructor. HOF 860 Parent Education with Field Experiences (1, 3) (Cross listed with Geography and Counseling 660) Review of literature relative to the role of parents in America and to programs in parent education. Study of basic concepts in dynamics of group discussion, child development, and family relations pertinent to the class and field experiences. Preq: Hum. Dev. 270, 380 or equivalent or permission of instructor.

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HOF 864 Principles of Tailoring (2) (Cross listed with Clothing and Design) Study of fabric selection, body measurement and mass produced garments. Preq: 12 hrs of Textiles, Clothing and Design including 103. Lecture 2 lab 3.


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841M Communications Law 3
A discussion of legal, local, civil and criminal laws, and government regulations which have special application to the mass media, such as: book, movie, patent, copyright, content of court, censorship and libel.
847M Jungian Psychology (3) This course emphasizes the relation between diagnosis and treatment as a Jungian approach. Topics include psychology, literature, philosophy, and the interpretation of dreams. Prerequisites: permission of instructor.

852M Developmental Psychology (Same as Speech 852M) (3) A discussion of the literature concerning traditional perspectives and the nature of individual differences in personality development. The writing and presentation of a paper on a topic selected by the student is required. Prerequisites: permission of instructor. Graduate and permission of instructor.

852V Introduction to Counseling Theories (Same as Coun 820V) (3) Study of contempo rary theories of counseling, the counseling process and methods. Prerequisite: Education 805V or department permission.

853V Individual Tests I (3) An introduction to the development and use of psychological tests covering such topics as measurement, test development, standardization, reliability, validity, and interpretation. Prerequisite: Psychology 210 or (equivalent).

855V Linguistic and Cognitive Development (3) An advanced course in child psychology, with emphasis upon diagnostic classification using a variety of approaches and techniques of assessment, and correction of developmental disorders. Focus on a child psychology. Permission. (Cross-listed with Psychology 366 at the University of Nebraska College of Education.)

856V Problems in Psychology I (1-6) Faculty supervised experience in an educational agency designed to acquaint the student with practical applications of psychological principles. Prerequisites: Written permission of the department.

857V Problems in Psychology II (1-6) Faculty supervised experience in an educational agency designed to acquaint the student with practical applications of psychological principles. Prerequisites: Written permission of the department.

858V Practical Educational Psychology (4) Faculty supervised experience in an educational agency designed to acquaint the student with practical applications of psychological principles. Prerequisites: Written permission of the department.

859V Thesis (1-6) Independent research project. May be repeated up to a total of 6 hours. Prerequisites: Permission of instructor.

860V Learning (Newton) (3) A course considering the effects of environmental influences on learning and behavior. Prerequisite: Permission of instructor.

861M Engineering Psychology (3) The application of psychological principles and research are dis cussed as they relate to the design of human working environments for effective human performance. Prerequisite: Psychology 210 or permission of instructor.

862M Psychological Aspects of Industrial Training and Education (3) A study and application of contemporary training techniques used in industry, and procedures involved in preparing individuals for their jobs, including selection, training, and education. Prerequisite: Psychology 210 or permission of instructor.

864M Techniques of Programmed Instruction (3) An introduction to methods of technology in the field of programmed instruction. Prerequisite: Psychology 101 or permission of instructor.

865V Introduction to Therapeutic Techniques with Children (3) The purpose of this course is to introduce students to a technique for enhancing the adjustment and maturity of children. The history and development of the therapy and the children's response to it is discussed. Prerequisite: Permission of instructor.

867V Behavioral Modification (3) A course in the techniques, rationale, and research literature of changing behavior through rearrangement of environmental procedures. Special attention will be paid to individual and agency clients, both human and animal. Prerequisite: Psychology 102 and 343, or permission of instructor.

869V Proseminar: Perception (Deltenbach) (3) A comprehensive study of the fundamental literature on research in human and animal perception. Prerequisite: Permission of instructor.

872V Proseminar: Psychological Physiology (Hendrick) (3) A systematic study of the physiological processes underlying behavior. Prerequisite: Permission of instructor.

873V Seminar in Developmental Psychobiology (Hendrick, M. R.) A seminar providing a broad and empirical analysis of neuro- and other physiological changes contributing to development al processes in infant and human subjects. Prerequisite: completion of the psychology/proseminar sequence (or equivalent) and permission of instructor.

875V Proseminar: Psychology of Applied Cognitive Development (same as Speech 955 & 960) (3) Theories and research on development in children with special reference to neuro-developmental disorders. Analysis of applications to education, business, superv ision, counseling, therapy, and interpretation. Prerequisite: Course in research methods or permission of instructor.

894V Seminar in Applied Statistics (3) An introduction to psychological science emphasizing the analysis of research data. Prerequisites: Written permission of the department.

