1981

Graduate Academic Catalog (1981-1982)

University of Nebraska at Omaha

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UNIVERSITY OF NEBRASKA AT OMAHA

Educational Administration-Superintendent of Schools

University of Nebraska at Omaha Graduate Catalog is published by the Department of University Relations.

The University of Nebraska at Omaha Graduate Catalog is published by the Department of University Relations.

ACADEMIC CALENDAR

First Semester 1981-82

First day for submitting credentials for admission to Graduate Studies for First Semester 1981-82.

Orientation.

Last day for submitting credentials for admission to an undergraduate college for the First Semester 1981-82.

Registration (Fieldhouse)

First semester begins at 7:00 a.m. both day and evening classes.

Change of class schedules.

Last day until 4:00 p.m. to: Add a course to student’s schedule; Add an “audit” course; Change to “CR/NC” grade in a course.

Vacation; no classes. University closed.

Vacation; no classes.

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

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

Last day until 4:00 p.m. to: Drop a course with a grade of “W”; Change a course from “CR/NC” to grade registration in a course.

Thanksgiving vacation; no classes.

University closed.

Last day for submitting credentials for admission to Graduate Studies for Second Semester 1981-82.

Last day of classes.

Commencement.

Christmas Holiday; University closed.

Grades due in Registrar’s Office at 12:00 noon.

Second Semester 1981-82

Holiday. University closed.

Second day for submitting credentials for admission in undergraduate college for the Second Semester 1981-82.

Orientation.

Registration (Fieldhouse)

Second Semester begins at 7:00 a.m. both day and evening classes.

Change of class schedule.

Due: Mid term (8th week) report from faculty of grades under C for all undergraduates. Also last day for filing applications for degrees to be conferred in May.

Last day until 4:00 p.m. to: Drop a course with a grade of “W”; Change a course to “audit” credit; Change from “CR/NC” to grade registration in a course.

Spring vacation; no classes.

Classes resume 7:00 a.m.

Status report for all prospective graduating students due in Registrar’s Office by 12:00 noon.

Last day for submitting credentials for admission to Graduate Studies for Second Semester 1981-82.

Last day of classes.

Graduation.

Honors Day. Status report for all prospective graduating students due in Registrar’s Office at 12:00 noon.

Last day of classes.

Graduation.

Memorial Day; University closed.
Summer Session 1982

May 17-July 9  Evening Session.
May 28  Last day for submitting credentials for admission to an undergraduate college.
June 2-3  Registration.
June 2-7  First Summer Session.
June 7-9  Change of class schedule.
June 10  Last day for submitting credentials for admission to Graduate Studies for the Second Summer Session 1982.
July 5  Holiday; University closed.
July 5  Last day for filing applications for degrees to be conferred August 14, 1982.
July 10  Last day for submitting credentials for admission to Graduate Studies for the First Semester 1982-83.
July 12-Aug. 13  Second Summer Session
July 29  Last day for submitting credentials for admission to an undergraduate college for the First Semester 1982-83.
July 30  Status report for all prospective graduating students due in Registrar’s Office by 12:00 noon.
Aug. 14  Summer Commencement.
Aug. 18  Final grades due in Registrar’s Office by 12:00 noon.

*The above dates are subject to change. Modifications in the academic calendar could be necessitated by emergency conditions.

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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:

<table>
<thead>
<tr>
<th>DEPARTMENT OR AREA</th>
<th>Master of Fine Arts</th>
<th>Master of Science</th>
<th>Other</th>
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<tbody>
<tr>
<td>Art</td>
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<tr>
<td>Biology</td>
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<td>Business Administration</td>
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<td>Chemistry</td>
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<td>Civil Engineering</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Counseling and Special Education</td>
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<td>Counseling and Guidance</td>
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<td>Agency Counseling</td>
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<td>College Student Personnel Services</td>
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<td>Elementary Counseling</td>
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<td>Gerontology</td>
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<tr>
<td>Secondary Counseling</td>
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<td>Speech Pathology</td>
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<td>Teaching the Deaf</td>
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<td>Teaching the Emotionally Disabled</td>
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<td>Teaching the Mentally Retarded</td>
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<tr>
<td>Criminal Justice</td>
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<tr>
<td>Dramatic Arts</td>
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<tr>
<td>Economics</td>
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<tr>
<td>Educational Administration-Supervision and Foundations</td>
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<tr>
<td>Elementary Administration-Supervision</td>
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<td>Foundations</td>
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<td>Urban Education</td>
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<td>English</td>
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<td>Certificate**</td>
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<td>French</td>
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<td>Industrial Organizational Psychology</td>
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<td>Teacher Education</td>
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<tr>
<td>Urban Studies</td>
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*Ph.D. in the specialties of industrial psychology and developmental psychology offered in conjunction with the Psychology Department, UN-L. Ph.D. in the specialty of experimental child psychology offered in conjunction with the Educational Psychology and Measurement Department, UN-L.

**Certificate as a second language.
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 1960, the Board of Regents authorized a year of graduate study in education beyond the Master's degree. The Master of Business 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. In 1973 the Graduate Colleges on the separate campuses were merged into one Graduate College of the University of Nebraska with one Graduate Faculty. The College is administered by a Dean of the Graduate College. The former campus Deans of the campus Graduate Colleges became Deans for Graduate Studies and Research and report to the Dean of the Graduate College.

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 Arts for Teachers of Mathematics, Master of Science, Master of Business Administration, Master of Public Administration, Master of Social Work, and 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, serves to unite the various branches of the University in advancing human knowledge and providing intelligent, capable leadership for society. The UNO Graduate Council consists of fifteen members from among the Graduate Faculty and student body. The Council serves in an advisory capacity to the Dean for Graduate Studies and Research and is responsible for planning and policy development, review of courses and programs, and faculty and student affairs.

The University of Nebraska at Omaha is fully accredited by the North Central Association of Colleges and Secondary Schools, and has programs which are accredited or approved by the National Council for Accreditation of Teacher Education, the National Council on Social Work Education, the Engineers Council for Professional Development, the American Home Economics Association (for undergraduate programs), the American Dietetic Association, the American Assembly of Collegiate Schools of Business (for undergraduate programs), and the American Chemical Society. Its courses are accepted for purposes of teacher certification by the Nebraska State Department of Education.

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.

"Admission to the University and the privileges of University students should not be denied to any person because of their age, sex, race, color, national origin, or religious or political beliefs."

The University of Nebraska at Omaha declares and reaffirms a policy of administering all of its educational programs and related supporting services and benefits in a manner which does not discriminate because of a student's or prospective student's race, color, creed or religion, sex, national origin, age, handicap, or other characteristic which cannot be lawfully the basis for provision of such services. These programs, services and benefits include, but are not limited to, admission, class assignments, scholarships and other financial and employment assistance, counseling, physical education and recreational services, and the membership practices of student organizations.
Further, UNO commits itself to a program of affirmative action to encourage the application of minority, women and handicapped students, to identify and eliminate the effects of any past discrimination procedures which will assure equal treatment and equal access to the facilities and educational benefits of the institution for all students.

Pursuant to this policy statement, UNO will undertake a continuing program of compliance with all those addressing the obligations of the institution under Title VI of the Civil Rights Act of 1964 as Act of 1973.

PRIVACY ACT

In compliance with the Family Education Rights and Privacy Act of 1974, The University of Nebraska guarantees students access to official records directly related to students and an opportunity for appropriate. Also the institution must obtain the written consent of students before releasing identifiable data about students from records to others than a special list of exceptions, and that students must be educated at the Office of Student Activities, the University Information Center, the Registrar's Office, Special Note: UNO welcomes handicapped students. Section 504 of the Rehabilitation Act of 1973 does not apply to the predetermination of handicapped conditions. However, if you are interested in UNO.

DEGREE PROGRAMS

All graduate degrees are awarded by the University of Nebraska, system with each campus having the responsibility of establishing and maintaining individual standards and requirements. All departmental requirements must be in accord with the policies and practices of the Graduate College.

Master of Arts or Master of Science Degree

A departmental or intersessional program for either the Master of Arts or Master of Science degree as approved by the Graduate School will normally be arranged in accordance with the following patterns: (1) The cognizant Graduate Program Committee.

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

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

Master of Arts for Teachers of Mathematics

This is a specialized graduate degree designed to provide secondary school mathematics teachers with more depth in mathematics combined with a core of relevant professional courses in education.

Master of Business Administration Degree

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

Master of Public Administration Degree

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

Master of Social Work

The Master's degree in social work is a professional degree which trains practitioners in developing skills for responsible practice in a wide variety of social service roles and settings.

Specialist in Education Degree

The Specialist in Education degree (Ed.S.) is an advanced degree, involving a minimum of one year of study beyond the Master's degree. It is designed to offer additional study for professional educators.

UNIVERSITY REGULATIONS

The University and its various colleges, divisions, and departments reserve the right to change the regulations concerning admission to, instruction in, and graduation from the University or its various such regulations are operative whenever the University authorities deem necessary and apply not only to prospective students but also to those currently enrolled in the University.

The University also reserves the right to withdraw courses, to reassign instructors, and to change tuition and fees at any time. Efforts will be made to enable students who maintain continuity in pursuing their degrees to follow the policies and requirements in effect at the time of their original enrollments. However, a change in students is enrolled in both semesters of any academic year or in at least one session every summer until all requirements for the degree have been satisfied. All students are, however, responsible for consulting with their major advisors and checking on any changes promulgated. The Graduate College reserves the right to alter policies, practices, and requirements as would benefit the student through academic standards.

The student is advised to be familiar with the academic regulations of the University and graduate studies and the student is expected to assume full responsibility for knowing the relevant academic requirements. The student is responsible for complying with all regulations of the University, Graduate Studies, and the departments of instruction, and for meeting all degree requirements. The advisor should be consulted whenever there is a question concerning degree requirements.

PROCEDURES AND REGULATIONS

Admission and Transcripts

Applications for admission, together with transcripts, must be filed not only by those students desiring to enroll for the degree, but also by those desiring graduate credit for a renewal of a teacher's certificate, for professional development, and for graduate credit to be transferred to some other school. Foreign students must provide evidence of ability to speak the English language. The baccalaureate must have been received from an institution accredited by the proper accrediting agencies.

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

(1) An application for graduate study at the University of Nebraska at Omaha.

(2) One (1) official transcript of all undergraduate (and graduate, if any) college work previously taken. Transcripts and all other materials submitted in support of an application become the permanent property of the University and will not be returned. (Graduates of the University of Nebraska at Omaha need not submit transcripts.)

(3) Scores on the GAT which should accompany the application for admission to the Master of Business Administration program.

NOTE: For consideration for the Fall, Spring, Evening Summer, First Summer or Second Summer term, above credentials must be on file by July 15, December 15, April 15, May 15 or June 15 respectively. Those wishing to be considered for admission to the program in counseling and guidance should see page 35 for separate deadline dates.

Scores of the Graduate Record Examination, Miller Analogies Test or Graduate Management Admission test must be on file in the Graduate Office. The test(s) required and the minimum scores are dependent upon the department in which the student intends to enroll.

Admission to Graduate Study does not admit the student to candidacy for any graduate degree. (See "Admission to Candidacy for Graduate Degrees." ) The University reserves the right to change the regulations included in this Catalog with respect to admission to Graduate Study, the continuance of graduate study, and the granting of a degree.

ADMISSION FEE-GRADUATE

An "Admission Fee-Graduate" of $10.00 is required of all first-time graduate students admitted. This fee is not refundable.

EXAMINATIONS FOR GRADUATE STUDENTS

Three examinations: the Graduate Record Examination, the Graduate Management Admission Test and the Miller Analogies Test, are used by various departments to provide valuable evidence of a student's qualifications for graduate work and are helpful in planning courses of graduate studies. These tests are given at UNO under the supervision of the Director, Counseling and Testing Center. Registration deadlines and testing dates are available from the Counseling and Testing Center, Eppley Building, or the Graduate Office, Eppley Building. A nominal fee is charged for these examinations.

Graduate Record Examination (GRE)

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
This provisional status will continue until the student has met all of the requirements for admission to graduate study.

Provisional admission may occasionally be granted to a student who has less than a B average in the undergraduate work that meets specific requirements of the department in the field in which he or she wishes to pursue further study and not enrolling into 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 for admission.

Graduate Management Admission Test (GMAT)

Applicants for admission to the Master of Business Administration program are required to take the Graduate Management Admission Test in lieu of the Graduate Record Examination. Test results must be submitted prior to admission.

Miller Analogies Test (MAT)

Graduate students who have been admitted into the Department of Educational Administration-Supervision and Foundations may take the Miller Analogies Test in lieu of the Graduate Record Examination.

Students seeking admission to graduate programs in Counseling and Special Education must take the Miller Analogies Test prior to admission. This test may be taken on an individual basis by scheduling an appointment with the University Counseling and Testing Center, or by contacting the Counseling and Special Education Department, which will schedule a limited number of group administrations of the test.

The Test of English as a Foreign Language

A. Admission: A TOEFL score of 550 and at least one of the following:
   1. A recommendation acceptable to the Office of Admissions from an English language program.
   2. Attendance for at least two years and graduation from an accredited institution of higher education in which the language of instruction was English.
   3. Placement Exam before registering for classes. Students whose English language skill is deficient will be required to take undergraduate English courses as determined by the English Department.

B. Requirement: Students scoring below 600 on the TOEFL must take the English Department ESL Placement Exam before registering for classes. Students whose English language skill is deficient will be required to take undergraduate English courses as determined by the English Department.

Students who have completed the above criteria are in addition to any requirements established by individual departmental graduate committees.

CLASSIFICATION OF ADMISSION

In order to receive graduate credit for courses taken at the University, a student must have been admitted to graduate study. Application for Admission forms are available from the Admissions Office or from the Office of the Dean for Graduate Studies and Research. The completed applications, together with the necessary credentials, will be forwarded to the cognizant Graduate Program Committees for review and recommendation. All recommendations on admission are subject to the approval of the Dean for Graduate Studies and Research.

There are three regular classifications of admission:

I. 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 fifteen semester hours of undergraduate work that meet specific requirements of the department in the field in which he or she wishes to pursue further study and not enrolling into a degree program is not required to take the Graduate Record Examination.

II. 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 requirements for admission to graduate study.

III. Unclassified

Unclassified admission is available in some departments for students who:

1. Are taking courses for professional growth or personal interest, but do not intend to pursue an advanced degree.
2. Are enrolled in an advanced degree program at another institution and wish to transfer credits earned at UNO.
3. Are working toward certification, additional endorsement, or renewal of certification in Education.

Information on the availability of this option may be obtained from the department or from the Office of the Dean for Graduate Studies and Research.

Students who have enrolled under the Unclassified designation must obtain, each semester, the signature of an authorized advisor from each of the departments in which courses are to be taken. The Quality of Work standard will be applied to all coursework taken under the Unclassified status, just as if all such courses were included in a graduate plan of study.

Students who have enrolled under the Unclassified designation and who subsequently decide that they wish to pursue a graduate degree must complete and file a Request for Change form with the Graduate Office. PLEASE NOTE: Successful completion of graduate courses as an Unclassified student does not exempt the student from the above criteria to accept those courses for credit toward the fulfillment of graduate requirements.

Requirements: If admission to a degree program is later sought and granted, and the applicant petitions the inclusion of graduate credits earned while holding Unclassified status, such course credits may be accepted toward a degree at the discretion of the cognizant Graduate Program Committee. An approved Request for Change must be accompanied by a departmental recommendation if any specified credit hours are to be counted toward the degree.

Permit-to-Enroll cards will be issued to Unclassified students on the last day of any given registration period.

In addition to the three regular classifications of admission, there are two special classifications of admission to graduate study which can be used in exceptional cases:

I. Acceptance of Senior Credits

Seniors at an accredited institution who have obtained in advance the approval of the appropriate campus Dean for Graduate Studies and Research may receive up to twelve hours credit for graduate courses taken at any campus of the University of Nebraska System in addition to the courses necessary to complete their undergraduate work, provided that such credits are earned within the twelve months prior to receipt of the baccalaureate degree.

Seniors in this University needing more than nine hours of undergraduate credit to complete the Bachelor's degree and wishing to register for graduate credit may be granted provisional admission to graduate study and not enrolling into a degree program receiving their baccalaureates within the twelve-month period immediately following such registration. They must file an application for admission to graduate study and, if admitted, will register on graduate study registration forms.

Graduate course work taken prior to receipt of the baccalaureate may not always be accepted for transfer to other institutions as graduate work.

II. Temporary Admission

When unexpected circumstances preclude processing applications for Unconditional, Provisional, or Unclassified status, the Dean for Graduate Studies and Research may issue a Temporary Admission.
student enrolling with temporary admission must, within the first eight weeks of the semester, furnish the Admissions Office with all materials required by the cognizant department (including transcripts of all graduate and undergraduate work, one of which must show an earned Bachelor's degree or the equivalent; or a statement from the Graduate Office of the University to the effect that the student is in good standing in a graduate-level degree program at that institution). Students who fail to furnish such materials within six weeks will be disenrolled from all graduate coursework if such hours are approved by the Graduate Program Committee of the department in which the second degree is sought.

Application forms should be submitted by the student and the major and minor advisers - as soon as the student can qualify for admission to candidacy. Both the major and minor advisers should be careful and completely at this time and the application should be signed by both the major and minor advisers. The application and the plan of study should be filed with the major adviser who then notifies the necessary signatures. The Graduate Office, after all signatures are secured, provides copies to the major adviser, the minor adviser and the student.

Plans of study should be planned with acceptable alternatives included. Once approved, any modification of a plan of study is permissible only upon recommendation of the major adviser if the major is concerned, the minor adviser if the minor is concerned, and the approval of the Dean for Graduate Studies and Research.

Until a student has been admitted to candidacy for the degree, the graduate work is governed by the rules and regulations as stated in the most recent Graduate Catalog, if he has not been in continuous enrollment.

**APPLICATION FOR THE DEGREE**

The candidate for the degree must file an application for degree in the Registrar's Office in the semester or in the session in which the degree is to be granted. (See Calendar for date.)

**FINAL COMPREHENSIVE EXAMINATION**

A final comprehensive examination is required of all candidates for the Master's degree near the conclusion of their graduate study. For those candidates choosing to write a thesis, the final comprehensive examination may be written or oral. The final oral comprehensive examination must be approved by the department. If the comprehensive examination is to be oral, it should be arranged at the time of the oral examination of the candidate for the degree. The comprehensive examination may be written or oral, and the candidate is limited to at least four hours of examination. The fees are payable at the Business Office.

The final comprehensive examination in the major and minor fields must be taken within the limits established for all comprehensive examinations.

Most graduate departments require students to register for the comprehensive examination at the time of their final enrollment; however, students should check with their advisors early in their programs to determine the policy concerning the written comprehensive examination. (Note: In most departments, students who plan degree program completion in August should register for the comprehensive examinations in the preceding June.)

Results of comprehensive examinations must be submitted to the Graduate Office by the departmental chairperson no later than twelve working days before conferral of degree.

**THESIS**

Students electing to pursue the Option I degree program described on page 9 are required to prepare a thesis under the direction of the major adviser supported by a committee. The thesis provides an opportunity for the student to undertake original research to acquire first-hand experience in research methods under competent direction. Up to twelve hours of credit is allowed for the thesis and the candidate must include the thesis as a component of his/her schedule during at least one semester. The thesis should be initiated at least eight months before the commencement in which the student plans to receive his degree.

It is the responsibility of the student to be familiar with the "Instructions for the Preparation of Theses." The thesis must be approved by the student's major adviser and the Graduate Office. The thesis must be approved by the dean of the graduate faculty. The thesis will be certified as having met the requirements on the approval sheet and submitted to the Graduate Office in final form with the signature of the committee chairman or the student. The thesis may be submitted for important of any other requirements of the approval sheet. Students who do not meet these requirements must submit the thesis at least three months before graduation.

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

The composition of a committee to approve the thesis proposal and to conduct the oral examination over the thesis is determined by the department and submitted to the Dean for Graduate Studies and Research for his approval and appointment. This committee shall consist of members from the major department and at least one graduate faculty member from another department of the University. If the thesis examination is to be combined with the oral comprehensive (noted above), one-half the time may be devoted to the thesis and one-half to the graduate courses taken by the candidate. Final comprehensive oral examination by the department and it is the student's responsibility to deposit the proper number of copies of the corrected and approved thesis in the Graduate Office together with the signed approval sheets at least twelve working days prior to the conference of the degree.

The scheduling of oral examinations during the summer sessions will be contingent upon the availability of appropriate members of the Graduate Faculty.

QUALITY OF WORK

A "B" average must be maintained in all graduate work taken as part of a degree program, with no more than two graduate courses in the degree program carrying a grade of "C". Notwithstanding a student's average, a grade of "C" in nine or more hours of graduate credit will result in automatic dismissal from any further graduate work in that specific degree program.

A grade of "D" or below for any course taken in the student's major field of study or in any course included in the Plan of Study is considered a failing grade for the course. The student will AUTOMATICALLY BE DROPPED from the degree program. The student must have the approval of the COGNIZANT GRADUATE COMMITTEE or ACADEMIC ADVISER as the spokesperson for the committee and the approval of the Dean for Graduate Studies and Research in order to take coursework as an unclassified student. The student may NOT be a candidate for the degree unless reinstated by the Dean for Graduate Studies and Research.

The above quality of work standards also apply to unclassified students.

A student, upon consent of his/her adviser, may repeat a course in which he/she has previously received the grade of C, D, or F. Both grades will appear on the transcript but only the second grade will be counted in determining the grade point average. INC. — The grade "I" is to be used by an instructor at the end of a term to designate incomplete work in which the student is making satisfactory progress toward completion. Such work should be used when a student, due to extenuating circumstances such as illness, military service, hardship, or death in the immediate family, is unable to complete the requirements of the course in the time allotted for the completion of the degree. In any case in which the student is registered on a Full Time basis, the grade of "I" should be given only if the student has already substantially completed the major requirements of the course.

Each instructor must judge each situation. The instructor must also indicate by a departmental record, with the threat to the student, how and when the Incomplete is to be removed. If the student does not complete the work at the University at the time of the removal, supervise the makeup work and report the permanent grade. In the event that the instructor is not available at the time of the student's registration to remove an Incomplete, the department chairperson shall supervise the removal of the Incomplete and turn in the permanent grade for the student.

NOTE: Two or more incompletes (excluding research projects and thesis) will result in a stop enrollment for any new courses; the stop enrollment will stay in effect until the Incompletes are below two in number. Completed Incompletes must be completed within one semester (excluding summer sessions) after they have been awarded or they will be turned into a grade of F. Any extensions to the one semester time frame will result in the student's withdrawal from the University. Incompletes for research projects and thesis may not extend beyond two years from the date the "I" was recorded unless approval is granted by the Dean for Graduate Studies and Research.

All grades of "I" on courses which are part of the degree requirements must be removed at least twelve working days prior to conferral of the degree.

CHANGE OF MAJORS

Students may not change majors while they have two or more "incompletes" on their record. The decision to accept students who wish to change majors shall be left to the Graduate Program Committee in the department in which they are seeking admission.

POLICY ON CLASS ATTENDANCE

The policy: Classes are conducted on the premise that regular attendance is desirable and expected. The instructor reserves the right to call attendance during each class meeting and the instructor has the responsibility for maintaining class attendance and for communicating at the beginning of each semester those class attendance policies which prevail in that classroom.

A student in attendance, the student's primary responsibility is directly to the instructors, and the student should consult with them accordingly. A student who misses a class is nonetheless responsible for information and assignments communicated during that class session. If a student discovers that he or she is to be absent for an extended period, the student should promptly notify the instructor and be prepared to document the reason for extended absence.

"Instructors or other University officials who may require students, individually or collectively, to be absent from their classes due to a field trip or similar official function, are responsible for providing advance information to the students involved so that the students may provide notice to other instructors.

Appeals procedure: "Should there be cause on the part of individuals involved to feel that the reasons for absence were not considered with equity, a decision with punitive consequences may be appealed. The initial appeal procedure proceeds on the same basis and for the same period as that provided for in each departmental unit for other classroom-related items (e.g., grades, cheating, etc.), involving the student submitting the justification for the appeal in writing to the department. If the initial appeal decision is unsatisfactory, the next step in the appeal process will require the student submitting a written statement to the respective appeals committee, indicating the specific nature of the appeal to be considered and requesting the consideration of the appropriate appeals committee designated for hearing such grievances."

"The committee makes a recommendation to the respective dean, 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 appeals shall be in the department and collegial unit offering the course in which the student is enrolled.

GENERAL APPEAL PROCEDURES FOR ACADEMIC MATTERS

The following policy was approved by the University of Nebraska Graduate College's Executive Graduate Council on April 24, 1975. It applies to academic matters, other than those associated with class attendance.

A. Graduate students holding admission with unclassified status in the Graduate College, admission with a doctoral objective, or with a doctoral objective (but prior to the appointment of a doctoral supervisory committee) should follow as appeals:

1. Initially, the appeal should be submitted to the student's adviser.

2. If denied, the appeal may be submitted for consideration to the student's supervisory committee.

3. If denied, the appeal may be submitted to the Graduate Graduate Committee for the other campus.

4. If denied, the appeal may be submitted to the Graduate Committee for the other campus administratively responsible for the student's graduate program.

B. Graduate students holding admission with a doctoral objective in the Graduate College and for whom a doctoral supervisory committee has been appointed should appeal as follows:

1. Initially, the appeal should be submitted to the student's adviser.

2. If denied, the appeal may be submitted to the student's supervisory committee.

3. If denied, the appeal may be submitted to the Departmental or Interdepartmental Area Graduate Committee administratively responsible for the student's graduate program.

4. If denied, the appeal may be submitted to the Graduate Committee for the campus administratively responsible for the student's graduate program. Normally, this will be the final appeal body (for exceptions, see paragraph E).

C. When a student's graduate program consists of registrations essentially or entirely on one campus, the Graduate Council of the campus administratively responsible for the program will constitute the appeal board.

D. If the student's graduate program consists of registrations essentially or entirely on one campus, the Graduate Council of the campus administratively responsible for the program will constitute the appeal board.

E. 1. Only under special circumstances will Committee III of the Executive Graduate Council hear an appeal from the decision of the campus graduate council. These circumstances are limited to occasions where Committee III believes that:

   a. The committee has not followed or applied the established appeal procedures.
   b. The committee has not followed or applied the established appeal procedures.
   c. The committee has not followed or applied the established appeal procedures.
   d. The committee has not followed or applied the established appeal procedures.
   e. The committee has not followed or applied the established appeal procedures.
   f. The committee has not followed or applied the established appeal procedures.

   2. Should an appeal be heard by Committee III, the appeal procedures will be followed as follows:

   a. The appeal will be heard by Committee III.
   b. The appeal will be heard by Committee III.
   c. The appeal will be heard by Committee III.
   d. The appeal will be heard by Committee III.
   e. The appeal will be heard by Committee III.
   f. The appeal will be heard by Committee III.

   3. If the appeal is denied by Committee III, the appeal will be heard by the University Committee on Academic Standards.
a. The campus graduate council has violated some element of due process or fair procedure (example: has failed to allow the parties concerned to present their cases fully to the council);  
b. The campus graduate council has failed to examine or give adequate weight to important evidence relevant to one party’s position;  
c. The campus council has given undue weight to evidence not pertinent to the case;  
d. Some gross miscarriage of justice would be perpetrated if the decision of the campus council were allowed to stand.

It is up to the discretion of Committee III to decide if any of these conditions have been met.

2. Appeals to Committee III of the Executive Graduate Council must be made in writing and must specifically outline the grounds for the appeal. Such appeal must be made within 30 working days of the decision. The decision of the council is final. There are no further appeals to the University of Nebraska at Omaha. Acceptance or denial of jurisdiction over the appeal will be in writing.

3. Committee III of the Executive Graduate Council must make a decision to hear the appeal or not to hear the appeal within 30 working days after receipt of the appeal. Acceptance or denial of jurisdiction over the appeal will be in writing.

4. The decision of the Committee on the merits of the case will be made and transmitted to the concerned parties within 20 working days after the decision to hear the appeal.

5. No person who was a member of the department or campus graduate council involved in the case will be eligible to participate in the decisions of Committee III of the Executive Graduate Council either to decide whether the case should be heard or to decide the merits of the case.

Communications regarding the UNO grade appeals procedure should be directed to the Dean for Graduate Studies and Research.

OMBUDSMAN OFFICE

The Ombudsman is a neutral party who can assist students when they have a grievance or a problem with offices or individuals in the University. Advice on how to solve a problem, referrals to persons or offices that have the expertise you need, and actions on your behalf by the Ombudsman, are just some of the services the Ombudsman provides. The service is confidential and free. If you have questions about University procedures, or don’t know where to turn when you are confronted with unusual problems, try the Ombudsman, Administration 217. A more detailed description of the Ombudsman is in the Undergraduate Catalog.

STUDY LOAD

Full-time graduate students at the University of Nebraska at Omaha must be registered for at least nine semester hours during an academic semester (or quarter) or at least 16 days during a five-week summer session irrespective of whether or not the student holds a graduate assistantship.

Students carrying less than twelve hours may obtain a regular student activities card by paying the full-time fee of $43.00.

A student may not drop a course after the date stated in the Academic Calendar and the Class Schedule. Approval of the Dean for Graduate Studies and Research is required to transfer as many as six semester hours of credit on a thirty-six hour program provided the courses are pertinent to the student’s major and meet the standards for transfer credit. The total hours of transfer credit may not exceed the number stated except by petition submitted by the student to his major adviser who forwards the petition with his recommendation to the Dean for Graduate Studies and Research for his approval.

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 thirty semester hours of credit on a thirty-hour program. Approval of the Dean for Graduate Studies and Research is required to transfer as many as six semester hours of credit on a thirty-six hour program provided the courses are pertinent to the student’s major and meet the standards for transfer credit. The total hours of transfer credit may not exceed the number stated except by petition submitted by the student to his major adviser who forwards the petition with his recommendation to the Dean for Graduate Studies and Research for his approval.

The decision of the Committee on the merits of the case will be made and transmitted to the concerned parties within 20 working days after the decision to hear the appeal. Acceptance or denial of jurisdiction over the appeal will be in writing.

5. No person who was a member of the department or campus graduate council involved in the case will be eligible to participate in the decisions of Committee III of the Executive Graduate Council either to decide whether the case should be heard or to decide the merits of the case.

COMMUNICATIONS REGARDING THE UNO GRADE APPEALS PROCEDURE SHOULD BE DIRECTED TO THE DEAN FOR GRADUATE STUDIES AND RESEARCH.

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WITHDRAWAL FROM THE UNIVERSITY

To officially withdraw from all classes and thereby from the University, and to receive any refund due as well as appropriate posting of academic standing for the grading period in question, a graduate student is required to obtain the signatures of his advisor and the UNO Dean for Graduate Studies and Research and submit a petition to the Registrar’s Office. Failure to withdraw according to this procedure may cause forfeiture of refunds and inappropriate posting of grades.

TIME LIMIT FOR GRADUATE DEGREES

The last thirty-six hours of work on the Plan of Study for any graduate degree must be completed within six consecutive calendar years. The last day of class of the earliest course which appears on the student’s Plan of Study is the beginning of the student’s graduate education. Upon the recommendation of the department concerned, a graduate student may apply to the Graduate Council for permission to take a special examination, or the current semester final examination in courses which constitute the Plan of Study, prior to the date on which that Plan of Study was completed. The permission granted shall be valid for a period of one year following the date of the examination, which shall be prepared, given, and graded by the department, shall be filed in the Graduate Office. Unless a grade of ‘B’ or higher is obtained in the examination, the student shall be required to take additional work, the amount and nature of which will be determined by the major adviser and the Dean.
TUITION, FEES, DEPOSITS AND REFUNDS

The University reserves the right to change the amount of tuition or fees at any time, and to assess charges for breakage, lost property, fees, penalties, parking, bookings, athletic activity fees, and deposits listed in this schedule.

