1983

Graduate Academic Catalog (1983-85)

University of Nebraska at Omaha

Follow this and additional works at: http://digitalcommons.unomaha.edu/gradcatalogs
Part of the Higher Education Administration Commons

Recommended Citation
University of Nebraska at Omaha, "Graduate Academic Catalog (1983-85)" (1983). Graduate Catalogs. 28.
http://digitalcommons.unomaha.edu/gradcatalogs/28
University of Nebraska at Omaha
Graduate Catalog
1983-85
THE BOARD OF REGENTS
Robert Koepe, M.D.,
Grand Island
Matt Wallace,
UNL Student Rep.
James H. Maylan,
Omaha
Nancy Hoeh,
Nebraska City
Ronald W. Rookens, Ph.D.
The University of Nebraska

John Payne,
Kearney
Robert G. Simmons, Jr.,
Scottsbluff
Margaret Robinson,
Norfolk
William Swanson,
Corporation Secretary

Kermitt Hansen,
Omaha (Chairman)
UNMC Student Rep.
Richard E. Hoover, Ph.D.
Vice Chancellor
for Educational and Student Services

Gary L. Carrico, M.B.A.
Vice Chancellor for Business and Finance
Don Leahy, M.S.
Director, Intercollegiate Athletics
Richard M. Snowden, M.P.A.
Director, Campus Computing

Otto F. Bauer, Ph.D.
Vice Chancellor for Academic Affairs
Herb Price, M.Ed.
Director, University Relations

Edward Schwartzkopf
Lincoln (Vice Chairman)
Verlin Janzen,
UNMC Student Rep.
Ray Maudery
UNO Student Rep.

ADMISSION
Del D. Weber, Ed.D.
Chancellor

TABLE OF CONTENTS
Administration .2
Calendar .3
Departments Offering Graduate Instruction .7
General Information .9
Graduate Studies at UNO .9
Accredited Standing .9
Equal Opportunity/Affirmative Action Policy Statement .9
Privacy Act .10
Degree Programs .10
University Regulations .11
Admission and Transcripts .11
Admission Fee-Graduate .12
Examinations for Graduate Students .12
Classification of Admission .12
Unconditional .13
Provisional .13
Unclassified .13
Seniors Registering for Graduate Credit .14
Temporary .14
Graduate Program Committees .14
Registration Procedure .15
Application to Candidacy for Graduate Degree .15
Application for the Degree .16
Final Comprehensive Examination .16
Thesis .17
Quality of Work .17
Incomplete policies .17
Change of Major .17
Policy on Class Attendance .17
Appeals Procedure .18
University Library .19
Study Load .19
Dropping and Auditing Courses .20
Courses for Graduate Credit .20
Residence Requirements .20
Transfer of Credit .20
Withdrawal from the University .21
Time Limit for Graduation .21
Tuition, Fees, Deposits and Refunds .21
Student Development Services .24
Financial Aid for Graduate Students .27
Graduate Assistships .27
Tuition Waivers for Graduate Students .29
Traveling Senator Program .29
Reciprocity Agreement .29
Scholarships .29
Tuition .29
Work Study .29
Organizations .29
Administration for Graduate Studies .30
University Research Committee .31
Extramural Grants .31
Policy on Plagiarism .31
Policy on Ethical Conduct .31
Summary Procedure for Graduate Students .32
Degree and Certificate Requirements .32
Biology .35
Business Administration .35
Civil Engineering .37
Communication .38
Counseling and Special Education .38
Criminal Justice .48
Dramatic Arts .49
Economic .49
Engineering .49
Education and Foundations .49
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>53</td>
</tr>
<tr>
<td>Geology</td>
<td>52</td>
</tr>
<tr>
<td>Health, Physical Education and Recreation</td>
<td>53</td>
</tr>
<tr>
<td>History</td>
<td>53</td>
</tr>
<tr>
<td>Home Economics</td>
<td>55</td>
</tr>
<tr>
<td>Mathematics</td>
<td>56</td>
</tr>
<tr>
<td>Political Science</td>
<td>57</td>
</tr>
<tr>
<td>Professional Accounting</td>
<td>57</td>
</tr>
<tr>
<td>Psychology</td>
<td>57</td>
</tr>
<tr>
<td>Public Administration</td>
<td>62</td>
</tr>
<tr>
<td>Social Work</td>
<td>65</td>
</tr>
<tr>
<td>Sociology</td>
<td>65</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>66</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>68</td>
</tr>
<tr>
<td>Non-Degree Areas</td>
<td>69</td>
</tr>
<tr>
<td>Art</td>
<td>69</td>
</tr>
<tr>
<td>Chemistry</td>
<td>69</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>69</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>69</td>
</tr>
<tr>
<td>Geology</td>
<td>69</td>
</tr>
<tr>
<td>Music</td>
<td>69</td>
</tr>
<tr>
<td>Physics</td>
<td>69</td>
</tr>
<tr>
<td>School of Engineering Technology</td>
<td>69</td>
</tr>
</tbody>
</table>

**ACADEMIC CALENDAR**

**First Semester 1983-84**

- **July 8**: Last day for submitting credentials for admission to Graduate Studies for First Semester 1983-84.
- **July 11- Aug. 26**: Orientation. Last day for submitting credentials for admission to an undergraduate college for the First Semester 1983-84.
- **July 26**: Registration (Fieldhouse) begins at 7:00 a.m. both day and evening classes.
- **Aug. 24, 25, 26**: Change of class schedules.
- **Aug. 29**: 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.
- **Sept. 2**: Change to "CR/NC" grade in a course; Change to "W"; Change course to "audit" credit; Change from "CR/NC" to grade registration in a course.
- **Sept. 5**: Thanksgiving vacation; no classes. University closed.
- **Sept. 6**: Last day for filing applications for degrees to be conferred in December.
- **Oct. 3**: Due: Mid-term (8th week) report from faculty of grades under C for all undergraduates.
- **Oct. 14**: 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.
- **Nov. 4**: Last day for filing applications for degrees to be conferred in December.
- **Nov. 24-27**: Classes resume at 7:00 a.m.
- **Nov. 28**: Status report for all prospective graduating students due in Registrar's Office by 12:00 noon.
- **Dec. 9**: Last day for submitting credentials for admission to Graduate Studies for Second Semester 1983-84.
- **Dec. 15**: Last day of Classes.
- **Dec. 16-22**: Finals.
- **Dec. 22**: Commencement (7:30 p.m.)
- **Dec. 27**: Holiday. University closed.
- **Dec. 28**: Grades due in Registrar's Office at 12:00 noon.
- **Dec. 29**: Energy Days; University Closed.

**Second Semester 1983-84**

- **Jan. 9-13**: Registration (Fieldhouse) begins at 7:00 a.m. both day and evening classes.
- **Jan. 16**: 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.
- **Jan. 20**: 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.
- **March 9**: 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.
- **March 25-April 1**: Spring vacation; no classes.
- **April 6**: Classes resume at 7:00 a.m.
- **April 10**: Last day for submitting credentials for admission to Graduate Studies for the Evening Session 1983-84.
- **April 15**: Honors Day. Status report for all prospective graduating students due in Registrar's Office at 12:00 noon.
- **May 4**: Last day of classes.
- **May 5**: Finals.
- **May 12**: Commencement.
- **May 16-20**: Memorial Day; University closed.
- **May 28**: Last day for submitting credentials for admission to Graduate Studies for the First Summer Session, 1984.
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>Minor Only</th>
<th>Master of Arts</th>
<th>Master of Science</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>MBA</td>
</tr>
<tr>
<td>Biology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Counseling and Special Education</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Counseling and Guidance</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Agency Counseling</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>College Student Personnel Services</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Elementary Counseling</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Gerontology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Secondary Counseling</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Speech Pathology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Teaching the Deaf</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Teaching the Emotionally Disturbed</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Teaching the Mentally Retarded</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Dramatic Arts</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Educational Administration, Supervision, and Foundations</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Ed.S.</td>
</tr>
<tr>
<td>Administration and Supervision</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Elementary Administration</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Secondary Administration</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Educational Administration without Endorsement</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Foundations</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Urban Education</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Certificate*</td>
</tr>
<tr>
<td>English</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Certificate*</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Gerontology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Health, Physical Education and Recreation</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>MAT</td>
</tr>
<tr>
<td>Mathematics</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>MPA</td>
</tr>
<tr>
<td>Professional Accounting</td>
<td>x</td>
<td>x</td>
<td>MPA</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Ph.D.*</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Industrial Organizational Psychology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>6th Yr. Certificate</td>
</tr>
<tr>
<td>Public Administration</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Ed.S.</td>
</tr>
<tr>
<td>Social Work</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>MPA</td>
</tr>
<tr>
<td>Sociology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>MSW</td>
</tr>
<tr>
<td>Applied Sociology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Teacher Education</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Secondary Education</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Urban Studies</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

*Ph.D. in the specialties of industrial psychology and developmental psychology offered in conjunction with the Psychology.

**Certificate awarded only in conjunction with the Educational Psychology.

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

GRADUATE STUDIES AT UNO

The first Master's degrees were awarded in 1919 by a special vote of the Board of Regents 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 1965 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 Professional Accounting, 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, practice, 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.