895V Practicum in Industrial Psychology (3) Faculty supervised experience in industry designed to acquaint the student with practical applications of psychological principles. Prerequisites: Written permission of the department.

900V The Profession of Psychology (5) A required non-credit course for graduate stu dents in psychology. A seminar designed to familiarize the beginning graduate student with the profession of psychology including such topics as ethics, professional society, codes, and professional opportunities, the use of reference materials, writing and professional procedures, and other relevant material. Prerequisite: none.
**Public Administration**

Course Descriptions

840M Public Budgeting (3) A study of the problems of budgeting as related to governmental units. Prereq: Economics 210, Business 210, or permission of instructor.

8414M Public Personnel Management (3) A study of the personnel process in American municipal governments. The processes and problems of recruitment, selection, training, and evaluation of personnel are emphasized with particular attention to the concept of professional and nonprofessional personnel. Prereq: Economics 210, Business 210, or permission of instructor.

843M Municipal Administration (3) The administration of public and administrative procedures of the city. The principles and problems in preparation of the departmental budget are emphasized. Prereq: 317, Permission of instructor.

842V Seminar in Public Administration (3) A critical investigation of methods of data collection and analysis for political science and public administration research. (Also listed under Political Science.) Prereq: 317, Permission of instructor.

840V Seminar in Public Administration (3) An in-depth study of the relationships existing between the art and science of public administration, the public and private sector, and the processes and systems of governmental agencies. (Also listed as 317.) Prereq: 317, Permission of instructor.

844V Seminar in Public Organization and Management (3) A study of the principal management decisions made in governmental agencies. Prereq: 317, Permission of instructor.

846V Seminar in Public Personnel Administration (3) This course focuses on the principal considerations affecting the determination of personnel by governmental agencies. The emphasis is on the development of skills in the identification and evaluation of the problems to be solved. Prereq: 317, Permission of instructor.

848V Seminar in Public Financial Administration (3) A study of the general concepts and aspects of budgeting, planning, and control. Prereq: 317, Permission of instructor.

881 Urban Seminar in Metropolitan Planning and Environmental Design (3) An overview of the present status of planning in metropolitan areas with special emphasis on study of planning departments, comprehensive plans, and problems of annexation. Prereq: Geog. 412 or permission of Economics Department. (Also listed under Geography.)

8692 Readings in Public Administration (1-3) Specialally prepared readings in Public Administration are presented to the student, allowing the student to explore the primary literature in the field. Prereq: 317.

896 Domains in the Development of Political Science and Public Administration (1) Special emphasis on the methods of research in political science and public administration. Prereq: 317, Permission of instructor.

785M Coordination Techniques for Vocational Education (3) Reviews responsibilities and techniques of coordination for the vocational coordinator, individualized education program, and/or vocational counselor. Emphasis is placed upon the policies and procedures of determining coordination within the public school system. Prereq: 317, Permission of instructor.

800V Special Studies (1-3) A series of intensive study courses in selected areas. Prereq: 317, Permission of instructor.

8190 Research Project (1-6) Individual or group study and analysis of specific problems in school administration. Prereq: 317, Permission of instructor.

842V Seminar in Human Relations and Management in Social and Political Science (3) A study of the social and psychological aspects of management, as they are related to the management of educational and governmental agencies. Prereq: 317, Permission of instructor.

880M Principles of Vocational Education (3) A study of the basic philosophy underlying vocational education and the principles and practices of instruction. Prereq: 317, Permission of instructor.
Gradually and extension of the concepts considered in Harvard Project Physics (3). This course is designed for those students who wish to extend their knowledge of the secondary school mathematics and improve their skill in employing instructional techniques for teaching mathematics. It is based upon new curricular developments and contemporary teaching methods.

852 Foundations in Business Education (3). Designed to develop a deeper and broader understanding of business education, to identify and define business education and to examine its place in society and its role in the total education pattern of our country in today's world.

855 Improvement of Instruction of Secondary School Business Education (3). This course is designed for graduate students in education who wish to become better informed about the recent trends in secondary school business education. The methods, materials, philosophy, and emphasis in this field which are characteristic of these programs.

856 Improvement of Instruction of Secondary School Business Education (yellow) (3). A graduate course for business teachers who reviews the content, method, materials and philosophical background of BSCS Biology (yellow version).

857Y Improvement of Instruction of Secondary School Business Education (green) (3). A graduate course in business education which reviews the content, method, materials and philosophical background of BSCS Business Education (Green Version).

860 Improvement of Instruction of Science, Harvard Project Physics (3). A graduate course in science education which reviews the content, method, materials and philosophical background of Harvard Project Physics.

862V Improvement of Instruction of Science, Earth Science Curriculum Project (1). A graduate course in science education which reviews the content, method, materials and philosophical background of the Earth Science Curriculum Project.