Tuition and related fees are payable in full at the time of registration, in accordance with delayed billing schedules. Students availing themselves of the delayed billing option must familiarize themselves with the due dates, as published. Notice Failure to receive the mailed billing notice will not excuse the student from payment of tuition and fees. If the student does not receive this notice, the student must contact the Student Financial Aid Office to ensure they have received all necessary information.

Students enrolling for laboratory course sections are advised that a laboratory fee may be charged for laboratory courses. Refer to the semester schedule of courses for these fees.

Registration is not complete until cleared by the Cashier. Failure to pay tuition or fees when due, or to meet payments on loans when due, may result in cancellation of registration, legal collection efforts, and withholding of grades and transcripts. Outstanding financial obligations from prior semesters must be paid prior to Registration. Failure to do so may prohibit Registration for the current and future semesters.

The Five Year Plan of the Board of Regents has called for the establishment of laboratory fees at UNL, LNGS, and IANR in the fall of 1981. Although new fees have not yet been set, it is likely that there will be some fees for which the laboratory fees will be collected.

Application Fee (Undergraduate):
The application fee is payable at the time the application for admission is filed. This fee is non-refundable and does not apply toward tuition or any other fee. The University reserves the right to change the amount of tuition or fees at any time, and to assess charges for breakage, lost property, fees, penalties, parking, bookings, athletic activity fees, and deposits listed in this schedule.

For Graduate Studies and Research, time spent in the military service of the United States may be accepted in the approval of this rule.

All requirements for an E.S. degree, regardless of major, must be completed during a six-year period beginning with the date of entrance to the first course used in the plan of study following the completion of the Master's degree.

The Fund-B of the UPFF is designed for services, staff salaries, maintenance of facilities and related expenses. The Fund-A Student Fees is established and administered by the Student Government subject to the approval of the Chancellor of the University of Nebraska at Omaha in accordance with Board of Regents policy. Fund-A Student Fees are refundable upon request in accordance with guidelines and procedures established by the Student Government. Fund-A Student Fees are established and administered by the Student Government subject to the approval of the Chancellor of the University of Nebraska at Omaha in accordance with Board of Regents policy. Fund-A Student Fees are refundable upon request in accordance with guidelines and procedures established by the Student Government.

Refunds will no longer be entitled to Fund-A Student Fees.

The Fund-A Student Fees are established and allocated by the elected Student Government subject to the approval of the Chancellor of the University of Nebraska at Omaha in accordance with Board of Regents policy. Fund-A Student Fees are refundable upon request in accordance with guidelines and procedures established by the Student Government.

The full-time fee of $43.00 also entitles the student to regular student activities such as athletics, publications and general student activities. Part-time students may obtain a regular student activities card by paying the full-time fee of $43.00.

Special Service Fees:
Continuing Engineering Studies — Professional Studies — Development
Degree Program
Initial application $75.00
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
Transcripts of Academic Record — First Copy $3.00
Transcripts of Academic Record — Additional copies — Same order $1.00
Graduation $3.00
Degree in Absence (payable in addition to graduation fee) $2.00
Returned Check — per check $2.00
Disbursed checks given in payment of tuition and fees must be redeemed in cash prior to the due date for late registration, otherwise the late registration fee will be assessed in addition to the returned check fee.

Teacher Placement Fees:
Registration and Certification Fee $27.50
New Registrants $27.50
Fee covers establishment of permanent placement file, 10 sets of credentials, and the weekly Vacation Bulletin may be obtained in the Office.
Alumni Re-registrants $33.00
Fee covers update of placement credentials information, admission of new recommendations, 10 sets of credentials, and the Vacancy Bulletin if picked up in the Office.
Optional Services
Vacancy Bulletin Mailing Fee $11.00
1st class mailing $19.50
Vacancy Bulletin may be mailed to your home address. Bulletin is published bi-weekly from October through January; weekly from February through August.
Extra Credential Fee (over initial 10 sets) $2.00
7 extra sets $10.00
7 extra sets $10.00

Late Fees and Penalties:
Late Registration (day or evening classes) $10.00
Late Examination (each course) $5.00
Late Payment of Tuition Billing $10.00
Reinstatement of Canceled Registration $10.00
Replacement of ID/Activity Card $1.00

Deposits:
Key (per key with authorization/refundable) $1.00
ROTC Uniform Deposit $10.00
Locker and Towel Deposit — Refundable $5.00
Required of students taking HPER service classes. Also required of Faculty, Staff and students using Field House Facilities.
Chemistry Laboratory Deposit — Refundable $10.00

Testing Fees:
ACT Assessment (ACT), National $8.50
ACT Assessment (ACT), Resident $12.00
Credit by Examination — College Level
Exam Program (CLEP) $22.00
Credit by Examination — GP (Grade Point) $25.00
Correspondence Tests $25.00
General Educational Development (GED) $10.00
Graduate Management Admission Test (GMAT) $50.00
Graduate Record Examination (GRE) $20.00

UNIVERSITY OF NEBRASKA AT OMAHA
20 UNIVERSITY OF NEBRASKA AT OMAHA
Law School Admission Test (LSAT) ........................................... $31.00
Miller Analogies Test (MAT) ................................................. $12.00
Test of English As A Foreign Language (TOEFL) ...................... $19.00

*Plus 50 percent of resident tuition for credit earned.
**Plus 50 percent of resident tuition for credit earned. The $31.00 testing fee will be applied to the tuition cost. Include $40.00 basic fee plus $15.00 LSAT fee.

Refund Schedule:

Refunds are computed from the date application is received by the Registrar, NOT from date of withdrawal from classes. See policy entitled 'Withdrawal from Classes'.

Students paying tuition and fees on a deferred payment plan or under any other loan granted by the University, wherein part or all are not relieved from payment of the balance due. Refunds will first be applied to unpaid balances, and any remaining balance must be paid. Failure to do so may result in registration for future semesters.

Refunds for withdrawals are figured from the official beginning of the semester as stated in the University's academic calendar, not from the beginning of students' individual class schedules. Refunds will be made by University Warrant.

Students who receive financial assistance and withdraw during the refund period may have to repay all, or a portion, of their financial aid received. A financial aid recipient should first contact the Office of Financial Aid prior to any official withdrawal from the institution.

Regular Semester:

<table>
<thead>
<tr>
<th>Period of Drop/Withdrawal</th>
<th>Percent Refunded</th>
<th>Percent Chargeable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first official day of semester</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>First week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Second week of classes</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Third week of classes</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Fourth week of classes</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Fifth week of classes</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Summer Sessions (5 and 6 Week):

<table>
<thead>
<tr>
<th>Period of Drop/Withdrawal</th>
<th>Percent Refunded</th>
<th>Percent Chargeable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first official day of semester</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>First three days</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Remainder of first week</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Second week of classes</td>
<td>25%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Summer Evening and Special Contract (7 and 8 Week):

<table>
<thead>
<tr>
<th>Period of Drop/Withdrawal</th>
<th>Percent Refunded</th>
<th>Percent Chargeable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first official day of semester</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>First three days of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Remainder of first week</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Second week of classes</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Third week of classes</td>
<td>25%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Non-Credit and Special Courses (10 Weeks or More):

<table>
<thead>
<tr>
<th>Period of Drop/Withdrawal</th>
<th>Percent Refunded</th>
<th>Percent Chargeable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal before classes start</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Withdrawal before first week elapsed</td>
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<tr>
<td>Withdrawal before 2 weeks elapsed</td>
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<td>50%</td>
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<tr>
<td>Withdrawal after 2 weeks elapsed</td>
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<td>100%</td>
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(less than 10 weeks):

<table>
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<tr>
<th>Period of Drop/Withdrawal</th>
<th>Percent Refunded</th>
<th>Percent Chargeable</th>
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<tbody>
<tr>
<td>Withdrawal before classes start</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Withdrawal before second class</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Withdrawal after second class</td>
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<td>100%</td>
</tr>
</tbody>
</table>

RESIDENT STUDENTS:

A student's right to classification as a resident for purpose of registration in a state educational institution must be determined under the provisions of Nebraska Revised Statutes of 1943, Sec. 85-502 (R. S. App., 1963). (See General Catalog.) Any student who has been classified as a nonresident who believes he can qualify as a resident should contact the Registrar's Office.

CAREER DEVELOPMENT CENTER:

Career Development Center assists students, faculty, staff and alumni in exploring career alternatives and making career decisions.

By exploring the many career alternatives in terms of one's interests, values, needs, abilities and aspirations, individuals will be able to develop career goals consistent with their particular lifestyle. To explore and clarify that personal and unique potential, one may become involved in individual counseling, workshops, seminars and test interpretations. A comprehensive Career Information Library is available to assist individuals and groups in exploring the world of work, with up-to-date information on employment trends, occupational responsibilities and working conditions, as well as required training and qualifications for hundreds of career fields.

The annual Summer Career Institute offers both credit and non-credit workshops to undergraduate and graduate students during the summer months as a means for introducing them to a career development process that will lead to more effective career/educational planning.

The Career Development Center is located in the East Wing of the Eppley Building, Room 115, Phone 554-2469. Stop by and explore the Career Development Center in the East Wing of the Eppley Building.

CAREER PLACEMENT SERVICES:

Career Placement Services assists graduate candidates and alumni from all Colleges of the University in their search for career employment.

Employment Counselors aid in assessing student career goals and related employment opportunities. Literature on local and national employers, career fields, job descriptions, salary surveys, unemployment trends and job-search techniques are also available.

All first semester graduate students completing degrees are encouraged to register with Career Placement Services by completing a placement file, including a resume and Personal Data Form. The College Placement Assistant, supplied without charge to registrants, is a valuable directory of organizations having positions available for college graduates.

Career Placement Services offers two basic programs:

1. Career placement services refers to the process that will lead to more effective career/educational planning.

Counseling Services

Counseling services are provided to assist UNO students in their educational, emotional-personal and social development. The goal of the Counseling Center is to use all available resources to assist students in making positive adjustments in their academic and personal lives. Students use the Counseling Center to talk about concerns with courses, educational-vocational planning, family and personal problems, friends and financial difficulties.

The Counseling Center is staffed with professionally trained and experienced counselors. Students may come to the center at their convenience during the day or early evening hours. Students are assured that their privacy will be respected. Conversations with a counselor are held in confidence.

Students do not have to know where to seek assistance or are confused about kinds of assistance available. The Counseling Center acts as a referral agency for students — opening the availability of a large number of university and community professional resources for the student.

General counseling services are provided at no charge for students and other members of the university community. Appropriate fees are charged for services to people who are not students or within the university.

The Counseling Center provides a professionally qualified resource team in assisting students to make academic, personal and vocational decisions with the assistance of various assessment tools. While there is no single test or group of tests that will magically reveal the information a person is seeking, the Counseling Center is expertly able to assist students to a clearer understanding of themselves. Testing is provided by the UNO Testing Center after consultation with a counselor. Interpretations and explanations
of the results of these tests are provided by counselors from the center. Further examination of educational, personal and career opportunities can be developed from the exploration of information gained from the test results and counseling sessions.

The Counseling Center is located in Room 115 of the Eppley Building (62nd and Dodge) and is open during the day and evening hours with the exception of weekends and announced university holidays.

Testing Center

A variety of testing services are available through the Testing Center, which is located in Room 113 of the Eppley Building. Aptitude, interest and psychological tests are administered on a daily basis upon the recommendation of UNO Counseling Center personnel. Other testing programs include the following:

Credit By Exam at UNO

Credit by Examination allows students the opportunity to gain academic credit for knowledge they have acquired in self-study or experience. Up to 30 hours of credit towards a bachelor’s degree may be earned by achieving acceptable scores on examinations.

Two types of credit by examination are available at UNO: The College-Level Examination Program (CLEP) which offers tests in many subject areas; and UNO’s Special Examination Program which involves challenging any course taught at the University by taking a departmental examination. (Students must be registered to attempt departmental exams.)

The following general provisions apply to credit by examination at UNO:

Credit earned by examination may not constitute any part of the terminal residency requirements (see residency requirements in this catalog).

Credit will not be granted as substitute credit for college courses which have been failed at the University which were given to raise a grade earned in any course.

Examinations for credit or placements may not be repeated. Credit by examination may not be earned in any course taken on an audit basis after September 1, 1972.

A reasonable fee (see fee schedule in this catalog) will be charged to administer and/or evaluate an examination for credit or placement, and 50 per cent of resident tuition will be charged for credit earned. The $25.00 testing fee for Departmental Exams will be applied to the tuition cost.

Credit earned by examination will be recorded as ‘CR’ on the transcripts, and this credit will not be used in calculating grade point average.

A department giving a student a departmental test for credit by examination shall be responsible for reporting the grade to the Testing Center. The time lapse shall not be greater than the semester following the time examination was given.

Within these parameters, the department or departments concerned retain responsibility in all matters, including:

Determination of whether or not placement or examination credit should be offered in their areas.

Selection or preparation of examinations for placement or examination credit.

Determination of the level of proficiency required for earning placement or examination credit.

Determination of the time, sequence, and level of examinations and amount of credit in departmental courses.

Examinations for Admission to Graduate or Professional Schools. The Testing Center also administers standardized examinations required to enter professional or graduate school. These include GRE examinations; Graduate Record Examination, Miller Analogies Test, Graduate Management Admissions Test, Law School Admissions Test, and Test of English as a Foreign Language.

Information and applications are available at the Testing Center, room 113, Eppley Building, 554-2499.

The Information Center

The Information Center located in the Eppley Building has available information about campus events and campus phone members and offices locations for University employees. To give or receive information call 554-2800 from 7:30 a.m. to 7:00 p.m.

Parents Association

Parents of students at the University of Nebraska at Omaha have a unique opportunity to become involved in the growth and development of the institution by joining the UNO Parents Association. Any parent of a UNO student is eligible to become a member. Membership in the Parents Association gives parents an opportunity to become better informed about UNO and to share their children’s college experience. Family membership dues are $5.00 annually. For information contact Student Development Services.

Student Employment Services

UNO students seeking off-campus, part-time employment should visit Student Employment Services in the Eppley Building, Room 115. Employment counselors are available to assist students in obtaining employment, matching job with career interest where possible. Emphasis is placed on developing job-search skills and interviewing techniques with the Student Employment Service acting as a liaison between employer and student.

UNIVERSITY OF NEBRASKA AT OMAHA

Students seeking part-time and full-time summer jobs may also utilize our services. Summer job listings are available and a Summer Jobs Fair is also sponsored each year. The Summer Jobs Fair provides students with an opportunity to interview with interested employers on campus, and assists employers in locating students for various summer jobs.

Current listings of available jobs are posted on bulletin boards near Room 134 in the Mill Bail Student Center and on first floor of the Eppley Building, Room 111. Students are referred directly to employers for job interviewing. All services are free. Office Hours: 8:00-5:00 daily; 8:00-7:00 Monday and Tuesday; Phone: 554-2885.

Special Programs

The Office of Special Programs is the coordinating arm of several service units which function to assist UNO students with their special needs. The units, which are a part of the Office of Special Programs, are the Women’s Interventions Services, Student Health Services, Handicapped Student Services, and the Learning Resource Center. The Office of Special Programs is located in room 119 of the Eppley Building.

Handicapped Services

This service provides counseling to handicapped students as well as a forum to discuss and initiate needed services for the students. An advisory committee assists the University in providing a more conducive environment for handicapped students.

In compliance with the Rehabilitation Act of 1973 (Section 504) a handicapped student who is enrolled in a course located in a “non-accessible” room may request: 1. he/she be transferred to another section of the course which is accessible, or 2. that the location of the course be changed to an accessible room. Students may initiate requests for transfer of course sections or room assignment in the Registrar’s Office.

Learning Resource Center

The Learning Resource Center at the University of Nebraska at Omaha offers a variety of academic support services that assist students in their academic careers. This service also provides cultural and academic programming for minority students on campus.

The Office also provides cultural and academic programming for minority students on campus. The Office works to minimize the difficulty minority students encounter during their learning process at UNO.

Student Health Services

The Student Health Service, located in the Mill Bail Student Center, is available to all students, and provides the following services: free First Aid, treatment of minor illnesses and emergency accidents with referral when necessary. Preventive health measures are a primary concern and include blood pressure checks, vision and hearing tests, stress cultures for possible stress induced hypertension, a Tuberculin skin testing program, plus scheduled clinics and programs on selected topics of interest.

A Physician Assistant is available for free consultation, diagnosis, treatment and follow-up care two half days a week. A Registered Nurse is on duty Monday through Thursday, 8 a.m. to 7 p.m. and Fridays, 8 a.m. to 5 p.m.

Application must be made through the Health Service for both temporary and permanent handicap parking permits.

Student Health Insurance. All UNO students carrying 6 or more hours have the option of contracting for accident and sickness insurance through a group plan made available by the University with a commercial insurance carrier at reduced premiums. If you are not protected for accident and sickness under a policy held by your parent, or one that you have purchased privately, you are encouraged to participate in this or some other health care plan. A brochure describing coverage and benefits is available from the Health Center. Coverage for injury and sickness not due to University negligence is the full responsibility of each individual.

Women’s Services

This program provides counseling services to women students as well as current information and referrals concerning women’s issues and problems. The coordination of programs and services, which focus on the educational, social, and professional needs of women, is a function of this special program.

FINANCIAL AID FOR GRADUATE STUDENTS

GRADUATE ASSISTANTSHIPS

Available for qualified students who are enrolled in a graduate degree program are graduate assistantships. Research or teaching assistantship is determined by the assistant’s assignment. Research assistantships will provide unexcelled opportunities for supervised educational experiences at the graduate level in conjunction with the degree program. Approximately twenty hours of work per week is required. The
enrollment of students with assistantships will be limited to no more than twelve credit hours per semester unless the student has demonstrated extraordinary efficiency and the advisor recommends the abnormally high work load to the Dean for Graduate Studies and Research for his approval.

Graduate Assistants will be expected to carry at least six graduate credit hours per semester (with two five-week summer sessions equivalent to one semester). In those instances where the student is in the last semester before graduation and only three hours of graduate credit are required for graduation, an exception may be made by the Dean for Graduate Studies and Research in consultation with the student’s advisor. No student may hold an assistantship for more than four semesters unless recommended by the Graduate Program Committee of the department and approved by the Dean for Graduate Studies and Research. Graduate assistants or interns who must earn money for self-support may be required to reduce correspondingly the number of hours for which they may register. Such adjustments shall be subject to the approval of the Dean for Graduate Studies and Research.

A Graduate Assistantship entitles the holder to a waiver of tuition costs up to nine hours of graduate credit per semester.

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

TUITION WAIVERS FOR GRADUATE STUDENTS

Tuition waivers are often available for qualified students who have been admitted to graduate study. Eligibility is based on academic qualifications and financial need. Information and application forms are available in the Graduate Office. Allow at least two months for processing applications.

TRAVELING SCHOLAR PROGRAM

The University of Nebraska is a member of the Mid-America State Universities Association along with Iowa State University, Kansas State University, University of Kansas, University of Oklahoma, Oklahoma State University and the University of Missouri. Under the traveling scholar program, a graduate student who wishes to use special research facilities or take courses not available at the University of Nebraska at Omaha may do so with a minimum of red tape. If the major professor and institution agree, the student may spend a semester at another MASUA school simply by making appropriate arrangements at UNO. Nebraska residents pay resident tuition. The Graduate Office has further information.

INTERSTATE RECIPROCITY AGREEMENT FOR GRADUATE EDUCATION

Under an agreement between the Board of Regents of the University of Nebraska and the Board of Curators of the University of Missouri, graduate students meeting the regular in-state requirements of the University of Missouri shall be regarded as in-state students at The University of Nebraska, with respect to admission requirements, tuition and fees, scholarships, fellowships, and assistantships and other benefits normally available to Nebraska residents.

SCHOLARSHIPS

Phi Delta Gamma, a national fraternity for women, offers two annual scholarships of $300 each, to women graduate students who have completed approximately one half of their graduate work with an excellent record: The Mary-Ellen PatersonPhi Delta Gamma Scholarship and the Non-BoyerPhi Delta Gamma Scholarship. Applications and details concerning these scholarships may be obtained from the Dean for Graduate Studies and Research Room 204, Eppley Building. Applications should be in the Graduate Office by March 1 of each year.

LOANS

Graduate Students are eligible to apply for National Direct Student Loans (NDSL) which are based upon financial need. Qualified women graduate students are eligible for a Phi Delta Gamma Loan on a limited basis. To apply for loans from other sources as well, contact the Director of Financial Aid, Room 219, Eppley Building.

WORK—STUDY

Graduate Students may apply for College Work-study positions. Eligibility for these positions is based upon financial need. To apply for work-study, contact the Office of Financial Aid, Room 219, Eppley Building.

ORGANIZATIONS

Phi Delta Gamma is a national sorority for graduate women in all fields. Membership is by invitation. Psi Chi is a national honorary society for students in Business Administration. Membership is by invitation.

Omnium Delta Epilon is a national honorary association for graduate students in Economics. Membership is by invitation.

ADMINISTRATION FOR GRADUATE STUDIES

GRADUATE FACULTY

The Graduate Faculty prescribes the qualifications of all professors who offer graduate work and approves all courses which may be taken for graduate credit. The Dean for Graduate Studies and Research serves as Chairperson of the Graduate Faculty at UNO and of the UNO Graduate Council. Information about graduate programs, including qualifications of graduate faculty members, is available in the Graduate Office.

GRADUATE FACULTY MEMBERS

RESPONSIBILITIES

Graduate Faculty Members may teach graduate courses, supervise students enrolled in subdoctoral graduate programs, serve on the final examining committees for these students, and vote on any matters presented to the Graduate Faculty including the election of the Executive Graduate Council and the Graduate Council for their specific campus.

CRITERIA

The following requirements for the nomination of Graduate Faculty Members were adopted by the Graduate Faculty to establish consistent standards for faculty members eligible for appointment to carry out these assignments:

1. The nominee must hold the rank of Assistant Professor or above.

2. The nominee must have published research and scholarly work of quality, or have demonstrated comparable, creative achievement.

3. The nominee must have served on the Graduate Faculty Fellowship Committee and be an active member of the Graduate Faculty Fellowship Committee.

4. The nominee must have developed clear evidence of scholarly activity and potential beyond teaching. This evidence must be provided by the nominator.

GRADUATE FACULTY FELLOWS

RESPONSIBILITIES

Graduate Faculty Fellows may teach graduate courses, supervise and serve on supervisory committees for students working towards post-baccalaureate degrees, vote on all matters presented to the Graduate Faculty, and vote on nominations for Graduate Faculty Fellowships.

CRITERIA

The following requirements for the nomination of Graduate Faculty Fellows were adopted by the Executive Graduate Council to establish reasonably consistent standards for faculty members eligible for appointment to supervise doctoral students:

1. The nominee must be a Graduate Faculty Member or meet all criteria for Graduate Faculty Membership.

2. The nominee must have earned a Ph.D. degree and have demonstrated comparable, creative achievement.

3. Publication based on the nominee's terminal degree alone is not sufficient, although publication of the dissertation or parts of it is sufficient if the nominator indicates the manner in which the published version represents a substantial amount of scholarly work in addition to that required for dissertation.

Tuition waivers are often available for qualified students who have been admitted to graduate study. Eligibility is based on academic qualifications and financial need. Information and application forms are available in the Graduate Office. Allow at least two months for processing applications.

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WORK—STUDY

Graduate Students may apply for College Work-study positions. Eligibility for these positions is based upon financial need. To apply for work-study, contact the Office of Financial Aid, Room 219, Eppley Building.
If be the responsibility of the Academic Freedom and Tenure Committee. 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 graduate programs, experience similar to that which is available at more extensive institutions. This type of university outreach into the low-income areas of the state can be productive for the community and for students as well as from all of the units of the University.

POLICY ON PLAGIARISM

The prevention of, and the imposition of sanctions upon those who resort to, plagiarism is necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge.

Plagiarism by Faculty

The investigation of allegations of plagiarism by a faculty member at any major administrative unit shall be the responsibility of the Academic Freedom and Tenure Committee.

Plagiarism by Students

The investigation of allegations of plagiarism by a student or appeals therefrom, at any major administrative unit shall be carried out under the appropriate faculty-student appeals committee at that campus.

POLICY ON ETHICAL CONDUCT

It should be understood that academic performance is not the only criterion for graduation. Students are expected to maintain the highest standards of ethical conduct pertaining to academic coursework, professional practice, and research activity. Any breach in ethical conduct shall be subject to disciplinary action, regardless of the student's prior or current academic performance.

SUMMARY OF PROCEDURE FOR GRADUATE STUDENTS

1. File official transcripts of all undergraduate and graduate credit and an application for admission to the Graduate Dean's Office, First Floor East, Eppley Building.
2. Contact an advisor within the department to which you are applying for admission to determine departmental admission requirements.
3. Arrange to take the appropriate entrance examinations for your department. These will normally include either the GRE, GMAT or MAT. If you have already taken the appropriate examination, have your scores sent to the Graduate College.
4. You will be notified by mail of your acceptance or non-acceptance into the Graduate College after your transcripts have been evaluated.
5. Arrange your class schedule with your advisor and have him/her sign your registration card. You will be asked to pay a $10.00 Admission Fee-Graduate the first time you enroll for graduate study.
6. Apply for candidacy as early as possible. This can be done as soon as you have satisfactorily completed six hours of graduate work at UNO, have your transcripts showing a Bachelor's degree and the GRE (or other specified test) scores on file in the Graduate Office, and have completed all undergraduate prerequisites and other departmental requirements. See your advisor for details.
7. At the time of your final enrollment, arrange with your supervisory department and the GRE (or other specified test) scores on file in the Graduate Office, and have completed all undergraduate prerequisites and other departmental requirements. See your advisor for details.
8. You will be informed by mail of your admission to candidacy.
9. At the time of your final enrollment, arrange with your supervisory committee a time for your comprehensive examinations, if these have not already been taken. Also, inform the Graduate Office of your intent to graduate so that your graduate record may be compiled and reviewed.
10. If your approved program includes a thesis, obtain a copy of "Instructions for the Preparation of Theses" from the Graduate Office and prepare your thesis in accordance with Graduate College guidelines and departmental style requirements. Make arrangements with your department for these examinations. The completed, fully corrected and approved thesis must be deposited in the Graduate Office together with the proper number of copies of it at least twelve working days prior to the conferral of the degree. The thesis binding fee must be paid in the Registrar's Office prior to the depositing of the thesis in the Graduate Office.
11. Make application for the conferral of the degree in the Registrar's Office. The deadlines for filing for graduation year in the Registrar's Office for the degree to be conferred at that time. If the degree in time to graduate, you must reapply for graduation the following semester. No additional fee is charged to reapply.
12. Pay all fees and fines and satisfy all obligations to the University at least twelve working days before conferral of the degree.
13. Order a cap, gown and hood from the Bookstore.
DEGREE REQUIREMENTS

BIOLGY

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 (aptitude and advanced biology test) is required and the scores must be submitted before a student will be admitted to the program.

Master of Arts

Ordinarily 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 the candidate must present 30 hours of graduate work in biology to include credit in thesis [a minimum of 6 hours], a minimum of 2 hours in departmental seminar (801 V), and at least 23 hours of appropriate courses to be determined by the student and the faculty committee. Graduate students are expected to attend the departmental seminar even when not registered for it.

The candidate must pass a final oral examination and present his/her thesis results at an open meeting of the faculty and students.

Master of Science

A student may become a candidate for this degree only upon the recommendation of the student's advisory committee.

To complete the degree the candidate must present 36 hours of graduate work in biology to include at least 2 semesters of Biology 801 V, 1 semester of Biology 802 V, and other appropriate courses to be determined by the student and his/her faculty committee. Graduate students are expected to attend the departmental seminar (801 V) even when not registered for it.

The candidate must pass a final written comprehensive examination.

Master of Public Administration — Environmental Option

The Biology Department cooperates with the Department of Public Administration in offering this degree. The degree is administered through Public Administration and is described under that department.

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 Standards

The minimum admission standards for students in the MBA program are:

Junior-Senior GPA x 200 + GMAT = 1020

The GMAT score must not be below 400 in computing the above total.

Students who do not meet the above criteria or who attain a GMAT score below 400 may be considered for admission on an exception basis only.

Students are admitted on a provisional status until all foundation courses have been completed. GMAT scores must be received prior to the student's admission to the MBA 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 the graduate program:

- Economics: BA 618 H or Macro- and Microeconomics at the undergraduate level
- Accounting: BS 611 H or 1 year of Principles of Accounting at the undergraduate level
- Computers in Business: DS 231
Quantitative Methods and Statistics  
BA 817V or an equivalent course in each at the undergraduate level

Production/Operations Management  
MOB 350

Business Law  
LAS 333

Corporation Finance  
BF 325

Management Principles  
MOB 349

Marketing  
MKT 331

These foundation courses cannot be used to meet the 36 semester hours required for the MBA degree. Courses successfully completed (A, B, or C grades) in the student's undergraduate program are considered as sufficient preparation. Otherwise, the student must include the course deficiencies in the program of study.

Students who through experience or self-study consider themselves proficient in any of these areas may complete a "Satisfaction by Examination" in line of course work. It is recommended that students complete the majority of the foundation courses before enrolling in either core courses, option courses, or electives.

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

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

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>BA 800V</td>
<td>Quantitative Analysis</td>
<td>3</td>
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<tr>
<td>BA 801V</td>
<td>Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>BA 810V</td>
<td>Managerial Economics</td>
<td>3</td>
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<tr>
<td>BA 820V</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA 831V</td>
<td>Human Behavior in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BA 832V</td>
<td>Policy, Planning, and Strategy</td>
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Option Courses

Option 1 — Business Administration

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>BA 830V</td>
<td>Environment of Management</td>
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<tr>
<td>BA 840V</td>
<td>Marketing Policies</td>
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</tr>
<tr>
<td>BA 850V</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 860V</td>
<td>Business Conditions Analysis</td>
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Option 2 — Marketing

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<th>Course Title</th>
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<tr>
<td>BA 840V</td>
<td>Marketing Policies</td>
<td>3</td>
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<tr>
<td>BA 841V</td>
<td>Promotional Policies</td>
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<tr>
<td>BA 845V</td>
<td>Seminar in Marketing</td>
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Option 3 — Decision Sciences

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<tr>
<td>BA 862V</td>
<td>Research Methods in Economics and Business</td>
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<tr>
<td>BA 801V</td>
<td>Business Information Systems</td>
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</tr>
<tr>
<td>BA 804V</td>
<td>Applied Quantitative Analysis</td>
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Option 4 — Real Estate

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<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 860V</td>
<td>Real Estate and Land Use</td>
<td>3</td>
</tr>
<tr>
<td>BA 861V</td>
<td>Current Problems in Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>BA 899V</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Option 5 — Accounting

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 821V</td>
<td>Accounting Theory (if not taken as a core course)</td>
<td>3</td>
</tr>
<tr>
<td>BA 823V</td>
<td>Controllability (if not taken as a core course)</td>
<td>3</td>
</tr>
<tr>
<td>BA 825V</td>
<td>Seminar in Accounting (if not taken as a core course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 6 — Economics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 890V</td>
<td>Business Conditions Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus 9 hours from the following (no more than 6 hours of M-level courses may be included in the MBA program):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 811M</td>
<td>Public Utility Economics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 832M</td>
<td>Energy Economics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 833M</td>
<td>Transportation Economics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 844M</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 801V</td>
<td>Theory of Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>Econ 810V</td>
<td>Economics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 816V</td>
<td>Seminar in Labor Economics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 820V</td>
<td>Seminar in Micro Theory</td>
<td>3</td>
</tr>
<tr>
<td>Econ 822V</td>
<td>Seminar in Manager Theory</td>
<td>3</td>
</tr>
<tr>
<td>Econ 829V</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Econ 830V</td>
<td>Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 843V</td>
<td>Seminar in Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>Econ 861V</td>
<td>Seminar in International Economics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 885V</td>
<td>Seminar in Urban Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 7 — Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 830V</td>
<td>The Environment of Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 835V</td>
<td>Seminar in Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 836V</td>
<td>Personnel Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 803V</td>
<td>Business Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BA 805V</td>
<td>Business Conditions Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BA 804V</td>
<td>Marketing Policies</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 8 — Banking and Finance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 805V</td>
<td>Business Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BA 803V</td>
<td>Business Conditions Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BA 804V</td>
<td>Marketing Policies</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus 9 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 851V</td>
<td>Security Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BA 852V</td>
<td>Seminar in Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 855V</td>
<td>Seminar in Finance</td>
<td>3</td>
</tr>
<tr>
<td>Econ 845V</td>
<td>Seminar in Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>BA 853V</td>
<td>Bank and Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>BA 899V</td>
<td>Independent Research (in Finance)</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 9 — Industrial Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 825V</td>
<td>Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>Psych 862V</td>
<td>Psychological Aspects of Industrial Training and Education</td>
<td>3</td>
</tr>
<tr>
<td>Psych 961</td>
<td>Seminar in Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus one of the following four courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 813M</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>Psych 814V</td>
<td>Nonparametric Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Psych 911</td>
<td>Proseminar: Analysis of Variance</td>
<td>3</td>
</tr>
<tr>
<td>Psych 911</td>
<td>Proseminar: Multiple Regression and Factor Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 10 — 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 12 hours.