ACCRREDITED STANDING

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 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, 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.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY STATEMENT

The Bylaws of the Board of Regents of the University of Nebraska state: "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...
in the provision of educational and related services, and to establish organizational structures and 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 federal, state, and local laws relating to equal educational opportunity and affirmative action, specifically those addressing the obligations of the institution under Title VI of the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973.

Title IX Coordinator

Title IX of the Educational Amendments of 1972 is a law forbidding discrimination based on sex. If you have complaints concerning sexual discrimination, that is University related, you should contact Dr. Richard E. Hoover, Vice Chancellor for Educational and Student Services. Dr. Hoover is also the Title IX Coordinator. Dr. Hoover’s office is located in Room 211, Eppley Administration Building, 554-2779.

Handicapped Students and Title 504

The University of Nebraska at Omaha adheres to equal opportunity and affirmative action. The University does not discriminate against the handicapped. If a student feels he/she has been discriminated against because of a handicapping condition, he/she should contact the 504 Coordinator, Dr. Richard E. Hoover, Room 211, Eppley Administration Building, 554-2779, or Ms. Barbara Hewins-Maroney, Coordinator for Special Programs, Room 117, Eppley Administration Building.

Most University programs, services and activities are accessible to the handicapped. The University is willing where possible, to make inaccessible programs, services and activities available to handicapped persons by relocating them or by other means.

DISCRIMINATION AND SEXUAL HARASSMENT POLICY STATEMENT

The University of Nebraska at Omaha reaffirms its desire to create an environment for all students and employees that is fair and responsible — an environment which is based on one’s ability and performance.

Any student or employee will be subject to disciplinary action for violation of this policy.

The term “sexual harassment” is defined as any communication of a sexual nature, whether verbal, physical, written or pictorial, which has the purpose or effect of intimidating the person receiving the communication or any communication of sexual contact of any nature when submission to or rejection of such communication or contact is used as the basis for either implicitly or explicitly imposing favorable or adverse terms and conditions of employment or academic standing.

For information concerning this policy, students should contact the Vice Chancellor for Educational and Student Services, faculty should contact the Vice Chancellor for Academic Affairs, and staff should contact the Affirmative Action Officer, Personnel Office.

PRIVACY ACT

In compliance with the Family Education Rights and Privacy Act of 1974, the University of Nebraska at Omaha guarantees students access to official records directly related to students and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The institution must maintain the consent of students before releasing identifiable data about students from records to other than a special list of exceptions, and that students must be notified of these rights.

An explanation of this Act and its application at UNO is available to all students, copies of which may be obtained at the Office of Student Activities, the University Information Center, the Registrar’s Office, the Office of the Associate Dean, the Office of Educational and Student Services.

Special Note: UNO welcomes handicapped students. Section 504 of the Rehabilitation Act of 1973 does not allow us to make prediscrimination inquiries regarding handicapped conditions. However, if you are handicapped and wish to receive information concerning available services, please notify us as following your admission to 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.
null
Entrance examinations are not required for the Unclassified Admission.

Students wishing to enroll under the classified designation must obtain, each semester, the signature of an authorized adviser from each of the departments in which the courses are to be taken. The Quality of Work standards will apply to all coursework taken under the classified status, just as if all such coursework 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 obligate a graduate department to accept those courses for credit toward the fulfillment of degree requirements. (Because the inclusion of graduate credits earned while holding Unclassified status is optional, the Graduate Credit[1] may be accepted toward a degree at the discretion of the cognizant Graduate Program Committee. An Unclassified student may request to be considered for admission based on graduate work completed under the Unclassified status, provided that such credits are earned within the twelve months prior to the baccalaureate.

Seniors in this University needing more than nine hours of undergraduate credit to complete their bachelor's degree and wishing to register for graduate credit may be granted provisional admission to graduate study subject to receiving their baccalaureates within the twelve-month period immediately following such registration. They must file application for admission to graduate study and, if admitted, will register on graduate study registration forms.

Graduate coursework taken prior to receipt of the baccalaureate may not always be accepted for transfer to other institutions as graduate work or for completion of degree requirements at the University of Nebraska at Omaha.

Temporary Admission

When unexpected circumstances preclude processing applications for Unclassified status, the Dean for Graduate Studies and Research may issue a Temporary Admission. A Temporary Admission may take place within the first eight weeks of the semester, furnish the student with all materials required by the cognizant department (including transcripts of all previous work taken prior to receipt of the baccalaureate), and permit the inclusion of graduate credits earned while holding Unclassified status. A Temporary Admission may be accepted toward a degree at the discretion of the cognizant Graduate Program Committee. An Unclassified student may request to be considered for admission based on graduate work completed under the Unclassified status, provided that such credits are earned within the twelve months prior to the baccalaureate.

Seniors in this University needing more than nine hours of undergraduate credit to complete their bachelor's degree and wishing to register for graduate credit may be granted provisional admission to graduate study subject to receiving their baccalaureates within the twelve-month period immediately following such registration. They must file application for admission to graduate study and, if admitted, will register on graduate study registration forms.

Graduate coursework taken prior to receipt of the baccalaureate may not always be accepted for transfer to other institutions as graduate work or for completion of degree requirements at the University of Nebraska at Omaha.

ADMINISTRATION TO CANDIDACY FOR GRADUATE DEGREE

Admission to graduate study does not admit the student to candidacy for any degree. It is the student's responsibility to apply for candidacy for the degree as soon as possible to ensure timely graduation. The qualifications for admission to candidacy are determined by the Graduate Program Committees at the University of Nebraska at Omaha.

Students who have previously attended UNO but who have not been in continuous enrollment during the past five years must complete a new graduate application appointment by the Dean for Graduate Studies and Research. Students who have attended another institution must be approved by the student's adviser and then presented to the Office of Graduate Studies and Research for approval. If approved, the student will be admitted to candidacy and may register for courses.

ADMISSION TO GRADUATE COLLEGE

Graduate students who have previously attended UNO but who have not been in continuous enrollment during the past five years must complete a new graduate application appointment by the Dean for Graduate Studies and Research. Students who have attended another institution must be approved by the student's adviser and then presented to the Office of Graduate Studies and Research for approval. If approved, the student will be admitted to candidacy and may register for courses.

The student is to follow the usual procedure in registering for courses by filling out the proper class cards and registering with the Graduate Office. As a rule, those students who have completed the graduate work required for a degree must have chosen a required major field and have satisfied the requirements of the graduation program required for that major field.

To assure accountability and maintenance of the standards, policies and procedures of the Graduate College, all graduate advisement must be provided by Members and Fellows of the Graduate Faculty (with exceptions possible only for persons with a primary advisement role under the direct supervision of a Member or a Fellow).

REGISTRATION PROCEDURE

Students must have been formally admitted to graduate study prior to their first registration.
UNIVERSITY OF NEBRASKA AT OMAHA

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 “D” or below in five 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 in 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 and a student receiving such a grade will AUTOMATICALLY BE DROPPED from the degree program. The student thus dropped must secure the approval of the Dean of Graduate Studies and Research in order to take courses in that degree program and must be readmitted to the program. A student may not be a candidate for the degree unless reinstated by the Dean of Graduate Studies and Research.

The above policy on quality of work standards apply to unclassified students. A student, upon consent of his advisor, may repeat a course in which he has previously received the grade of “C,” “D,” or “F.” Both grades will appear on the transcript but only the second grade will be included in determining the grade point average.

INC. — The grade “I” is to be used by an instructor at the end of a term to designate incomplete work in a course for which the student is registered when the student, due to extended absences such as illness, military service, hardship, or death in the immediate family, is unable to complete the requirements of the course in the term in which the student is registered for credit. Incompletes 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 may also indicate by a departmental record, with the grade “W,” and by when the Incomplete is to be removed, and it should also state that at the University at the time of the removal, supervise the makeup work and report the permanent grade.

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

NOTE: Two 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 Incomplete is removed in the permanent grade. Grades of Incompletes must be completed within one semester (excluding summer sessions) after they have been awarded or will be turned into a grade of “F.” Any extensions to the one semester time frame must be arranged with the Dean for Graduate Studies and Research prior to the Incomplete being changed into a grade of “F.” Some departments allow extra time for removing Incompletes in certain courses. Contact the department involved to find out which courses come under this provision. Incompletes for research projects and theses may extend beyond two years from the date the “I” was recorded and the student has granted by the Dean of Graduate Studies and Research and the student remains eligible for the degree.

All grades of “I” on courses which are part of the degree requirements must be completed at least twelve working days before conflation 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 of 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 individual instructor has the responsibility for maintaining student attendance and for communicating at the beginning of each course those class attendance policies which prevail in that classroom. If a student is absent or anticipates an absence, the student’s primary responsibility is directly to the instructor who has the responsibility to consult with the student. A student who misses more than 50 percent of the class meetings is responsible to provide information and assignments communicated during class session. If a student discovers that he or she is not able to attend for an extended period, the student must promptly notify the instructor and the Office of the Dean of Graduate Studies and Research in order to document the reason for extended absences.

Instructors or other University officials who may require students, individually or collectively, to be absent from class due to a field trip or similar officially-recognized activity are responsible for providing adequate 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 individual’s involved to feel that the reasons for absence were not considered, a decision with positive consequences may be appealed. The initial appeal shall be made to the department involved for a decision with a written appeal to the Dean of Graduate Studies and Research in each case. If the appeal is to the Dean of Graduate Studies and Research, a copy of the appeal will be retained by the student for the purposes of the appeal. The final decision is the responsibility of the Dean of Graduate Studies and Research. All appeals are reviewed only until the student submits a written statement to the respective academic dean.
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 in writing 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 dean and Vice Chancellor for Academic Affairs.