863 Science Education Seminar (3). This seminar is designed to provide graduate students with an opportunity to examine, analyze, and critically evaluate current science teaching methodologies and programs. Students are required to present a paper based on their analysis of a selected topic and to participate in discussions of the papers of their peers.

870V Improvement of Instruction in Science, Harvard Project Physics (3). A continuation and extension of the concepts considered in SED 860Y.

872V Improvement of Instruction in Science, Harvard Project Physics (3). A continuation and extension of the concepts considered in SED 862Y.

875V Instruction of Improvement in Second School Business Education (3) A course designed for teachers of business education to provide information, methods, and techniques relative to current practices and trends in business education.

876V Problems of Vocational Business Education (3). Designed for secondary school business teachers to continue their education to develop a better understanding of the purposes, philosophy, current practices and trends in business education.

877V Vocational Curriculum Construction (3). A course designed to aid teachers in the planning of curricula, coordinators, and administrators of vocational education. Teacher education courses includes principles, factors, needs, and trends that should be considered in developing a vocational education curriculum.

891 Thesis (1-4). Required of all students taking Master of Arts degree, see major adviser for information.

936 Seminar in Applications of Non-Verbal Communication Theory (2). This course is designed to provide students in speech and deaf education with an opportunity to analyze and discuss the processes of non-verbal communication. It is based upon the instructor's research in this field.

932 Micro Intervention I (3-4) (Required for Micro Concentration) (Optional for Measurement Concentration). This course is designed to provide students with an opportunity to study the principles and techniques of micro intervention. It is based upon the instructor's research in this field.

953D Dehydration and Its Treatment (2) (Elective). This course is designed to provide students with an opportunity to study the principles and techniques of micro dehydration. It is based upon the instructor's research in this field.

982V Problems of Vocational Business Education (3) A continuation and extension of the concepts considered in SED 860Y.

985 Improvement of Instruction in Second School Business Education (3) A course designed for teachers of business education to provide information, methods, and techniques relative to current practices and trends in business education.

986V Problems of Vocational Business Education (3). Designed for secondary school business teachers to continue their education to develop a better understanding of the purposes, philosophy, current practices and trends in business education.

987V Vocational Curriculum Construction (3). A course designed to aid teachers in the planning of curricula, coordinators, and administrators of vocational education. Teacher education courses includes principles, factors, needs, and trends that should be considered in developing a vocational education curriculum.

991 Thesis (1-4). Required of all students taking Master of Arts degree, see major adviser for information.

996 Seminar in Applications of Non-Verbal Communication Theory (2). This course is designed to provide students in speech and deaf education with an opportunity to analyze and discuss the processes of non-verbal communication. It is based upon the instructor's research in this field.

999V Problems of Vocational Business Education (3) A continuation and extension of the concepts considered in SED 860Y.
Sociology

Course Descriptions

Anthropology

810M North American Archaeology (3) American culture history in North America, with emphasis on the peopling of the New World. Development of New World agriculture, development of Middle American civilization. Emphasis will be upon critical issues of culture contact on core areas of village-farming in the continental United States, introduction to archaeological investigation techniques, dating methods, and taxonomic concepts.  

Prereq: Permission of instructor.

822M North American Archeology (3) American culture history in North America, with emphasis on the peopling of the New World. Development of New World agriculture, development of Middle American civilization. Emphasis will be upon critical issues of culture contact on core areas of village-farming in the continental United States, introduction to archaeological investigation techniques, dating methods, and taxonomic concepts.  

Prereq: Permission of instructor.

823M Psycholinguistics (3) A discussion of the interrelationship of language and mind, and of the relationship of mental processes to the acquisition, use, and production of language.  

Prereq: Permission of instructor.

852M Sociology (3) Sociology as a scientific discipline: an introduction to the study of social processes and social structures, and an examination of sociological methodology.  

Prereq: Permission of instructor.

853M Sociology of Family and Social Institutions (3) An introduction to the study of social institutions, with emphasis on the family, education, work, and religion.  

Prereq: Permission of instructor.

860M Sociology of Religion (3) An introduction to the study of religious systems and phenomena, with emphasis on comparative analysis of religious institutions and social processes.  

Prereq: Permission of instructor.

865M Seminar in Anthropological Problems (3) A seminar designed to allow students to pursue individual interests in various aspects of anthropological research.  

Prereq: Permission of instructor.

868M Social Control of Behavior (3) The social processes by which the person's behavior is adapted to the group. External controls, rules, self-control. Analysis of the problem of behavior in the context of defined social facts.  

Prereq: Permission of instructor.

871V Seminar in Anthropological Problems (3-6) A seminar designed to allow students to pursue individual interests in various aspects of anthropological research.  

Prereq: Permission of instructor.

880V Seminar in Social Psychology (As Psych 805V) Assigned reading, discussion, research project. Specialized individual work leading to the writing and presentation of a paper applicable to a general topic in social psychology selected by the instructor.  