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 "M" level of graduate work.

Student Responsibilities

It is the responsibility of each student admitted to graduate studies to be familiar with the procedures and regulations of the Graduate Catalog.

Each student should consult with the Director of the MBA program at least once each semester to assure continued progress toward the degree objective.

Students must maintain a 3.0 (B) average to fulfill the program and graduation requirements. A maximum of 3 C's in graduate courses is permitted.

In selecting electives the student must be guided by the restriction that a maximum of 6 hours of "M" level courses may be included in the graduate program of study.
CIVIL ENGINEERING

Master of Science

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

Courses in the program give students a better understanding of the basic principles and methodology used in the design of civil engineering projects. Emphasis is placed on Systems Analysis, Decision Making, and Problem Solving.

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 Committee. All courses are open only to graduate students. At least half of the student’s area of concentration.

Student records will be maintained on a Commomcat courses be present to title as Options the departmental Graduate Committee.

Transportation, and Problem Admission by Maj or Engineering. Degree will be used in the area of graduate concentration. Applicants who major in Communication are required to complete the 12 semester hours of core work in the area of graduate concentration. Applicants who wish to begin the program at a different time from those indicated, they may discuss this with faculty in the department.

Non-counseling degree students may obtain an elective option in Affective Humanization Processes. This consists of a 12-hour block of courses which must be authorized by Dr. Hari Atria in the Counseling and Guidance Program faculty and the student’s advisor for this to be officially included as part of the student’s degree program.

Master of Arts

In order to be admitted without deficiencies to graduate study in Communication, the applicant must present at least 15 undergraduate semester hours of appropriate courses in communication arts and sciences, including advanced (upper division) work in the area of graduate concentration. Applicants who have more than 18 of these 40 semester hours will be advised of the type of admission.

All students who major in Communication are required to complete the 12 semester hours of core courses prescribed by the Graduate Committee. These core courses provide a basic, intensive and broad coverage of communication as a field of advanced study, including foundations of both mass and transactional communication in conjunction with research and theory. Currently the core courses are Communication 801V, 847V, 857V, which is equivalent to the core courses. This is a Master’s degree in Counseling and Guidance. A Graduate Committee of six faculty, selected from the Omaha and Lincoln campuses, appointed by the Department Chairperson and approved by the Graduate Dean, UN-L. The Graduate Committee has general supervision over the work of the candidates for the Master’s degree. The committee may prescribe such tests as it deems necessary in order to determine whether an applicant is adequately prepared for graduate study. After all application materials are received by the Graduate Committee, UN-L, the chairperson of the committee requests all applicants to make a recommendation, after consultation with the committee, on admission to the Graduate College.

Admission to the Graduate Program depends on the Master’s Degree Examination. The Graduate work in Civil Engineering is governed by the general requirements of the Graduate College. Selection of the option and program are subject to approval of the student’s advisor and the departmental Graduate Committee. A student applying for admission should designate the primary area in which he/she wishes to study. Major work for the Master of Science degree may be selected from the areas of structural, geotechnical, transportation, hydraulic, sanitary and water resources engineering. A minor area may be designated from any one of the related Civil Engineering areas, or from other related departments. Other supporting courses will be selected from advanced or graduate courses having some relation to the major group.

COMMUNICATION

Master of Arts

In order to be admitted without deficiencies to graduate study in Communication, the applicant must present at least 15 undergraduate semester hours of appropriate courses in communication arts and sciences, including advanced (upper division) work in the area of graduate concentration. Applicants who have more than 18 of these 40 semester hours will be advised of the type of admission.

All students who major in Communication are required to complete the 12 semester hours of core courses prescribed by the Graduate Committee. These core courses provide a basic, intensive and broad coverage of communication as a field of advanced study, including foundations of both mass and transactional communication in conjunction with research and theory. Currently the core courses are Communication 801V, 847V, 857V, which is equivalent to the core courses. This is a Master’s degree in Counseling and Guidance. A Graduate Committee of six faculty, selected from the Omaha and Lincoln campuses, appointed by the Department Chairperson and approved by the Graduate Dean, UN-L. The Graduate Committee has general supervision over the work of the candidates for the Master’s degree. The committee may prescribe such tests as it deems necessary in order to determine whether an applicant is adequately prepared for graduate study. After all application materials are received by the Graduate Committee, UN-L, the chairperson of the committee requests all applicants to make a recommendation, after consultation with the committee, on admission to the Graduate College.

Admission to the Graduate Program depends on the Master’s Degree Examination. The Graduate work in Civil Engineering is governed by the general requirements of the Graduate College. Selection of the option and program are subject to approval of the student’s advisor and the departmental Graduate Committee. A student applying for admission should designate the primary area in which he/she wishes to study. Major work for the Master of Science degree may be selected from the areas of structural, geotechnical, transportation, hydraulic, sanitary and water resources engineering. A minor area may be designated from any one of the related Civil Engineering areas, or from other related departments. Other supporting courses will be selected from advanced or graduate courses having some relation to the major group.

COMMUNICATION

Programs in Counseling and Special Education are offered by the Counseling and Special Education Department. Admissions examinations for programs in this department are identified on page 14.

COUNSELING AND SPECIAL EDUCATION

Programs in Counseling and Special Education are offered by the Counseling and Special Education Department. Admissions examinations for programs in this department are identified on page 14.

DEGREE REQUIREMENTS
UNIVERSITY OF NEBRASKA AT OMAHA

COUN 827V, Group Techniques
COUN 815U, Advanced Counseling Practicum
Selected additional courses in the department.

Specialization in School Counseling — Elementary Level*

*Teaching certificates required for institutional endorsement to serve as secondary or elementary school examiners in Nebraska or Iowa.

I. Foundation Courses ....................... 6 hours
FED 801V, Introduction to Research

II. Selected Cognate Courses .......... 6-12 hours
These are most often selected from offerings of the Psychology, Sociology, Elementary Education and Special Education departments.

III. Counseling and Guidance Courses .......... 19-27 hours
COUN 800M, Principles of Guidance and Counseling
COUN 820V, Introduction to Counseling Theories
COUN 821V, Appraisal Techniques in Counseling and Guidance
COUN 827V, Group Techniques
COUN 832V, Counseling Elementary School Children Practicum or Internship (4 to 6 hours)
Selected additional courses in the department

Specialization in College Student Personnel Services

I. Foundation Courses ................. 6 hours
COUN 815V, The Student Personnel Work in Higher Education
COUN 820V, Introduction to Counseling Theories
COUN 821V, Appraisal Techniques in Counseling and Guidance
COUN 824V, Counseling Practicum
COUN 827V, Group Techniques in Guidance
COUN 845V, College Student Personnel Internship

III. Selected Cognate Courses ........ 12-18 hours
These courses are selected in accordance with the student’s particular area of interest; i.e., Admissions and Registration; Career Counseling; Placement and Financial Aid; Student Services (Counseling, Testing, etc.); and Housing, Student Union Activities.

Counselling with specialization in Gerontology

I. Foundation Courses .............. 1 hour
FED 801 V, Introduction to Research

II. Counseling and Guidance Courses .......... 24 hours
COUN 800M, Principles of Guidance
COUN 820V, Introduction to Counseling Theories
COUN 821V, Appraisal Techniques in Counseling
COUN 824V, Counseling Practicum
COUN 827V, Group Techniques
Either one of the following: COUN 825M, Vocational Decision Making
COUN 837V, Group Counseling: Theory and Practice
COUN 836V, Guidance Internship

Geronotogy Courses ......................... 13-15 hours
These courses are selected with the major advisor’s assistance and in collaboration with the Geronotogy Program. Certificates of Specialization in Gerontology are issued by the University to those completing the specialization upon the recommendation of the Gerontology Program.

Students specializing in Agency Counseling, School Counseling — Secondary level, or College Student Personnel Services may develop areas of concentration in Vocational Guidance or Group Counseling.

Special Education Programs

Graduate Requirements — STUDENT TEACHING
Students needing SPED 872V, SPED 873V, and/or SPED 850V, SPED 851V, SPED 852V must submit a completed application form for student teaching/practicum signed by their advisor before March 15 for a fall and/or summer placement and by October 15 for a spring placement.

Under no circumstances can a student take both SPED 872V and SPED 873V or SPED 850V, 851V and 852V during the same semester.

Master of Arts: Speech Pathology

The Master of Arts degree with a major in speech pathology involves these requirements:

1. Admission to the University of Nebraska at Omaha Graduate College. The Miller Analogies Test (MAT) must be taken and scores submitted to the Special Education Department for consideration before applications are evaluated and processed to the Graduate College. A raw score of 35 on the MAT is required for initial entrance into the program.

2. Two letters of recommendation from people who know your undergraduate work well must be submitted to the department before the application can be processed.

3. Pass an examination to determine adequate personal voice and speech proficiency and adequate hearing acuity for speech (Administered by the Speech and Hearing Clinic of the University).

4. Have successfully completed a minimum of twenty-four semester hours of work preparatory to admission to the major. These hours are to include the following courses or their equivalents:

SPED 140, Introduction to Communication Disorders
SPED 433, Speech Reading and Auditory Training
SPED 437, Hearing Disorders

DEGREE REQUIREMENTS 37

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

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

1. Required Courses:

FED 801V, Introduction to Research
SPED 851V, Advanced Clinical Practicum in Speech Pathology (school)
SPED 852V, Advanced Clinical Practicum in Speech Pathology (externship)
SPED 846V, Diagnostic Methods in Communicative Disorders
SPED 848V, Advanced Audiology
SPED 853V, Seminar in Speech Pathology
SPED 870V, Seminar in Special Education
SPED 899V, Thesis (6 hrs.)

2. Elective Courses:

Students may choose any of the courses in the area numbered 800V or above, contingent upon advisor approval.

7. Thesis:

Students must present a thesis representing six semester hours of work and which is deemed satisfactory to the members of the committee, following oral examination, which may include questions of a comprehensive nature over the curriculum as well as the thesis.

Master of Arts: Mental Retardation

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

1. Admission to the University of Nebraska at Omaha Graduate College. The Miller Analogies Test (MAT) must be taken and scores submitted to the Special Education Department for consideration before applications are evaluated and processed to the Graduate College. A raw score of 35 on the MAT is required for initial entrance into the program.

2. Applicants to the Master of Arts program with a major in Mental Retardation must be approved by the Dean for Graduate Studies and Research and the major advisor.

3. Applicants should hold a teaching certificate in special education or be within 15 credit hours of certification.
4. Students may undergo course work which will lead to:
a. a major of 24 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.

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.

5. 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 including FED 801V.

6. Each candidate will submit a thesis proposal to his committee for approval. A thesis will represent:
   a. a major of 24 hours in mental retardation.
   b. a minor of 9 semester hours in a related field of interest.
   c. a thesis not to exceed 6 semester hours.

7. 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 including FED 801V.

8. Each candidate will submit a thesis proposal to his committee for approval. A thesis will represent:
   a. a major of 24 hours in mental retardation.
   b. a minor of 9 semester hours in a related field of interest.
   c. a thesis not to exceed 6 semester hours.

II. Effective Courses in Communicative Disorders:

Students may choose any of the courses in the area numbered 800 or above.

III. Effective Courses in Related Areas:

Depending upon the student’s preparatory work, courses may be taken in fields such as psychology, sociology, speech, English, Special Education and other related areas.

7. Pass a written comprehensive examination, administered under the direction of the Departmental Graduate Committee.

Master of Science: Teaching the Deaf

The Master of Science degree with a major in teaching the hearing impaired is based on the standards and requirements for the certification of teachers of the hearing impaired as developed by the Committee on Professional Preparation and Certification adopted by the Council on the Education of the Deaf. Students who plan to enter this program must show evidence of holding a valid certificate in one of the following areas: elementary education, secondary education, K-12 special content area.

A Nebraska pre-standard certification and a CED provisional certification will be recommended upon satisfactory completion of the program.

1. Admission to the University of Nebraska at Omaha Graduate College. The Miller Analogies Test (MAT) is required for initial entrance into the program.

2. Applicants to the Master of Science Degree program must show evidence of having completed:
   - a major of 24 hours in mental retardation.
   - a minor of 9 semester hours in a related field of interest.

3. Applicants who do not hold teaching certificates will be required to take the Educational Proficiencies Test (EPT) administered by the Speech and Hearing Clinic of the University before applications are evaluated and processed to the Graduate College. A raw score of 35 on the MAT is required for initial entrance into the program.

4. Each candidate, having successfully completed thirty hours of course work and practicum, and to be admitted as a candidate for the M.A. degree in Mental Retardation must be approved by the Dean for Graduate Studies and Research and the Major adviser.

5. Applicants should hold a valid teaching certificate. Those not holding teaching certificates will be required to take the major preparatory courses in teacher education (the number of courses to be taken will be subject to the requirements of the applicant’s transcript and his/her related experiences in teaching children).

6. Each candidate, having successfully completed thirty hours of course work and practicum, and enrolled for their last six hours, will be required to pass a final written and oral examination. Thirty-six hours of course work and practicum may be taken from the following required and elective courses:

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**Master of Science: Speech Pathology**

The Master of Science degree with a major in speech pathology involves these requirements:

1. Admission to the University of Nebraska at Omaha Graduate College. The Miller Analogies Test (MAT) must be taken and scores submitted to the Special Education Department for consideration before applications are evaluated and processed to the Graduate College. A raw score of 35 on the MAT is required for initial entrance into the program.

2. Two letters of recommendation from people who know your undergraduate work well must be submitted to the department before the application can be processed.

3. Pass an examination to determine adequate personal voice and speech proficiencies and adequate hearing acuity for speech (Administered by the Speech and Hearing Clinic of the University).

4. Have successfully completed a minimum of twenty-four semester hours of work preparatory to admission to the major. These hours are to include the following courses or their equivalents.

5. 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 certificate in elementary or secondary teaching or a special services certificate in another field.)

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

   a. Required Courses:
      - FED 801V, Introduction to Research
      - SPED 846V, Diagnostic Methods in Communication Disorders
      - SPED 848V, Advanced Audiology
      - SPED 851V, Advanced Practicum Speech(Schools)

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**DEGREE REQUIREMENTS**

- SPED 820M, History, Education and Guidance of the Deaf
- SPED 821M, Teaching of Speech to the Deaf I
- SPED 822M, Teaching Language to the Deaf I
- SPED 823M, Teaching Language to the Deaf II
- SPED 824M, Teaching Language to the Deaf III
- SPED 825M, Teaching Speech to the Deaf II
- SPED 826M, Teaching Speech to the Deaf III
- SPED 827M, Hearing Disorders
- SPED 828M, Hearing Science
- SPED 829M, Curricular Development for the Disabled
- SPED 830M, Introduction to Communication Disorders
- SPED 831M, Basic Student Teaching
- SPED 832M, Advanced Student Teaching
- SPED 833M, Speech Reading and Auditory Training
- SPED 834M, Hearing Disorders
- SPED 835M, Speech Science I: Auditory and Speech Mechanism
- SPED 836M, Teaching of Speech to the Deaf I
- SPED 837M, Teaching of Speech to the Deaf II
- SPED 838M, Teaching of Speech to the Deaf III
- SPED 839M, Teaching of Speech to the Deaf IV
- SPED 840M, Teaching of Speech to the Deaf V
- SPED 841M, Teaching of Speech to the Deaf VI
- SPED 842M, Teaching of Speech to the Deaf VII
- SPED 843M, Teaching of Speech to the Deaf VIII
- SPED 844M, Teaching of Speech to the Deaf IX
- SPED 845M, Teaching of Speech to the Deaf X
- SPED 846M, Teaching of Speech to the Deaf XI
- SPED 847M, Teaching of Speech to the Deaf XII
- SPED 848M, Teaching of Speech to the Deaf XIII
- SPED 849M, Teaching of Speech to the Deaf XIV
- SPED 850M, Teaching of Speech to the Deaf XV
- SPED 851M, Teaching of Speech to the Deaf XVI
- SPED 852M, Advanced Practicum Speech (Externship)
- SPED 853M, Seminar in Speech Pathology
- SPED 854M, Advanced Practicum Speech (Schools)
- SPED 855M, Seminar in Speech Pathology
- SPED 856M, Seminar in Speech Pathology
- SPED 857M, Seminar in Speech Pathology
- SPED 858M, Seminar in Speech Pathology
- SPED 859M, Seminar in Speech Pathology
- SPED 860M, Seminar in Speech Pathology
- SPED 861M, Seminar in Speech Pathology
- SPED 862M, Seminar in Speech Pathology
- SPED 863M, Seminar in Speech Pathology
- SPED 864M, Seminar in Speech Pathology
- SPED 865M, Seminar in Speech Pathology
- SPED 866M, Seminar in Speech Pathology
- SPED 867M, Seminar in Speech Pathology
- SPED 868M, Seminar in Speech Pathology
- SPED 869M, Seminar in Speech Pathology
- SPED 870M, Seminar in Speech Pathology
- SPED 871M, Seminar in Speech Pathology
- SPED 872M, Seminar in Speech Pathology
- SPED 873M, Seminar in Speech Pathology
- SPED 874M, Seminar in Speech Pathology
- SPED 875M, Seminar in Speech Pathology
- SPED 876M, Seminar in Speech Pathology
- SPED 877M, Seminar in Speech Pathology
- SPED 878M, Seminar in Speech Pathology
- SPED 879M, Seminar in Speech Pathology
- SPED 880M, Seminar in Speech Pathology
- SPED 881M, Seminar in Speech Pathology
- SPED 882M, Seminar in Speech Pathology
- SPED 883M, Seminar in Speech Pathology
- SPED 884M, Seminar in Speech Pathology
- SPED 885M, Seminar in Speech Pathology
- SPED 886M, Seminar in Speech Pathology
- SPED 887M, Seminar in Speech Pathology
- SPED 888M, Seminar in Speech Pathology
- SPED 889M, Seminar in Speech Pathology
- SPED 890M, Seminar in Speech Pathology
- SPED 891M, Seminar in Speech Pathology
- SPED 892M, Seminar in Speech Pathology
- SPED 893M, Seminar in Speech Pathology
- SPED 894M, Seminar in Speech Pathology
- SPED 895M, Seminar in Speech Pathology
- SPED 896M, Seminar in Speech Pathology
- SPED 897M, Seminar in Speech Pathology
- SPED 898M, Seminar in Speech Pathology
- SPED 899M, Seminar in Speech Pathology

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**Master of Science: Teaching the Mentally Retarded**

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

1. Admission to the University of Nebraska at Omaha Graduate College. The Miller Analogies Test (MAT) must be taken and scores submitted to the Special Education Department for consideration before applications are evaluated and processed to the Graduate College. A raw score of 35 on the MAT is required for initial entrance into the program.

2. Applicants to the Master of Science Degree program must show evidence of holding a valid certificate in one of the following areas: elementary education, secondary education, K-12 special content area.

3. Applicants who do not hold teaching certificates will be required to take the major preparatory courses in teacher education (the number of courses to be taken will be subject to review of the applicant’s transcript and his/her related experiences in teaching children).

4. Each candidate, having successfully completed thirty hours of course work and practicum, and enrolled for their last six hours, will be required to pass a final written and oral examination.

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

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**The Miller Analogies Test (MAT) is required for initial entrance into the program.**
DEGREE REQUIREMENTS

1. Required Courses
   FED 801V: Introduction to Research
   SPED 856V: Interdisciplinary Approaches to Developmental Disabilities
   SPED 860M: Introduction of the Mentally Subnormal Child
   SPED 862M: Curriculum Planning for the Developmentally Disabled
   SPED 864V: Theoretical Approaches for Teaching the Developmentally Disabled Child
   SPED 872V: Basic Observation and Student Teaching
   SPED 873V: Advanced Observation and Student Teaching
   SPED 876V: Seminar in Special Education

   Required: One course surveying language difficulties (or other equivalent course)

   SPED 875M: Language Development of Exceptional Children
   One course concerning evaluation techniques (or other equivalent course)

   SPED 895Y: Diagnosis of Learning Disabilities
   Psych 833V: Testing and Measurement
   Psych 831M: Psychological and Educational Testing
   SPED 812M: Reading Diagnosis and Remediation for the Elementary Classroom Teacher

2. Electives
   SPED 840M: Learning Disabilities
   SPED 880M: Emotional Development
   SPED 885M: Introduction to the Physically Handicapped
   SPED 666V: Vocational Training of the Mentally Retarded
   SPED 867V: Community Resources for the Mentally Retarded
   SPED 871V: Parent-Professional Relationship in Special Education
   SPED 886V: Methods and Materials for Teaching Crippled
   SPED 890U: Administration and Supervision of Special Education
   SPED 887UV: Diagnosis and Remediation Techniques in Early Childhood Education for the Disabled

Master of Science: Resource Teaching in Learning Disabilities

Resource Teaching in Learning Disabilities is a specialized training program designed to prepare the graduate student in identification, analysis, and intervention techniques relative to children who have specific learning deficits. Since the program assumes a knowledge of "normal" learning, the student should enter the program with a strong background in learning theory, child growth and development, curriculum development, and methods and techniques of teaching.

The training program is divided into three sequential steps which provide experiences necessary to develop competencies in theory, specific diagnostic and intervention skills, and practical application. The student will be comprehensively evaluated after each of the first two steps and during Step II.

Upon completion of this program, the student will receive a Master's degree in Special Education with a major in Learning Disabilities. The student will be prepared to enter teaching in learning disabilities at the elementary, secondary, or university level. The student will be prepared to take the following examination to give evidence of competency.

Entrance Requirements:

1. Admission to the University of Nebraska at Omaha Graduate College. The Miller Analogies Test (MAT) must be taken and scores submitted to the Special Education Department for consideration before applications are evaluated and processed to the Graduate College. A raw score of 35 on the MAT is required for initial entrance into the program.

2. Teaching Certification
   A. The applicant must hold a teaching certificate from a state education agency and be eligible to teach in elementary or secondary grades or special education.
   B. Students accepted into the program without certification must complete the College of Education CORE Program. No student will be eligible to enter STEP II of the program without having first completed the CORE program.
   C. No certification and/or endorsement in areas of special education will be offered at the graduate level where certification/endorsement is available at the undergraduate level.

3. Teaching Experience
   Students must have completed a minimum of two years of successful teaching in pre-school, kindergarten, elementary, secondary, special education, or special services before final endorsement is recommended. It is possible for students to enter and complete the program without teaching experience; however, endorsement will not be recommended until two years of teaching has been completed.

4. Pre-requisite courses
   Regardless of the student's major area of study coming into the program, his/her transcript must show courses, graduate or undergraduate, which relate to:

   A. Child Development - 3 hours
   B. Learning Theory - 3 hours
   C. Curriculum Development - 3 hours
   D. Student Teaching (or equivalent) - 3 hours
   E. Methods Courses - 3 hours

5. Pre-competency Evaluation
   Upon admission to the Graduate College and prior to entering STEP I, the student must make arrangements with his/her program advisor to undergo pre-competency evaluation. This evaluation will include the following:
   A. Written — this test will test the ability of the student to articulate in writing a position taken by him/her relative to previous work or teaching experience.
   B. Interview (informal) — an interview conducted by the faculty will be used to seek information from the student relative to his past experiences, general and specific attitudes, and approaches to various problems of teaching and pupil-teacher relationships.
   C. Objective Test — this is designed to examine the student's past and present exposure to theories and terms concerning the area of special education and learning disabilities.

Course Requirements:

1. STEP I (12 hours) — This is an entrance level step which will prepare the student in the theoretical aspects of learning/language and learning disabilities for the inquiry approach to problem solving. Courses for Step I include the following:
   Required (9 hours)
   SPED 840M: Learning Disabilities (3)
   SPED 880M: Social and Emotional Growth of Children and Youth (3)
   FED 801V: Introduction to Research (3)
   Effective (3 hours)
   SPED 911U: Problems in Teaching Reading-Elementary (3)
   SPED 912L: Problems in Teaching Reading-Secondary (3)
   SPED 886V: Interdisciplinary Approaches to Developmental Disabilities (3)
   SPED 875M: Child Language Disorders (3)
   SPED 847V: Neurophysiology of Speech (3)
   SPED 891V: Parent/Professional Relationship (3)
   Psy 836V: Learning in Children (3)
   Psy 858V: Linguistic and Cognitive Development (3)
   Psy 859V: Social and Personality Development (3)
   FED 898M: Growth and Learning Problems of Disadvantaged (3)

2. STEP II (16 hours) — Upon successful completion of Step I, students will enter Step II which is the clinical level. Step II combines both theory and practice in preparing the student in the analysis of children's learning and emotional behavior and the application of intervention techniques relative to children's learning problems and educational testing. During this step, students must submit to the Graduate College a completed learning problems for the purpose of completing a comprehensive evaluation of Step II experiences. This evaluation will take the form of a written test administered at the end of Step II. Students not obtaining an 80 percent proficiency level before entering Step II, or the oral exam or both, students must attain an 80 percent proficiency level before taking the examination for endorsement. Students not obtaining an 80 percent proficiency level may: (a) be evaluated a second time; and/or (b) be recommended to take additional elective courses, or (c) be dropped from the program.

   Required (13 hours)
   SPED 895Y: Basic Diagnosis of Learning Disabilities (3)
   SPED 886V: Advanced Diagnosis of Learning Disabilities (4)
   SPED 897V: Clinical Teaching in Learning Disabilities (3)
   SPED 881M: Classroom Techniques for Behavior Control (3)
   Electives
   SPED 883M: Curriculum Planning for the Disabled (3)
   SPED 813V: Diagnostic and Remedial Instruction in Reading (3)
   SPED 887V: Diagnostic and Remedial Techniques for Early Childhood Education (3)
   Psy 812M: Psychological and Educational Testing (1)
   Phys 811V: Child Assessment in Elementary School Guidance (3)
   Edu 818V: Diagnostic and Corrective Instruction (3)
   Edu 843V: Introduction to Curriculum Planning-Elementary (3)
   Edu 829M: Learning Materials for Early Childhood Education (3)
   Edu 830M: Emerging School Curriculum (3)
   Edu 877V: Vocational Curriculum Construction (3)
   Other secondary methods courses
   SPED 810V: Research Projects
   SPED 880V: Special Projects
Comprehensive Evaluation - At the end of Step II and prior to entering Step III, each student will be given a comprehensive evaluation of Step II experiences. This evaluation may take the form of a written exam or oral exam or both. Students must attain an examination proficiency level. Before entering Step III, students not attaining an 80 percent proficiency level may: (a) be evaluated a second time, and/or (b) be recommended to take additional elective courses, or (c) be dropped from the program.

3. STEP III (9 hours) - This is the final step in the student's program. Except for SPED 870, Seminar in Special Education, the student must demonstrate and be evaluated in those skills and competencies developed for practical use. The following courses are required:

SPED 870V - Seminar in Special Education (3)
SPED 874V - Advanced Observation and Student Teaching in Special Education (3)
SPED 872V - Basic Observation and Student Teaching in Special Education (3)

Entrance Requirements

1. The student must have completed the following courses:
   a. Child Development - 3 hours
   b. Learning Theory - 3 hours
   c. Curriculum Development - 3 hours
   d. Student Teaching (or equivalent) - 3 hours
2. The student must demonstrate a "B" average for the last two years of coursework. The student may be granted provisional admission with less than a "B" average (but not less than 2.54) (See Graduate Catalog). The student must maintain a "B" average for graduate work.
3. The Miller Analogies Test must be taken prior to evaluation of admission application. The student must score 35 for provisional admission and 45 for unconditional admission.
4. The student will demonstrate his/her ability to articulate by writing a position paper in terms of previous work or teaching experience.
5. An informal interview with the advisor.
6. The student must hold a Bachelor's degree with a teacher's certification in one or more teaching areas.
7. The student must have completed two years of successful teaching before endorsement will be granted.
8. Students must fulfill all other entrance requirements as required by the Graduate College of the University of Nebraska at Omaha.

Comprehensive Evaluation

The final exam will be scheduled once each term. This exam will be scheduled once a term.

Electives

SPED 806V, Interdisciplinary Approaches to Developmental Disabilities - 3 hours
PSY 844M, Abnormal Psychology - 3 hours
PSY 845M, Personality Theories - 3 hours
PSY 859M, Psychology of Exceptional Children - 3 hours
PSY 851V, Advanced Educational Psychology - 3 hours

Required Courses

SPED 885V, Diagnosis of Learning Disabilities - 3 hours

Criminal Justice

The Criminal Justice Department offers the student a choice of either a Master of Science or a Master of Arts degree in Criminal Justice. Both degree programs emphasize criminal justice research, planning, and administration.

Admission Requirements for the Criminal Justice Graduate Program

Eligibility to apply for the Criminal Justice Programs includes any student who has completed a four-year undergraduate program with an overall grade point average of at least a "B" average for the last two years of coursework. In addition, all candidates must have completed a basic statistics course, a research methods course, and a minimum of 15 hours in the Social Science area at the undergraduate level. Those students lacking these requirements will be required to make up these deficiencies during the first year of graduate work.

Master of Arts

The Master of Arts degree is a 36 credit-hour program designed to emphasize research activity and independent inquiry, while simultaneously providing fundamental course work. This degree is especially recommended for those students seeking an interim degree prior to obtaining the Ph.D.

To earn the Master of Arts degree in Criminal Justice, the student must satisfactorily complete the following course requirements:

Required Core Courses

Criminal Justice Planning and Innovation
Seminar in the Administration of Justice
Criminal Justice Research Theory and Methodology
Elective Courses

Students select three (3) courses with advisor's approval.

Comparative Law Enforcement Systems
Seminar in Community Services and Treatment
Theoretical Criminology
Seminar in the Processes of the Criminal Justice System
Seminar in Discretionary Prevention, Control, and Correction
Special Problems in Criminal Justice
Independent Study

Elective Cognate Courses

In consultation with an advisor, the student selects two (2) courses in a related field. Suggested fields include but are not limited to: Business Administration, Psychology, Political Science, Social Work, Sociology, and Public Administration.