The routing of appeals shall be in the department and collegial unit offering the course in which the student is enrolled.

GENERAL APPEAL PROCEDURES FOR ACADEMIC MATTERS CONCERNING GRADUATE STUDENTS

I. Appeal of general academic matters related to student program.

A. Graduate students holding an award with an unclassified status in the Graduate College, admission with a master's objective, or admission with a doctoral objective (but prior to the appointment of a doctoral supervisory committee) should appeal as follows:
   1. Initially, the appeal should be submitted to the student's advisor.
   2. If denied, the appeal may be submitted to the Teaching or Interdepartmental Area Graduate Council responsible for the student's program.
   3. If denied, an appeal may be made to the dean for the campus administratively responsible for the student's graduate program. Normally, this will be the final appeal body (for exceptions, see Paragraph E).

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 advisor.
   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 Council administratively responsible for the student's program.
   4. If denied, an appeal may be made to the graduate council for the current academic year.

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. When a student's graduate program consists of registrations on a campus other than the one administratively responsible for the program, three members of the Graduate Council for the other campus will be designated by the Dean for Graduate Studies on that campus to augment the Graduate Council on the campus administratively responsible. The augmented Graduate Council will constitute the appeal board. The decision concerning augmentation of a campus Graduate Council for a specific appeal involving registrations on a campus other than the one administratively responsible for the student's graduate program will be made by the Dean for Graduate Studies on the campuses involved.

D. In all cases, appeals should be made in writing to the appropriate advisor, committee, or council. In those cases where the appeal concerns graduate-level qualifying exams, comprehensive exams, or oral exams, the following deadlines must be observed. It is the responsibility of the student to make reasonable efforts to ascertain the results of the examination within thirty days after its conclusion. The examination results must then be filed within thirty days following the student's receipt of the official notice. In those cases involving an appeal of termination of program, initiation of the appeal, in writing, by the student must be filed within thirty days following the student's receipt of the official written notification by the Graduate College Office.

E. There is no absolute right of appeal to Committee III of the Executive Graduate Council. Committee III will accept appeals only in those cases where in the exercise of its sole discretion it shall first find that one or more of the following grounds for accepting the appeal are present:
   a. That the campus Graduate Council has violated some element of fair procedure (except: has failed to allow the parties concerned to present their cases fully to their campus Graduate Council);
   b. That the campus Graduate Council has failed to examine or give adequate weight to important evidence relevant to one party's position;
   c. That the college academic standards are inconsistent with the policies of the university and the college.

II. Appeal of graduate-level courses.

Appeal of grades in graduate-level courses shall be made through the graduate student grade appeal procedures for the campus from which the grade was awarded. Students who believe their gradations were capricious or injustices must first attempt to resolve the matter with the course instructor and the department through which the course was offered. If the matter is not resolved, the student may file an appeal in writing to the campus Dean for Graduate Studies, who will inform the student of the grade appeal procedures approved by the Graduate Faculty or by their duly elected representative committee for that campus, and who shall forward the appeal to the student-faculty council or committee which is designated to hear graduate-level grade appeals on that campus. Since awarding grades in courses occurs at the individual campus level, the decision of the campus council designated to hear the case on behalf of the campus Faculty shall be final and is not subject to further appeal.

UNIVERSITY LIBRARY

The University Library, a three-level building constructed in 1975 and located at the west end of the campus, offers many services and resources for study and research. The collection includes approximately 500,000 volumes, 440,000 microform items, and 4500 pieces of audio visual material. The total number of serials subscribed to is over 5,000, including almost 200 newspapers from around the world. Students have ready access to bound volumes and in microform, government documents, current periodicals and reserves, and audio visual and microform materials.

The University Library collects materials essential to the research and teaching programs of the University. The collection includes over 56,000 volumes, 350,000 microform items, and 4000 pieces of audio visual material. As a result of the University's library services, nearly all of the Library's collections is open to the public and is arranged according to the Library of Congress classification system. Access to the collection is available to University staff, and students may obtain library cards directly from the University's faculty. The University Library is one of the many libraries available to UNO students and faculty. Reference librarians and staff are available at the Reference Desk, and assistance is available to students with their research needs. Reference librarians answer questions at the Reference Desk, and students may visit the collection during the library's normal hours.

The library's collection is available to students, and students are encouraged to use the library's resources in their coursework.

STUDY LOAD

Full-time graduate students at the University of Nebraska at Omaha shall be defined as graduate students enrolled for at least nine credit hours during an academic semester (or quarter) or at least three hours 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 students activity card by paying the full-time fee of $43.00.

NOTE: Students enrolling for more than twelve hours must have the approval of the Dean for Graduate Studies and Research. The Director of the Graduate School of Social Work may approve loads to fifteen credit hours.
DROPPING AND AUDITING COURSES

A student may not drop a course after the date stated in the Academic Calendar and the Class Schedule. Exceptions beyond that date will require the professor's certification that the student was earning a grade of "B" or higher as well as the approval of the Dean for Graduate Studies and Research.

The Dean’s approval will require, in part, an uncontrollable circumstance interfering with the student's studies.

A student must be admitted to the Graduate College in order to audit a graduate course. He/she must secure the permission of the advisor, must register for the course to audit, and must secure the approval of the instructor of the course whose prerogative it will be to determine privileges including examinations common in courses, and must withdraw from the course the first week after the start of a course. (A credit student may change to audit registration during the first eleven weeks of a semester, or during the first half of a course if it runs longer or shorter than a semester.)

COURSES FOR GRADUATE CREDIT

Courses which are available for graduate credit are those which have been especially approved by the Graduate Faculty with syllabus on file in the Graduate Office. Studies and Research for permission to

students to his major adviser who forwards the petition with his recommendation as transfer credit, upon recommendation by the major advisor and with the approval of the Dean for Graduate College of the University of Nebraska toward meeting degree requirements in another such

Graduate Center for transfer to UNO should secure the Intercampus Registration form from the Graduate Office. There are no a priori limits on the transfer and applicability of credits earned in one program of the Graduate College of the University of Nebraska toward meeting degree requirements in another such program. However such credits must be individually evaluated and approved by the appropriate Graduate Program Committee and the appropriate Graduate Dean before they may be transferred from one program to another. Only grades of "B" or better may be transferred from other schools in the University System to apply toward degree requirements here.

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 posted in the Cashier’s Office. Failure to follow this procedure may cause failure to receive refunds and inappropriate posting of grades.

TIME LIMIT FOR GRADUATE CREDIT

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 first day of the current thirty-six semester hours of the student’s Plan of Study is the beginning of the student’s graduate studies and Research for permission to take a special examination, or the current Dean of Graduate College of the University of Nebraska for permission to take an examination, or the current Dean of Graduate College of the University of Nebraska to transfer credit. No credit will be allowed for correspondence work. NOTE: The Master of Social Work degree requires a minimum of forty-two semester credit hours.

TRANSFER OF CREDIT

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

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

Grades in courses for transfer of credit must be the equivalent of "B" or higher. A written report must be made for transfer of credits from an ungraded course elsewhere, the student must supply a description of the credit and a copy of the final examination. All work accepted for transfer of credit must have been taken within the six-year period allowed for the Master's degree.

In the Educational Specialist degree, six semester hours of work beyond the Master’s level may count as transfer credit, upon recommendation by the major advisor and with the approval of the Dean for Graduate Studies and Research.

Students who wish to take graduate courses at the University of Nebraska at Lincoln or at the Medical Center for transfer to UNO should secure the Intercampus Registration form from the Graduate Office. There are no a priori limits on the transfer and applicability of credits earned in one program of the Graduate College of the University of Nebraska toward meeting degree requirements in another such program. However such credits must be individually evaluated and approved by the appropriate Graduate Program Committee and the appropriate Graduate Dean before they may be transferred from one program to another. Only grades of "B" or better may be transferred from other schools in the University System to apply toward degree requirements here.

TUTION, 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 laboratory fees, breakage, lost property, fines, penalties, parking, books, supplies, food, or special services not listed in this schedule.

Tuition and related fees are payable in full at the time of registration, or in accordance with delayed billing schedules. Students availing themselves of the delayed billing option must familiarize themselves with the due dates, as published. Failure to receive the mailed billing notice will not excuse the student from payment responsibility, nor the late payment penalties. Students in need of financial aid must consult the Financial Aid Officer in the Eppley Building. Application for financial aid should be made at the earliest possible time.

Courses which are added or registrations which occur after the completion of the fourth week of classes must be paid in full prior to processing by the Registrar’s Office. Students waiting until after the final due date for payment of tuition and fees to register or add courses will be required to pay the late registration fee or change of program fee, whichever is applicable, and the late payment fee.

With the exception of the Bookstore, the University does not accept bank cards for payment of any financial obligations. 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 withholding of grades and transcripts. Outstanding financial obligations from prior semesters must be paid in full prior to registration. Failure to do so may prohibit Registration for the current and future semesters.

Application Fee (Undergraduate)

The application fee is payable at the time the application for admission form is filed. This fee is non-refundable and will be applied toward tuition or any other fee. Residence for the purpose of tuition determination is based by the student to the time the application for admission is filed.