Prereq: Permission of instructor.

891V Seminar in Social Psychology (3) The study of social processes, with emphasis on the interaction of social factors and individual behavior.  

Prereq: Permission of instructor.

891V Seminar in Social Psychology (3) The study of social processes, with emphasis on the interaction of social factors and individual behavior.  

Prereq: Permission of instructor.
Special Education

Course Description

812M Reading Diagnosis and Remediation for the Elementary School Classroom Teacher (3)

This course is designed for future elementary classroom teachers and graduate students who wish to develop a better understanding of reading problems, their assessment and their remediation. (S) Prereq: EEO 330 or permission of instructor.

820M History: Education and Guidance of the Deaf (4)

This course deals with historical concepts in education and counseling in current problems, practices and attitudes: survey of teaching and guidance opportunities: psychological problems of the deaf child. (F)

821M Teaching of Speech to the Deaf I (2)

Methods and practical in teaching to speech disorders with special emphasis on local, visual and auditory techniques. (F)

822M Teaching of Speech to the Deaf II (2)

Continuation of Special Education for the Physically Handicapped: emphasis on various types of speech learning problems found in a population of deaf children. (S)

823M Language Development of Hearing Impaired Children (3)

Development of functional language for the hearing impaired student: emphasis on underlying basics and materials for developing English language skills: beginning reading skills as related to the acquisition of language. (F)

824M Teaching of Language to the Deaf II (3)

Continuation of Special Education for the Physically Handicapped: further consideration of criteria for selection and utilization of teaching methods: emphasis on language principles for the older deaf pupil. (S)

833M Speech Reading and Auditory Training (2)

History of development of speech (lip) reading; methods and practical teaching; speech reading for various ages and degrees of hearing impairment. (S)

835T Teaching School Subjects to the Deaf II (3)

Consideration of problems in deaf education: special instructional techniques. (S and junior and senior high school students.)

837M Basic Audiology (3)

History of the field of audiology: types of hearing disorders; methods of evaluation: acoustical assessment including the case history, tympanometry, and pure-tone and bone conduction testing. An overview of the field is given including some information on tinnitus and rehabilitation. (S, Su)

838M Speech Science I: Auditory & Speech Mechanisms (3)

Basic structure and functions of organs of hearing and speech. (S)

842T Learning Disabilities (2)

Study of developmental patterns in speech and language: causes of and language development: evaluative techniques for the identification of the learning disabled and rehabilitation or rehabilitation of children with different language development. (F, Su)

843M Psychology of Speech and Language (3)

Psychological processes basic to speech, theories of language development; hearing perception; semantics; interrelationships between speech and personality. (S)

839M Speech Pathology I: Voice and Articulation (3)

Types and causes of voice and articulation disorders; classification; special emphasis on rehabilitation procedures and methods associated with individual involvement. (F)

841M Classroom Techniques for Behavior Control (2)

This course covers the various theories on behavior modification and discusses practical techniques for the classroom. It is particularly appropriate for those teachers who teach a class for the emotionally disturbed. (S) Prereq: EEO 330 or permission of instructor.

844M Speech Pathology II: Rhythm and Symbolization (3)

Rhythm and inflection; language and language symbolization disorders; classroom demonstrations; special emphasis on rehabilitative methods to reduce stuttering, aphasia, and delayed language development. (F)

845M Speech Science II: Experimental and Applied Phonetics (3)

Introduction to International Phonetic Alphabet: phonetic and phonemic elements in major American English dialects; practice in transcription of standard and dialective speech. (F, Su)

850M Speech Correction in the Elementary and Secondary Schools (3)

Programs as related to groups of public education for school age children: role and responsibilities of teachers; emphasis on individual evaluation, case load selection and scheduling: selection and implementation of therapy procedures appropriate to a variety of facilities. (F, Su) Prereq: Graduating and 6 hours Speech Pathology courses.

851M Basic Clinical Practicum in Speech Pathology (3)

An overview of various aspects of speech and language therapy, preparation for and procedures for the evaluation of speech problems. (F, Su)

860M Introduction to the Mentally Subnormal Child (3)

Nature and educational needs of children and youth who mentally subnormal: definition, prevalence and types of children in educational programs; history; trends. (F, Su)

862M Curriculum Planning for the Disabled (3)

A modular course that deals with the development of curriculum for disabled children and/or adults. (F, Su) Prereq: SPED 400 and working experience with handicapped children.