Successful Defense of Thesis

Master of Science

The Master of Science degree is a 36 credit-hour non-thesis program designed to emphasize research, planning, and administration, while simultaneously providing fundamental course work. This degree
program offers the student a choice of either the standard Master of Science curriculum or a Master of Science with an option in Public Administration. The Public Administration option is especially recommended for administrators or those with a background in business administration, psychology, political science, social work, and sociology. Students must satisfactorily complete the following course work. 

**Required Core Courses**
- 089V, Criminal Justice Planning and Innovation
- 802V, Seminar in Administration of Justice
- 814V, Criminal Justice Research Theory and Methodology
- 817V, Criminal Justice Research Theory and Methodology

**Elective Courses**
- (student selects four (4) courses with advisor's approval)
- 806V, Comparative Law Enforcement Systems
- 807V, Seminar in Community Services and Treatment
- 808V, Theoretical Criminology
- 809V, Seminar in the Processes of the Criminal Justice System
- 810V, Seminar in Disparities Prevention, Control, and Correction
- 811V, Special Problems in Criminal Justice

**Independent Study**
- 814V, Independent Study

**Elective Courses**
- (student selects five (5) courses in a related field. Suggested fields include, but are not limited to: Business Administration, Psychology, Political Science, Social Work, and Sociology.)

Satisfactory completion of the comprehensive examination is also required.

**Master of Science**
**Public Administration Option**

To earn the Master of Science Degree in Criminal Justice, Public Administration Option, the student must satisfactorily complete the following course requirements:

**Required Criminal Justice Core Courses**
- 801V, Seminar in Criminal Justice Planning and Innovation
- 802V, Seminar in Administration of Justice
- 812V, Criminal Justice Research Theory and Methodology

**Required Public Administration Core Courses**
- 840M, Public Budgeting or Public Financial Management
- 841V, Seminar in Public Financial Management
- (student selects four (4) courses with advisor's approval)

**Elective Courses**
- 840M, Public Budgeting or Public Financial Management
- 842V, Seminar in Public Financial Management

**Core Courses**
- (student selects four (4) courses with advisor's approval)
- 806V, Comparative Law Enforcement Systems
- 807V, Seminar in Community Services and Treatment
- 808V, Theoretical Criminology
- 809V, Seminar in the Processes of the Criminal Justice System
- 810V, Seminar in Disparities Prevention, Control, and Correction
- 811V, Special Problems in Criminal Justice

**Independent Study**
- 814V, Independent Study

**Elective Courses**
- (student selects five (5) courses in a related field. Suggested fields include, but are not limited to: Business Administration, Psychology, Political Science, Social Work, and Sociology.)

Satisfactory completion of the comprehensive examination is also required.

**Dramatic Arts**

Master of Arts

An applicant for graduate study in Dramatic Arts must present a minimum of 15 undergraduate semester hours in appropriate courses in dramatic arts beyond the introductory course. Deficiencies must be made up during the first year of graduate study.

The graduate program in dramatic arts is designed to ensure that students are familiar with the field as a whole and prepared to demonstrate their mastery in a written comprehensive examination at the conclusion of their course work. All candidates are required to take a course in research methods and to complete one of the following plans of study.

**Option I:** Successful completion of 24 semester hours of course work including at least 12 hours in V-level courses, plus a thesis (6 credit hours) based on a proposal approved by the student's committee and defended orally when completed before the third year.

**Option II:** Successful completion of 33 semester hours of course work including at least 12 hours in V-level courses, plus a final project (3 credit hours) in playwriting, directing, acting, scenic design, costume design, or lighting design which will be orally defended upon completion.

**ECONOMICS**

Applicants to the graduate program in Economics must have or complete the equivalent of 15 undergraduate semester hours in Economics.

**Master of Science**

The M.S. program consists of core requirements (13 hours), an elected specialization (9 or 12 hours), and electives (9 or 12 hours, depending on the specialization elected). No thesis is required for the M.S. degree. All courses are 3 credits. Total hours required: 36.

Each student must complete the core requirements.

**Core (15 hours)**
- ECON 820V, Microeconomics Theory
- ECON 822V, Macroeconomics Theory
- ECON 830M, Quantitative Applications in Economics and Business*
- ECON 839V, Research Methods
- ECON 834V, Econometrics

*Not required for students demonstrating satisfactory mathematical skills. In that case, add 3 hours to electives.

**Suggested Specializations**

1. Economic Theory
   - ECON 825V, Evolution of Economic Thought
   - ECON 832M, Advanced Micro Theory
   - ECON 845M, Monetary Theory and Policy
   - ECON 865V, Seminar in International Economics
   - ECON 816V, Seminar in International Economics
   - ECON 820V, Public Finance
   - ECON 845V, Monetary Theory and Policy
   - ECON 849V, Seminar in Money and Banking
   - ECON 865V, Seminar in International Economics
   - ECON 870V, Seminar in International Economics
   - ECON 885V, Seminar in Urban Economics
   - GEO 812M, Urban Geography
   - HIST 843M, American Urban History to 1870
   - POLSC 807V, Seminar in International Politics
   - SOC 806M, Urban Sociology

2. Urban/Regional Economics
   - ECON 811V, Seminar in Urban Economics
   - ECON 833V, Seminar in Urban Economics
   - ECON 887V, Seminar in Regional Economics
   - ECON 897V, Seminar in Urban Economics
   - GEO 821M, Urban Geography
   - HIST 843M, American Urban History to 1870
   - POLSC 807V, Seminar in International Politics
   - SOC 806M, Urban Sociology

3. General (21 hours of graduate, level elective courses. Approval of Economics Program Graduate Advisor required)

**Master of Arts**

The M.A. program consists of core requirements (12 hours), an elected specialization (9 or 12 hours), electives (including 3 hours of thesis). Total hours required: 30.

**Core (12 hours)**
- ECON 820V, Microeconomics Theory
- ECON 822V, Macroeconomics Theory
- ECON 830M, Quantitative Applications in Economics and Business*
- ECON 839V, Research Methods

*Not required for students demonstrating satisfactory mathematical skills. In that case, add 3 hours to electives.


## EDUCATIONAL ADMINISTRATION-SUPervision and Foundations

### Programs in Educational Administration-Supervision

**Master of Science**

An applicant for admission to the program for the Master of Science in educational administration and supervision (with endorsement) must hold a Bachelor's degree from an accredited institution and be certified at either or both the elementary or secondary teaching level. The degree of Master of Science in educational administration and supervision must be completed within 36 semester hours. Each course in the program must be taken in residence, and each course must be completed with at least a passing grade. The degree must be completed within six years from the date of admission to the program.

### Specialist in Education

An applicant for admission to the Specialist in Education degree (with endorsement) must hold a Bachelor's degree from an accredited institution and be certified at either or both the elementary or secondary teaching level. The Specialist in Education degree must be completed within 36 semester hours. Each course in the program must be taken in residence, and each course must be completed with at least a passing grade. The degree must be completed within six years from the date of admission to the program.

### Program in Educational Foundations

**Master of Science in Urban Education**

The Master of Science in Urban Education is designed for graduate students who are interested in exploring the contemporary issues confronting urban educational institutions. The program is designed to enhance the student's understanding of the complexities of urban education and to help them develop the skills necessary to lead and manage urban educational institutions.

### Master of Arts Degree

**English**

The Master of Arts degree in English is designed to provide a broad scientific background for students who wish to aim at greater proficiency in the natural sciences. The program for the Master of Arts in English consists of a minimum of 36 semester hours of approved course work, including at least 12 hours of English literature, 9 hours of English composition, and 15 hours of English literature or composition.

**French**

The Master of Arts degree in French is designed to provide a broad scientific background for students who wish to aim at greater proficiency in the natural sciences. The program for the Master of Arts in French consists of a minimum of 36 semester hours of approved course work, including at least 12 hours of French literature, 9 hours of French composition, and 15 hours of French literature or composition.

**German**

The Master of Arts degree in German is designed to provide a broad scientific background for students who wish to aim at greater proficiency in the natural sciences. The program for the Master of Arts in German consists of a minimum of 36 semester hours of approved course work, including at least 12 hours of German literature, 9 hours of German composition, and 15 hours of German literature or composition.

**Spanish**

The Master of Arts degree in Spanish is designed to provide a broad scientific background for students who wish to aim at greater proficiency in the natural sciences. The program for the Master of Arts in Spanish consists of a minimum of 36 semester hours of approved course work, including at least 12 hours of Spanish literature, 9 hours of Spanish composition, and 15 hours of Spanish literature or composition.

### Specializations

<table>
<thead>
<tr>
<th>Suggested Specializations</th>
<th>15 hours</th>
<th>6 hours</th>
<th>6 hours</th>
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<tbody>
<tr>
<td>Real Estate and Land Use Economics</td>
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<tr>
<td>BA 800V, Real Estate and Land Use Economics</td>
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<tr>
<td>BA 800V, Current Problems in Real Estate</td>
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**Note:** All other specializations are the same as those described under the M.S. program. Each course must be completed with at least a passing grade. The degree must be completed within six years from the date of admission to the program.

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**DEGREE REQUIREMENTS**

- **English**
  - Master of Arts
  - 36 semester hours
  - 12 hours of English literature
  - 9 hours of English composition
  - 15 hours of English literature or composition

- **French**
  - Master of Arts
  - 36 semester hours
  - 12 hours of French literature
  - 9 hours of French composition
  - 15 hours of French literature or composition

- **German**
  - Master of Arts
  - 36 semester hours
  - 12 hours of German literature
  - 9 hours of German composition
  - 15 hours of German literature or composition

- **Spanish**
  - Master of Arts
  - 36 semester hours
  - 12 hours of Spanish literature
  - 9 hours of Spanish composition
  - 15 hours of Spanish literature or composition

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**NOTE:** The Department of English offers Certificates in Exposing to English as a Second Language.
student, with a maximum of twenty (20) semester hours (not including thesis) allowed in any one field. In general, the student's program will include at least one course in each of the four natural sciences, as well as a minor. Any deficiency in the prerequisites must be made up by elective credits in the senior year.

**DEGREE REQUIREMENTS**

**GEODESY AND GEOLoGY**

**Master of Arts**

The Master of Arts Degree offered by the Department of Geodesy and Geology requires a minimum of 24 semester hours of approved graduate work in geodesy or Selected cognate disciplines, plus up to 6 semester hours of thesis for a total of 30 semester hours.

Two courses are required: Geodesy Concepts: History and Philosophy (801V) and Geodesy Concepts: Quantitative Methods (803V). In addition, all students are expected to attend General Seminar.

The remainder of the program consists of courses scheduled by the student with the advice of the Graduate Program Committee. At least one-half of all course work must be in V-level courses. All students must pass a comprehensive examination.

**Admission Requirements**

In addition to the requirements of the Graduate College, an applicant for admission to the Master of Arts degree program must present as a prerequisite a minimum of 15 undergraduate semester hours of geography including physical and human geography and cartography. The applicant must have a GPA in geography of at least 3.0 on a 4.0 scale.

**GERONTOLOGY**

**Certificate in Gerontology**

While UNO does not offer a graduate degree in Gerontology, a Specialization in Gerontology is available. The Board of Regents has established a Certificate in Gerontology that will be awarded upon completion of requirements for the Specialization. The specialization may serve as an academic minor for students majoring in many of the social and behavioral sciences at the graduate level.

**Requirements**

1. Students wishing to work toward the Certificate in Gerontology must make application and be accepted into the Gerontology Program. Those working toward a graduate degree must also be accepted into the degree program of their major department.

2. Coursework requirements consist of a minimum of 15 semester hours in Gerontology. The only required course is GERO 411M—Applied Social Gerontology (3 semester hours). The other 12 hours (usually four graduate level courses) are selected in consultation with the Academic Coordinator of the Gerontology Program. In this manner, the student is required to take a minor in some other field, such as a minor to consist of no less than six graduate hours and no more than nine graduate hours. The student must present as a prerequisite a minimum of 15 undergraduate semester hours of geography or selected cognate disciplines plus up to six semester hours of approved graduate work in geography or selected cognate disciplines, plus up to 6 semester hours of thesis for a total of 30 semester hours.

3. A one semester full-time practicum or its equivalent is also required. The goal of this is to give each student practical one-on-one experience with the aged in a service program or agency delivering physical, psychological, and social services to the elderly. Practicum courses must be approved by the advisor.

**Example of a program of study**

Each individual program of study will be tailored to the needs and interests of each student. Below is an example of what one program of study might look like:

ERO 811M—Applied Social Gerontology (3 semester hours) — required of all students at the graduate level.

ERO 810M—Educational Gerontology (3 semester hours)

ERO 846M—Aging and Human Behavior (3 semester hours)

ERO 887M—Programs and Services for the Aging (3 semester hours)

ERO 898M—Counseling Skills in Gerontology (3 semester hours)

ERO 899M—Practicum (6 semester hours)

**HEALTH, PHYSICAL EDUCATION, AND RECREATION**

The School of Health, Physical Education, and Recreation offers graduate courses in the areas of health education, physical education and recreation/leisure studies. The Master of Arts and the Master of Science degrees are offered with a major in Physical Education.

**HISTORY**

**Admission to M.A. Program**

1. To be admitted unconditionally a student must present 21 (twenty-one) hours of undergraduate preparation in History with at least a 3.00 average in those hours. Further, to be admitted unconditionally, the student must have achieved a grade average of 2.75 in his overall undergraduate work and must follow all other admission requirements for Graduate Studies.

2. Students may be admitted provisionally. These students must have less than 12 (twelve) hours of undergraduate preparation, or who have not achieved the 2.75 overall grade average. They shall be removed from provisional status when they become eligible for and have achieved candidacy.

3. An incoming student, not having Historical Research (Hist 493) or its equivalent, must take Hist 493 on a non-graduate credit basis.

**M.A. Program with Thesis (Option I)**

The program for the Master of Arts degree (Option I) with a major in History will usually be arranged to conform to one of the following general patterns:

In 24 semester hours of approved graduate courses in History, 9 of which must be in courses open only for graduate registration, i.e., seminars. The other 15 hours may be either lecture courses or courses numbered 493 on a non-graduate credit basis.

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4. Whether or not the student elects a minor in an outside field, he shall maintain a reasonable balance between American and non-American fields in history.

5. When the student initially enrolls, he shall, in conference with the chairperson of the Graduate History Graduate Program Committee, choose his adviser. The chairperson of the committee shall, after consultation with the student and his adviser, appoint the advising committee. The advisory committee will be composed of members of the Faculty appropriate to the student's program and academic interests. The chairperson of the advisory committee to the major, if each 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 studies. The non-European/English portion of the examination will be 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 United States history, the examination will be comprehensive, divided into two three-hour segments, with the breaking point for the two segments normal/following the third 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 sponsor and has passed the examinations for which the second reader may be consulted as a mediator, and the result he/she 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 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 has been administered and graded, the secretary has forms to be filled out Graduate Studies Research, certifying the candidate for the degree.

6. In the event of failure of either all or a portion of the comprehensive examination at least four (4) must occur within twelve (12) months following the initial examination. A third examination will be over the specific minor courses taken, and will be of three hours duration. If the candidate offers an outside minor, the minor department and adviser will be responsible for the minor examination.

DEGREE REQUIREMENTS

HOME ECONOMICS

Home Economics graduate offerings at UNO may be used as a minor (HDF, Nutr. Mgt. or TCD) for those pursuing programs in another discipline. The minor candidates in consultation with the chairperson of the Graduate Faculty from Home Economics.

Application for a graduate degree in Home Economics is to be made to Graduate Studies, Lincoln Campus. In addition to this, an important step to initiate a graduate program is to consult with the chairperson of the appropriate department in the Omaha Program will insist in making such appointments. For a graduate degree in Home Economics, it will be necessary to take Home Economics courses on the Lincoln campus.

Interdepartmental area offers graduate work leading to the Master of Science or Master of Arts degree. Students applying for study in the Interdepartmental Area must hold a bachelor's degree in Home Economics. The undergraduate work must have included the equivalent of one-half of the total program in Home Economics, distributed in at least three subject major areas and 20 hours in Natural and Social Sciences including 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. (See Graduate Studies Bulletin-Lincoln) II Option I is selected the thesis research may be done in any one of the four cooperating departments. Under any option more than one-half of the total program for the master's degree, including the thesis research when applicable, may be completed in major subject matter areas. These subject major areas are: Education and Family Resources; Human Nutrition and Food Service Management, 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 one. Additional supporting courses to complete the program may be carried in cooperating departments or in any program outside of the College of Home Economics. However, if Option II is selected the required minor must be completed in a department other than those in the College of Home Economics, which can be an approved graduate program at UNO.

Separate programs leading to the Master's degree are also offered by the Department of Human Nutrition and Food Service Management, Department of Human Development and the Family and the Department of Textiles, Clothing and Design. The Graduate Area Committee will consider the qualifications of that required in the Basic General Education Core in Home Economics plus at least 10 hours exclusive of freshmen courses in Biochemistry, in Microbiology, and in Physiology for a total of at least 18 hours in Human Nutrition and Food Service Management, Chemistry and Biological Science.

Human Development and the Family — Candidates for the Master of Science degree in Human Development and the Family must hold a Bachelor of Science degree or a Bachelor of Arts degree from an accredited college and have completed undergraduate preparation equivalent to a major of at least 18 hours of exclusive of freshmen courses in Human Development and the Family or the equivalent from Psychology, Educational Psychology, or Sociology.

Textiles, Clothing and Design — Students may qualify for study in this area by presenting a baccalaureate degree from an accredited institution and by completing a minimum of 12 hours of undergraduate work in Textiles, Clothing and Design or in the departments or in the departments outside of the College of Home Economics. At least 6 semester hours of the 12 hours must be in the four cooperating departments. Under any option not more than one-half of the total program for the master's degree, including the thesis research when applicable, may be completed in major subject matter areas. These subject major areas are: Art History, Art, and Architecture. The Graduate Area Committee will consider the qualifications of that required in the Basic General Education Core in Human Development and the Family plus a major of at least 18 hours of exclusive of freshmen courses in Human Development and the Family or the equivalent from Psychology, Educational Psychology, or Sociology.

Educational and Family Resources — Students may qualify for study in this area by presenting a baccalaureate degree from an accredited institution and by completing a minimum of 12 hours of undergraduate work in Textiles, Clothing and Design or in the departments outside of the College of Home Economics. At least 6 semester hours of the 12 hours must be in the four cooperating departments. Under any option not more than one-half of the total program for the master's degree, including the thesis research when applicable, may be completed in major subject matter areas. These subject major areas are: Art History, Art, and Architecture. The Graduate Area Committee will consider the qualifications of that required in the Basic General Education Core in Human Development and the Family plus a major of at least 18 hours of exclusive of freshmen courses in Human Development and the Family or the equivalent from Psychology, Educational Psychology, or Sociology.

MATHMATICS

Admission Requirements: Admission to a degree program is based on evidence of mathematical ability. An applicant is usually expected to have completed fifteen acceptable credits in undergraduate mathematics beyond the last two years of high school, and to have an overall average of B or better during the last two years of 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 coursework which will not apply towards the degree.

Master of Science in Mathematics:

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

a. Earn a total of 36 acceptable 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 12 credit hours which carry a number of 800V or above.

c. Include mathematics courses 8211M, 8212M, 8213M, 8214M and one of the following sequences: 8211M, 8212M, 8213M, 8214M, 8215M, 8216M.

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."
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 not to exceed 6 semester hours, which may be applied toward the 30-hour total.

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

Admission Requirements for Master of Arts for Teachers of Mathematics (M.A.T.)
A student meeting the following two conditions will be admitted to the M.A.T. program:

1. has satisfactorily completed the second year of secondary school mathematics.
2. has maintained at least a “B” average in previous mathematics coursework including at least two courses beyond elementary calculus.

The above conditions are considered normative and a student not meeting them may be admitted to the program only as a result of special action by the M.A.T. program committee.

Master of Arts for Teachers of Mathematics
To obtain the M.A.T. degree, the student must:

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

b. Include in his program mathematics courses 801T, 802T, 803T, 804T, 823J-870J, and at least one math course at the 800M level or above (Courses 823J-870J may be waived if the equivalent undergraduate courses have been taken).

c. Include in his program secondary education courses 850V, 853V, and at least one additional education course selected from 833V, 830V, 831V, 890M, 846V, or 936V.

d. As listed under the Master of Science above.

e. As listed under the Master of Science above.

POLITICAL SCIENCE
Admission Requirements: An applicant for admission to the Master of Arts or Master of Science program must present, as a prerequisite, a minimum of fifteen semester hours of undergraduate course work in Political Science or their equivalent as determined by the departmental Graduate Admissions Committee. For unconditional admission the applicant must have at least a 3.0 grade point average in undergraduate work and must satisfy the Graduate College GRE requirements. In addition, the department requires two letters of recommendation from persons who are in a position to evaluate the applicant's potential for graduate study before an applicant can be considered for unconditional admission.

Master of Arts
Degree Requirements: The program is intended for those who expect to pursue a doctoral degree. The student must satisfactorily complete thirty semester hours, twenty-four of course work and six of thesis supervision. Students must maintain a B (3.0) average in their course work, receiving no more than one C. The thesis is expected to be a major piece of scholarship. From the four subfields of Political Theory, Comparative Politics, International Relations, and International Political Economy, the student will select an emphasis in two. Twelve hours of course work will be taken in an area of emphasis and six hours in the other. The remaining course work will include cognate course work and six hours of cognate courses in related disciplines. The twenty-four hours of course work twelve hours must be at the V level, including 800V (Research Methods). There will be comprehensive examinations in the two emphasized fields and an oral defense of the thesis.

Master of Science
Degree Requirements: This advanced non-thesis program is specifically designed to enhance career goals in the public service, education and business fields. Thirty-six hours of course work are required with a minimum of 18 hours at the V level, including 800V (Research Methods). The student will select an emphasis in one of the four areas: Political Theory, Comparative Politics and International Relations. The student must maintain a B (3.0) average in their course work, receiving no more than one C. Degree candidates must pass comprehensive examinations covering their areas of study. The aim is to tailor each student's program to fit his or her personal or career interests.

PSYCHOLOGY
Admission Requirements: A minimum of 15 undergraduate semester hours of psychology courses including basic statistics and an upper level laboratory course emphasizing the experimental method, data collection, statistical analysis, and report writing; Graduate Record Examination scores on the Verbal, Quantitative, and Advanced Psychology sections.

Letters of recommendation are not required. However, applicants who believe that such letters would provide information that is important and not clearly communicated in other documents are encouraged to have one or more letters submitted in their behalf. Three letters of recommendation are required if they are not a departmental graduate assistant or are applying to a post-masters program. Exceptions to these admission requirements can be made on an individual basis.

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 thesis credit are to be included in this total.

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

I. Psychology 940 (Practicum in Learning)
II. Psychology 956 (Practicum in Development)
III. Psychology 921 (Practicum in Perception)
IV. Psychology 944 (Practicum in Social Psychology)

Additional required coursework may be designated by the department. This will ordinarily include up to 3 hours of internship. Final determination of a student's plan of study always resides with the advisor and the department. To meet the graduate college requirements, a student must take at least half of the work in courses which are open only to graduate students.

Master of Science
To complete the M.S. with a major in industrial/organizational psychology or the M.S. with a major in educational psychology, the student must present 39 hours of graduate course work in psychology, or 24 hours in psychology plus 12 hours in a related minor field. The M.S. degree has the same program requirements as the M.A. degree. All rules concerning prerequisite courses are the same in both degree programs, as well as the requirement of Psychology 800V.

Additional required coursework may be designated by the department. This will ordinarily include up to 3 hours of internship. Final determination of a student's plan of study always resides with the advisor and the department. To meet the graduate studies requirements a student must take at least half the work in courses which are open only to graduate students.

Specialist in Education
The Ed.S. degree requires completion of sixty-six graduate hours including those taken for the Master's degree. The requirements for this degree are the same as for those leading to certification as a School Psychologist.

Doctor of Philosophy
Through a cooperative program with the University of Nebraska-Lincoln, programs are offered in Omaha leading to the Ph.D. in industrial/organizational, experimental child, and developmental psychology. Students may be considered for admission to a doctoral program if they have completed or are continuing undergraduate work toward the Master's degree which includes a demonstration of competence in undergraduate psychology courses. There is no generally specified language or research skill requirement, but each student is expected to demonstrate proficiency in one or more major research languages. Some research skills, or knowledge in collateral research areas appropriate for the student's research interests as determined by his Supervisory Committee and the departmental Graduate Committee. Specific requirements and procedures for the Ph.D. degree are printed in the Graduate Studies Bulletin of the University of Nebraska-Lincoln.
5. Satisfactory completion of foreign language or research tool requirements set forth in the approved
program and passing of comprehensive examinations in major and minor or related fields when the
student's program of courses is substantially completed.
6. Submission to the UNL Graduate Office of a report from the supervisory committee on the specific
research for the dissertation and progress to date.
7. Admission to candidacy for the Ph.D. degree by filing a report in the Graduate Office of the passing
of the comprehensive examinations and the completion of language and research tool requirements (at
least seven months before the final oral examination). The term of candidacy is limited to three years.
8. Filing of an application for the degree at the Registration and Records Office, Information Window,
20th Floor, Pettijohn Building at UNL. This application is effective during the current term only. It must
be renewed at the appropriate time if requirements for graduation are not completed until during a later
term.
9. Presentation of the dissertation and the abstract to the members of the reading committee in sufficient
time for review and approval, which must be obtained at least three weeks prior to the final examination.
10. Presentation to the Graduate Office of two copies of the approved dissertation, three copies of the
approved abstract, and the application for the final oral examination at least three weeks prior to the date
of that examination.
11. Passing of any required final oral examination.
12. Deposition of two copies of the dissertation in proper form, one copy of the abstract, and a signed
agreement for microfilm publication of the abstract, with the UNL Director of University Libraries. Delivery of the certificate of deposit, signed by members of the supervisory committee, the UNL Director of University Libraries, and UNL Comptroller, to the Graduate Office. In
addition, one bound copy of the dissertation is to be deposited with the student's major department.

Professional Programs in the Area of School Psychology

Application

Admission to the programs in school psychology must be filed with the School Psychology Committee of the Psychology Department. The application should include official transcripts of all previous college work, scores for the Graduate Record Exam (GRE) for the Psychology major, and three letters of recommendation. Students who have not been admitted to Graduate Studies previously must apply to the Director of Admissions, also. Applications must be completed by April 1 for the following Fall semester. A second application period is possible, should places exist. These applications must be completed by November 1 for the following Spring. Before a final decision is made concerning admission the applicant must be interviewed by at least two members of the School Psychology Committee.

School Psychologist

Students may take work leading to a recommendation for certification as a school psychologist. A minimum of thirty semester hours of work beyond the Masters degree is required for the recommendation. 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. In addition to the courses required for the thirty hours beyond the Masters degree, the student must complete requirements for the Master of Science in Educational Psychology or its equivalent. Since individual students may have had widely variant backgrounds, considerable flexibility is granted. However, the final decision on the appropriateness of a program rests with the Psychology Department.

School Psychology

The Ed.D. degree in school psychology requires completion of sixty-six graduate hours including those
taken for the Masters degree. The requirements for this degree are the same as for those leading to
certification as a school psychologist with one addition. The degree candidate must write and defend a
thesis which deals with research or supervised experience in the area of school psychology. The student
must consult with the School Psychology Committee before starting the dissertation project.

1. Required Courses in Psychological Methods

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSY 831M (or 431)</td>
<td>Psychological and Educational Testing</td>
</tr>
<tr>
<td>PSY 800V</td>
<td>The Profession of Psychology</td>
</tr>
</tbody>
</table>

DEGREE REQUIREMENTS

Psychology 853V Individual Tests I
Psychology 854V Individual Tests II
Psychology 851V Advanced Educational Psychology
Psychology 852V Personality Assessment
Psychology 979 Topical Seminar in School Psychology

One of the following three courses

- Psychology 855V Introduction to Therapeutic Techniques with Children
- Psychology 857V Behavior Modification
- Psychology 957 Applied Behavior Analysis

One of the following three courses

- Psychology 855M (or 455) Retardation
- Psychology 859M (or 459) Psychology of Exceptional Children
- SPED 860M (or 460) Introduction to Mental Retardation

2. Required Professional Education Courses

COUN 824V Counseling Practices
EDAD 835V Introduction to Educational Administration and Supervision

One of the following two courses:

- Eled 843V, Introduction to Curriculum Planning-Elementary
- SED 830V Emerging School Curriculum

3. Required Supporting Work

One to three courses in basic psychology (outside the student's specialization) and one to two courses in Special Education, Counseling and Guidance, or other professional education fields other than those specified as requirements. The student must also have had course work in both teaching and educational psychology.

4. Practicum in School Psychology (Psychology 997)

The student's program must include a practicum of at least 1000 clock hours, to be completed during the third or fourth year of study. The practicum will normally be taken after the student has completed all other requirements, including both practicum experiences. The practicum must be included as an educational psychology requirement. The internship is usually completed in one of the Omaha area schools but other sites are possible. The exact details of the internship are worked out by negotiations involving the student, his advisor, and a representative of the local school system involved. Results of these negotiations must be approved by the School Psychology Committee. The student may sign up for 3 credit hours for each semester of internship completed.

Psychological Assistant

Students who are working toward endorsement in Nebraska as a Psychological Assistant must simultaneously complete requirements for the M.A. or M.S. Those seeking such endorsement are encouraged to apply to the Psychological Department at the same time they make application for degree candidacy. Students must complete the same courses required of others 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 for endorsement should be made to the School Psychology Committee. The student's program must include three letters of recommendation and one practicum required. Required courses in this program are: Psychology 831M (or 431), 800V, 853V, 854V, and 897V.

One, also of the following is required: Psychology 859M (or 459), 855M (or 455), or SPED 860M (or 460). The student must also have had course work in both learning and developmental psychology.

Recommendation for Certification

Upon completion of the approved program of study the student requests review for the School Psychology Committee who will make a recommendation for certification as a school psychologist or psychological assistant. The student is expected to have completed the program satisfactorily (B or better) and to have met the professional standards of school psychology. The student in training is expected to be in accordance with the ethical guidelines of the American Psychological Association and the National Association of School Psychologists.
DEGREE REQUIREMENTS

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 those already in the public service who are seeking professional training; (3) for research or teaching in this field.

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

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

The student must be admitted unconditionally to the M.P.A. program. If the student has received a Bachelor of Arts or Bachelor of Science degree, he/she should have completed at least 24 hours of college credit and meet the general admission requirements for admission to the Graduate Division.

The student must be prepared to sustain the expenses of the internship. If waived, the student must take six additional hours of approved course work.

The options other than General Public Administration or Local Government, an adviser from that option must be consulted as soon as the student can qualify for admission to candidacy. Both the major and minor advisers must be consulted as soon as the student can qualify for admission to candidacy.

A grade average of B- with no grade lower than C is required. Eighteen hours of the course work must be at the 800V level and a comprehensive written final examination is required.

Admission to Candidacy for Graduate Degree

It is the student's responsibility to make application for candidacy as the degree as soon as he/she can qualify for admission to candidacy. The qualifications are: (1) the score on the Graduate Record Examination must be on file in the Graduate Office; (2) nine hours of graduate credit must have been completed at this University; and (3) a grade average of B with no grade lower than C; and (4) removal of all deficiencies specified for admission.

At a rate, no degree can be conferred in the same semester as candidacy for the degree is approved.