Resident of Nebraska...

Non-resident...

Graduate Admission Fee (Graduate College)

Payable upon first-time enrollment in the Graduate College...

Tuition:

Per Semester Credit Hour Undergraduate Graduate

Resident of Nebraska...

Non-Resident...

Audit Fee:

The Audit (not for credit) fee is set at one-half of the Resident tuition rate. Registration for audit requires the permission of the instructor and is subject to available class space after credit registration ends. Students who register to take a course for credit and who later change to audit registration will be required to pay the full resident or non-resident tuition rate.

Laboratory Fees:

Students enrolled for laboratory course sections are advised that laboratory fees are charged for laboratory courses in:

Art...

Arts and Letters...

20 UNIVERSITY OF NEBRASKA AT OMAHA

21 UNIVERSITY OF NEBRASKA AT OMAHA
RESIDENT STUDENTS

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

STUDENT DEVELOPMENT SERVICES

Career Development Center

The Career Development Center assists students, faculty, and staff 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 significant and unique potential, one may become involved in individual counseling, career exploration, and individual meetings.

A comprehensive Career Information Library is available to assist individuals in exploring the world of work, with up-to-date information on employment conditions, occupational responsibilities, and working conditions, as well as required training and qualifications for different fields and careers.

The annual Summer Career Institute offers both credit and non-credit workshops to undergraduate and graduate students for introducing them to a career development. The Career Development Center is located in the East Wing of the Eppley Building. Stop by and explore the Career Development Center in the East Wing of the Eppley Building.

Career Placement Services

Career Placement Services assists graduating seniors and alumni from all Colleges of the University in their search for career employment. Employment Counselor, all in advance student career goals and related employment opportunities.

All first semester seniors who are completing degrees are encouraged to register with Career Placement Services by completing a placement file, including a resume, the College Placement Form. The College Placement Annual, available to registrants for a small fee, is a valuable directory of organizations who recruit college graduates.

Teacher credentials are prepared and permanently maintained for candidates completing requirements for certification. A complete listing of teaching and community college vacancies is available to all teacher candidates.

Career Placement Services offers two basic programs:

Campus Recruiting: Each semester local and national employers seeking December, May, and August graduates visit the campus to conduct interviews with candidates registered with the office. Interviewing facilities are provided.

Candidate Referral: Throughout the year, local and regional employers contact the office seeking potential employees. Career Placement refers qualified candidates directly to these employers and assists in arranging candidate interviews.

Career Placement Services sponsors programs covering various educational employment topics. Programs include guest speakers, seminars or individual workshops. Job-Readiness Workshops are offered each semester to help students develop interviewing skills and job-search materials, i.e., letters of application, resumes, and other items.

Credit By Examination

Credit by Examination allows students the opportunity to gain academic credit for knowledge they have acquired through on-the-job experience. Up to 12 hours of credit towards a bachelor's degree may be earned through credit by examination.

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

Credit by Examination does not constitute the equivalent of one full year of residence for purposes of the University's academic policies.
Credit will not be granted as substitute credit for college courses which have been failed at university level. Neither will it be granted to raise a grade earned in any course.

Examinations for credit or placement may not be repeated. Credit by examination may be earned in a 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 examinations for credit or placement, and 50 percent 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 of examinations to be given for 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 special examinations required to enter professional or graduate school. The following are among these examinations: Graduate Record Examination, Miller Analogies Test, Law School Admission Test, and Test of English as a Foreign Language.

Information and applications are available at the Testing Center, room 117, Eppley Administration Building. 554-2409.

The Information Center

The Information Center located in the Eppley Building has valuable information about campus events and campus phone numbers and office locations for University employees. To give or receive information call 554-2800 from 7:30 a.m. to 7 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 experiences. Family membership dues are $5.00 annually. For information contact Student Development Services. Room 211, Eppley Administration Building.

Student Employment Services

UNO students seeking off-campus, part-time employment should visit Student Employment Services in the Eppley Building, Room 117.

Employment counselors are available to assist students in obtaining employment, matching job with career interest where possible. Emphasis is placed on developing job-search techniques, interviewing skills, and locating employers, part-time on campus and on first floor of the Eppley Building, Room 117.

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 assist UNO students with their special needs. The units include the Learning Resource Center, Student Health Services, Handicapped Student Services, Minority Student Services, and Women's Services. The Office of Special Programs is located in room 117 of the Eppley Administration 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. that the course be transferred to another section of the same course which is accessible. 2. that the location of the course be changed, or 3. that the course be offered in another location.

Students may initiate requests for transfer of course sections or room assignment in the Registrar's Office.

Interpreter Services for the deaf are available to qualified applicants. For more information contact the Office of Special Programs.

Student Health Services

UNO's student health service, located in the Milo Bail Student Center, is available to all students, and provides emergency and non-emergency care. Preventive health measures are a primary concern and include blood pressure checks, vision and hearing tests, throat cultures for possible Strep infection, a Tuberculin skin testing program, plus scheduled clinics and programs on selected topics of interest.

Student Health Services is open Monday through Thursday from 8 a.m. to 7 p.m. and Friday from 8 a.m. to 5 p.m. A physician assistant is available to students for free consultation, diagnosis, treatment, and follow-up care Monday through Friday from 9 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 through your family, the University Partners League, or through available policies, you are encouraged to purchase insurance through the University plan. If you are participating, you must take advantage of the insurance available to you.

Coverage for injury and sickness does not due to University negligence is the responsibility of each student.

Women's Services

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

Title IX

The Educational Amendments of 1972 is a federal law designed to eliminate sex discrimination in educational programs and activities. If there is a question pertaining to Title IX, contact UNO Title IX coordinator, Dr. Richard E. House, Vice Chancellor, Educational and Student Services, Room 211, Eppley Administration Building, 554-2779.

FINANCIAL AID FOR GRADUATE STUDENTS

GRADUATE ASSISTANTSHIPS

Available for qualified students who are enrolled in a graduate degree program are graduate assistantships. First year financial aid is determined by the Office of Financial Aid and provides an opportunity to serve as an assistant in the classroom, research, or laboratory supervision. The duties, assignments, and qualifications will provide unexcelled opportunities for supervised educational experiences at the graduate level in conjunction with the degree program.

POLICY GOVERNING GRADUATE ASSISTANTSHIPS

I. Academic Standards

The Graduate Assistantship is intended as an award to students who have demonstrated high academic potential and are enrolled in either the graduate or undergraduate level. Graduate Assistantships must be earned in good standing in a degree program in the Graduate College. Dismissal from a graduate program for any reason shall result in simultaneous dismissal from any Graduate Assistantship position. The student will not be eligible for an Assistantship thereafter until fully reinstated in a graduate degree program.

II. Recruitment and Selection of Graduate Assistants

Each Graduate Department or other departmental unit as appropriate which awards Graduate Assistantships shall establish its own procedures for recruitment and selection in accordance with University policy on affirmative action/equal opportunity.
III. Workload

The workload for a Graduate Assistant should average 20 hours per week for the duration of the appointment and shall be construed to be the equivalent of 0.53 FTE. The department in which the Graduate Assistant is employed should make arrangements with its assistants regarding vacation periods.

The Graduate Faculty considers a student who is pursuing graduate study and holding a graduate assistantship to be carrying the equivalent of a full-time workload (see corequisite below) and, therefore, discourages the practice of holding additional jobs which may interfere with satisfactory performance of assigned duties.

IV. Courseload

Graduate Assistants are expected to carry a minimum of six graduate hours per semester. However, two five-week summer sessions shall be equivalent to one semester. Graduate Assistants may not register for more than 12 semester hours. The six-hour minimum may be waived if the student is in the last semester of graduate work and needs fewer than six hours of graduate credit in order to complete requirements for graduation.

V. Duties

Duties assigned to Graduate Assistants should be directly related to and in support of graduate studies in their chosen field of study. Typical examples would be one or more of the following:

1. Teaching courses or discussion sections at the undergraduate level.
2. Instructing and supervising undergraduate laboratory sections.
3. Grading or otherwise evaluating academic performance of undergraduate students.
4. Collecting and/or processing research data for faculty members.
5. Preparing materials for laboratories or classroom presentations.
6. In general, other duties which involve a direct knowledge and application of knowledge related to the student's field of study would be acceptable. Graduate Assistants should not be utilized solely for clerical duties.

It shall be the responsibility of each Graduate Program Committee, in consultation with the cognizant department chairperson or program director, to draw up an agreement with each graduate assistant at the time of appointment which shall specify the stipend, duration, and method of payment; the assistant's duties; and the general conditions of employment. The agreement shall be reviewed by the graduate assistant before it is signed by him/her and the chairperson of the Graduate Program Committee. The Graduate Program Committee upon the recommendation of the graduate assistant's faculty supervisor and the department chairperson, shall have the responsibility to review the assistant's performance, and to terminate the appointment for failure to discharge satisfactorily the duties specified in the agreement.

VI. Length of Appointments

Assistantships may be awarded on an academic year basis, a calendar year basis, or semester-by-semester basis. No student may hold an assistantship for more than four semesters (excluding summer sessions) unless recommended by the Graduate Program Committee of the Department and approved by the Dean for Graduate Studies and Research.