864M Methods and Materials for Teaching the Mentally Retarded (3)

The retarded child as he relates to a variety of educational programs designed for his learning needs: methodology and teaching materials. Practice in the design and implementation of curriculum with special emphasis on vocational considerations of programs for the trainable and educable mentally retarded. (F, S, Su)

875M Childhood Language Disorders (3)

This course is designed to cover the various problems related to language acquisition among exceptional children, and the various methods and techniques of teaching language to exceptional children. (F, Su)

880M Emotional Development of Children and Youth (3)

An introductory study of emotional development of children and youth with attention to the symptoms and causes of emotional development, and the means of improvement. (F)

881M Classroom Techniques for Behavior Control (3)

This course covers the various theories on behavior modification and discusses practical techniques for the classroom. It is particularly appropriate for those teachers who teach a class for the emotionally disturbed. (S) Prereq: EEO 330 or permission of instructor.

882M Speech and Language Pathology (3)

Nature and educational needs of children and youth who are physically handicapped: definitions, prevalence and types of children in educational programs; history; trends. (F, Su)

896M Clinical Observation of the Multi-disciplinary Team (3)

A multi-disciplinary approach to treatment of handicapped children in the clinical setting. (Su)

888V Special Projects (1, 2 or 3)

A series of individual, in-class projects as specified by the instructor. Time service scheduled as regular seminars, or workshops, according to purpose. (F, Su)

889V Interdisciplinary Approaches to Developmental Disabilities (3)

This is an introductory course dealing with interdisciplinary approaches and principles as viewed by different disciplines at Meyer Children’s Rehabilitation Institute. The different disciplines will come in and present an overview of their role in working with the developmentally disabled child. (F) Prereq: FED 801.

881V Introduction to Speech and Hearing Disorders (3)

A survey of speech, hearing and language. Normal development and speech pathology as related to the role of speech pathologist in the rehabilitation of the communicatively impaired child. (F, S)

890V Research Projects (3)

Individual or group study and analysis of specific problems.

812M Diagnostic and Remedial Instruction in Reading (5)

A course for advanced students in reading which will provide the student with the essential knowledge of the teaching and remediation of reading disabilities: (F, S, Su) Prereq: ed 111; medical referral (3-6)

814V Measurement and Evaluation of Reading (3)

A course for advanced students in reading which will provide the student with the essential knowledge of the teaching and remediation of reading disabilities: (F, S, Su) Prereq: ed 111; medical referral (3-6)

815V Clinical Practice in Reading (3)

A laboratory-oriented course for advanced students in reading which will provide the student with the essential knowledge of the teaching and remediation of reading disabilities: (F, S, Su) Prereq: ed 111; medical referral (3-6)

842V Advanced Studies in the Disorders of Voice (3)

Types and causes of voice disorders: rationale for case selection: electropalpebral emphasis on rehabilitation procedures associated with individual involvement; practicum. (F)

843V Advanced Studies in the Disorders of the Voice (3)

Types and causes of voice disorders: rationale for case selection; electropalpebral emphasis on rehabilitation procedures associated with individual involvement; practicum. (F)

844V Advanced Studies in the Disorders of Aphasia and Related Problems (3)

Types and causes of language disorders: rationale for case selection; aphasia; language disorders: practice in rehabilitation procedures associated with individual involvement; practicum. (F)
845V Current Practices in Speech Pathology
This course provides for study and experience in the retrieval and utilization of behavioral modification techniques based on Skinnerian behavior principles. This includes review of current literature and emphasis on pertinent articulatory and language remedial procedures (3) (F.S.Su) Prereq: SPED 850M

846V Diagnostic Methods in Communicative Disorders (3) Tests and procedures for evaluating communication disorders; principles in differential diagnosis and report writing. Observation during evaluation periods in speech and hearing disorders. (F) Prereq: Graduate Standing and 6 hours of Speech Pathology

847V Speech Science III: Neurophysiology of Speech and Language (3) Introduction to human neuroanatomy and neurophysiology. Emphasis is placed on gaining familiarity with the central and peripheral nervous system and motor functions which underlie human communication and its disorders; individual projects. (F.Su)

848V Introduction to Articulation and Phonology (3) Auditory assessment of hearing loss including case history, speech and hearing screening tests, and counseling clients, new and experimental procedures discussed; principles and procedures for selection and evaluation of apraxia; substituting digits, pseudo-aphasia, industrial audiology and medico-legal problems discussed. (F.Su) Prereq: 437 and Graduate Standing

850V Basic Clinical Practicum in Speech Pathology (3) This course is designed to follow the course 451 which is the student's first clinical practicum in the clinical program. It is designed to give graduate students who have completed the coursework of a semester of closely supervised practical experience an opportunity to get this experience before being placed in a setting away from the University. (F.Su) Prereq: Permission of Instructor

851V Advanced Clinical Practicum in Speech Pathology (3) This course provides the student with an "externship" experience for clinical and field experiences at a clinic or a hospital. A minimum of 45 clock hours of work is required each week for a total of 150 hours per semester. (S.Su) Prereq: 451 and Graduate Standing