Applications form shall be filled out by the student — in consultation with the major and minor advisers — as soon as the student can qualify for admission to candidacy. Both the major and minor program should be carefully and completely planned at this time and the application should be signed by both the major and minor advisers. The application form and the plans of study should be filed in the Graduate Office and copies should be provided for the major adviser, the minor adviser, and the student.

Plans of study should be planned with acceptable alternatives included. Once approved, any modification of a plan of study is permissible only upon recommendation of the major adviser if the major is concerned, the minor adviser if the minor is concerned, and the approval of the UND Dean for Graduate Studies and Research.

Courses Required of all Options

- P.A. 840M, Public Budgeting
- P.A. 841M, Public Personnel Management or 846V Seminar in Public Personnel Administration if credit has been earned in 441/441M
- P.A. 800V, Seminar in Research Methods in Political Science and Public Administration
- P.A. 842V, Seminar: Introduction to Public Organizations
- P.A. 844V, Seminar in Organization Development and Management
- P.A. 845V, Seminar in Advanced Management Analysis in Public Agencies
- P.A. 846V, Seminar in Public Financial Administration
- P.A. 880V, Internship

General Public Administration (15 hours from the following selected list in consultation with Adviser. It is possible under exceptional circumstances to substitute other courses with approval of Adviser.)

- P.S. 804M, The Legislative Process
- P.S. 803M, The Judicial Process
- P.A. 843M, Municipal Administration
- P.A. 810V, Seminar in Public Administration Econ 850M, State and Local Finance
- P.A. 815V, Seminar in Public Law
- P.A. 830V, Seminar in Public Policy
- P.A. 846V, Seminar in Public Personnel Management
- P.A. 860V, Seminar in Administrative Law
- P.A. 881V, Seminar in Urban Planning and Development
- Econ 887V, Seminar in Regional Economics
- Econ 924V, Readings in Public Administration
- Econ 944V, Research in Public Administration

Gerontology Option (15 hours to include courses from the following selected in consultation with Adviser to fit the student's particular needs.)

- P.A. 849V, Gerontology Psychology
- P.A. 858M, Gerontology
- P.A. 892V, Seminar in Social Work Practice in Gerontology
- Econ 841V, Social Work Practice in Education
- SW 862V, Social Welfare and Institutional Aging

Local Government Option (15 hours from the following selected list in consultation with Adviser. It is possible under exceptional circumstances to substitute other courses with approval of Adviser.)

- P.S. 812M, Urban Geography
- P.A. 843M, Municipal Administration
- Econ 856M, State and Local Finance
- P.A. 810V, Seminar in Public Administration
- P.A. 830V, Seminar in Public Policy
- P.A. 860V, Seminar in Administrative Law
- P.A. 881V, Seminar in Urban Planning and Development
- Econ 885V, Seminar in Urban Economics
- P.A. 892V, Readings in Public Administration
- P.A. 894V, Research in Public Administration

The Planning Option (15 hours to include CRP 811 and CRP 828 plus nine hours of course work from the following selected list in consultation with Adviser.)

- CRP 811, Urban and Regional Planning
- CRP 812, Planning for Metropolitan Areas
- CRP 813, Planning Process and Theory
- CRP 814, Housing Planning
- CRP 822, Planning Methods for Planning
- CRP 824, Planning Administration and Prediction
- CRP 827, Seminar in Planning
- CRP 859, Special Problems in Planning
- CRP 913, Planning for Health and Safety Environment
- CRP 917, Planning with Minority and Low Income Groups
- CRP 924, Human Resource Planning
- CRP 940, Seminar in Urban Planning

Public Works-Civil Engineering Option (15 hours from the following selected list in consultation with Adviser.)

- CE 485, Urban Transportation Planning
- CE 486, Traffic Engineering
- CE 488A, Transportation Geometry
- CE 483, Urban Transportation Planning
- CE 486, Transportation Planning and Economics

is possible under exceptional circumstances to substitute other courses with approval of Adviser.)
Sanitary Science
CE 800, Environmental Quality and Control — Land, Air, and Water
CE 826, Environmental Pollution Control
Water Resources
CE 914, Water Resources Planning
CE 916, Case Studies in Water Resources
Design and Construction
CE 469, Pavement Analysis and Design
CE 542, Construction Management

Social Work or Social Welfare Option (15 hours from the following selected list in consultation with adviser.)
SW 809V, Seminar in Delinquency Prevention, Control, and Correction
SW 814V, Independent Study

SW 804V, Seminar in Community Services and Treatment

The Environmental Option (15 hours to include at least one of the courses listed below, the remaining part of the program to be customized designed for the student at the discretion of the Graduate Program Committee of the Biology Department.) Students selecting this option must be approved for entrance into the graduate program by both the Department of Public Administration and the Department of Biology.

Biology 811V, Environmental Biology
Biology 813V, Environmental Physiology
Biology 815V, Plant Ecology

The Law Enforcement Option (15 hours to include CJ 801V, Seminar in Criminal Justice Planning and Innovation; CJ 802V, Seminar in the Administration of Justice; CJ 812V, Criminal Justice Research Theory and Methodology, plus six hours from the following list selected in consultation with Adviser.)

CJ 803V, Comparative Law Enforcement Systems
CJ 804V, Seminar in Community Services and Treatment
CJ 805V, Seminar in Criminal Jurisprudence
CJ 807V, Theoretical Criminology
CJ 808V, Seminar in the Processes of the Criminal Justice System
CJ 809V, Seminar in Delinquency Prevention, Control, and Correction
CJ 811V, Special Problems in Criminal Justice
CJ 814V, Independent Study

SOCIALLY

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 transaction with his environment (i.e., his family, friends, associates, and the community at large). The social worker brings systematized knowledge to bear on his dealings with people individually, in family group and collective associations, with communities, societies, and organizations with a view to helping in the resolution of problems which cause stress in social transaction.

In these endeavors, social workers are employed in public and private counseling agencies and services, medical settings, schools, residential and community agencies providing care for the mentally ill and retarded, court and correctional agencies, community planning, and development agencies and programs. Their endeavors and interventions are designed to promote more effective functioning of 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. The Advanced Standing Program, for students with an approved Bachelor's degree in social work, requires 27 credit hours of graduate study in social work, which may be completed in a minimum of two semesters and a full summer. The Two Year Program for students with a Bachelor's degree not in social work, requires the same 42 credit hours plus up to 22 graduate credit hours of social work foundation courses. Specific foundation course requirements are determined on the basis of each student's previous course work and/or tested knowledge.

3. Detailed pursuit of research, practice, and other course requirements may be obtained from the School of Social Work.

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.

NOTE: Social Work students may transfer up to twelve semester credits from another university toward the 42-credit M.S.W. program; each course must be approved by the Dean for Graduate Studies and Research as being an appropriate substitute for a requirement or elective.

SOCIALLY

Applicants for admission to the graduate program in social work must present a minimum of 15 undergraduate semester hours in sociology including courses in statistics and research methods. 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 with majors 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.

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

Master of Arts

The student is expected to complete Sociology 601V and a minimum of 21 additional graduate semester hours, including at least nine semester hours of 800V-level work. A thesis is required. The student must pass four comprehensive examinations.

Two of these comprehensives — Social Theory, and Methodology and Statistics — are required of all graduate students; the remaining examinations are selected by the student, in consultation with the graduate adviser, from a list available through the Sociology Office. The examinations are given a minimum of twice annually and at other times as required. Detailed explanations of graduate requirements should be secured through the Sociology Office.

Master of Science with a Major in Applied Sociology

An applicant contemplating this degree is expected to complete Sociology 601V and a minimum of 27 additional graduate semester hours, including at least 15 semester hours which are from the 800V-level selection. Courses in applied theory (3 hours) and methods (nine hours) are required, as well as development of an area of specialization. Comprehensive examinations are required in theory, methods, and the area of specialization. In addition, the student must complete satisfactorily six-semester-hour equivalents of a supervised work practice and coordinate internship course related to his/her area of specialization, and write an acceptable report on the experience.

Detailed requirements for the M.S. degree with a major in applied sociology should be secured through consultation with the Sociology Office.

TEACHER EDUCATION

Elementary Education

Master of Arts

Programs for the Master of Arts degree in elementary education will be determined by the major adviser 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 are completed with acceptable scores.
   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.
Secondary Education

**Major in Secondary Education**

Programs in Secondary Education are developed on an individual basis by the student and the 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 including the Advanced Test in Education. To be admitted to candidacy the combined scores on the Verbal, Quantitative, and Advanced GRE Tests must total at least 1200. Students are expected to file their Application for Candidacy before they complete more than 18 hours of graduate work and no more than 18 hours of completed course work may be included in the proposed program of graduate studies.

### Candidacy for the Degree

1. A plan of study and admission to candidacy are completed in conference with the student's adviser when six (6) 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.

### Degree Program

#### I. SEO Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEO 841V, Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>SEO 842V, Diagnostic and Corrective Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SEO 843V, Supervision in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>SEO 844V, Seminar in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 845V, Administration and Supervision in Elementary Schools</td>
<td>4-12</td>
</tr>
</tbody>
</table>

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 departmental adviser.

Possible choices include: Reading, Early Childhood Education, Gifted Education, Guidance, Improvement of Instruction, Learning Disabilities, Urban Education, Educational Administration, Educational Media, or an academic concentration, e.g., history, English, mathematics.

#### II. Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any electives</td>
<td>3-6</td>
</tr>
</tbody>
</table>

#### III. Related Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 819V, Diagnosing and Corrective Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SE 820V, Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>SE 821V, Diagnostic and Corrective Instruction (by advisement)</td>
<td>3</td>
</tr>
<tr>
<td>SE 822V, Research in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>SE 823V, Seminar in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>SE 824V, Supervision in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>SE 825V, Seminar in Supervision in Elementary Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

#### IV. Related Academic Courses (by advisement)

<table>
<thead>
<tr>
<th>Course</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 826V, Analysis of Teacher Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SE 827V, Seminar in Application of Non-Verbal Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>SE 828V, International Curriculum Practices</td>
<td>3</td>
</tr>
<tr>
<td>SE 829V, Seminar in Application of Non-Verbal Communication Theory (by advisement)</td>
<td>3</td>
</tr>
<tr>
<td>SE 830V, Emerging School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SE 831V, Seminar in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>SE 832V, Emerging School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SE 833V, Seminar in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>SE 834V, Emerging School Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

#### X. Related Professional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 835V, Seminar in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>SE 836V, Seminar in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

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 adviser will confer with them in planning for such courses.

### 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.

Admission to the University of Nebraska at Omaha Graduate College. The Miller Analogies Test (MAT) must be taken and scores submitted to the Special Education Department for consideration before applications are evaluated and processed in the Graduate College. A raw score of 35 on the MAT is required for initial entrance into the program.

#### I. Core Professional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 911, SPED 912, SPED 913</td>
<td>18</td>
</tr>
<tr>
<td>SPED 914, SPED 915, SPED 916</td>
<td>18</td>
</tr>
<tr>
<td>SPED 917, SPED 918, SPED 919</td>
<td>18</td>
</tr>
</tbody>
</table>

Including work in graduate reading courses SPED 911, 912, 913, 914, 915, 916, 917, 918, 919, or 919, or their equivalent.

#### II. Related Professional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Research and selected work in each area of specialization and general education, elementary education, secondary education, special education, and psychology</td>
<td>6</td>
</tr>
</tbody>
</table>

Including selected work in such areas as guidance and counseling and/or the various subject areas mentioned below sections I and II.

#### III. Related Cognate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Cognate Courses</td>
<td>12</td>
</tr>
</tbody>
</table>

Including selected work in such areas as guidance and counseling and/or the various subject areas mentioned below sections I and II.

### Secondary Education

**Master of Science (with Minor)**

<table>
<thead>
<tr>
<th>AREA</th>
<th>Master of Science (with Minor)</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I. Core Requirements</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>II. Related Professional Work</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>III. Related Professional Courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>IV. Related Academic Courses (by advisement)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total: 36</td>
<td></td>
</tr>
</tbody>
</table>

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

### 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. Attendees 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.

Admission to the University of Nebraska at Omaha Graduate College. The Miller Analogies Test (MAT) must be taken and scores submitted to the Special Education Department for consideration before applications are evaluated and processed in the Graduate College. A raw score of 35 on the MAT is required for initial entrance into the program.

#### I. Core Professional Courses

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</tr>
<tr>
<td>SPED 914, SPED 915, SPED 916</td>
<td>18</td>
</tr>
<tr>
<td>SPED 917, SPED 918, SPED 919</td>
<td>18</td>
</tr>
</tbody>
</table>

Including work in graduate reading courses SPED 911, 912, 913, 914, 915, 916, 917, 918, 919, or 919, or their equivalent.

#### II. Related Professional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Research and selected work in each area of specialization and general education, elementary education, secondary education, special education, and psychology</td>
<td>6</td>
</tr>
</tbody>
</table>

Including selected work in such areas as guidance and counseling and/or the various subject areas mentioned below sections I and II.

### Secondary Education

**Master of Arts**

Students seeking the Master of Arts Degree with a major in Secondary Education are required to select work from the six areas indicated below. Minimum and Maximum hours that must be included from each area are indicated when such limits are applicable. Course names of types included in each are indicated where appropriate.
Sed 8. Improvement of Instruction for Appropriate Subject Area

II. Professional Supporting Work

Sed 833V, Analysis of Teaching Behavior
Sed 846V, Simulation/Gaming Laboratory
Sed 890V, Seminar in Application of Non-Verbal Communication Theory
Sed 837V, International Curriculum Practicum

III. Thesis (Sed 899)

IV. Related Professional Specialization Courses and/or Academic Courses

Total: 30 hours

Students who seek the Master of Science Degree must take a written Comprehensive Examination. The examination is administered in two parts. Part I must be taken after the student has completed 18 hours of graduate work and before more than 24 hours are completed. This portion of the examination will deal with concepts common to the programs of all students who enroll in the Department.

Part II of the examination is administered during or after the semester or summer session in which the last course of the program of studies will be completed. This portion of the examination deals with those concepts that are unique to each student's program but may also re-examine areas of weakness revealed by Part I.

Registration for this part of the examination must be made with the Department not later than the end of the seventh week of the semester in which the examination will be taken. If the examination is to be taken during the summer, registration must be completed by the end of the second week of the first summer session.

**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/she 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 accorded unconditional 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, and nine credit hours must be taken from one of three areas of concentration. The required courses include:

**Urban Studies**

- Economics 831M, 832M, 833M, 855V
- History 843M, 844M, 847M
- Geography 801M, 812M
- Regional Planning 813M, 815M, 924
- Public Administration 805V, 843M
- Graduate Chemistry courses are offered to fulfill requirements for a minor field or as selected courses on a plan of study.
- Graduate Physics courses are offered to fulfill requirements for a minor field or as selected courses on a plan of study.
- Graduate Foreign Languages courses are offered to fulfill requirements for a minor field or as selected courses on a plan of study.
- Graduate Music courses are offered to fulfill requirements for professional development or as selected courses on a plan of study.
- Graduate Art courses are offered to fulfill requirements for a minor field or as cognate or selected courses on a plan of study.
- Graduate Sociology courses are offered to fulfill requirements for a minor field or as selected courses on a plan of study.
- Graduate Foreign Languages courses are offered to fulfill requirements for a minor field or as selected courses on a plan of study.
- Graduate Physics courses are offered to fulfill requirements for a minor field or as selected courses on a plan of study.

**NON DEGREE AREAS**

**Art**

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

**Chemistry**

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

**Curriculum and Instruction**

This area includes those offerings which have or could have a broad (K-12) multi-grade level application.

**Foreign Languages**

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

**Gerontology**

The Gerontology Program does not offer a degree. Graduate courses are offered to fulfill requirements for a minor field or as selected courses on a plan of study. Therefore, the courses offered are not concentrated in one particular area, but are offered in a variety of areas to afford the student the opportunity of specializing in Gerontology within his major field of study or as a non-degree student.

Persons admitted to the Gerontology Program may earn the Certificate in Gerontology upon completion of at least fifteen semester hours of coursework in gerontology plus an approved practicum. The Certificate is Gerontology program can serve as a cognate area for graduate candidates in many of the human service and behavioral science degree programs.

**Music**

Graduate Music courses are offered to fulfill requirements for professional development or as cognate or selected courses on a plan of study.

**Physics**

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

**School of Engineering Technology**

Graduate courses in the School of Engineering Technology are offered to fulfill requirements for a minor field or as cognate or selected courses on a plan of study.

**School of Music**

Graduate Music courses are offered to fulfill requirements for professional development or as cognate or selected courses on a plan of study.
COURSE DESCRIPTIONS

Art

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

841M Advanced Painting (3) Instruction in oil painting and related media permits each student the time and environment to work and develop individually. Strong emphasis on knowledge of contemporary art. Prereq: Art 341 and permission of the instructor.

851M Advanced techniques in printmaking (3) Intaglio, lithography, collagraph, and the embossed print; stressing color and technical proficiency in the various media. Prereq: 351 and permission of instructor.

461/861M Advanced Ceramics (3) Advanced work on the potter's wheel, glaze composition, loading and firing of a high-fire kiln. Prereq: Art 361 and permission of the instructor.

811V Graduate Sculpture (3) Advanced problems in sculptural media. 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

323/R231 Microtechnique (3) A course in the techniques of fixation, dehydration, staining, cleaning and mounting biological material in the manufacture of microscope slides. Prereq: Two years of biological sciences.

334/R341 Ecology (4) Study of interrelationships between organisms and their biotic and abiotic environment; includes population biology, community dynamics, biotic interactions, and evolution. Prereq: Biology 145 and 175.

355/855 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.

363/863J 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.

373/873J 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 175.

374/874J 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 the instructor.

384/884J Embryology (4) A study of the princi­ples of development in multicellular organisms, including current concepts derived from experi­mental embryology, with emphasis on vertebrate morphogenesis. Prereq: General zoology, Biology 175, and a course in vertebrate anatomy.

410/810M Plant Geography (3) A study of the worldwide 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 and Biology 145, botany, or permission.

412/812M Problems in Ecosystem Management (3) Directed study in the application and evaluation of methods used for managing native and reestablished ecosystems; the principal study site is the 65 ha. Allwinc Prairie Preserve. Strong emphasis is placed on field work. Prereq: Gradu­ate standing in Biology and permission of the instructor.

413/813M Experimental Genetics (3) Labora­tory studies in genetics emphasizing experimental techniques and laboratory experience with a variety of organisms. Prereq: Biology 214, or permis­sion of instructor.

414/814M 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.

418/818M Limnology (4) A study of the physical, chemical, and biotic relationships that serve to establish and maintain plant and animal communi­ties in a freshwater environment. Prereq: Biology 145 and 175, and organic chemistry.

423/R233M Organic Evolution (3) A study of organic evolution in terms of evidences which support the theory and the mechanisms involved in the process. Prereq: Biology 214. Lecture and discussion only.

427/827M Animal Behavior (3) Behavior of diverse animals for the understanding of the relationships between nervous integration and the behavior manifested by the organism, as well as the evolution and adaptive significance of behavior as a functional unit. Prereq: Biology 175 and Psychology 101 or permission of the instructor. Lecture only. (Same as Psychology 427/RE71.)

428/R281M Animal Behavior Laboratory (1) Lab­oratory and field studies of animal behavior with
1. General Biology of the Subphylum Vertebrata
   - Synthesis, growth and development, metabolism
   - Prerequisite: Biology 344 or permission of instructor, graduate standing in biology.

2. Survey of Living and Fossil Vascular Plants
   - Including relation of the local species
   - Prerequisite: Biology 175.

3. Ichthyology
   - Study of the fertilized egg to adult condition
   - Prerequisite: Biology 175.

4. Parasitology
   - Advanced study of plant communities and individual organisms
   - Prerequisite: Biology 478 or 495 or permission from instructor.

5. Vertebrate Embryology and Anatomy
   - Introduction to the principles of development of multicellular organisms
   - Prerequisite: Biology 344 or permission of instructor, graduate standing in biology.

6. Vertebrate Embryology and Anatomy
   - Advanced study of current genetics in relation to support, circulation, response, excretion and reproduction
   - Graduate standing required
   - Prerequisite: Biology 175.

7. Biochemistry
   - Study of the morphol­ogy, physiology, life history dissemination, and distribution
   - Prerequisite: Biology 175.

8. Advanced Topics in General Physiology
   - Study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
   - Graduate standing required
   - Prerequisite: Biology 175.

9. Environmental Physiology
   - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
   - Graduate standing required
   - Prerequisite: Biology 175.

10. Advanced Topics in General Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

11. Advanced Topics in General Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

12. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

13. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

14. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

15. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

16. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

17. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

18. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

19. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

20. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

21. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

22. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

23. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

24. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

25. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

26. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

27. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

28. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

29. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

30. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

31. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

32. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

33. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

34. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

35. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

36. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

37. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

38. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

39. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

40. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

41. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

42. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

43. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

44. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

45. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

46. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

47. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

48. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

49. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

50. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

51. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.

52. Environmental Physiology
    - A study of the morphol­ogy and anatomy of systems in relation to support, circulation, response, excretion and reproduction
    - Graduate standing required
    - Prerequisite: Biology 175.
within the framework of the aggregate economy. Prereq: Econ 202 or BA 818H.

808V Business Forecasting (3) This course incorporates comprehensive survey of forecasting methods and in-depth study of selected techniques most commonly used in business environments. Emphasis is given to application and therefore students will be required to develop forecasting models that test their course. Prereq: BA 800V or ECON 830M or permission of instructor.

810V Managerial Economics (3) Economic analysis of the business firm and its environment, with emphasis on agreements among market structure, pricing, production, cost, and competitiveness. Additional consideration is given the theory of the firm under conditions of uncertainty. Prereq: Econ 201 and 202 or BA 800V.

820V Managerial Accounting (3) A study of concepts, analysis, and procedures of accounting associated with the managerial decision making process, which provides management with information for planning and controlling routine operations, for non-routine decision making, policy making and long-range planning; and for external reporting to stockholders, governments, and interested parties. Prereq: Accounting Principles. Students with the equivalent of managerial accounting at the undergraduate level should enroll in 821V, BA 823V, or BA 825V.

831V Accounting Theory (3) The development of accounting, current accounting theory and present controversies, and suggested theory and practice that accountants should use. Prereq: permission of instructor. Equivalent of Managerial Accounting at the undergraduate level.

852V Seminar in Accounting (3) A study of problem areas which may be independent or interrelated in the practice of accounting. Students should enroll in 821V, BA 823V, or BA 825V.

855V Seminar in Investment Management (3) The theory of investment management and its application in formulation of policies for different types of investors. Prereq: permission of instructor. Equivalent of Managerial Accounting at the undergraduate level.

830V The Environment of Management (3) A study of current ethical and philosophical issues and their historical foundations. The course both the intra-organizational as well as the interorganizational level. Prereq: permission of instructor. Equivalent of Managerial Accounting at the undergraduate level.

832V Foundation of operations of managerial planning, decision making, organizing, and controlling as well as the external environment's impact on these processes. A systems framework is used to examine the various management functions that include an examination of the interrelationships between the various disciplines of study. Open to 810V, 830V and considered an acceptable grade. Prereq: Taken in last 9 hours of MBA coursework.

834V Seminar in Management (3) A student participation course emphasizing current issues in management and operation. Prereq: BA 830V and BA 831V.

840V Marketing Policies (3) A marketing management course concentrating on the analysis of marketing problems, trends, methods and approaches for seminar discussion and written report. Prereq: Econ 331 or BA 8151.

841V Promotional Policies (3) A study of the methods, research, and policies needed to develop and administer a promotional program. Prereq: Mkt 331 or BA 8151.

845V Seminar in Marketing (3) Exploration, analysis, and implications of marketing management, its study in selected topics of course. Emphasis is given to application and therefore students are required to develop marketing models that test their course. Prereq: permission of instructor.

890V Thesis (1-6) A research project, under the supervision of a faculty thesis adviser in the College of Business Administration, scheduled as a seminar or seminar and research in the field of accounting, finance, management, marketing, quantitative analysis or the environment. Prereq: permission of instructor. Prereq: Taken in last 9 hours of MBA coursework.

495/895M Advanced Inorganic Specifications (1-2) Laboratory preparation of representative types of inorganic compounds by various methods and special experimental techniques. Prereq: Chem 450 (May be taken concurrently.)


423/823M Advanced Organic Chemistry (3) An advanced lecture course in organic chemistry and related topics. Prereq: Chemistry 226, 336 with grade of C or better (Chemistry 336 may be taken concurrently.)

450/850M Advanced Inorganic Chemistry (3) Theories of chemical bonding, properties of chemical substances, and the application of modern chemical theory to chemical and physical problems in inorganic chemistry. Prereq: Chemistry 336 (May be taken concurrently.)

451/851M Advanced Inorganic Spectroscopy (3) Laboratory preparation of representative types of inorganic compounds by various methods and special experimental techniques. Prereq: Chem 450 (May be taken concurrently.)

466/866M Biochemistry Laboratory (1) Biochemistry laboratory for Chemistry 465. Prereq: Chemistry 465 and 465L must be taken concurrently. Prereq: Chemistry 226, 226L, 336 and 336L, with a grade of C or better.
and their effect on land use, the environment and social and economic development. Economic and technical aspects of transportation, and operational and control characteristics of existing systems and of proposed transportation modes. Prereq: For 844M, graduate standing.

445/845M Structural Analysis III (3) Computational analysis of geotechnical engineering structures including beams, planes and three dimensional frames and trusses using matrix formulation and solutions to the nonlinear moment distribution techniques and column analogies. Consideration of flexural and axial deformations in addition to the usual flexural deformations. Effects of temperature, concrete shrinkage, displacement, earthquake, support, and axial-load interaction. Prereq: For 445, Civil Engineering 441 or 447, for 446, Civil Engineering 441 and graduate standing.

446/846M Steel Design II (3) A continuation of Civil Engineering 444, but directed toward building structures. Steel and timber structural systems are studied. Prereq: For 446, Civil Engineering 844 and graduate standing or permission of the instructor.

447/847M Reinforced Concrete II (3) The use of reinforced concrete in design and construction of structural concrete applications including columns and footings, and the study of additional design concepts including deflection, prestressing, and torsion. Prereq: For 447, Civil Engineering 444. For 847M, Civil Engineering 443 and graduate standing or permission of the instructor.

448/848M Plastic Analysis I (3) Application of the classic plastic and stability analysis of geotechnical engineering structural systems, plastic collapse concepts, upper and lower bound theorems, and the state of stress including balanced states applied to various frame geometry. Member selection and deflection calculations. Prereq: For 448, Civil Engineering 451 or permission of the instructor. For 848M, Civil Engineering 843 and graduate standing or permission of the instructor.

452/852M Water Resources Development (3) Development of hydraulic engineering systems with emphasis on optimization and simulation techniques for water resources and water pollution control. Prereq: For 452, Civil Engineering 340 or 351. For 852M, graduate standing or permission of the instructor.

453/853M Water Resources Development (3) Theory and application of systems engineering with emphasis on optimization and simulation techniques for water resources, pollution control, and environmental systems development related to water supply, flood control, hydroelectric power, drainage, water quality, and water use. Prereq: For 453, Math 197 and GE 331 or equivalent. For 853M, graduate standing or permission of the instructor.

456/856M Reinforced Concrete I (3) A study of the principles of mechanics applied to reinforced concrete structural members. Emphasis is placed on flexure, shear, and bond. Prereq: Graduate standing.

459 Graduate Research (Thesis) (3-6) Communication

801M History of Mass Communication (3) The American mass media from 1776 to the present, with emphasis on mass communication aspects of both print and electronic media, social and political history, and their relationships to current media issues. Prereq: Graduate standing and major/minor in Communication or instructor's permission.

811M Development of Rhetorical Theory (3) The origins and development of rhetorical theory and practice.

812M Studies in American Public Address (3) This study of representative American speakers from the eighteenth century to the present. Prereq: None.
This course is designed to provide practical experience co-facilitating group counseling 824, 827, 837 and/or permission.

845V Practicum in Group Counseling (4) Supervision. Prereq: Coun 832V and permission of department.

847V Elementary Counseling Internship (3-6) Field experience in an approved guidance program under the supervision of a qualified counselor and a guidance professor of the university. Prereq: Coun 824V or permission.

850V Group Techniques in Guidance (2-3) The application of group dynamics in the counseling of older, disturbed, and delinquent children. Prereq: Permission of instructor.

851V Counseling Older Adults (2) Designed to provide practical experience counseling older adults. Prereq: Counselor work with older adults. For Counseling and Guidance Majors not specializing in Gerontology. Prereq: Coun 824V, Principles of Guiding.

852V Elementary School Counseling Practicum (3) A study of the counseling role involved in the counseling of young children. Prereq: Coun 820V, 821V.

853V Elementary School Counseling Practicum (4) Counseling in the elementary setting under the supervision of a counseling professor of the university. Prereq: Coun 832V and permission of department.

855V Elementary Counseling Internship (6) Field experience in an approved counseling program under the supervision of a counseling professor of the university. Prereq: Coun 832V and permission of department.

857V Group Counseling Theory and Practice (3) A course which provides an in-depth analysis of theory and practice in group counseling. Prereq: Coun 824V and permission of instructor.

860V College Student Personnel Internship (6) This course is designed to provide practical work experience in counseling and guidance positions within student personnel services. Prereq: Permission of instructor.

862V Practicum in Group Counseling (4) Supervised experience co-facilitating group counseling as part of the candidate's counseling site. Required as the third course for the cognate area of Group Counseling. Prereq: Counseling major, Coun 827, 837, and/or permission.


894V Directed Readings in Counseling and Gerontology (1-3) A study of recent and current literature on counseling with older people. Prereq: Consent of instructor and of the Director of the Gerontology Program 898M or permission of the instructor.

919V Personal Values and Aging (1) Course designed to increase students' self-awareness of personal values and feelings related to aging and the development of an understanding of the specific learning disabilities undergrads with impaired hearing, the development of speech unit plans, the writing of individual speech prescriptions; and the selection of appropriate augmentative and generative phonological procedures to the teaching of speech, appropriate assessment and case finding of learning disorders in children with specific learning disabilities. Prereq: For 440, junior standing.

919V Speech and the Hearing Impaired (3) This course is designed for graduate students preparing for Provisional level certification as teachers of the hearing impaired. Prereq: Speech 821 and FED 801.

923/823M Language Development of Hearing Impaired (3) The analysis of the nature and structure of language, the various dialects and techniques, and the development of language in normally hearing children. The effects of the hearing loss on language development, language development in the hearing impaired infant and preschool child. This course is designed for students preparing to be teachers of the hearing impaired. Prereq: FED 801.

924/824M Teaching of Language to the Deaf (1-6) Designed for students preparing to be teachers of the deaf. Prereq: Graduate standing and permission of the instructor. (1-6)

925/825M Teaching of Language to the Deaf (3) Minimum of 45 clock hours in an approved program under the supervision of a qualified counselor and a guidance counselor, or permission of the instructor. Prereq: GERO 455, 938M, 939M, 944M, 945M, 946M.

926/826M Spastic and Dysphasic Speech (3) This is a modular competency based course designed specifically for the stuttering population. It is aimed at preparing students for teaching speech as an older adult who manifests a specific learning disabilities among children. Prereq: For 440, junior standing. 2.5 GPA. FED.

927/827M Speech Reading and Auditory Training for the Severely Handicapped (3) An introduction of the receptive modes of oral communication for an older adult who is severely handicapped. The course will include weekly demonstrations and practical applications of speech reading and auditory training. Prereq: For 424, Special Education 423.