VII. Justification of New Assistantships

In order to obtain permission to create new assistantships, whether funded by state appropriations or by outside grants, a department should submit a brief statement of justification for the appointment of the cognizant department chairperson and the Dean for Graduate Studies and Research prior to being assigned to a Graduate Program Committee for Academic Affairs. This statement should contain: (1) qualifications necessary on the part of applicants; (2) expected duties; (3) relevance of the duties to the student's graduate training; and (4) justification for the assistantship (as opposed to other job titles).

VIII. Termination and Redistribution of Graduate Assistantships

Presently established graduate assistantships which are supported by state funds are allocated to the various departments within each college by the Dean of the college. These assistantships may, therefore, only be recommended for deletion by the cognizant Dean. Such proposed recommendations must be submitted to the Dean for Graduate Studies and Research for review and recommendation prior to being sent to the Vice Chancellor for Academic Affairs. Assistantships supported by outside funding will normally be terminated automatically when the funding ceases. No special approval is required in such cases. The Dean for Graduate Studies and Research should also be notified of any proposed redistribution of Graduate Assistant lines from one department to another.

A Graduate Assistantship entitles the holder to a waiver of tuition costs up to 12 hours of graduate credit per semester. Graduate assistants may apply for a Graduate Assistant Tuition Waiver for undergraduate-level coursework that is necessary for completion of the graduate assistant's program of study. This waiver applies to undergraduate coursework required to meet a deficiency identified in the evaluation of the graduate assistant's application for admission and is for enrollment of the graduate program in the graduate assistant's respective department. This must be recommended in writing by the graduate assistant's advisor, department Graduate Program Committee Chairperson, and approved by the Dean for Graduate Studies.

Applications and their supporting credentials should 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 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 the host institution agree, the student may spend a semester at another MASA U 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 in-state requirements, tuition and fees, scholarships, fellowships, and assistantships and other benefits normally available to Nebraska residents.

SCHOLARSHIPS

Phi Delta Gamma

Phi Delta Gamma, a national fraternity for women, offers two annual scholarships of $200 each, to women graduate students who have completed approximately one half of their graduate work with an excellent record. The Mary-Ellen Patterson-Phi Delta Gamma Scholarship and the Nelle Boyer-Phi Delta Gamma Scholarship. Applications and details concerning these scholarships may be obtained from the Dean for Graduate Studies and Research, Room 204, Eppeley Building. Applications should be in the Graduate Office by March 1 of each year.

Dean of Graduate Studies

V. Loan Periods

Graduate students are eligible to apply for National Direct Student Loans (NSDL), Guaranteed Student Loans (GSL) and PLUS Loan Programs. The NSDL's are based entirely on need, with GSL's and PLUS's based on both need and credit. All institutions receive a limited amount of funds for each program, and the funds are allocated on a first-come, first-serve basis. These loans must be repaid with interest.

Applications for these programs are available from the Office of Financial Aid, Room 103, Eppeley Building.

WORK-STUDY

Graduate students may apply for College Work-study positions. Eligibility for these positions is based upon financial need. For application for work-study, contact the Office of Financial Aid, Room 103, Eppeley Building.

ORGANIZATIONS

Phi Delta Gamma is a national sorority for graduate women in all fields. Membership is by invitation. Beta Gamma Sigma is a national honorary society for students in Business Administration. Membership
ADMINISTRATION FOR GRADUATE STUDIES

GRADUATE FACULTY

The Graduate Faculty specifies 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 hold the terminal degree normally accepted for academic employment in the discipline or its clear equivalent as determined by the Graduate Committee of the nominee’s department or interdepartmental area.
3. The nominee will as part of his or her regular duties be actively involved in graduate student research and/or graduate teaching.
4. The nominee must have demonstrated 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, serve 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 Fellows.

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 published research and scholarly work of quality, or have demonstrated comparable, creative achievement.
   a. In disciplines where publication is the normal outlet for scholarly work or research, the nominator must provide evidence of the nominee’s significant, refereed publications appearing under the imprint of recognized scholarly publishing houses or journals. Publication must have resulted from a judgment of quality by an editorial board.
   b. Publication based on the nominee’s terminal degree alone is not sufficient, although publication of the dissertation or parts of it is significant 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.
   c. In disciplines such as art, architecture, theatre, or music where publication is not the normal or singular end product, the nominator must provide evidence of creative work accomplished by the nominee. This creative work must bear evidence of acceptance by peers within the discipline.
3. The nominator must indicate current involvement of the nominee in research and/or creative work.
4. The nominator must provide convincing evidence for the nominee’s publication and published research.
SUMMARY OF PROCEDURE FOR GRADUATE STUDENTS

1. File official transcripts of all undergraduate and graduate credit and an application for admission with the Director of Admissions, First Floor East, Eppley Building.

2. Contact an adviser 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. The Graduate Office will notify you 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 adviser 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 in The Graduate College of the University System (these six hours must be necessary for your program). Have your transcripts showing a Bachelor’s degree and the GRE (or other specified test) scores on file in the Graduate Office. See your adviser for details.

7. If you are a transfer student, you must consult with your department’s Graduate Program Committee to determine which courses you will be allowed to transfer. These courses must be included on your application for candidacy.

8. 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 oral 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. It is the student’s responsibility to be sure that the pagination is correct in all copies of the thesis before depositing them in the Graduate College.

9. Make application for the conferral of the degree in the Registrar’s Office. The deadlines for filing are usually well before graduation, so be aware of these dates. The deadlines will be stated in the current issue of the Graduate Catalog as well as posted during registration and in the Registrar’s Office. If you apply for graduation and do not complete all of the requirements for the degree in time to graduate, you must reapply for graduation the following semester. No additional fee is charged to reactivate your application.

10. Pay all fees and fines and satisfy all obligations to the University at least twelve working days before conferral of the degree.

11. Order a cap, gown, and hood from the Bookstore.
DEGREE REQUIREMENTS

BIOLOGY

To enter a degree program with a major in biology the student must present approximately 24 semester hours of credit in the biological sciences including general botany, general zoology, and genetics plus adequate preparation in the supporting sciences of inorganic and organic chemistry, general physics, and mathematics. Students with inadequate backgrounds may be admitted provisionally. GRE (aptitude and advanced biology test) is required and the scores must be submitted before a student will be admitted to the program.

In addition to the application for admission, transcripts, and GRE scores, the biology department also requires submission of three letters of recommendation and a personal statement of goals. Forms for these will be sent from the biology department upon receipt of the application for admission and transcripts.

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 with a major in biology the candidate must present 30 hours of graduate course work in biology to include 6 credit hours in thesis, a minimum of 2 hours in departmental seminar (801V), and at least 22 hours of appropriate courses to be determined by the student and the faculty advisory committee. Normally, at least 7 of these 22 hours will be taken in 800V level courses. 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 801V, 1 semester of Biology 802V, and other appropriate courses to be determined by the student and his/her faculty advisory committee. Normally, at least 7 of these 22 hours will be taken at the 800V level. 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 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. The primary emphasis of the program 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 = 1070

The GMAT score must not be below 450 in computing the above total. There is no guarantee admission will be granted simply because the indicated points have been achieved.

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
• Microeconomics at the
### Core Courses

- **BA 800V** Quantitative Analysis
- **BA 801V** Business and Society
- **BA 810V** Managerial Economics
- **BA 820V** Human Behavior in Organizations
- **BA 825V** Policy, Planning, and Strategy

### Option Courses

- **BA 830V** Environment of Management
- **BA 840V** Marketing Policies
- **BA 850V** Financial Management
- **BA 855V** Business Conditions Analysis

### Option #1 – Business Administration

- **BA 830V** Environment of Management
- **BA 840V** Marketing Policies
- **BA 850V** Financial Management
- **BA 855V** Business Conditions Analysis

### Option #2 – Marketing

- **BA 840V** Marketing Policies
- **BA 861V** Promotional Policies
- **BA 865V** Seminar in Marketing
- **BA 852V** Research Methods in Economics and Business
- **BA 855V** Business Conditions Analysis

### Option #3 – Decision Sciences

- **BA 802V** Research Methods in Economics and Business
- **BA 805V** Business Conditions Analysis

### Option #4 – Business Information Systems

- **BA 808V** Business Forecasting
- **Econ 830V** Econometrics
- **BA 890V** Thesis
- **BA 825V** Business Information Systems

### Option #5 – Applied Quantitative Analysis

- **BA 804V** Applied Quantitative Analysis

### Option #6 – Real Estate

- **BA 880V** Real Estate and Land Use
- **BA 861V** Current Problems in Real Estate and Land Use Economics

### Option #7 – Banking and Finance

- **BA 885V** Banking and Financial Markets
- **BA 880V** Banking and Finance
- **BA 830V**Quantitative Analysis
- **BA 850V** Business Information Systems

### Degree Requirements

**36 UNIVERSITY OF NEBRASKA AT OMAHA**

Accounting<br>Computers in Business<br>Quantitative Methods and Statistics<br>Production/Operations Management<br>Business Law<br>Corporation Finance<br>Management Principles<br>Marketing<br>Designated<br>Directed<br>BA 811H or 1 year of Principles of Accounting<br>at the undergraduate level<br>DS 231<br>BA 817H or an equivalent course in each at the undergraduate level<br>MGB 101<br>LAS 233<br>BF 325<br>MGB 349<br>MKT 331<br>

These foundation courses cannot be used to meet the 36 semester hours required for the MBA degree completed 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 lieu of course work. It is recommended that students complete 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** 18
- **Option courses** 12
- **Electives** 6

The six hours of electives must be in one or more areas different from the areas of concentration and may be taken in an area outside the College of Business Administration, subject to advance approval by the Director of Graduate Studies.