852V Advanced Clinical Practicum in Speech Pathology (3) This course is the second semester of the advanced clinical practicum. The student is placed in an "externship" setting with a cooperating master clinician. A minimum of 45 clock hours of work is required for each week hour during the semester. (S.Su) Prereq: 451 and Graduate Standing

853V Seminar in Speech Pathology (3) Students will study three different speech pathology areas of current concern in Speech Pathology: initial survey, annotated bibliography, presentation of a selected study, and at the end, a discussion of findings. Instructor will base his selections in various areas of speech pathology on the interests of the students. Twenty-four hours Speech Pathology and Graduate Standing

855V Alaryngeal Speech Rehabilitation (2) Problems of voice and speech rehabilitations for the individual without a functional larynx. Attention is given to new modalities as well as clinical procedures for esophageal, pharyngeal and tracheal speech. (S) Prereq: 451 and use of artificial larynx; current research pertinent to this area. (F) Prereq: Graduate Standing and 6 hours Speech Pathology courses including voice problems.

864V Theoretical Approaches to Teaching the Developmentally Disabled Child (3) This is an advanced course that deals with the theoretical approaches to education of the developmentally disabled child. A study of analysis of different models developed to work with the developmentally disabled child. (F.Su) Prereq: SPED 860M

866V Vocational Training for the Mentally Retarded (3) This course has three aspects: a review of the client/student population; a background of the field by looking at the legislation, prototypes, and history; a knowledge of the agencies involved; and an awareness of the development of the field. (F.Su)

866V Community Services For the Handicapped (3) This course will make the student aware of community and regional resources which provide services according to the needs of the individual. These resources will constitute an opportunity for students to learn what is available. This course will also include an opportunity for students to participate in the development of new programs and opportunities for people with related programs, administration of services, financing of services, and priority settings. (S.Su)

895V Diagnosis of Learning Disability (3) Speech teachers are often requested to test for learning disability and this course is designed to give the student an understanding of the process so he can develop the skills to test children for reading disability. (F.Su) Prereq: 450

897V Clinical Teaching in Learning Disabilities (3) Theoretical and practical knowledge concerning the methodology and procedures for motivating and teaching children who have specific learning disabilities. The student learns of the techniques and continuous probing needed for individualization of instruction. (F.Su) Prereq: 450

899V Thesis (3-6) Required of all students taking Master's degree. Research paper under the direction of a faculty advisor, will be made available to the faculty advisor for comment and evaluation. (Cincinnati) (S)

Speech

Course Descriptions

882M Advanced Project in Speech (1) (Each 1-3) Special projects in speech supplementing regular course work. Projects based on present research projects; combined study and practicum. Prereq: 451 in speech to grade in speech and permission of Instructor.

811M Development of Rhetorical Theory (3) The evolution of rhetorical theory from 500 B.C. to 1500. Prereq: 550E Speech and graduate
standing.

812M Studies in American Public Address (3) A study of representative American speakers from the Eighteenth Century to the present. Prereq: 9 hours of speech.

813M Political Broadcasting (3) A study of the evolving role of the electronic media in shaping political activities in our contemporary democratic society. Prereq: Speech 230 or Journalism 101 or Political Science 100.

834M History of Broadcasting in the U.S. (3) An historical critical study of the instructional foundations of broadcasting in the United States, from its antecedents to the present. Prereq: Speech 230 and/or permission by instructor.


836M Broadcasting Sales Seminar (1) A study of the overview and broadcasting economics and sales. Prereq: Speech 230 and permission of the instructor.

837M Communication Workshop (3) To explore and develop new communication processes which can be of service to the individual and community level, to develop skills in the formulation and execution of such processes; and to increase awareness of the pragmatics of communication. Prereq: Speech 230 and permission of the instructor.

850M General Semantics: A System of Inquiry in Developmental-Environmental Communication (3) An introductory, student participation course designed to sustain and advance individuation and humanization: developing awareness, self-actualization and empathic orientations - in various and changing environments - by means of linguistic and diagrammatic devices in both intrapersonal and interpersonal communication.

851M Persuasion (1, 2, 3) Basic principles and psychological processes underlying persuasive communication: a review of various source, message, channel, and receiver variables and their influence on communication effectiveness. Prereq: Speech 101 and 3 hours psychology or sociology or permission.

852M Psycholinguistics (3) (Same as Psychology 852M and ANTH 852M) A discussion of the literature concerned with how such psychological variables as perception, learning, memory, and development relate to the linguistic variables of sentence structure, meaning, and speech sounds. Prereq: Senior or graduate standing in Psychology or Speech or permission.

853M Seminar in Cross Cultural Communication (3) Directed towards understanding the components of cultural and subcultural misinter pretation, with the purpose of bringing to awareness those factors which disturb communication in cross-cultural situations. (Cross-listed as Soc. 853M) Prereq: Admission to graduate study and permission of the instructor.