928/828M Auditory and Cognitive Training in Deaf Children (3) A study of the cognitive and auditory skills of the hearing impaired. The impaired use of amplification in educational settings, the appropriate procedures for teaching the hearing impaired, an evaluation of these procedures, and the investigation of the auditory and cognitive skills of the hearing impaired. Prereq: FED 801.

930/830M Speech Science II: Experimental and Applied Phonetics (3) Analysis of phonetic and phonetic elements in major American English dialectic in transcription and descriptive techniques, use of the sound spectrograph, sprinter and other equipment. Prereq: For 445, junior standing. 2.5 GPA. (F,S,Su)

931/831M Elementary School Counseling (3) A study of the counseling role involved in the counseling of young children. Prereq: Coun 820V, 821V.

932/832M Counseling Elementary School Children (3) A study of the counseling role involved in the counseling of young children. Prereq: Coun 820V, 821V.

933/833M Elementary School Counseling Practicum (4) Counseling in the elementary setting under the supervision of a counseling professor of the university. Prereq: Coun 832V and permission of department.

935/835M Elementary Counseling Internship (6) Field experience in an approved counseling program under the supervision of a counseling professor of the university. Prereq: Coun 832V and permission of department.

936/836M Group Counseling Theory and Practice (3) A course which provides an in-depth analysis of theory and practice in group counseling. Prereq: Coun 832V and permission of department.

938/838M Counseling Older Adults (3) This course is designed to familiarize students with the identification criteria, symptomatology, basic assessment and intervention strategies associated with dementia, an exploration of the effects affecting older adults and geriatric patients. It is beneficial to students majoring in gerontology, or speech pathology and audiology. Prereq: As a formal course or as a professional enrichment course for persons working in these or related fields. No laboratory assignments are assigned contacts with and written reports of an older adult who manifests a specific learning disabilities among children. Prereq: GERO 455/ 853M - Health Aspects of Aging, or permission of the instructor.

940/840M Introduction to Mental Retardation (3) This modular competency based course covers background information on mental retardation; the needs and of services available for the mentally retarded; the history of the field; potentialities for the future. Prereq: For 445, junior standing. 2.5 GPA. (F,S,Su)

942/842M Hearing Science I: Auditory and Speech Mechanism (3) Basic structure and functions of the organs involved in hearing and speech. Prereq: For 418, junior standing. 2.5 GPA. (F,S,Su)

943/843M Hearing Science (3) This course is designed for undergraduate students taking an introductory course in psychology and audiometry and for graduate students in education of the deaf. The purpose of the course is to provide graduate students with concepts important for understanding the process of human audition. The course will include basic terminology, anatomy and physiology of the hearing mechanism, acoustics and physics of sound, the processes of human hearing, and conductive and sensorineural disorders. Prereq: For 938M, Graduate major in Deaf Education. Not available to Speech Pathology majors as a graduate course.

945/845M Learning Disabilities (3) Study of specific learning disabilities; the history of the field; review problems of terminology, criteria, and definition; causal factors of learning disorders; diagnostic techniques for identification of the problem; therapy techniques for habilitation or rehabilitation of children with specific learning disorders. Prereq: For 440, junior standing.

Teacher education and 2.5 GPA. (F,S,Su)

946/846M Rhythm/Symbolization (3) Study of rhythm and descriptive classifications of rhythm and language symbolization disorders; assessment procedures; with special emphasis on rehabilitation procedures and methods associated with the use of rhythm in language therapy sessions, lesson plans, records, and a weekly colloquium. Prereq: For 451, Speech Reading and Auditory Training for the Severely Handicapped (3) Minimum of 45 clock hours in an approved program under the supervision of a qualified counselor and a guidance counselor, or permission of the instructor. (F,S,Su)
884 Advanced Practicum In Teaching Emotionally Disturbed Children (3) The retarded child as he relates to a variety of educational programs designed for his learning needs; methodology and techniques for assessment, development, design and implementation of curriculum units, and preparation of educational materials for programs for the trainable and educable. Prereq: For the deaf, SPED 306 and Special Education 460 and 2.5 GPA. (F, S)

866/866M Vocational Training for the Mentally Retarded (3) Concerned with the vocational training of the Mentally Retarded from various perspectives: the individual; the school or training center; the employer; and the government. Interaction with agencies that deal with the retarded, the mildly trainable, and those interested in working with adult illiterate populations. The major emphasis in this course is on the practical matters of assessing and teaching of those who desire a basic overview of skills and techniques applicable to the assessment and diagnosis and remediation of cases of those who would benefit from extended work in this area. Prereq: Special Ed 460 and working knowledge of deaf. The purpose of the course is to discover that a handicapped child is going to be placed in a classroom situation in the field of the development of problem solving skills to be used in a clinical or classroom situation in the field. (3) This course is designed for students who need more than one semester of classroom and/or clinical practicum experience. The student is placed in an externship setting with a cooperating speech clinician. A minimum of 45 clock hours of work is required for each credit hour per semester. (F,S, Su) Prereq: SPED 451 and graduate standing. (F)

854V Speech and Language Pathology (3) The second semester course for graduate students majoring in speech pathology. This course is designed for 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 credit hour per semester. (F, S) Prereq: SPED 851V.

853V Seminar in Speech Pathology (3) Student selects and investigates three different areas of current concern in speech pathology; individual and group projects, annotated bibliography, presentation of research and conclusions, seminars, case presentations. Instructor will base his lectures on topics chosen by students for study; clinical demonstrations and field experiences will be part of the primary aim of the course. (F,S) Prereq: Twenty-four hours speech pathology and graduate student standing. (S)

845V/885M Introduction to The Physically Handicapped: Children and Youth (3) The purpose of this course is to introduce students to the characteristics of handicapped children and youth who are physically handicapped; definitions; practical teaching information in educational programs; history, trends. (F, Prereq: 840 or 880)

806V Speech Projects (1-3) A series of intensive courses especially for teachers in service-schedule as regular seminars or workshops, according to purpose.

884 Advanced Practicum In Teaching Emotionally Disturbed Children (3) The retarded child as he relates to a variety of educational programs designed for his learning needs; methodology and techniques for assessment, development, design and implementation of curriculum units, and preparation of educational materials for programs for the trainable and educable. Prereq: For the deaf, SPED 306 and Special Education 460 and 2.5 GPA. (F, S)

866/866M Vocational Training for the Mentally Retarded (3) Concerned with the vocational training of the Mentally Retarded from various perspectives: the individual; the school or training center; the employer; and the government. Interaction with agencies that deal with the retarded, the mildly trainable, and those interested in working with adult illiterate populations. The major emphasis in this course is on the practical matters of assessing and teaching of those who desire a basic overview of skills and techniques applicable to the assessment and diagnosis and remediation of cases of those who would benefit from extended work in this area. Prereq: Special Ed 460 and working knowledge of deaf. The purpose of the course is to discover that a handicapped child is going to be placed in a classroom situation in the field. (3) This course is designed for students who need more than one semester of classroom and/or clinical practicum experience. The student is placed in an externship setting with a cooperating speech clinician. A minimum of 45 clock hours of work is required for each credit hour per semester. (F,S, Su) Prereq: SPED 451 and graduate standing. (F)

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866/866M Vocational Training for the Mentally Retarded (3) Concerned with the vocational training of the Mentally Retarded from various perspectives: the individual; the school or training center; the employer; and the government. Interaction with agencies that deal with the retarded, the mildly trainable, and those interested in working with adult illiterate populations. The major emphasis in this course is on the practical matters of assessing and teaching of those who desire a basic overview of skills and techniques applicable to the assessment and diagnosis and remediation of cases of those who would benefit from extended work in this area. Prereq: Special Ed 460 and working knowledge of deaf. The purpose of the course is to discover that a handicapped child is going to be placed in a classroom situation in the field. (3) This course is designed for students who need more than one semester of classroom and/or clinical practicum experience. The student is placed in an externship setting with a cooperating speech clinician. A minimum of 45 clock hours of work is required for each credit hour per semester. (F,S, Su) Prereq: SPED 451 and graduate standing. (F)

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problems of educating the severely and profoundly handicapped are not limited to public school settings. All personnel who work with these individuals will be made to be a valuable community personnel who have expertise or concerns in special education programs.

The course is open to students who are preparing to teach emotionally disturbed children. Students will be assigned to an appropriate clinical program in the community. The course is required for students who have successfully completed Step 1 of the program. Pre-req: SPED 840, SPED 880.

857V Advanced Practicum in Teaching Emotionally Disturbed (4) This is the second semester of a clinical practicum designed for students desiring to work for a degree. Pre-req: SPED 460/860.

864V Theoretical Approaches to Teaching The Developmentally Disabled Child (3) This is an advanced methods course for students majoring in Special Education. It will be offered to graduate students in the following areas: retardation, learning disabilities, education of the deaf, and early childhood education.

The course will examine the causes and characteristics of a variety of maladaptive behaviors with a view toward identifying the child's needs and teaching the child educationally therapeutic response systems. Pre-req: SPED 840M, BSTEM 814M.

883V Practicum in Teaching Emotionally Disturbed (3) This course is the first semester of an advanced methods course for student teachers preparing to teach emotionally disturbed children. The student will be assigned to an appropriate clinical program in the community. The course is required for students preparing to teach emotionally disturbed and will be open to other students who have successfully completed Step 1 of the program. Pre-req: SPED 840, SPED 880.

887V Basic Observation and Student Teaching in Special Education (3) This is an advanced methods course for students majoring in Special Education. It will be offered to graduate students in the following areas: retardation, learning disabilities, education of the deaf, and early childhood education.

The course will examine the causes and characteristics of a variety of maladaptive behaviors with a view toward identifying the child's needs and teaching the child educationally therapeutic response systems. Pre-req: SPED 840M, BSTEM 814M.

888V Advanced Practicum in Teaching Emotionally Disturbed (3) This course is the second semester of a clinical practicum designed for students desiring to work for a degree. Pre-req: SPED 460/860.

889V Advanced Diagnostic of Learning Deficits (4) The purpose of this course is to provide the student with an understanding of the administration and interpretation of normative referenced diagnostic tests, for students desiring to work for a degree. The course is required for students who have successfully completed SPED 893 (Basic Diagnostic) and SPED 897 (Clinical Teaching). Prereq: SPED 893, SPED 897.

899V The Global Perspectives in Pittman Services (3) A study of the role of various cultures in the development of educational programs designed to serve the needs of culturally diverse students. Pre-req: SPED 893, SPED 897.

901V Criminal Justice Planning and Innovation (3) A review of the literature in social policy, public administration, and sociology which relate to the effectiveness of alternate strategies for preventing and controlling crime, including probation, parole, and imprisonment. Pre-req: CJ 301, CJ 401, CJ 430, CJ 435, graduate standing and permission of instructor. Pre-req: CJ 301, CJ 401, CJ 430, CJ 435, graduate standing and permission of instructor.


913M: 932M Acting: Historical Periods and Styles (Each 3) The fundamental theories and practices of major styles of acting from ancient Rome to contemporary Greece to the present, including interpretation of...

865M Stage and Lighting Design (Each 1) An introduction to the fundamentals of stage costume design, including line, silhouette, movement, color, and theatrical lighting. Emphasis on the visual presentation of designs, including consider­able emphasis on technical drawing and rendering tech­nique. PreReq: DA 206-207, 251; Art 110, 121.

861M Scene Design (3) Principles; perspective and color for the stage; the designer's approach to the play, production of ground plans, elevations and sketches. PreReq: DA 101, 206, 207, 263.

867M Stage and Lighting (3) Characteristics and construction of theatrical color and its application to the theatre and television; elementary electric­ity; elementary elements of stage lighting. PreReq: DA 101, 206, 207, 261.

871M History of the Theatre to 1642 (3) A historical study of the theatre and its literature from its origins to 1642.

872M History of the Theatre Since 1642 (3) A historical survey of theatre and its literature from 1642 to the present.

873M Fundamentals of Technical Theatre (3) Selected subjects in theatre history from ancient to modern times. The student who wishes to prepare for a career in the theatre may take this course with the approval of the instructor. PreReq: Permission of the instructor.

883M Seminar in Dramatic Literature (3) A seminar in dramatic literature for advanced undergraduate students which will explore selected topics in dramatic literature. Depth. Research papers and seminars presented in class. PreReq: DA 331-332. The subject of the seminar will change from year to year. PreReq: Permission of the instructor.

843V Seminar in Play Direction (3) An indepth study of the principles of play direction. PreReq: Graduate standing and permission of instructor.

865V Technical Theatre Problems (3) Research and dialogue in the aesthetics and physical realities of design. Topics include problem-solving, collaboration between the scenic designer and the actor. PreReq: DA 101, 206, 207, 263, 331 or permission of the instructor.

815M Energy Economics (3) A study of the energy resource industry and the energy system of the nation and to the other business sector. Emphasis is placed on the manpower of the energy industry. PreReq: DA 331-332 or permission of the instructor.

843M Environmental Economics (3) This course develops the economic methodology and international business for economic analysis of man's impact on the quality of the environment in general, with specific reference to water, air, and solid waste pollution problems. PreReq: DA 332 or permission. 845M Economics of Business and Economics (3) A study of the current quantitative research techniques in business and economics. The student will become familiar with both these statistical techniques and case studies through text materials, journal studies and other economical methods of investigation. PreReq: DA 332, or its equivalent. Not for BA 830 or ECON 830M or Permission of Instructor.

845V Seminar in Money and Banking (3) Original research and writing of papers on basic problems in the area of money and banking. PreReq: Six hours in undergraduate monetary courses or permission of the instructor.

865V Seminar in International Economics (3) An analysis of the theory of international trade and finance, with emphasis on the working of the international monetary system. PreReq: Econ 363 or 466 or permission of instructor.

885V Seminar in Urban Economics (3) An examination of the theoretical basis for understanding urban economic problems with emphasis upon the policy alternatives applicable toward their solution. (Also listed under Geography) PreReq: At least 6 hours of upper division courses in economics or permission of the instructor.

887V Seminar in Regional Economics (3) An examination of the current developments and problems involving regional economic development and planning. These courses provide a theoretical and empirical basis for understanding and analyzing economic problems of a regional nature. Topics include: policy alternatives, decision making, and measurement techniques are examined. (Also listed under Geography) Prereq: At least 6 hours of upper division courses in economics or permission of the instructor.

892V-893V Independent Study (Each 1) Guided independent study and research under supervision of an instructor.

887V Thesis (1-3) An independent research project, written under the supervision of a graduate adviser in the department of economics. Approval of the topic and the completion are required by the student's departmental committee is required. PreReq: Permission of graduate adviser.

941 Seminar in American Economic History Since 1865 (See History) (3) Educational Administration— Supervision and Foundations

Educational Administration—Supervision and Foundations

949V Administration of The Libraries—Museums and Business (3) A study of current quantitative research techniques in business and economics. The student will become familiar with both these statistical techniques and case studies through text materials, journal studies and other economical methods of investigation. PreReq: DA 332, or its equivalent. Not for BA 830 or ECON 830M or Permission of Instructor.

830V Econometrics (3) The study of the underlying assumptions, techniques, and applications of single and multiple equation estimation analysis in economics. PreReq: Permission of instructor.

831V Business Forecasting (3) This course includes a comprehensive survey of forecasting methods and in-depth study of selected techniques most commonly used in business and economics. Emphasis is given to applications and therefore students will be required to develop their own models and test their performance as part of the course. Cross-listed with BA 802V-M or ECON 830M or Permission of Instructor.

884V Seminar in Money and Banking (3) Original research and writing of papers on basic problems in the area of money and banking. PreReq: Six hours in undergraduate monetary courses or permission of the instructor.

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attention will be given to study and research of educational administration and supervision. (3) A series of intensive seminars or workshops, according to purpose.

65V School Finance (3) A study of the sources of school financing; local, state, and national. In addition to covering this area from a historical point of view, emphasis is placed on current trends and future implications.

66V School Plant Planning and Operation (3) Includes steps in planning the modern school building; Site selection, building construction and design; school furniture and equipment; maintenance and operation; rehabilitation; scheduling of work; and custody. (F, S)

67V Administration and Staff Personnel (3) This course deals with personnel policies, problems, and procedures. The following topics are covered: the specialization, orientation, evaluation, promotion, tenure, retirement, professional organizations and legal status. Emphasis will be placed upon the techniques of democratic administration.

68V Interpersonal Relationships in Educational Administration (3) The student will be prompted specifically to deal with interpersonal and group relations. It should be useful to those administrators who recognize the need to increase their knowledge and skill in human relations.

69V Administration and Supervision of Vocational Education (3) Basic concepts for administration, and supervision of vocational education programs related to the needs of the superintendent, principal, supervisor.

69B Urban School Administration (3) This course is designed to acquaint students of educational administration with urban problems and issues which require special attention. The course will focus on the urban school, Topics covered may include: organization, personnel, finance, curriculum, school plant; includes long range planning and selection, pronouncements.

90 Seminar in Research Design (3) A seminar designed to acquaint students with the techniques of research design and to provide experience in the application of these techniques in educational administration. Prereq: Admission to Ed.S. Program.

91 Field Project in Educational Administration (3) A study of the problems of modern school society is confronted with and the role of the educator. This project has in helping society meet its challenges. Emphasis will be placed upon the interdisciplinary nature of the educational institution and the other major arenas forming the social fabric. Attention will be given to the mechanism of change.

807V Alternative Strategies for Education (3) An intensive study of (A) The philosophy and methodology of school organization and practice on the student level, and (B) Current alternative proposals for educational innovation. A brief overview of both the historical development and theoretical assumptions underlying the traditional and alternative strategies will serve as a foundation from which to analyze and evaluate the merit and utility of these alternative strategies. Stress will be placed on the wide social implications of the models discussed.

The Urban School (3) Analysis of the societal and institutional processes and problems which have bearing upon the urban school and its role in urban settings. A study of the urban school.

810V Research Project (1-3) Individual or group study and analysis of specific problems in schools.

811V Conflict and Controversy in Urban Education (3) A course designed for students who wish to keep abreast of contemporary trends and issues. This course will confront the educational institution and the teaching profession in an urban milieu. Topics will be modified annually to reflect current educational issues.

813V Field Research Techniques in Urban Education (3) The basic purpose of this course is to give students an opportunity to design and conduct field research within the urban educational milieu. Anthropological field research and naturalistic techniques will be given emphasis. Students will be involved in designing a field research design and will learn to gather and collate data. The course will culminate in the completion of a field study in an urban educational setting. Prereq: Graduate standing.

833V Anthropology and Urban Education (3) This course is designed to examine ways in which social change, conceptualized as social transformation, contributes to and is influenced by changes in cultural, social, and ideological forms in society. The nature of the subfield of anthropology will be stressed. A limited anthropological field study is a requirement of the course. Prereq: FED 801 — Introduction to Research.

English

815M Contemporary French and German Novel (3) Comparative study of selected contemporary French and German novels in the light of the age to which they relate to the cultural milieu. Prereq: Permission of the instructor. (Same as French 415/M and German 415/815M).

817M Contemporary French and German Drama (3) Comparative study of selected contemporary French and German plays. Conducted in English with English translations. (Same as French and German 417/817M). Prereq: Permission of the instructor.

818M Chicano Literature and Culture (3) A study of representative works of Mexican American, Spanish American, and American Chicanos. This course has in helping students understand the cultural and historical antecedents. Prereq: Permission. (Same as Spanish 418/1818M).
1 Itations from the perspectives of current research. Ask what literature women to literature, ask what literature of the development of the English drama, exclusive of the novel, and drama of England of the eighteenth century, with emphasis on Pope and Swift.  
411M The Age of Johnson (3) Prose, (exclusive of the novel), and drama of England during the Restoration and the first half of the eighteenth century, with emphasis on Pope and Johnson.  
820V Seminar in Middle English Literature (3) A study of the English poetry and prose from 1600 to 1660 including such authors as John Donne, Ben Jonson, F. Corbet, Francis Christensen, and others. Prereq: English 458/858M and permission of the instructor.  
9.12V Seminar: Shakespeare (3) A study of the English and American dramatic history of the centuries; an overview of the plays and of the major playwrights. Prereq: Permission of the instructor.  
891M Contemporary Poetry of England (3) A study of the English and American dramatic history of the centuries; an overview of the plays and of the major playwrights. Prereq: Permission of the instructor.  
822M Introduction to Women's Studies in Literature (3) A critical study of literature by and about women in which students learn about contributions of women to literature, ask what literature reveals about the identity and roles of women in various contexts, and evaluate standard interpretations from the perspectives of current research and individual experience. Prereq: Graduate standing.  
832M Middle English Literature (3) A survey of the principal writings in English, excluding those of Chaucer, from 1100 to 1500.  
833M Sixteenth Century Literature (3) Poetry and prose of the English Renaissance, from its continental origins to the end of the Elizabethan age.  
834M Chaucer (3) A literary and linguistic study of the works of Chaucer, with emphasis on the Canterbury Tales.  
840M The Age of Pope and Swift (3) Poetry, prose (exclusive of the novel), and drama of England during the Restoration and the first half of the eighteenth century, with emphasis on Pope and Swift.  
841M The Age of Johnson (3) Prose, (exclusive of the novel), and drama of England during the Restoration and the first half of the eighteenth century, with emphasis on Pope and Johnson.  
850M Shakespeare's Contemporaries (3) A study of the development of the English drama, exclusive of Shakespeare, from the beginning to 1642.  
851M Shakespeare and His Contemporaries (3) An introduction to the concepts and methodology of the study of literary and folkloristic works of language, including language description, history, theory, variation, and acquisition as well as semantics, lexicography, and foreign language learning.  
860M Shakespeare (3) A critical study of selected comedies, histories and tragedies by Shakespeare.  
866M Readings in English Literature from Shaw and Yeats to the present.  
881M The Romantic Period (3) English poetry and prose (excluding the novel) of the period from 1790 to 1830.  
882M Literature of the Victorian Period (3) Prose and poetry (excluding the novel) of the period from 1830 to 1900.  
885M Twentieth Century English Literature (3) Readings in English literature from Shaw and Yeats to the present.  
886M Modern French Women Authors (3) A contemporary perspective on society, politics and human values as expressed in those works. Conducted in English with readings in French or English. Prereq: French 486/886M. Permission of instructor.  
887M Linguistic Variation (3) The methods and results of linguistic variation, sociological, dialectology, and modern variations studies with emphasis on phonetics and morphology in the classroom. Prereq: English 458/858M or permission.  
893M Introduction to Linguistics and America (3) A study of the English and American poetic and philosophical history of the centuries; an overview of the plays and of the major playwrights. Prereq: English 458/858M or permission.  
894M Introduction to American Literature (3) A study of the English and American poetic and philosophical history of the centuries; an overview of the plays and of the major playwrights. Prereq: English 458/858M or permission.  
895M Contemporary Literature: Major Figures (3) An intensive study of selected writings in middle English. Prereq: Permission of instructor.  
896M Contemporary Literature: Major Figures (3) An intensive study of selected writings in middle English. Prereq: Permission of instructor.  
897M Introduction to Linguistics and America (3) A study of the English and American poetic and philosophical history of the centuries; an overview of the plays and of the major playwrights. Prereq: English 458/858M or permission.  
898M Independent Study (1 - 3) Detailed study of a selected field of interest. Prereq: Permission of instructor. May be repeated for credit once.  
899M Thesis (1 - 3) May be repeated for credit once. Prereq: Permission of instructor. May be repeated for credit once.
sociology, or history. For 810M, graduate standing and permission.

415/815M Contempory French and German Novels (3) Comparative study of selected contem­porary French and German novels. Conducted in English with English translations. Additional readings in German for German students. Prereq: Permission of the instructor. (Same as French 415/815M and English 415/815M).

417/817M Contempory French and German Literature (3) Comparative study of selected contem­porary French and German plays. Conducted in English with English translations. Additional readings in German for German students. Prereq: Permission of the instructor. (Same as French 417/817M and English 417/817M).

431/831M German Literature of the 19th Century (3) A study of the literature of the nineteenth century from Romanticism to Naturalism. Prereq: For 411, German 303 or permission. For 831M, German 303.

432/832M German Literature of the 20th Century (3) A study of the literature of the twentieth century from Expressionism to the literature after World War II. Prereq: For 412, German 303 or permission. For 832M, German 303.

438/838M German Civilization From the 18th Century to the Present (3) Detailed analysis of German art, architecture, literature, music, and philosophy. The influence of the sciences and of modern movements in German civilization and culture. Prereq: For 438, permission of the instructor. For 838M, German 303.

440/840M German Novelle (3) Survey of the German short story, its historical origins, charac­teristics. Prereq: 303 or permission of instructor.

441/841M German Drama (3) History of drama development, study of several of the more impor­tant dramas. Prereq: 303 or permission of instruc­tore.

449/849M German Literature of the Seventeenth Century (3) The principal dramatic, epic and lyric works in German literature. Prereq: German 303 or permission.

450/850M German Literature of The Eighteenth Century (3) A study of representative authors of the enlightenment, art and society, and German classicism: Lessing, Heinrich, Schiller, and Goethe. Prereq: Permission of instructor.

455/855M Introduction to Linguistics (3) An introduction to the basic bibliography and methodology of German literature and language. Prereq: Permission of instructor.

456/856M Pro-Seminar (1-3) A detailed study of narrower phases of literature, language, or cul­ture. Prereq: Permission of the instructor.

459/859M Pro-Seminar (1) Guided inde­pendent study and research under tutorial supervi­sion. May be repeated with different topic but not in same semester for maximum of six semester hours total. Prereq: Permission of instructor.

460/860M Independent Study (1-3) Guided inde­pendent study and research under tutorial supervi­sion. May be repeated with different topic but not in same semester for maximum of six semester hours total. Prereq: Permission of instructor.

469/869M Pro-Seminar (1-3) A detailed study of narrower phases of literature, language, or cul­ture. Prereq: Permission of the instructor.

470/870M Advanced Conversation and Composition (3) A course in conversation, grammar, and composition. Prereq: 303 or permission.

481/881M Theater of the Golden Age (3) Fore­most Spanish dramatists and plays of the sixteenth century: Lope de Vega, Tirso de Molina, and Calderón de la Barca. Prereq: For 410, Spanish 317 or permission of the instructor.

481/881M Novel of the Golden Age (3) Study of the prototype masterpieces of the sixteenth and seven­teenth centuries, including such works as Lazarli­lo de Torquemada, Don Quixote, and El Lazarillo de Tormes, La Celestina, and Don Quixote. Prereq: For 411, Spanish 317 or permission of the instructor.

481/881M Latin American Literature of the Twentieth Century (3) Critical and analytical study of the foremost Spanish American writers from modernism to the present. Prereq: Spanish 322 or permission of the instructor. (Same as English 481/881M).

482/882M Latin American Novel (3) Study of representative novels of the twentieth and seven­teenth centuries, with emphasis on the novel's role in society. Prereq: 303 or permission of instruc­tor.

484/884M Introduction to Linguistics (3) An introduction to the basic bibliography and methodology of German literature and language. Prereq: Permission of the instructor. For 484, permission of the instructor. For 884M, permission of the instructor.

485/885M Applied Elasticity (3) Governing equations for the bending and stretch­tion of structural systems; general theory of thin shells, various methods of solution; buckling of beams, buckling of rings, curved bars and arches. Prereq: GE 493, Math 343 or permission.


490/890M Independent Study (1-3) Guided inde­pendent study and research under tutorial supervi­sion. May be repeated with different topic but not in same semester for maximum of six semester hours total. Prereq: Permission of instructor.

499/899M Independent Study (1-3) Guided inde­pendent study and research under tutorial supervi­sion. May be repeated with different topic but not in same semester for maximum of six semester hours total. Prereq: Permission of instructor.

499/899M Independent Study (1) Guided inde­pendent study and research under tutorial supervi­sion. May be repeated with different topic but not in same semester for maximum of six semester hours total. Prereq: Permission of instructor.

Geography and Geology

401/801M Conservation of Natural Resources (3) A study of physical, cultural, and historical antecedents. Does not apply toward several degrees of freedom; vibrations of elastic bodies. Prereq: Math 235.

402/802M Computer Mapping and Data Analysis (3) Computer techniques in mapping and analyzing areal data. Emphasis in option CSMF is placed on computer simulation by systems as input to various mapping and statistical programs. Prereq: Geog. 435, and a course in introduction statistics.

410/810M Plant Geography (3) A study of the worldwide geographic distribution of plants, micro­clima­tus and techniques associated with the location, the philo­sophy behind the movement, current conservational practices and problems, and the ecological and physiological factors that determine their location. Special attention to North America is placed. Prereq: Bio. 102 and Botany 145, or permission. (Same as Biol. 410/810M).
81V Advanced Geomorphology (3) A seminar and lecture course on the current concepts and literature in the field of landform studies. Discussion will emphasize modern concepts of climatic, dynamic, and quantative geomorphology. Some study of quaternary geology will be required. Several optional Saturday field trips. Prereq: Geog 825M or 826M or permission.

858V Soils (3) An examination of the older and newer literature on climatic influence on soil processes, pedogenesis, and biotic factors which produce landforms. Should be taken as second half of a two-semester landform studies course. Prereq. Geog 106 or 107.

831V Geography of Agriculture (3) A systematic study of the characteristics of agriculture on a world-wide basis. Emphasis will be placed on the theoretical aspects of processes and conditions influencing human and geographical aspects of landforms. Should be regarded as first half of a two-semester landform studies course. Prereq: Geog 106 or 117.

850M Administrative and Legal Concerns of the Elderly (3) A course designed to increase students' self-awareness of personal values and feelings related to aging and the aged. Prereq: 989V Counseling or permission.

987V Personal Values and Aging (1) Course designed to increase students' self-awareness of personal values and feelings related to aging and the aged.

486V Thalassotherapy-Study of Death (3 hours) An examination of theory and research relevant to the dead, in particular the experiences of the elderly. Prereq: 989V Counseling or permission.

498/998M Internship in Counseling and Gerontology (2-6) An interdisciplinary internship designed to increase students' self-awareness of personal values and feelings related to aging and the aged. Nine hours of sociology. (Same as Sociology 411)

895V Topics in Regional Geomorphology of North America (3) A seminar on the landforms of North America (3) An interdisciplinary course focusing on spatial statistics. Prereq: Permission.

899 Thesis (1-6) A thesis written under the supervision of an adviser. Prereq: Permission.
808V Special Studies (1-3) A series of intensive courses scheduled at regular seminars or workshops, according to purpose. Prereq: Permission of department.

828V Research in Health, Physical Education and Recreation (3) An introduction to the nature and significance of research in HPER. Attention will be given to reading, evaluating, and conducting research results to classroom situations. Basic statistical techniques will be covered. Prereq: Graduate student in HPER.

810V Research Project (1-3) Individual or group study of specific problems in health, physical education or recreation. Prereq: Permission of instructor.

899V Theses (1-6) Independent research project written under the supervision of an adviser. Prereq: Permission.

Health Education

455/855M Health Aspects of Aging (3) The study of psychological, sociological and physiological factors that influence health during the aging process, with particular emphasis given to biological changes that may have implications for health and disease during this period. Includes research and development of health and safety education. Prereq: 12 hours of psychology or permission of the instructor. (S)

509 Elementary School Health Education: Selected Content Areas (3) This course is designed to provide the student with an in-depth study of selected content areas of health education. These selected content areas include: Drug education, nutrition, personal health, group health, mental health, and safety education. In addition to an abbreviated overview of health education in the elementary schools, additional projects will be provided. Prereq: Graduate standing.

805V Alcohol Dependency Workshop for Educators (1) A concentrated look at problems which arise in the treatment of alcoholics. Special emphasis will be given to: the development of alcoholics with alcohol-related problems; the effect of alcohol on both the individual and the family unit; and the role of the school in the treatment of alcoholics. Prereq: 12 hours of psychology or permission of the instructor. (S)

402M Motor Coordination and Performance (3) A study of the mechanisms of motor behavior, with particular attention being given to those skills having relevance for the teacher of physical education.