A thesis is required in one option (Real Estate) and may be elected in others.

No comprehensive examinations are required. Instead, the integrative course BA 880V must be successfully completed with a grade of A or B in the student's last nine hours of the degree program.

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 800V</td>
<td>Quantitative Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 801V</td>
<td>Business and Society</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 810V</td>
<td>Managerial Economics</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 820V</td>
<td>Human Behavior in Organizations</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 825V</td>
<td>Policy, Planning, and Strategy</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Option Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 830V</td>
<td>Environment of Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 840V</td>
<td>Marketing Policies</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 850V</td>
<td>Financial Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 855V</td>
<td>Business Conditions Analysis</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Option #1 – Business Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 830V</td>
<td>Environment of Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 840V</td>
<td>Marketing Policies</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 850V</td>
<td>Financial Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 855V</td>
<td>Business Conditions Analysis</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Option #2 – Marketing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 840V</td>
<td>Marketing Policies</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 861V</td>
<td>Promotional Policies</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 865V</td>
<td>Seminar in Marketing</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 852V</td>
<td>Research Methods in Economics and Business</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 855V</td>
<td>Business Conditions Analysis</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Option #3 – Decision Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 802V</td>
<td>Research Methods in Economics and Business</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 805V</td>
<td>Business Conditions Analysis</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Option #4 – Business Information Systems

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 808V</td>
<td>Business Forecasting</td>
<td>3 hours</td>
</tr>
<tr>
<td>Econ 830V</td>
<td>Econometrics</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 890V</td>
<td>Thesis</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Option #5 – Applied Quantitative Analysis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 804V</td>
<td>Applied Quantitative Analysis</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Option #6 – Real Estate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 880V</td>
<td>Real Estate and Land Use</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 861V</td>
<td>Current Problems in Real Estate and Land Use Economics</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 890V</td>
<td>Thesis</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

### Option #7 – Banking and Finance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 885V</td>
<td>Banking and Financial Markets</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 880V</td>
<td>Banking and Finance</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 830V</td>
<td>Quantitative Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 850V</td>
<td>Business Information Systems</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Degree Programs

- **Option #6 – Management:**
  - BA 830V: The Environment of Management
  - BA 835V: Seminar in Management
  - BA 837V: Personnel Administration

- **Option #7 – Banking and Finance:**
  - BA 830V: Financial Management
  - BA 837V: Banking and Finance
  - BA 835V: Business Information Systems
  - BA 840V: Marketing Policies

### Option #8 – Industrial Psychology

- **BA 832V:** Personnel Administration
- **Psych 943V:** Industrial Training & Development
- **Psych 961V:** Industrial Motivation & Morale

### Option #9 – 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 of study.

A minimum of 21 semester hours must be completed in courses designated as business administration (BA). Also, at least 30 hours must be at the "V" 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 also 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 2 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 College, UN-L. Requirements for the Master’s Degree will be as stated in the Graduate Studies Bulletin, University of Nebraska-Lincoln. Upon admission by the Graduate College, UN-L, student records will be maintained on the campus at which the major portion of the graduate courses will be taken. Normally the faculty advisor will also be on that
Graduate Committee: The Civil Engineering Department has 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 College, UN-L, the chairperson of the committee will be asked to make a recommendation, after consultation with the committee, on admission to the Graduate College.

Admission to Candidacy
Consult current Options for the Masters Degree
Graduate Studies Bulletin, University of Nebraska-Lincoln

Graduate Work: 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 students' 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 groups.

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, plus an approved undergraduate course in statistics. Applicants who have more than 9 semester hours of deficiencies will be advised to remove them before reapplying for any 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. The core courses are Communication 230V, 847V, 857V, and an elective theory or research seminar above the BOOM level.

Graduate students majoring in Communication must complete the requirements to advance to candidacy, which are met by the successful completion of the four approved core courses, passing GPA of 3.0, and a passing grade in Communication 501V, an undergraduate course in statistics. Applicants who have more than 9 semester hour deficiencies will be advised to remove them before reapplying for any type of admission.

NOTE: Non-counseling students may obtain an elective option in Affective Humanization in the Graduate Program. This consists of a 12-hour block of courses which may be obtained only as part of the student's degree program.

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 12.

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

Students obtain a Master's degree in Counseling and Guidance with an area of specialization. Current specialty areas include Elementary School Counseling, Secondary School Counseling (both of which require current teaching certificates for endorsement as a Counselor in Nebraska or Iowa), Agency Counseling (Follows Student Behavioral Seminar and Foundations in Behavioral Science), and Vocational Guidance (Follows Introduction to Counseling and Guidance). Each of these seven student specializations has specific requirements, which are described in detail below.

Students are admitted and permitted to continue programs in Counseling and Guidance on the basis of their potential for successful training and professional practice.

NOTE: Non-counseling students may obtain an elective option in Affective Humanization in the Graduate Program. This consists of a 12-hour block of courses which may be obtained only as part of the student's degree program.

Master of Arts
Programs for the Master of Arts degree with a major in counseling and guidance will be determined upon request. The M.A. degree includes a thesis in lieu of a written comprehensive examination. Students who anticipate work on a doctorate are particularly encouraged to consider the M.A. degree.
COUN 890M, Principles of Guidance and Counseling
COUN 820V, Introduction to Counseling Theories
COUN 823V, 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
FED 801V, Introduction to Research

II. Required Courses
COUN 820V, Introduction to Counseling Theories
COUN 823V, Appraisal Techniques in Counseling and Guidance
COUN 824V, Counseling Practicum
COUN 827V, Group Techniques in Guidance
COUN 845V, College Student Personnel Internship

III. Selected Elective Courses
COUN 842M, Vocational Decision Making
COUN 843M, Group Counseling: Theory and Practice
COUN 845, Practicum or Internship

IV. Graduate Courses
FED 801V, Introduction to Research

V. Required Courses:
COUN 820V, Introduction to Counseling
COUN 823V, Appraisal Techniques in Counseling and Guidance
COUN 824V, Counseling Practicum
COUN 827V, Group Techniques
COUN 832V, Counseling Elementary School Children

Special Education Programs

Graduate Requirements — STUDENT TEACHING

Students seeking SPED 872V, 873V, 874V, 850V, 851V, 881V, and/or 884V, must submit a completed application form for student teaching/practicum signed by their adviser 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, or SPED 883V and 884V 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 shall be processed.
3. Pass an examination to determine adequate personal voice and speech proficiency and adequate hearing acuity for speech (Administered at the Speech and Hearing Clinic of the University).
4. Have successfully completed a minimum of thirty-nine semester hours of work in a preparatory area of admittance to the major. These hours are to include the following courses or their equivalents:
   a. a major of 24 hours in mental retardation studies
   b. a thesis to not exceed six semester hours.
   c. a major of 15 semester hours in mental retardation
   d. a minor of nine semester hours in a related field of interest.
5. To be admitted as a candidate for the Master’s degree program in Clinical counseling the student must have successfully completed at least two years of work (including one semester) before the application shall be processed to the Graduate College. A raw score of 35 on the MAT is required for initial entrance into the program.
6. Each candidate will submit a thesis proposal to his committee for approval. A thesis will represent at least 6 semester hours in independent study under the direction of a major thesis advisor.
7. Subject to the review of the applicants transcripts and related experiences with retarded children.
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 unless the student is hearing impaired or a non-native English speaker/user.

Applicants should hold a valid teaching certificate. Those not holding teaching certificates will be recommended upon review of the applicant’s transcripts and their related experiences in teaching hearing impaired students.

The Master of Science degree is based on the standards of the Department of Special Education and the Nebraska Department of Education. A state certificate in EMH and TMH teaching is also 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 M.S. degree in Mental Retardation must be approved by the Dean of Studies and Research and the Department of Special Education.

3. Applicants should hold a valid teaching certificate. Those not holding teaching certificates will be recommended upon review of the applicant’s transcripts and his/her related experiences in teaching hearing impaired students.

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 oral exam.

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

Required Courses:
- SPED 801V, Introduction to Research
- SPED 846V, Diagnostic Methods in Communication Disorders
- SPED 848V, Advanced Audiology
- SPED 851V, Advanced Practicum in Speech Pathology (Schools)
- SPED 852V, Advanced Practicum in Speech Pathology (Extremities)
- SPED 853V, Seminar in Speech Pathology
- SPED 870V, Seminar in Special Education
- SPED 895V, Diagnosis

Elective Courses in Communicative Disorders:
- Students may choose any of the courses in the area numbered 800 or above.

Elective Courses in Related Graduate Committee:

This program has been approved by the Council on the Education of the Deaf. Students who plan to

DEGREE REQUIREMENTS

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) 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 unless the student is hearing impaired or a non-native English speaker/user.

2. Applicants must hold a valid teaching certificate. Those not holding teaching certificates will be recommended upon review of the applicant’s transcripts and his/her related experiences in teaching hearing impaired students.

3. Applicants should hold a valid teaching certificate. Those not holding teaching certificates will be recommended upon review of the applicant’s transcripts and his/her related experiences in teaching hearing impaired students.