862M Directing Forensics (3) To provide students planning to teach speech at the high school or college level with a philosophy and detailed knowledge of how to direct a forensic program. Prereq: Speech 112 or permission.

801V Introduction to Research in Speech (1) Basic components, functions, and spirit of research; research methods in the arts and sciences of oral communication, preparation of a thesis proposal.

811V Seminar: Modern Public Address (3) Studies in figures, movements and institutions prominent in modern public address. May be repeated. Prereq: Permission of the instructor.

815V College Debate Workshop (3) A comprehensive analysis of the current intercollegiate debate proposition. Also stresses methods of coaching debate and debate tournament management at the college level. Students taking this course may not only receive credit for Speech 962M, "Directing Forensics," toward a degree at UNO. Prereq: Graduate standing and permission.

830V Seminar in Broadcasting (3) Substantive study into specialized areas and modes of broadcasting. Content will vary according to the individual semester being offered. Course may be repeated. Prereq: Graduate standing and permission.

850V Seminar in Communication Theory (3) Analysis of current approaches to the study of communication, with emphasis on theoretical models and their application to various professional interests. (Same as Psychology 850V.) Prereq: Basic Statistics or by permission of instructor.


899 Thesis (1-6) Independent research project written under the supervision of an advisor. Prereq: Graduate standing.

940 Seminar in Small Group Communication (3) (Same as Sociology 940 and Psychology 940) Research and theory in the processes of small group communication and leadership, research procedures, approaches to teaching a discussion course. (Bihlhart) Prereq: Speech 801V or equivalent, or basic statistics, or permission of the instructor.

955 Seminar in Applications of Non-Verbal Communication Theory (3) (Same as Sociology 955 and Psychology 955) An exploration of non-verbal communication. Analysis of non-verbal interaction with specific applications to education, business, supervision, counseling, therapy, and interpersonal speech communication. Prereq: Course in research methods or permission of instructor.

Urban Studies

Course Description

801V The Metropolis as a Public Economy
(3) The integration of politics and economics in the metropolitan system as they affect metropolitan problems such as poverty, transportation, housing, crime, education, and the environment will be analyzed.

802V Race, Ethnicity, and American Urban Culture
(3) This course explores two central themes, race and ethnicity, which have played a dominant role in the shaping of American society and American culture.

833V-864V Interdisciplinary Seminar on the Urban Community (1-6) An interdisciplinary course on the metropolitan community in which urban problems are put in a broad focus. (Also listed under Economics, Geography, Political Science, and Sociology)
GRADUATE FACULTY
1975-76

ROBERT L. ACKERMAN✉ ✟ Elementary and
Early Childhood Education
Ed.D., University of Nebraska-Lincoln, 1969;
Professor and Chairman of Department

PAUL B. ACKERSON ✟ Secondary/ Post-Secondary Education
Ed.D., Oklahoma State University, 1965;
Professor

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

JAMES C. AKERS ✟ Special Education
Ph.D., Oklahoma State University, 1969;
Associate Professor

DAVID M. AMBROSE ✟ Business Administration (Marketing)
D.B.A., George Washington University, 1971;
Associate Professor

CLIFFORD ANDERBERG ✟ Philosophy and Religion
Ph.D., University of Wisconsin, 1953; Professor and Chairman of Department

WILLIAM L. ANTHEIS ✟ Business Administration (Economics)
Ph.D., University of Arkansas, 1975; Assistant Professor

AARON ARMFIELD ✟ Special Education
Ed.D., Northern Colorado University, 1964; Professor and Chairman of Department

BRUCE P. BAKER ✟ English
Ph.D., Texas Christian University, 1968; The Albert H. Jeffries Professor

GEORGE BARGER ✟ Sociology
Ph.D., University of Missouri, 1964; Professor and Chairman of Department

NICHOLAS BARSS ✟ Geography-Geology
Ph.D., Clark University, 1957; Professor

PAUL L. BECK ✟ History
Ph.D., University of Nebraska-Lincoln, 1981; Professor

GORDON BECKER (GF) ✟ Psychology
Ph.D., University of Pittsburgh, 1955; Professor

RONALD S. BEER ✟ Educational Administration and Supervision
Ph.D., Kent State University, 1969; Professor and Vice-Chancellor for Educational and Student Services

JOSEPH V. BENAK ✟ Civil Engineering
Ph.D., University of Illinois, 1967; Registered Professional Engineer; Professor

ROBERT W. BENECKE ✟ Business Administration (Banking and Finance)
D.B.A., University of Colorado, 1966; Professor

Kris E. BERG ✟ Health, Physical Education and Recreation
Ed.D., University of Missouri, 1973; Assistant Professor

ROGER M. BERG ✟ Elementary and Early Childhood Education
Ph.D., Northwestern University, 1972; Assistant Professor