482V Problems and Issues in Physical Education (3) An examination of major problems and trends in college, secondary, and elementary physical education. Special emphasis is given to problems that relate to the general aims and purposes of physical education.

824V Sport in American Culture (3) The course is a study of sport and the ways in which it influences people in America.

826V Supervision of Physical Education (3) Concepts, principles, organization, and techniques of supervision for use by supervisors and teachers in the construction and supervision of physical education programs.

825V Curriculum in Physical Education (3) A study of the foundations for curriculum development and related educational problems. Special consideration is given to curriculum change, curriculum patterns, and programs in physical education.

303 Analysis of Research and Literature in Human Movement (3) Survey of research and literature in human movement for the purpose of orienting the student to the major areas of research and developing an understanding and appreciation of writings in the field.

827 Placement of Exceptional Students in Physical Education (3) An examination and discussion of current programs, content, methods, and materials used in physical education for the physically handicapped. Prereq: 12 hours of psychology or permission of the instructor.

840V Motor Learning and Performance (3) A study of conditions and factors which influence the learning and performance of motor skills with particular attention being given to those skills having relevance for the teacher of physical education.

845V Kinesiological Analysis of Motor Skills (3) An investigation of the biomechanical basis of motor performance, including the development of specific skills and fundamental movement patterns and an understanding of the techniques for collecting biomechanical data.

850M Behavioral Aspects of Coaching Athletes (3) This course will provide the graduate physical education student with an overview of the behavioral aspects of coaching athletes. The course will cover coaching as it affects skills, abilities, and personality of the elementary school, junior high school, senior high school, college, and pro college athletes. Such personal factors as body build, intellectual attributes, emotions, competition, cooperation, mood, sportsmanship, and leadership will be discussed in relation to the coaching of these athletes. (S)

350M Recreation and Leisure Resources Planning (3) An in-depth view of outdoor recreation planning, policy formulation, administration, and significant current problems. Specific attention will be focused on statewide planning, recreation variates, and social and economic feasibilities. Prereq: Permission of the instructor.

813/813M American Colonial History (3) A study of the background developments of the English colonies. Prereq: For 313, junior standing or permission of the instructor.

816/816J The American Frontier, 1763-1810 (3) The Trans-Mississippi West from the Rocky Mountain Far: Trade days to the disappearance of the frontier around 1900. Prereq: For 316, junior standing or permission of the instructor.

833/833M American Diplomatic History (3) The foreign relations of the United States. Prereq: For 333, junior standing or permission of the instructor.

341/841J History of Nebraska (3) From the earliest known records to the present. Prereq: For 341, junior standing or permission of the instructor.

844/844J History of the South (3) Economic, social, and political development of the southern region. Prereq: For 344, junior standing or permission of the instructor.

853/853M Medieval Europe, 284-1095 (3) Establishment and development of the medieval church and of feudal society from the fall of the Roman Empire to the beginning of the Crusades. Prereq: For 353, junior standing or permission of the instructor.

854/854J Medieval Europe, 1095-1492 (3) Religious, economic, political and institutional developments of the era extending from the Crusades and the struggle against the Moslems through the 14th Century. Prereq: For 354, junior standing or permission of the instructor.

864/864J History of the British Empire and Commonwealth (3) Britain in America, Africa, India and the Pacific. The development of the United States as an independent empire and the transformation of many modern families due to the status of independent members of the Commonwealth of Nations. Prereq: For 364, junior standing or permission of the instructor.

371/871J Europe and the Americas in the Two World Wars (3) A military, social, political and historical analysis of the development of Europe and Latin America, and their role in the Cold War since 1945. Prereq: For 371, junior standing or permission of the instructor.

891/891J Topics in History (3) A pre-seminar on topics based on a consideration of important historical writings and materials. Prereq: Permission of the instructor.

806/806M History of Women in the United States (3) A study of the problems associated with related education and medicine. Prereq: Permission of the instructor.
States from the colonial period to the present, with an emphasis on the relationships and interactions of medical thought and practice, public health, the environment, and the social determinants, and the changes in American society and culture from the 17th to the 20th century. Prereq: For 447, junior standing or permission of the instructor.

451/851M Intellectual History of Modern Europe From The Early Christian Era To The Enlightenment (3) A study of historically potent political, religious, economic, scientific and philosophical ideas in the western European culture from the Renaissance to the French revolution as a basis for the birth of the modern world. Prereq: For 452, junior standing or permission of the instructor.

452/852M Intellectual History of Modern Europe From The Enlightenment To The Present (3) Primarily a non-political study of the transition from the period of the Enlightenment to the modern world. Prereq: For 455, junior standing or permission of the instructor.

455/855M The Age of Enlightenment (3) A study of the ideas of the eighteenth century as a period of modern secular thought and its impact upon traditional European society. Prereq: For 455, junior standing or permission of the instructor.

456/856M The French Revolution and Napoleonic Era 1789-1815 (3) A study of the French Revolution and the Napoleonic era with particular attention to the development of democratic practices and constitutional government as a model of commercial, political, and social reform. Prereq: For 456, junior standing or permission of the instructor.

457/857M Europe Betrays Its Promise 1815-1890 (3) A study of reform and reaction which resulted in the industrialization of Europe and the emergence of a market-based society. Prereq: For 457, junior standing or permission of the instructor.

458/858M The Age of Imperialism 1890-1918 (3) A study of the development of the imperial powers in the last half of the nineteenth century and of the eighteenth century as the period of the rise of the modern world. Prereq: For 458, junior standing or permission of the instructor.

461/861M Tudor and Stuart England 1485-1660 (3) A study of the Tudor and Stuart periods, the changing pattern of life, and the development of the modern nation-state. Prereq: For 461, junior standing or permission of the instructor.

462/862M English History: From Empire to Welfare State, 1918-1989 (3) A survey of major events in British history from the end of World War I to the present. Prereq: For 462, junior standing or permission of the instructor.

477/877M Europe in Crisis: 1890-1932 (3) A study of the conditions and forces immediately following the war and the rise of the modern dictatorial states. Prereq: For 477, junior standing or permission of the instructor.

478/878M Europe in The Global Age: 1933 to The Present (3) A study of the ever-increasing tensions between the Fascist and Comminist dictatures and the Western democracies. Prereq: For 478, junior standing or permission of the instructor.

491V Advanced Research Project in History (L, S) (1-5) Special problems in advanced research in history, arranged individually with graduate students.

495 Seminar in Historiography (3) A study of major historical and the significant trends of modern historical research and writing.

499/899 Student Paper in European History. Readings and research in selected topics of European History. This course will be offered at the 900 level when taught by a Graduate Faculty fellow.

515/915 Seminar in European History Readings and research in selected topics of European History. This course will be offered at the 900 level when taught by a Graduate Faculty fellow.

699 Thesis (L, S) (1-6) Thesis research project written under supervision of an instructor.

Home Economics

Food and Nutrition

453/853 Cultural Aspects of Diet (3) Cultural approach to development of the dietary patterns of various periods and different societies. Prereq: For 453, junior standing or permission of the instructor.

455/855 Nutrition Throughout the Life Cycle (3) Special problems in advanced research in nutrition, arranged individually with graduate students.

457/857 Nutrition: Theories and Research in Selected Topics of Nutrition (3) Special problems in advanced research in nutrition, arranged individually with graduate students.

563/863 Nutrition in Developing Countries (3) Special problems in advanced research in nutrition, arranged individually with graduate students.

565/865 Nutrition in Developing Countries (3) Special problems in advanced research in nutrition, arranged individually with graduate students.

857 Nutrition of the Elderly (3) Special problems in advanced research in nutrition, arranged individually with graduate students.

Human Development and The Family

485/885 Social Development and Family Life (3) A study of the social and psychological factors involved in family formation, the development of family role patterns, and the development of family life. Prereq: For 485, junior standing or permission of the instructor.

498 Seminar in Human Development and The Family (3) Examination of research findings in human development and family life. Prereq: For 498, junior standing or permission of the instructor.

499/899 Seminar in Human Development and The Family (3) Examination of research findings in human development and family life. Prereq: For 499, junior standing or permission of the instructor.

775 Child Development (3) A study of the development of the child from conception to the age of seven years. Prereq: For 775, junior standing or permission of the instructor.

870 Nutrition and Health (3) Special problems in advanced research in nutrition, arranged individually with graduate students.

872 Nutrition and Health (3) Special problems in advanced research in nutrition, arranged individually with graduate students.

Mathematics and Computer Science

Computer Science

411/811 Information Systems Analysis (3) Decision-making processes, system life cycle, logical design of information systems. Prereq: CS 171 or 172.

312/812 Computer System Design and Implementation (3) Computer system design and implementation. Focus on the design, development, and implementation of information systems. Prereq: CS 230 or 231.

422/822 Advanced Programming Techniques (3) The study of software programming techniques including software engineering, program development, design, and implementation. Prereq: CS 230 or 231.


383/832 Data Structures (3) Methods to represent symbol tables, stacks, queues, lists, trees, graphs, and files. Searching and sorting. Storage management. Prereq: CS 230 and 235.

345/845 File and Communications Systems (3) Functions of file systems and communication systems within an information system. Prereq: CS 332.

365/865J Stochastic Modeling (3) Examination and construction of probability models for queuing, inventory and simulation. Same as MATH 335. Prereq: CS 205 and probability/statistics desirable.

422/822 Computer Programming Languages (3) Definition of programming languages, the semantics of the languages, and a study of algorithmic languages including scope of declaration, scope of definition, control structures, control of binding time. Subroutines, recursion, and techniques. Comparison of several languages. Prereq: For 422, CS 230 and 235. For 822, CS 822.

430/830 Linear Programming (3) Theory of simplex method, obtaining of initial basic feasible solution, intuitible and uninterpretable, problems of degeneracy. Sensitivity analysis, implementation of a computer package, brief introduction to integer programming, assignment algorithms, integer programming techniques. Same as MATH 330. Prereq: CS 205.

831 Optimization Techniques (3) The mathematical foundations of optimization theory, applications, and computerized solution algorithms. Same as MATH 331. Prereq: MATH 330, MATH/CS 230 or 235. CS 170 or CS 172.


450/850 Systems Programming I (3) Operating System Principles. The operating system as a resource manager: I/O programming, computer system programming, and machine architecture as it relates to the design and management of computer operation. Management techniques for uni-/multi-programmed systems.

540/853 Computer Programming (3) Operating System Principles. The operating system as a resource manager; I/O programming, computer system programming, and machine architecture as it relates to the design and management of computer operation. Management techniques for uni-/multi-programmed systems.
systems; Process description and implementation; processor management (scheduling, I/O device, controller, and channel management); file systems; and introduction to microprocessors and small machines. Prereq: CS 231 and CS 332. CS 435

485/881M Systems Programming II (3) Advanced Topics in Operating Systems. State of the art techniques for operating system structuring and organization. Special purpose operating systems, Pragmatic aspects of operating system design, implementation, and use. Prereq: CS 450.

470/870M Compiler Construction (3) Assemblers, interpreters, and compilers. Compilation of simple expressions and statements. Organization of a compiler, including compile-time and runtime symbol tables, lexical, syntax, semantic analysis, object code generation and error diagnostics. Prereq: CS 325 and 422. CS 450 and CS 472 recommended.

489V Information Organization and Retrieval (3) Information retrieval and language processing as related to the design and operation of automatic information retrieval systems. Indexing, matching, and retrieving structured and unstructured information on digital computers. Prereq: CS 331 (CS345 recommended).


882V Advanced Numerical Methods II (3) Solution of equations, interpolation, numerical integration, boundary value problems, and partial differential equations. Same as Math 882V. Prereq: Math 881V/CS 818V.

881V Advanced Topics in Optimization (3) Selected topics from integer programming formulations, optimization under uncertainty, constrained and unconstrained optimality conditions, and dynamic programming, variational methods and optimal control. May be repeated with permission of a Graduate Advisor. Prereq: Math 389V. Prereq: CS 430, CS 431.

895V Data Base Design and Organization (3) Introduction to the objectives of computer data bases, how these objectives can be met by various logical designs, and how these designs are physically represented. Prereq: CS 332 (CS 345 recommended).

Mathematics

865I Introduction to Linear Algebra (3) The theory of vectors, vector spaces, linear transformations, matrices, determinants, and characteristic polynomial and the geometric aspects of linear algebra. Prereq: Two semesters of Calculus and Math 201, or permission of instructor.

311/8111M Differential Equations (3) Methods of solving differential equations and applications to geometry and physics. Linear differential equations are emphasized. Prereq: Math 196. It is further recommended that the student has taken Math 197 or takes it concurrently.

333/8333 Introduction to Analysis (3) Provides a theoretical foundation for the concepts of elementary calculus. Topics include functions of several variables, partial differentiation and multiple integration, limits and continuity in a metric space, infinite series, sequences and series of functions, uniform convergence, improper integrals. Prereq: Math 305 and Math 427.

427/827M Complex Variables (3) Differentiation, integration and power series expansions of analytic functions, the Gamma function, residues, calculus, and applications. Prereq: Math 323 or advanced calculus.


432/832M Linear Programming and Boundary Value Problems (3) Heat conduction problems, boundary value problems, Sturm-Liouville systems. Prereq: Math 311 or permission of the instructor.


460/860T Ten so r Algebra (3) Advanced linear algebra, including determinants, linear independence, and linear transformations. Prereq: Math 205 or permission of instructor.

851V Topics in Finite Mathematical Structures (3) Discloses probability theory, linear programming, Markov chains. Prereq: Has secondary teacher certification or is working toward it, or permission of instructor.

861T Topics in Geometry and Topology (3) Selections from the following topics: Straightedge and compass constructions; geometries and transformations—complex euclidean, hyperbolic, projective, non-euclidean projection, non-euclidean geometries; graph theory; topology of the plane, introduction to algebraic topology, simplicial manifolds; theory of dimension. Prereq: Has secondary teacher certification or is working toward it, or permission of instructor.

863T Topics in The Algebraic Foundations of Mathematics (3) A review of sets and logic, Peano axioms, natural numbers, rings and integral domain, fields. Prereq: Has secondary teacher certification or is working toward it, or permission of instructor.

864T Topics in Computer Science (3) An introduction to computer science, computer hardware and software, programming techniques. Brief history of the development of computers and the impact of computers on mathematics and society, and the implications of the use of computers in education. Prereq: Has secondary teacher certification or is working toward it, or permission of instructor.

865V Partial Differential Equations I (3) Linear and nonlinear first order equations, self-adjoint elliptic equations, linear integral equations, eigenvalues and eigenfunctions, and boundary value problems. Prereq: Math 423 and 311 or equivalent.

835V-836V Theory of Analytic Functions (Each 3 Semester) (3) Complex numbers, analytic functions, elementary functions, complex integrals, contour integrals, residue calculus, power series and Taylor series. Prereq: Math 305. Prereq: Math 311 or permission of the instructor.

841/841M Introduction to The Foundations of Mathematics (3) Logic, the axiomatic method, properties of axioms sets, truth, cardinal and ordinal numbers, metamathematics, construction of the real number system, historical development of the number systems, and the foundations of recent developments. Prereq: For 441, senior standing.

441/841M Theory of Numbers (3) Divisibility and primes, congruences, quadratic reciprocity. Diophantine equations, and other selected topics. Prereq: Math 441M or equivalent. Prereq: Math 197 or permission of instructor.

445/845M Probability and Statistics I (3) Probability models, discrete and continuous. Prereq: Math 197 at least one math course numbered 300 or above.

452/852M Probability and Statistics II (3) Point estimation, confidence intervals, testing of statistical hypotheses. Prereq: Math 852M or equivalent required for Math 854M.

466/866M Tensor Analysis (3) A review of vector analysis, study of basis and space tensors, applications to geometry and mechanics. Prereq: Math 311 or permission of instructor.

801J Statistical Methods II (3) Regression and correlation, analysis of variance, ANOVA. This course continues the study of statistical methods begun in Math/CS 330 and focuses on the estimation and testing of relationships between variates using multiple regression analysis. Statistical packages are used when appropriate. Prereq: Statistics 300 or equivalent.

Music

854M Renaissance and Baroque Music Literature (3) Study of representative compositions from the Renaissance and Baroque periods. Written project. Prereq: 6 hrs. of undergraduate music history and permission.

855M Classical and Romantic Music Literature (3) Study of representative compositions from the Classic and Romantic periods. Written project. Prereq: 6 hrs. of undergraduate music history and permission.


820V-839V Applied Music (1 or 3) Elective level for graduate students in music education; for credit one credit hour. May be repeated. Required for graduate students in the performance track for three credit hours. To be repeated one time. Prereq: Audition and permission.

821V Guitar (1-3)

821V Piano (1-3)

822V Voice (1-3)

823V Violin (1-3)

825V Viola (1-3)

826V Bass Violin (1-3)

827V Flute (1-3)

828V Oboe (1-3)

829V Clarinet (1-3)

830V Bassoon (1-3)

831V Saxophone (1-3)

832V Trumpet (1-3)

833V French Horn (1-3)

834V Baritone Horn (1-3)

835V Trombone (1-3)

836V Tuba (1-3)

837V Pipe Organ (1-3)

838V Percussion (1-3)

839V Harp (1-3)

840V Percussion (1-3)

841V Seminar-Workshop in Music Education (1-3) Seminars and workshops in music education for the graduate student and in-service teacher. Prereq: Permission.

853V Advanced Instrumental Conducting (1) Study of advanced conducting problems in band and orchestral literature and techniques for their implementation. Prereq: Music 260 and 363 or 364 or equivalent.

Philosophy and Religion

430/530M Existentialism and Religious Thought (3) A study of existentialism in its theistic (e.g., Kierkegaardian) and atheistic (e.g., Sartrean) forms, and an analysis of Christian and Jewish thought.

465/M Philosophy of Mind (3) A discussion of various accounts of the nature of minds which focuses upon philosophical problems such as whether the mind is identical with the brain, the mental/physical distinction, the extent of similarity between human minds and computers, the nature of personal identity, and the relationship of mental activity to behavior.

Physics

201/401 Elements of Electronics (3) The background of theory, operation, and practice of electronic devices and circuits particularly as they apply to scientific instrumentation. Both solid state and vacuum tube principles and circuits are involved. Prereq: Calculus and Physics 112 or 112.

302/402 Optics (3) The nature of light energy as discussed through the use of geometrical optics, physical optics and quantum optics. Prereq: Math 196 and Physics 112.

315/415 Modern Developments in Physics (1880-1950) (3) A modern physics course for science teachers in the intermediate level. Concepts rather than mathematical rigor is stressed. Topics include spectroscopy, electronic structure, nuclear structure, basic quantum concepts of matter. Primarily for teachers who have not had an equivalent modern physics course within the past ten years.

1161 Current Topics in Science (1-3) The subject matter of this course will generally not be presented in a standard course and may be of an interdisciplinary nature. The specific topic and prerequisites will be listed in the schedule. Prereq: Consent of instructor.

375/475 Electricity and Magnetism I (3) An advanced discussion of electromagnetism and magneto- statics as well as a.e. theory. Prereq: Calculus, Physics 325, or permission.

376/476 Electricity and Magnetism II (3) A course in electrodynamics. Topics include maxwell's equations and principles of their use in axiomatic fields, as well as energy, momentum, and transformations of the fields. Prereq: Physics 213.

385/485J Thermodynamics and Statistical Mechanics (3) The topics of thermodynamics include the first and second laws of thermodynamics, thermodynamic potentials, and the concept of entropy, and an introduction to classical statistical, Bose-Einstein and Fermi-Dirac statistics. The course will be given in the summer. Prereq: is given. Prereq: Calculus and Physics 112 or 212.

405/505M Solid State (3) Behavior of materials in the solid state including properties, energy levels, wave mechanics, optical and electrical phenomena. Prereq: Calculus and Physics 325 or permission.

407/507M The Theory of Relativity (3) This course includes the general historical background, the important experiments, Lorentz transformations, covariant formulation, applications to electromagnetism and mechanics and problems in relativistic kinematics. Statistical packages on the computer will also be utilized in the course. Prereq: Math 131 or equivalent.

412/512M Atomic and Molecular Physics (3) This course consists of applications of quantum theory to atomic and molecular physics. Topics include the Schrodinger equation, angular momentum, spin, square wells and simple harmonic oscillator potentials and barriers, one electron atom, atomic spectra, fine structure, orbital angular momentum, selection rules, magnetic effects, ionic and covalent bonding, molecular spectra, and the Raman effect. Prereq: Physics 111-112 or 211-212 and Physics 325 or the equivalent.

414/514M Nuclear Physics (3) Methodology and principles of nuclear science, nuclear structure, artificial and natural radioactivity, nuclear reactions, nuclear reaction mechanisms, nuclear theory, techniques, radiation health physics, reactor theory. Prereq: Calculus and General Physics 112 or 212.

425/535M Astrophysics (3) Physics and theory of the physical characteristics, distribution, and space motion of stars and stellar systems; internal structure, evolution, and death of stars; structure of stellar atmospheres; interaction of matter and gaseous nebulae; structure and origin of the universe. Prereq: Physics 213 or 412 and Calculus I and II (Physics 135 is helpful).

455/555M Quantum Mechanics (3) In this rigorous introduction to quantum mechanics the student becomes familiar with the methods of Schroedinger's wave mechanics and Heisenberg's matrix mechanics. Using these techniques the following topics are discussed: Particles in potential wells, harmonic oscillator, angular momentum, hydrogen atom, time-dependent and time-independent perturbation theory, atomic spectroscopy, magnetic, and gaseous nebulae; structure and origin of the universe. Prereq: Calculus, Physics 325, or permission of the instructor.

495-496/895-896M Problems in Physics (1-3) Each student laboratory and/or library work in some field of energy, mechanics, and physics and permission of instructor. For 496-495 and permission of instructor.

Political Science

403/803M The Presidency (3) The rise of the presidency from the condition of Washington to the present position and prestige it holds and how the president uses this power and prestige. Prereq: For 403, Political Science 110 and junior standing.

404/804M The Legislative Process (2) A comprehensive study of the legislative process of the Congress and state legislatures. The student work will be supplemented by the modern study emphasis is on legislative processes, institutions and behavior. Prereq: For 404, Political Science 110 and junior standing.

405/805M The Judicial Process (3) This course is in the administration of judicial power and the federal and state courts with respect to their powers, judicial selection, the bar, and the reform movements in the past basic course material which is read in the objectives, the pursuit of justice. Prereq: for 405, Political Science 110 and junior standing.

412/812M Public Opinion and Political Behavior (3) An analysis of the processes of public opinion formation and change, the relationship between public opinion and democratic processes, and the effects of public opinion on the operation of
political system. Prereq: For 432M, junior standing.

437/837M Constitutional Law: Foundations (3) Overview of the political principles, design, and intended operation of the American constitutional system. Prereq: (Also listed under economics, geography, and sociology.)

438/838M Animal Behavior Laboratory (1) Laboratory and field studies of animal behavior with emphasis on the role of natural selection and experimental methods. Prereq: 428/828M. Credit/experience and independent studies will be considered. (Same as Biology 438/838M. Psychology 427/827M or concurrent enrollment.

431/831M Psychological and Educational Testing (3) The use of standardized tests in psychology and education is considered with special regard to their construction, reliability, and validation. Prereq: Psychology 102 or 351.

433/833M Individual Differences (3) A critical study of experimental and statistical investigations of the influence of age, ancestry, sex, physical characteristics, and environmental factors as well as cultural differences in mental traits. Prereq: 9 hours of psychology, including Psychology 101 and Psychology 213 or equivalent.

443/843M Psychoanalytic Psychology (3) A course designed to examine the aberrant behavior of individuals. Symptoms, dynamics, therapy, and prognosis of syndromes are considered. Prereq: Psychology 213 or equivalent and Psychology 343. 445/845M Personality Theory (3) A critical, comparative approach to the understanding and appreciation of personality theory currently espoused. Prereq: Introduction to Psychology. Prereq: None.

448/848M Eastern Psychology (3) An examination of the theoretical and comparative aspects of eastern psychology, including a survey of the philosophical, religious and historical development of the world's eastern store. Prereq: Psychology 213 or equivalent. 450/850M Psychological and Educational Test
designed to evaluate the theoretical framework of the relationship between nervousness and the adaptation of the individual to the social environment. Prereq: Permission of instructor.

452/852M History of Psychology (3) A study of the origins, characteristics, and nature of psychology and its relationship to external events; emphasis upon development since 1875. Prereq: For 450, junior standing.

453/853M Environmental Psychology (3) A study of the effects of environmental factors on human behavior. Particular emphasis on factors of spatial arrangements and their interactions with social distance, territoriality, privacy and such. Prereq: Basic Statistics or Experimental Psychology 450/850.

467/867M Jungian Psychology (3) The study of C. G. Jung's analytical psychology, and related philosophy, anthropology, and literature. Readings are emphasized. Prereq: None.

468/868M Eastern Psychology (3) Theory and techniques of eastern psychology with emphasis on experiential understanding, and the historical and philosophical meditations.

475/875M Psychobiology (3) A discussion of the literature concerned with how such psychological variables as perception, learning, memory, and development relate to the linguistic, gestural and symbolic structure of language. Prereq: Permission of instructor.

479/879M Psychology of Exceptional Children (3) A study of the special problems of children and adolescents with visual, auditory, or neurologic impairments, orthopedic anomalies, mental retardation or superfluity, speech disorders, emotional or social maladjustments, learning disabilities or cultural problems; and characteristic relationships of parents, professionals, and others with these persons. Prereq: None.

482/882 M Animal Behavior Laboratory (1) Laboratory and field studies of animal behavior with emphasis on the role of natural selection and experimental methods. Prereq: 428/828M. Credit/experience and independent studies will be considered. (Same as Biology 438/838M. Psychology 427/827M or concurrent enrollment.

484/884M Individual Differences (3) A critical study of experimental and statistical investigations of the influence of age, ancestry, sex, physical characteristics, and environmental factors as well as cultural differences in mental traits. Prereq: 9 hours of psychology, including Psychology 101 and Psychology 213 or equivalent.

488/888M Abnormal Psychology (3) A course designed to examine the aberrant behavior of individuals. Symptoms, dynamics, therapy, and prognosis of syndromes are considered. Prereq: Psychology 213 or equivalent and Psychology 343. 495/895M Personality Theory (3) A critical, comparative approach to the understanding and appreciation of personality theory currently espoused. Prereq: Introduction to Psychology. Prereq: None.

498/898M Eastern Psychology (3) Theory and techniques of eastern psychology with emphasis on experiential understanding, and the historical and philosophical meditations.

500/900M Psychobiology (3) A discussion of the literature concerned with how such psychological variables as perception, learning, memory, and development relate to the linguistic, gestural and symbolic structure of language. Prereq: Permission of instructor.

505/905M Psychology of Exceptional Children (3) A study of the special problems of children and adolescents with visual, auditory, or neurologic impairments, orthopedic anomalies, mental retardation or superfluity, speech disorders, emotional or social maladjustments, learning disabilities or cultural problems; and characteristic relationships of parents, professionals, and others with these persons. Prereq: None.
480/880M Social Work, Psychology, and the Law
(3) An examination of some of the legal aspects of interpersonal and family life and the effect of current welfare policies. The work will emphasize: illegitimacy, alcoholism and drug addiction, crime and deviance, the poor's rights, landlord and tenant relationships, housing law, right to treatment, and the role of psychologists in legal commitment procedures. Prereq: SW 311 or its equivalent, at the graduate level SW 805 or its equivalent.

800V The Profession of Psychology (2)
A required non-credit course for graduate students in psychology. This course is intended to familiarize the beginning graduate student with the world of psychology. Topics include the history and methods of the research process and the standards of research in psychology. It is designed to acquaint the student with the professional activities of psychologists and to provide an opportunity to observe and question psychologists in their professional roles. Permission of the instructor.

859V Practicum in Developmental Psychology (1-6)
Faculty-supervised experience in an educational agency designed to acquaint the student with practical aspects of working with children in a professional setting. Written permission of your practicum committee.

895V Practicum in Developmental Psychology (1-6)
Faculty-supervised experience in an educational agency designed to acquaint the student with practical aspects of working with children in a professional setting. Written permission of your practicum committee.

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COURSE DESCRIPTIONS

101
course in group testing; psychology 213 or equivalent, and permission.

979 Practicum in School Psychology (1-6) Faculty-supervised experience in research or business designed to bridge the gap between the classroom and the job. Emphasizing the use of previously acquired knowledge in dealing with practical problems in teaching and department, and admission to doctoral program.

996 Research Other Than Thesis (1-12) Research work under supervision, subject to approval. May be repeated up to a total of 12 credit hours. Prerequisite: Enrollment in a graduate program beyond the master's level and permission of the instructor.

997 Practicum in School Psychology (1-6) Faculty-supervised experience in an educational agency dealing with the practical problems faced by school psychologists. Prerequisite: Admission to school psychology program and written permission of department.

998 Internship in School Psychology (3-5) A system of supervised experience in an educational agency designed to provide experience in the topical area. Emphasis is placed on such topics as expectancy, job redesign, leadership, administratic, turnover, goal setting and behavior modification. Prerequisite: Psychology 965.

960 Industrial Training and Development (3) An analysis of the theoretical and practical problems of two or more training programs in administration, including diagnosis, design, implementation, and evaluation. Emphasis is placed on practice in the area. Prerequisite: Psychology 965.

961 Industrial Motivation & Morale (3) A course focusing on theory and research in the areas of work motivation and job satisfaction. Emphasis is placed on such topics as expectancy, job redesign, leadership, administration, turnover, goal setting and behavior modification. Prerequisite: Psychology 965.

966 Criterion Development and Performance Analysis (3) A study of the relationships existing between the art and science of public administration, on the one hand, and the processes of government on the other. The emphasis is upon broad categories of political and administrative issues, and their programs. Prerequisite: Permission of the instructor.

970 Seminar in Public Policy Analysis (3) A study of the theoretical and practical analysis of public policy in terms of administration and decision making of reassessing and evaluating policy impact. The course includes both study of general policy processes and, to a lesser extent, particular policy topics. Prerequisite: Permission of graduate advisor.

942 Seminar: Introduction to Public Organizations (3) A study of the various approaches to understanding public organizations and the relationships between the design and functioning of public agencies. Prerequisite: Permission of graduate advisor.

944 Seminar in Organization Development in Public Agencies (3) A study of the theory and practice of organization development in public agencies. Development of interpersonal skills in dealing with organizational problems is stressed. Prerequisite: Permission of graduate advisor.

945 Seminar in Advanced Management Analysis in Public Agencies (3) A study of theory and methodology related to problems of organization and workflow in public agencies. The course includes an in-depth study of field methodology, design of improved methods and measures of impact. Prerequisite: Permission of graduate advisor.

946 Seminar in Public Personnel Management (3) This course is aimed at the selection of a principal concern affecting the selection and utilization of personnel by government agencies. The emphasis is on the process of selecting personnel, rather than on additional classroom instruction. Prerequisite: Graduate standing with P.A. major, or permission of the instructor.

440/840M Public Budgeting (3) A study of the processes and procedures involved in making budget decisions. Emphasis is placed on such areas as finance, personnel, public works, public safety, health, utilities, and planning. Prerequisite: For 440, P.A. 317, senior standing. For 840M, P.A. 317, senior standing.

441/841M Public Personnel Management (3) A study of the personnel problems in American governmental administration. The processes and problems of recruiting, selecting and evaluating procedures in public administration. Prerequisite: Permission of department, and written permission of the Psychology Committee.