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 examination.

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

Required Courses:
- SPED 801V, Introduction to Research
- SPED 846V, Diagnostic Methods in Communication Disorders
- SPED 848V, Advanced Audiology
- SPED 851V, Advanced Practicum in Speech Pathology (Schools)
- SPED 852V, Advanced Practicum in Speech Pathology (Extremities)
- SPED 853V, Seminar in Speech Pathology
- SPED 870V, Seminar in Special Education
- SPED 895V, Diagnosis

Elective Courses in Communicative Disorders:
- Students may choose any of the courses in the area numbered 800 or above.

Elective Courses in Related Graduate Committee:

This program has been approved by the Council on the Education of the Deaf. Students who plan to
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 disabilities. Since the program assumes a knowledge of "normal" growth and development, 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 necessary background in learning 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 III.

Thirty-seven (37) hours must be completed for the M.S. in Special Education with a major in Learning Disabilities. Students electing the Master of Science: Resource Teaching in Learning Disabilities thesis option will take six (6) hours of SPED 899.

Course Requirements:

Option I - Master of Science (with endorsement)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 840V - Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 880M - Emotional Development of Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>FED 801V - Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

STEP II (15 hours)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 891V - Theory of Assessment and Diagnosis of Learning Deficits</td>
<td>3</td>
</tr>
<tr>
<td>SPED 881M - Classroom Techniques for Behavior Control</td>
<td>3</td>
</tr>
<tr>
<td>SPED 887V - Clinical Teaching in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 873V - Advanced Observation and Student Teaching (MCRI)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

STEP III (15 hours)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 891V - School Practicum in Resource Teaching/Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 870V - Seminar in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Evaluations - at the end of both STEP I and STEP II each student will be given a comprehensive evaluation. This may take the form of a written exam or oral exam or both. Students must attain at least an 80 percent proficiency level to be considered as having passed the course. Students not attaining an 80 percent proficiency level may: (a) be reevaluated a second time, (b) be recommended to take additional courses, or (c) be recommended for dismissal from the program.</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Option II - Master of Science - Thesis Option (with endorsement)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 840V - Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 880M - Emotional Development of Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>FED 801V - Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>SPED 899 - Thesis</td>
<td>3</td>
</tr>
<tr>
<td>STEP II (15 hours)</td>
<td></td>
</tr>
<tr>
<td>SPED 891V - Theory of Assessment and Diagnosis of Learning Deficits</td>
<td>3</td>
</tr>
<tr>
<td>SPED 881M - Classroom Techniques for Behavior Control</td>
<td>3</td>
</tr>
<tr>
<td>SPED 887V - Clinical Teaching in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 873V - Advanced Observation and Student Teaching (MCRI)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 899 - Thesis</td>
<td>3</td>
</tr>
<tr>
<td>STEP III (10 hours)</td>
<td></td>
</tr>
<tr>
<td>SPED 893V - School Practicum in Resource Teaching/Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 896V - Advanced Diagnosis of Learning Deficits</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Minimum required: Master of Science - 6 hours; Master of Science - Thesis Option - 3 hours.

DEGREE REQUIREMENTS

Course Requirements:

Option I - Master of Science (with endorsement)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 840V - Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 880M - Emotional Development of Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>FED 801V - Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

STEP II (15 hours)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 891V - Theory of Assessment and Diagnosis of Learning Deficits</td>
<td>3</td>
</tr>
<tr>
<td>SPED 881M - Classroom Techniques for Behavior Control</td>
<td>3</td>
</tr>
<tr>
<td>SPED 887V - Clinical Teaching in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 873V - Advanced Observation and Student Teaching (MCRI)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

STEP III (15 hours)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 891V - School Practicum in Resource Teaching/Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 870V - Seminar in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Evaluations - at the end of both STEP I and STEP II each student will be given a comprehensive evaluation. This may take the form of a written exam or oral exam or both. Students must attain at least an 80 percent proficiency level to be considered as having passed the course. Students not attaining an 80 percent proficiency level may: (a) be reevaluated a second time, (b) be recommended to take additional courses, or (c) be recommended for dismissal from the program.</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Option II - Master of Science - Thesis Option (with endorsement)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 840V - Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 880M - Emotional Development of Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>FED 801V - Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>SPED 899 - Thesis</td>
<td>3</td>
</tr>
<tr>
<td>STEP II (15 hours)</td>
<td></td>
</tr>
<tr>
<td>SPED 891V - Theory of Assessment and Diagnosis of Learning Deficits</td>
<td>3</td>
</tr>
<tr>
<td>SPED 881M - Classroom Techniques for Behavior Control</td>
<td>3</td>
</tr>
<tr>
<td>SPED 887V - Clinical Teaching in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 873V - Advanced Observation and Student Teaching (MCRI)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 899 - Thesis</td>
<td>3</td>
</tr>
<tr>
<td>STEP III (10 hours)</td>
<td></td>
</tr>
<tr>
<td>SPED 893V - School Practicum in Resource Teaching/Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 896V - Advanced Diagnosis of Learning Deficits</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Minimum required: Master of Science - 6 hours; Master of Science - Thesis Option - 3 hours.

READ 911 - Problems in Teaching Reading - Elementary (3)
READ 912 - Problems in Teaching Reading - Secondary (3)
SPED 801V - Introduction to Counseling                                         (3)
COUNT 820V - Introduction to Counseling                                         (3)
COUNT 831V - Counseling Elementary School Children                             (3)
PSY 807M - Cognitive Processes (3)
PSY 845M - Personality Theories (3)
PSY 852M - Psychobiographies (3)
PSY 854M - Learning in Children (3)
PSY 857V - Behavior Modification (3)
PSY 858V - Linguistic and Cognitive Development (3)
FED 898M - Growth and Learning Problems of Disadvantaged (3)
ELED 819V - Diagnostic and Corrective Instruction                              (3)
SED 870V - Introduction to Special Vocational Needs (3)

Master of Science: Teaching the Emotionally Disturbed

Entrance Requirements

1. The student must have completed the following courses:
UNIVERSITY OF NEBRASKA AT OMAHA

Program Requirements

1. Thirty-six (36) hours must be completed for the M.S. in Special Education with a major in Emotionally Disturbed and endorsement as a teacher of the Emotionally Disturbed, K-12. Students electing the Master of Science in Teaching the Emotionally Disturbed thesis option will take six (6) hours of SPED 899V, Thesis; three hours to be taken in Step I and three hours in Step II of the program.

2. The student will be required to pass a 2-hour comprehensive competency examination at the end of each step. This exam will be scheduled once a term.

3. Courses

Step I - 12 hours

Required
FED 801V, Introduction to Research — 3 hours
SPED 882V, Educ. Strategies for Ed Child and Adult — 3 hours
SPED 840M, Learning Disabilities — 3 hours

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
SPED 899, Master’s Thesis — 3 hours

Comprehensive Examination

Step II - 12 hours

Required
SPED 891V, Theory of Assessment & Diagnosis of Learning Deficits — 3 hours
SPED 883V, Practicum in Emotionally Disturbed — 3 hours
SPED 875M, Childhood Language Disorders — 3 hours

Electives
SPED 896V, Advanced Diagnosis of Learning Disabilities — 3 hours
PSY 812V, Diagnosis and Remedial Instruction in Reading — 3 hours
PSY 831M, Psychological and Educational Testing — 3 hours
PSY 863M, Techniques of Programmed Instruction — 3 hours
PSY 856M, Learning in Children — 3 hours
PSY 857V, Behavior Modification — 3 hours

DEGREE REQUIREMENTS

CRIMINAL JUSTICE

Degree Programs

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

All candidates must have a minimum of 18 semester hours of Criminal Justice or related courses which represent the core undergraduate curriculum. In addition, all candidates must have completed 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 30 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
801V, Seminar in the Administration of Justice — 12 hrs.
812V, Criminal Justice Research Theory and Methodology
Elective Courses
(school selects three (3) courses with advisor’s approval)
810V, Criminal Justice Planning and Innovation
810V, Comparative Law Enforcement Systems
811V, Theoretical Criminology
818V, Seminar in the Process of the Criminal Justice System
819V, Seminar in Delinquency Prevention, Control, and Correction
811V, Special Problems in Criminal Justice
814V, Independent Study
811M, Correctional Law
835M, Community Based Correction

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, and Sociology.
899V, Thesis — 6 hrs.

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 future administrators within the Criminal Justice System.

To earn the Master of Science Degree in Criminal Justice, the student must satisfactorily complete the following course work:

Required Core Courses
802V, Seminar in Administration of Justice
812V, Criminal Justice Research Theory and Methodology
Elective Courses
(student selects four (4) courses with advisor’s approval)
810V, Criminal Justice Planning and Innovation
835V, Comparative Law Enforcement Systems

6 hrs.
12 hrs.
15 hrs.
The student is eligible for admission to candidacy for the Master of Arts program when a Plan of Study has been developed to satisfy all deficiencies, a three-hour research methods course, and six hours of graduate courses completed, and either the MAT or GRE scores on file. Upon eligibility for candidacy, the student will submit the Plan of Study to the Graduate Faculty via the chairperson of the Graduate Faculty.

All candidates are required to take a course in research methods in their first twelve hours of program study and to complete one of the following plans of study:

Option I: Successful completion of at least 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 before the committee when completed.