KENNETH BERRY ✟ Psychology
Ph.D., Texas Christian University, 1964; Associate Professor of Medical Psychology; (Joint Appointment with College of Medicine)

JOSEPH BERTINETTI ✟ Counseling and Guidance
Ph.D., University of Nebraska-Lincoln, 1972; Assistant Professor

HOLLIE B. BETHHEL ✟ Elementary and Early Childhood Education
Ed.D., University of Colorado, 1957; Professor

JOSEPH DABNEY BERTIS ✟ Philosophy and Religion
Ph.D., Princeton University, 1964; Professor and Associate Dean, College of Public Affairs and Community Service

JOHN V. BLACKWELL ✟ Art
Ph.D., State University of Iowa, 1957; Professor

RICHARD BLAKE ✟ Counseling and Guidance
Ph.D., University of Missouri, 1956; Professor

WILLIAM L. BLIZZER ✟ Psychology
Ph.D., University of Missouri, 1970; Assistant Professor

JAMES BOISMIER ✟ Psychology
Ph.D., George Peabody College for Teachers, 1972; Assistant Professor; (Joint appointment with College of Medicine)

NORMAN F. BOLYEA ✟ Civil Engineering
Ph.D., Rensselaer Polytechnic Institute, 1969; Associate Professor and Registered Professional Engineer

M. JEAN BRESSLER ✟ Secondary/ Post-Secondary Education and English
Ph.D., University of Nebraska-Lincoln, 1965; Associate Professor

JOHN K. BRILHART (GF) ✟ Speech
Ph.D., Pennsylvania State University, 1952; Professor

MERLE F. BROOKS ✟ Biology
Ph.D., University of Colorado, 1956; Professor

EAN BROWN ✟ Psychology
Ph.D., University of Washington, 1969; Assistant Professor

WILLIAM M. BROWN ✟ Business Administration (Marketing)
Ph.D., University of Pittsburgh, 1957; Professor
ANDRIS SKREJZ ..... Sociology
Ph.D., University of Minnesota, 1973, Assistant Professor

JIM L. RILEY ......... Psychology
Ph.D., Southern Illinois University, 1971, Assistant Professor

CORDELIA ROBINSON ..... Psychology
Ph.D., George Peabody College for Teachers, 1972; Associate Professor, (Joint Appointment with College of Medicine)

MICHAEL J. ROCKLER ... Sociology
Ph.D., University of Minnesota, 1969; Associate Professor

WILBUR F. ROGERS .... Sociology
Ph.D., University of Nebraska, 1951; Ph.D., Ohio State University, 1971; Assistant Professor

GENE E. RUSSELL ..... Sociology
Ph.D., University of North Carolina, 1971; Assistant Professor

EDWARD J. SADLER ..... Post-Secondary Education
Ed.D., University of Nebraska-Lincoln, 1969; Professor

GORDON SCHILZ (GF), Geography-Geology
Ph.D., Clark University, 1948, Emeritus Professor

DAVID C. SCOTT ......... Political Science
Ph.D., University of Colorado, 1964; Professor and Chair of Department of Public Administration

JAMES W. SELE ... Educational Foundations
Ed.D., University of Iowa, 1948; Professor and Chairman of Department of Public Administration

HENRY SERPICO ......... Art
M.F.A, Alfred University, College of Ceramics, 1970; Assistant Professor

ROGER S. SHARPE ..... Biology
Ph.D., University of Nebraska-Lincoln, 1968; Associate Professor

JOHN F. SHREDER, JR. (GF) ..... Geography
Ph.D. of University of Utah, 1967; Assistant Professor

ROBERT B. SIMPSON ..... Sociology
Ph.D., Washington University, 1970; Assistant Professor

DAVID SIROTA ......... Business Administration
Ph.D., University of Arizona, 1971, Associate Professor; O'hana Realtors Foundation Professor

PHILIP E. VOOGEL ... Geography-Geology
Ph.D., University of Nebraska-Lincoln, 1969; Professor and Chairman of Department

MARY E. WILLIAMSON ..... Speech
Ph.D., University of Missouri-Columbia, 1973; Assistant Professor

R. WAYNE WILSON ... Business
Ph.D., University of Nebraska-Lincoln, 1947, Associate Professor

JAMES K. WOOD ..... Chemistry
Ph.D., Ohio State University, 1969; Associate Professor

JAMES M. WOOD ..... Speech
Ph.D., University of Nebraska-Lincoln, 1947; Assistant Professor (Joint Appointment with College of Medicine)

RAYMOND A. ZIEBARTH .... Secondary Education
Ph.D., University of Minnesota, 1963; Professor and Chairman of Department

LUCILLE ZELINSKY ..... Social Work
M.S.W., Wayne University, Detroit, 1947; Associate Professor
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