443/843M Municipal Administration (3) The administrative structure and administrative practices in such areas as finance, personnel, public works, public safety, health, utilities, and planning. Prerequisite: For 443, P.A. 301, junior standing. For 843M, P.A. 301, junior standing.

809V Seminar in the Research Methods of Political Science and Public Administration (3) A critical analysis of methods of data collection and analysis for political science and public administration research. (Also listed under political science) Prerequisite: Permission of graduate advisor.

805V Survey of Public Administration (3) This course is intended for graduate students who have had no undergraduate Introduction to Public Administration, or for students who wish to expand their knowledge of the environment of public administration, including the political, administrative, economic, social, legal, and ethical aspects of public administration. Prerequisite: Permission of graduate advisor.

707V Seminar in Grants and Contracts (3) A seminar in the development, acquisition and administration of federal and state contracts. The course will include legal considerations, planning and strategy for applicant and awarding agencies, program development and writing proposals and the like. Prerequisite: Graduate standing with P.A. major, permission of the instructor.

870V Seminar in Urban Administration (3) The study of urban administration with emphasis on the particular city, its government, and related social science and political conditions. Prerequisite: Graduate standing with P.A. major, permission of the instructor.

881V Seminar in Metropolitan Planning and Development (3) An overview of the present status of metropolitan planning in the United States, with special emphasis on structure of planning departments, comprehensive plans, and problems of annexation. Prerequisite: Geog. 412 or recommendation from department.

890V Advanced Topics in Public Administration (3-12) A seminar on selected topics based upon special needs of graduate students in selected organizations. Normally taught by outstanding practitioners in the field. Prerequisite: Graduate standing with permission of instructor, prior course work and/or experience.

892V Readings in Public Administration (1-3) Specialized readings in public administration for the graduate student who encounters a broad range of scheduling problems in the completion of his or her degree program, or who has specific reading and study needs and who is adjudged by the department to be capable of pursuing such a course. Prerequisite: Permission of graduate advisor.

894V Research in Public Administration (1-3) A seminar for graduate students in public administration. It is especially suited for those in-career students who have had their internships waived or who might profit more by in-depth research on a problem of public administration rather than actual internship experience. Prerequisite: 15 hours graduate work in public administration and permission of the instructor.

880V/880U/880M Internship (3 per sm) Maximum of 6 to be granted upon completion of written report on internship in some government: National, state, local. Prerequisite: All course work for the M.P.A. completed.

827V International Curriculum Practicum (3) An analysis of automated retrieval systems and services. Prerequisite: Graduate standing.

Social Work

Foundation Courses

880V Human Behavior and the Social Environment (4) A foundation course providing basic knowledge of the contributions of the biological, behavioral and social sciences to understanding of human functioning in interaction with social structure. Prerequisite: Graduate Social Work student or permission of instructor.

895V Social Welfare Policy, Services & Analysis (4) An examination of social welfare policy and the functioning of specific, delivery systems together with beginning policy analysis, service delivery and legal aspects. Prerequisite: Graduate standing.

890V Research Methods in Social Work (2) An introduction to research in social work, and the collection and analysis of social welfare data which will be applicable to practice. Prerequisite: Graduate standing.

889V Research Methods in Social Work (2-6) Special emphasis on the present status of metropolitan planning in the United States, with special emphasis on structure of planning departments, comprehensive plans, and problems of annexation. Prerequisite: Geog. 412 or recommendation from department.

890V Advanced Topics in Public Administration (3-12) A seminar on selected topics based upon special needs of graduate students in selected organizations. Normally taught by outstanding practitioners in the field. Prerequisite: Graduate standing with permission of instructor, prior course work and/or experience.

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889V Research Methods in Social Work (2-6) Special emphasis on the present status of metropolitan planning in the United States, with special emphasis on structure of planning departments, comprehensive plans, and problems of annexation. Prerequisite: Geog. 412 or recommendation from department.
practice will be explored. Prereq: Statistics, or permission of instructor.

810V Social Work Practice I (Genoric) (3) This course presents an introduction to the basic theoretical and practical principles of social work and which serve as a foundation for further professional growth. Prereq: SW 800V prior to or concurrent with SW 815V.

812V Social Work Practicum II (Micro) (2) An introductory course for graduate social work students focusing on basic theory and principles of social work practice with individuals, families and small groups. Prereq: SW 800V, SW 810V.

814V Social Work Practice III (Macro) (2) This is an introductory course for graduate social work students which surveys basic theories and principles of social work practice with organizations, institutions and communities, and includes social assessment and problem solving, community organization, administration and program evaluation. Prereq: SW 800V, SW 810V plus SW 815V prior to or concurrent with SW 814V.

815V Social Work Practicum I (3) This course will introduce students to the supervised individualized learning experiences in selected social welfare agencies. It is designed to introduce graduate students to beginning micro and macro social work practice. Prereq: SW 808V, concurrent with or subsequent to SW 812V, SW 814V.

Micro Practice Courses

822V Micro Practice Intervention I (3) To provide the student with knowledge of theories and techniques in various modalities which are used in working with individuals, families, and small groups. Prereq: SW 817V or equivalent.

821V Micro Practice II (3) To provide the student with knowledge of theories and techniques in the various modalities used in working with individuals, families, and small groups. Prereq: SW 820V or permission of instructor.

825V The Family as the Client (3) The family is a system in which the individual develops and grows. Several theories of family interaction are considered as well as more traditional approaches to family interaction are assessed; intermediate skills are developed. Prereq: SW 820V or permission.

826V Social Work Practice: Trans-Actional Analysis (3) An intensive didactic and experiential course designed to give students in-depth knowledge and skills in the application of basic trans-actional analysis (TA) and Gestalt therapy. Prereq: SW 820V or permission.

827V Issues in Human Sexuality for Social Workers (3) An intensive didactic course to serve as an introduction to the core concepts, skills, tasks and activities of human sexuality. It is designed to give the student an in-depth understanding of the personal and social-cultural dynamics influencing communication regarding sex, programs of sex education for specific client systems, and the role of society in the causation of sexual dysfunction and current rationale for treatment. Prereq: SW 820V, HED 822V, or permission of instructor.

Practice Courses

840V Advanced Social Work Practicum I (3-4) To provide the student with knowledge of theories and techniques in micro or macro social work practice. Prereq: SW 817V or equivalents, 820V prior to or concurrent with, or either SW 850V/852V/SW 854V prior to or concurrent with.

841V Advanced Social Work Practicum II (3-4) To provide individualized professional experience in micro or macro social work practice, building upon opportunities provided and achieved in Advanced Practicum I. Prereq: SW 840V.

842V Advanced Social Work Practicum III (3-4) To provide a third advanced practice opportunity in a selected social welfare agency or practice setting for refinement/addition of micro or macro social work practice skills. Prereq: SW 841V.

Macro Practice Courses

846V Social Work in Mental Health (3) A topical seminar exploring various aspects of clinical work in a mental health setting. There will be opportunity for presentation and discussion of cases and concerns encountered by students in their training settings. Prereq: SW 820V or permission of instructors.

850V Task Groups in Macro Practice (3) A study of the skills required for the student in group social work in community development. Prereq: SW 814V, SW 819V or equivalent, or permission of instructor.

852V Social Work Administration (3) A study of the role of the social worker in the creation and administration of social services agencies of varying sizes. Prereq: SW 820V, SW 817V, or equivalent, or permission of instructor.

854V Social Work Planning (3) An advanced course in social planning, including budgeting and planning for social services, comprehensive planning for social and human services agencies, and utilization of various systems and service models in the planning process. Prereq: SW 814V, SW 817V, SW 820V, or equivalent, or permission of instructor.

856V Supervision in Social Work (3) To provide the student with knowledge of theories and techniques in supervision and which serve as a foundation for further professional growth. Prereq: SW 820V, HED 822V, or permission of instructor.

858V Advanced Policy Analysis and Implementation (1) This is an intensive didactic course in policy analysis techniques, policy development and implementation. Prereq: SW 817V, or equivalents, or permission of instructor.

Social Problem/Condition Courses

460/860 Social Work in Mental Health (3) This course is designed for the student who is seeking specialized knowledge of mental health and mental retardation. Prereq: Senior social work majors, graduate social work students or permission of instructor.

462/862M Social Welfare and Institutional Racism (3) An examination of racism in social institutions, including social welfare, with particular attention to the social work role and the social work practitioner. To increase the student's awareness of the impact of racism and its manifestations for both majority and minorities and whites. Prereq: Graduate standing.

463/863M Social Work in Health Care Programs (3) A course designed to introduce the student to the world of health care programs and which serve as a foundation for further professional growth. Students will also be exposed to the various resources involved in the provision of health care and some of the administrative mechanisms that are currently utilized by these systems. Prereq: SW 810 or permission of instructor.

466/866M Social Work in Child Welfare (3) This course is designed for the student who is seeking specialized knowledge of child welfare programs and services designed to strengthen family living. The course will focus on types of child welfare services covered: (1) direct services, (2) supplemental services; and (3) substitute services. Prereq: SW 817V.

867V The Human Ecology of Child Abuse and Neglect: An Analysis of Research and Intervention (3) The student will have an opportunity to review literature on the meaning, origins, and consequences of child abuse and neglect and to acquaint the student with significant approaches to prevention and intervention. Emphasis on research issues in child abuse and neglect. Prereq: SW 809V or equivalent, statistics, or permission of instructor.

469/869M Working With Minority Elderly (3) This course is designed for the student to acquire an understanding of the processes and policies concerning the elderly within four major minority groups and to study the status, attitudes and experiences of the elderly living. The three primary types of child welfare programs and services designed to strengthen family living. The course will focus on (1) direct services, (2) supplemental services; and (3) substitute services. Prereq: SW 817V.

460/860M Urban Anthropology (3) The course is designed for the student to acquire an understanding of the history and the processes by which cities and regions are formed and grow as well as the internal structure and processes within the city. The course is designed to be comparative and historical. Topics covered will include the development of selected regions and cities in both the so-called "third-world" countries and in developed nations, including intesti and city analysis. Prereq: SW 809V or equivalent, statistics, or permission of instructor.

Sociology

Anthropology

420/820M Urban Anthropology (3) The course is designed to examine the city from an anthropological point of view. It will offer an overview of its history and the processes by which cities and regions are formed and grow as well as the internal structure and processes within the city. The course is designed to be comparative and historical. Topics covered will include the development of selected regions and cities in both the so-called "third-world" countries as well as in the developed, industrialized areas. Graduate students will be required to do a substantive term paper on a topic mutually acceptable to both the instructor and the student. Prereq: SW 809V or equivalent, Statistics, or permission of instructor.
14/811M Applied Sociological Gerontology (3) An interdisciplinary social science course with a specific emphasis upon the effects of aging on social institutions. The students will work with the instructor on projects designed to increase the student's understanding of the interaction of aging with social institutions and the comparative study of cities. Prereq: For 412, 9 hours of sociology, including Sociology 101. For 813M, permission of the instructor.

14/812M Urban Sociology (3) Examines urban living in sociocultural, economic, and political terms. The emphasis will be on the diversity of metropolitan communities, urban stratification, migration, housing, recreation, subcultures, community organization, and urban politics. Prereq: For 412, junior standing. For 812M, permission of the instructor.

14/814M Urban Social Psychology (3) (1) A theoretical treatment of the family as a social institution outlining the essential functions it provides for its members and the society. The course involves the analysis of failure of function and attendant problems, such as parenthood, adolescence, (2) Pre-natal, youth, problems of sexual adjustment, role conflicts in relationships, (3) Family pressures, divorce, others. Prereq: For 415, 3 hours of sociology, or 815M, permission of the instructor.

14/824/825M Advanced Quantitative Methods (3) A seminar focusing on the sociology of aging. Students are encouraged to develop proposals for research and presentation of a paper applicable to a gerontology organization selected by the instructor. As seminar topics vary, this course may be repeated in a student's program without implying duplication. Prereq: Permission.

14/825V Seminar in The Sociology of Religion (3-6) A seminar dealing with religious and other thought systems in various cultural phenomena. The study theme will vary from time to time in keeping with the intellectual interests of the instructor. As seminar topics vary, this course may be repeated in a student's program without implying duplication. Prereq: Permission.

14/826V Seminar in Social Organization (3-6) A seminar dealing with the functional organization of individuals and professions. Questions relating to theory, research, discussion, specialized individual work leading to the writing and presentation of a paper applicable to a general or specific sociological organization selected by the instructor. As seminar topics vary, this course may be repeated in a student's program without implying duplication. Prereq: Permission.

14/828V Independent Study (1-3) Graduate student research on an individual basis under faculty supervision in topics pertaining to the student's program. As seminar topics vary, this course may be repeated in a student's program without implying duplication. Prereq: Permission.
84V/884V Preparation of Instructional Materials
3 (1) A basic course in the production of inexpensive audio-visual materials for the classroom. Graphical, photographic and auditory materials are considered. The course involves such instructional materials as slides, transparencies, still pictures, video presentations, and exhibits. Prereq: C&I 486/886M or permission of the instructor.

88M Photography as an Instructional Medium
3 (1) This course is designed for media specialists and elementary and secondary teachers interested in utilizing photography as an instructional medium. Prereq: C&I 486/886M or permission of the instructor.

89D/897D Teaching the Gifted and Talented
3 (1) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

89V Instructional Design
3 (1) This course is designed for instructors of gifted children and youth who desire to study the philosophy and various aspects of selection, evaluation and guidance in various types of literature for early childhood and elementary school levels with emphasis on developing a broad acquaintance with authors and works including the development of a better understanding of the use of literature in meeting children's needs and interests. (F.S,Su)

892V Introduction to Research
3 (1) This course is required for all students planning to do research in the social sciences. The course is designed to acquaint the student with the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

921V Teaching the Gifted and Talented (1) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

922V Teaching the Gifted and Talented (2) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

923V Teaching the Gifted and Talented (3) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

924V Teaching the Gifted and Talented (4) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

925V Teaching the Gifted and Talented (5) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

926V Teaching the Gifted and Talented (6) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

927V Teaching the Gifted and Talented (7) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

928V Teaching the Gifted and Talented (8) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

929V Teaching the Gifted and Talented (9) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

930V Teaching the Gifted and Talented (10) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

931V Teaching the Gifted and Talented (11) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

932V Teaching the Gifted and Talented (12) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

933V Teaching the Gifted and Talented (13) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

934V Teaching the Gifted and Talented (14) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

935V Teaching the Gifted and Talented (15) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

936V Teaching the Gifted and Talented (16) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

937V Teaching the Gifted and Talented (17) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

938V Teaching the Gifted and Talented (18) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

939V Teaching the Gifted and Talented (19) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.

940V Teaching the Gifted and Talented (20) This course will focus upon the processes for developing a total concept of the gifted and talented, as well as the practical program implications for the individual classroom. Prereq: Admission to Graduate College and C&I 890V - Introduction to Research. This course is primarily intended for educators of gifted students. Prereq: Admission to Graduate College.
elementary and secondary teachers and are open to any student who has completed four semesters of graduate standing. Major emphasis will be given to the administration, organization, and evaluation of the reading program for the student with disabilities. Prereq: Admission to Graduate College.

116 Terms in Reading: Secondary I (3) This course will examine the reference function of libraries. It is designed especially for pre-service students with basic knowledge of library science tools and techniques. Prereq: Admission to the Graduate College. 871M Reading and Advanced Bibliography (3) This course will examine the reading and advanced bibliography to assist library users in their pursuit of information. Prereq: Admission to Graduate College.

117M Reference and Advanced Subject Bibliography (3) This course will examine reference and advanced bibliography to assist library users in their pursuit of information. Prereq: Admission to Graduate College.

118M Cataloging and Classification I (3) An introduction to the methodology of library cataloging prescribed by the American Library Association and the Library of Congress. The course will also describe the Dewey Decimal Classification System, SACS List of Subject Headings, and the Library of Congress Subject Headings. Prereq: Admission to Graduate College.

119M Cataloging and Classification II (3) The course will continue the methodology of library cataloging prescribed by the American Library Association and the Library of Congress. The course will also describe the Dewey Decimal Classification System, SACS List of Subject Headings, and the Library of Congress Subject Headings. Prereq: Admission to Graduate College.

126M Selection and Evaluation of Educational Materials (3) The course will cover the screening skills including: non-print materials; analytical cataloging; and the work of the Library of Congress and MARC formats used on the OCLC system. Prereq: Admission to Graduate College and LS 874M - Cataloging and Classification I.

127M Reading and Advanced Bibliography (3) This course will examine the reading and advanced bibliography to assist library users in their pursuit of information. Prereq: Admission to the Graduate College.

Reading

212 Reading Diagnosis and Remediation for the Classroom Teacher (3) This course is designed for in-service teachers who are interested in developing an in-depth awareness of the reading principles and processes and the techniques appropriate for the disabled reader. Diagnostic instruments will be administered, interpreted, and administered during the course. Remedial techniques for disabled readers will also be considered. Prereq: Reading course and Graduate standing.

211 Problems of Teaching Reading—Elementary (3) This is a beginning graduate course for both elementary and secondary teachers and is open to any student who has completed four semesters of graduate standing. Major emphasis will be given to the administration, organization, and evaluation of the reading program for the student with disabilities. Prereq: Admission to Graduate College.

116 Terms in Reading: Secondary I (3) This course will examine the reference function of libraries. It is designed especially for pre-service students with basic knowledge of library science tools and techniques. Prereq: Admission to the Graduate College.

117M Reading and Advanced Bibliography (3) This course will examine the reading and advanced bibliography to assist library users in their pursuit of information. Prereq: Admission to Graduate College.

118M Cataloging and Classification I (3) An introduction to the methodology of library cataloging prescribed by the American Library Association and the Library of Congress. The course will also describe the Dewey Decimal Classification System, SACS List of Subject Headings, and the Library of Congress Subject Headings. Prereq: Admission to Graduate College.

119M Cataloging and Classification II (3) The course will continue the methodology of library cataloging prescribed by the American Library Association and the Library of Congress. The course will also describe the Dewey Decimal Classification System, SACS List of Subject Headings, and the Library of Congress Subject Headings. Prereq: Admission to Graduate College.

126M Selection and Evaluation of Educational Materials (3) The course will cover the screening skills including: non-print materials; analytical cataloging; and the work of the Library of Congress and MARC formats used on the OCLC system. Prereq: Admission to Graduate College and LS 874M - Cataloging and Classification I.

127M Reading and Advanced Bibliography (3) This course will examine the reading and advanced bibliography to assist library users in their pursuit of information. Prereq: Admission to the Graduate College.

Reading
112 UNIVERSITY OF NEBRASKA AT OMAHA

849V Seminar in Social Studies Curriculum Construction (3) This course is designed for social science supervisors, department chairmen, team leaders and teachers who are interested in learning to design and construct curricula for the social studies.

850V Improvement of Instruction of Secondary School Mathematics (3) This course is designed for those students who wish to extend their knowledge of the secondary school mathematics curriculum and their skill in employing instructional techniques for teaching mathematics. Emphasis is placed upon new curriculum developments and contemporary teaching strategies.

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

853V Seminar in Mathematics Education (3) A graduate seminar in K-12 mathematics education emphasizing recent curriculum developments, curriculum planning and evaluation, research, mathematics supervision, and contemporary issues in mathematics education. Prereq: Graduate standing and permission of instructor.

855V Improvement of Instruction of Secondary School Science (3) This course is designed for graduate students in education who wish to become better informed about the recently developed programs for secondary science; the methods, materials, philosophy, and emphasis instructional techniques which are characteristic of these programs.

865V Science Education Seminar (3) A graduate seminar in K-12 science education emphasizing research, newly developed science curricula, curriculum planning, science supervision and treatment of one or more localized science education issues.

866V Trends and Teaching Strategies in Science Education (3) This course is designed for the graduate student whose study program emphasis is in the area of science education. Its focus will be K-12 and as such is meant to serve graduate students in both elementary and secondary education departments. The course will describe and analyze past and present trends in science education including curricula, teaching learning strategies, the laboratory, and instructional materials. Particular strategies that have merit and relevance concerning today's students and teachers will be treated in depth.

870V Introduction to Special Vocational Needs (3) Designed for secondary education personnel who desire knowledge of the history and current status of Special Vocational Needs. Students will gain a better understanding of handicapped and disadvantaged students. Prereq: Admission to Graduate College.

871V Improvement of Vocational Curriculum for the Special Needs Learner (3) Designed for secondary education personnel who desire competence in the area of vocational curriculum modification to meet individual needs of students who are unable to succeed in a regular classroom setting. Prereq: SED 870V - Introduction to Special Vocational Needs.

872V Career Exploration and Occupational Needs for the Special Vocational Needs Learner (3) The course involves the process of diagnosing students' needs in vocational education, communicating occupational information, and assisting students in the preparation for job entry-level career. The course is intended for teachers, counselors, and educational support personnel. Prereq: SED 870V - Introduction to Special Vocational Needs.

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

876V Problems of Vocational Business Education (3) Designed for teachers of business 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 for teachers, supervisors, coordinators, and administrators of vocational education. The course includes principles, needs, factors, and trends that should be considered in developing a vocational education curriculum.

878V Automated Information Systems (3) To examine the historic, current, and future trends of automated information systems; to ascertain the flow of information through a retrieval system; to introduce vocabulary, methodology, theory and techniques utilized in operating automated systems; criteria for evaluation and selection of automated retrieval systems and services. Prereq: Graduate.

899 Thesis (1-6) Required of all students taking Master of Arts degree, see major adviser for information.

936 Seminar in Applications of Non-Verbal Communication Theory (3) Theories and research on the development, facilitation and barriers of human non-verbal communication. Analysis of non-verbal interaction with specific applications to education, business, supervision, counseling, therapy and interpersonal speech communication. (Cross listed as Psychology 936 and Comm 955.) Prereq: Course in research methods or permission of instructor.

Technical Institute

Industrial Technology

411/413M 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 industry and adapts them at learning units for the junior high industrial laboratory. Prereq: For 421, junior. For 821m, graduate standing.

422/822M 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 industry and adapts them at learning units for the junior high industrial laboratory. Prereq: For 421, junior. For 821m, graduate standing.

Urban Studies

882M Comparative Urban Studies (3) Comparative urban studies: Emphasis will be upon contrasting the cities of the developed and developing areas of the world. (Also listed under geography.)

891V 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.

892V 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.

895V 845V Interdisciplinary Seminar On The Urban Community (3-6) An interdisciplinary course on the metropolitan community in which urban problems are put in a broad interdisciplinary focus. (Also listed under economics, geography, political science, and sociology.)
ROBERT L. ACKERMAN Teacher Education Ed.D., University of Nebraska-Lincoln, 1966; Professor

PAUL B. ACKERSON Teacher Education Ed.D., Oklahoma State University, 1965; Professor

JAMES C. AKERS Counseling and Special Education Ed.D., Oklahoma State University, 1969; Associate Professor

LARRY ALBERTSON Health, Physical Education & Recreation Ed.D., University of Georgia, 1973; Associate Professor

DAVID M. AMBROSE (GF) Marketing D.B.A., George Washington University, 1971; Professor

CLIFFORD ANDERBERG Philosophy and Religion Ph.D., University of Wisconsin-Madison, 1953; Professor

SUNNY ANDREWS Social Work Ph.D., Johns Hopkins University, 1973; Associate Professor

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

KATHLEEN G. AUERBACH Sociology Ph.D., University of Minnesota, 1976; Assistant Professor

WALTER M. BACON, JR. Political Science Ph.D., University of Denver, 1974; Assistant Professor

BRUCE P. BAKER II English Ph.D., Texas Christian University, 1968; Professor

GEORGE W. BARBER Sociology Ph.D., University of Missouri-Columbia, 1964; Professor

NICHOLAS BARISS Geography and Geology Ph.D., Clark University, 1967; Professor

OTTO F. BAUER (GF) Communication Ph.D., Northwestern University, 1939; Professor

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

JOSEPH V. BENAK Civil Engineering Ph.D., University of Illinois-Urbana, 1967; Professor

ROBERT W. BENECKE Banking and Finance D.B.A., University of Colorado-Boulder, 1966; Professor

KIRK B. BERG Health, Physical Education and Recreation Ed.D., University of Missouri-Columbia, 1973; Associate Professor

ROGER M. BERG Teacher Education Ph.D., Northwestern University, 1972; Associate Professor

JOSEPH BERTINETTI Counseling and Special Education Ph.D., University of New Mexico, 1972; Associate Professor

JOHN V. BLACKWELL Art Ph.D., University of Iowa, 1953; Professor

RICHARD H. BLAKE Counseling and Special Education Ed.D., University of Missouri-Columbia, 1966; Professor

DANIEL BLANKE Health, Physical Education and Recreation Ph.D., University of Oregon, 1975; Assistant Professor

WILLIAM BLIZEK (GF) Philosophy and Religion Ph.D., University of Missouri-Columbia, 1970; Professor

JOHN V. BLACKWELL Art M.F.A., Ohio University, 1973; Associate Professor

THOMAS BRAGG Biology Ph.D., Kansas State University, 1974; Associate Professor

M. JEAN BRESSLER Teacher Education Ph.D., University of Nebraska-Lincoln, 1965; Associate Professor

JOHN K. BRILHART (GF) Communication Ph.D., Pennsylvania State University, 1962; Professor

Evan L. Brown (GF) Psychology Ph.D., University of Washington, 1969; Associate Professor

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

BARBARA E. BUCHALTER Mathematics and Computer Science Ph.D., University of Arizona, 1968; Professor

H. EDDIE BUCHANAN Health, Physical Education and Recreation Ed.D., University of Houston, 1975; Associate Professor

SIDNEY BUCHANAN Art M.A., New Mexico Highlands University, 1964; Professor

DAVID M. BUEHLMANN Accounting Ph.D., University of Illinois, Urbana, 1975; Associate Professor

DALE M. BURNS Teacher Education Ed.D., University of Nebraska-Lincoln, 1968; Professor

HOBART BURCH Social Work Ph.D., Brandeis University, 1965; Professor

RONALD R. BURKE Philosophy and Religion Ph.D., Yale University, 1974; Associate Professor
THOMAS R. KIDD

JULIEN J. LAFONTANT

JOHN KONVALINA (GF)

Patricia Kolasa

Mary Jane Lickteig

Richard Lamanna

American Political Science Association

Jillian M. Laffont

University of Nebraska-Lincoln, 1974; Associate Professor

Political Science

University of Nebraska, 1979; Assistant Professor

State University, 1955; Professor

Criminal Justice

University of Oklahoma, 1969; Professor

Music

Francis Drake University, 1980; Professor

Computer Science

Mary Ann Lamanica Sociology Ph.D., University of Notre Dame, 1977; Associate Professor

Sociology

Washington University, 1960; Professor

Teacher Education

John T. Langan Teacher Education Ed.D., University of Nebraska-Lincoln, 1974; Associate Professor

Sociology

Joseph C. Lavoie (GF) Psychology Ph.D., University of Wisconsin-Madison, 1970; Professor

Psychology

William B. Leman Civil Engineering M.E., Yale University, 1947; Associate Professor

Civil Engineering

Mary Jane Lickteig Teacher Education Ed.D., University of Oregon, 1972; Associate Professor

Teacher Education

B. Low (GF) D.M., Northwestern University, 1973; Professor

Mathematics and Computer Science

Norman J. Luna Foreign Languages and Literature Ph.D., University of Colorado-Boulder, 1969; Associate Professor

Foreign Languages

Steele R. Lunt Biology Ph.D., University of Utah, 1964; Professor

Biology

Thomas Majeski (GF) Art M.F.A., University of Iowa, 1963; Professor

Art

John P. Maloney Mathematics and Computer Science Ph.D., Georgetown University, 1965; Professor

Mathematics

Robert L. Mathis (GF) Management and Organizational Behavior D.B.A., University of Colorado-Boulder, 1972; Professor

Management

Michael T. Mcgrath Social Work Ed.D., University of Kentucky, 1964; Associate Professor

Social Work

John M. Mc Kenna English Ph.D., Ohio State University, 1970; Associate Professor

English

Raymond Millimet (GF) Psychology Ph.D., Oklahoma State University, 1968; Professor

Psychology

Joyce Minnert Management and Organizational Behavior Ed.D., Indiana University, 1967; Professor

Management

Leo E. Missinne (GF) Gerontology Ph.D., Louisiana University, 1965; Professor

Gerontology

Ronald C. Mullen Music M.S., Juilliard School of Music, 1939; Associate Professor

Music

Gordon Mundell English Ph.D., The University of Rochester, 1973; Associate Professor

English

Donald A. Myers (GF) Teacher Education Ph.D., University of Chicago, 1961; Professor

Teacher Education

Glen Newkirk English Ph.D., University of Denver, 1966; Professor

English

John M. Newton (GF) Psychology Ph.D., Ohio State University, 1953; Professor

Psychology

Donald L. Arena Geography and Urban Planning Ph.D., Syracuse University, 1970; Professor

Geography

Carle Nordahl Biology Ph.D., University of Iowa, 1969; Associate Professor

Biology

Tom Nordrow Teacher Education Ph.D., University of Nebraska, 1973; Associate Professor

Teacher Education

William O'Dell (GF) Biology Ph.D., Bowling Green State University, 1971; Associate Professor

Biology

Robert C. O'Reilly (GF) Educational Administration-Supervision and Foundations Ed.D., University of Kansas, 1962; Professor

Educational Administration

B. Gale Oleson Counseling and Special Education Ph.D., University of Wyoming, 1933; Professor

Counseling

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Robert T. Reilly (GF) Communication MA, Boston University, 1948; Professor

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Banking

Larry J. Stephenson Information Systems and Computer Science Ph.D., Oklahoma State University, 1972; Associate Professor

Information Systems
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<td>ANGELA MARIA VALLE</td>
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<td>PHILIP E. VOGEL</td>
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<td>PIERRE ALAIN VON KAENEL</td>
<td>Syracuse University, 1977</td>
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<td>WILLIAM O. WAKEFIELD</td>
<td>South Dakota State University, 1976</td>
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<td>JANE D. WOODI</td>
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<td>MAHI MO VONA</td>
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<td>FRANK ZAHN</td>
<td>University of California, 1969</td>
<td>Professor</td>
<td>University of California, 1969</td>
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<td>LUCILLE ZELINSKI</td>
<td>Wayne State University, 1947</td>
<td>Professor</td>
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<td>RAYMOND A. ZIEBARTH</td>
<td>Teacher Education Ph.D., University of Ontario</td>
<td>Professor</td>
<td>Teacher Education Ph.D., University of Ontario</td>
<td>1975</td>
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<td>ROBERT J. ELLINGSON</td>
<td>University of Kansas, 1972</td>
<td>Associate Professor</td>
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<td>ROBERT McCall</td>
<td>University of Illinois, 1965</td>
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<td>Bruce Warren</td>
<td>Boston University, 1963</td>
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<tr>
<td>Charles Watson</td>
<td>Indiana University, 1962</td>
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David M. Ambrose ... Chairperson, Marketing
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Jacob Ruff ... Acting Director, Center for Applied Urban Research
Robert S. Runden ... Director, University Library
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Del D. Weber ... Chancellor, College of Business Administration
Diane Willard ... Chairperson, Philosophy & Religion
Mary E. Williamson, Ph.D. ... Acting Dean, The College of Fine Arts

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Gordon Van Dyke ... Dean, College of Business Administration
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Floyd T. Waterman ... Director, Center for Urban Education
Del D. Weber ... Chancellor, College of Business Administration
Diane Willard ... Chairperson, Philosophy & Religion
Mary E. Williamson, Ph.D. ... Acting Dean, The College of Fine Arts
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