Option II: Successful completion of at least 33 semester hours of course work including at least 12 hours in V-level courses; plus a final project (3 credit hours) consisting of major responsibility in a production approved by the Dramaic Arts faculty; a final prompt book, portfolio, or script will be assembled upon completion of the project and presented to the student’s committee. The student will make an oral defense of the project before the committee when completed.

The emphasis in People’s Theatre is the department’s response to what appears to be an important development in the world of theatre. With many small theatres organizing around the cultural, educational and entertainment needs of new audiences, such as women, blacks, Chicano, rural people, third world countries, and a concerned student body with a wide variety of learning needs. As a part of an urban university, the UNO Dramaic Arts Department has close ties to the Omaha community and encourages work that takes advantage of these ties. For, although the department is committed to nurturing a greater understanding of American and world theatre, its natural constituency is the Omaha and Great Plains regions, and it is these people we strive to serve through our efforts in scholarship, production, and outreach.

Graduate students pursuing the special emphasis in People’s Theatre work in People’s Theatre and take either Option I or Option II and a core of four Dramaic Arts courses in People’s Theatre:

- 805V - People’s Theatre Practicum
- 874V - People’s Theatre History to 1960
- 875M - Contemporary People’s Theatre
- 892V - Contemporary Theatre Aesthetics

Since People’s Theatre emphasis is fundamentally interdisciplinary, all People’s Theatre students will take 9-12 of their hours in a cooperative field outside Dramaic Arts.

Students are directed to obtain a copy of the MA Program Guidelines from the department office for more detailed information on the program process and requirements.
DEGREE REQUIREMENTS

As an applicant for admission to the Specialist in Education degree (without endorsement) in the Department of Educational Administration, Supervision, and Foundations, the candidate must hold a Master’s degree from an accredited institution.

Program in Educational Foundations

Master of Science

Urban Education

The Master of Science program in Urban Education is designed for graduate students who are interested in exploring the contemporary issues confronting urban educational institutions. The range and depth of the disciplinary course offerings in this program provide varied, challenging, and relevant experiences for both classroom teachers and community workers in allied professional fields. Students in this thirty-six hour program will increase their competence and expertise in functioning not only in the educational setting of the urban classroom, but also within the wider community milieu. It is expected that students will be able to critically analyze the logic and structure of the educational institution, and the inter-relationships of education and other primary socializing agencies.

Many of the courses offered in the program are designed specifically to facilitate an analysis of the ethnic, racial, and social characteristics of the contemporary urban scene. It is also expected that students will develop an awareness of and the ability to handle the learning problems of urban youth. The program emphasizes a cultural awareness and appreciation of the varied lifestyles within the urban setting, and specific skills to function effectively as an educator. In addition, attention will be focused on a critique of existing programs and the development of new strategies for change and the improvement of education.

In order to enter this program, a person must hold a Bachelor’s degree from an accredited institution and submit a completed application form for graduate studies and a transcript of all previous college work.

Program Required Course:

FED 801V, Introduction to research

Select six of the following courses:

FED 801V, History and Philosophy of Education
FED 803V, Education and Society
FED 807V, Alternatives in Urban Education
FED 809V, Urban School
FED 811V, Conflict and Controversy in Education
FED 813V, Field Research Techniques in Urban Education
FED 831V, Growth and Learning Problems of the Disadvantaged

Electives to be determined by the student and his/her advisor: The program shall be flexible enough to allow for individualized programs of study and experience which are most appropriate for the preparation of each candidate and for the level at which the candidate is preparing to work.

EDUCATIONAL ADMINISTRATION, SUPERVISION, AND FOUNDATIONS

Programs in Educational Administration and Supervision

Master of Science

An applicant for admission to the program for the Master of Science degree in educational administration and supervision (with endorsement) must hold a Bachelor’s degree from an accredited institution and be certified at either the elementary or secondary teaching level. The degree program consists of at least 36 semester hours and includes the major areas of educational administration and supervision.

For admission to the program for the Master of Science degree in educational administration and supervision (without endorsement) must hold a Bachelor’s degree from an accredited institution.

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

All programs will be designed with the student’s needs and development of the student with the advice and counsel of his major advisor.

Specialist in Education

An applicant for admission to the Specialist in Education degree (without endorsement) in the Department of Educational Administration, Supervision, and Foundations, must hold a Master’s degree from an accredited institution.

These programs of study are designed to best utilize the student’s needs and ambitions. Articulated with the Master’s Degree, the total program must accumulate to not more than 66 graduate semester hours.

The program is carried out under the direction of a graduate faculty supervisory committee. Prior to admission to candidacy, all students must successfully pass the designated qualifying examination.

ENGLISH

Master of Arts

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

All candidates for Master of Arts degrees with majors in English are required to take English 801V (Introduction to Literary Research) within the first nine hours of graduate study, and to complete one of the following plans of study:

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

Plan B: Successful completion of 36 credit hours in course work, including at least 18 hours in upper-level courses, plus a written examination prepared and judged by a faculty committee.

The following English seminars in major periods vary in emphasis and may be repeated for credit:
University of Nebraska at Omaha

Study. For Plan A (thesis) a minor is six hours; for Plan B (non-thesis) a minor is nine hours. The maximum amount of course work which may be applied from another discipline or disciplines is the same as that for a minor for Plan A (six hours) or Plan B (nine hours).

NOTE: The English Department offers a Certificate in Course in Teaching English as a Second Language.

1. Satisfactory completion of the following four courses:
   a. Eng. 858M, Introduction to Linguistics
   b. Eng. 878M, Structure of English
   d. Eng. 896M, Studies in Linguistics (Teaching English as a Second Language)

2. For all students except those with a major or teaching field concentration in a foreign language, demonstrated oral and written competence in a second language as certified by the Department of Foreign Languages.

3. For students whose language of nurture is not English, demonstrated oral and written mastery of English as certified by the Department of English.

The Certificate in Course, granted by the Board of Regents, is not a certificate to teach in the public schools of Nebraska or any other state. It is an academic credential only. Students who want certification to teach in the public schools must follow the procedures and courses of study prescribed by the College of Education. The requirements for certification to teach English as a second language in American public schools vary widely from state to state.

GEOGRAPHY

Master of Arts

The Master of Arts Degree offered by the Department of Geography-Geology requires a minimum of 24 semester hours of approved graduate work in geography or related disciplines, plus 6 semester hours of thesis for a total of 30 semester hours.

One course is required. History and Philosophy (800V). 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 written and oral comprehensive examination prior to undertaking thesis work.

Admission Requirements

In addition to the requirements of the Graduate College, an applicant for admission to the Master of Arts degree program in geography must present a prerequisite minimum of 15 undergraduate semester hours of geography including physical and human geography and cartography, plus at least three hours in spatial analysis, quantitative methods, or mathematical statistics. Applicants are furthermore advised to include computer science in their program of study. 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 GER 811M—Applied Social Gerontology (3 semester hours); the other 12 hours (usually four graduate level courses) in Gerontology are selected by the student in consultation with the Academic Coordinator of the Gerontology Program. In this manner, individualized programs of study are developed for each student to meet his or her career goals and interests.

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 services to the elderly. Practicum students must register for GER 894M—Practicum and participate in periodic seminars with the Practicum Supervisor of the Gerontology Program.

DEGREE REQUIREMENTS

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

2. GER 810M—Educational Gerontology (3 semester hours)

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

4. GER 867M—Programs and Services for the Aging (3 semester hours)

5. GER 898M—Counseling Skills in Gerontology (3 semester hours)

6. GER 894M—Practicum (0 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 Health, Physical Education and Recreation.

M A S T E R O F A R T S (36 hours)

MA S T E R O F S C I E N C E (30 hours)

1. HPER Core (6 hrs.)
   HPER 803V Research in HPER
   HPER 822V Problems and Issues in HPER

2. HPER Specialization (12-24 hrs.)
   HPER 810V Research Project
   HPER 830V Analysis of Research and Literature in HPER
   HED 855M Health Aspects of Aging
   HED 825M Human Sexuality
   HED 831V Alcohol Education for School Personnel
   PE 893M Measurement and Evaluation in Physical Education
   PE 894M Physiology of Exercise
   PE 896M Topics of Sports Medicine
   PE 824V Sport in American Culture
   PE 828V Curriculum in Physical Education
   PE 827V Improvement of Instruction in Physical Education
   PE 840V Motor Learning and Performance
   PE 845V Kinesiological Analysis of Motor Skills
   RED 824M Organization & Administration of Recreation
   RED 830M Recreation Programming
   RED 851M Recreation for the MI & MR
   RED 852M Recreation for the Aged
   RED 853M Therapeutic Recreation: Activity Analysis
   RED 854M Therapeutic Recreation: Delivery Models
   RED 841V Outdoor Recreation Resource Planning
   HPER 899V Thesis

3. Electives
   Related courses from outside the School of HPER, approved by the advisor, may be taken as needed to bring the courses in the student's program to a minimum of thirty hours.

HISTORY

Master of Arts

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 who have less than 21 (twenty-one) hours of undergraduate preparation, or who have not achieved a 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.

4. As stipulated by the Graduate College, students must take the general aptitude test of the Graduate Record Exam during the fall semester of their graduate work.

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

The program for the Master of Arts degree (Option I) with a major in History will consist of two three-hour segments, and the minor area examination will be over the specific courses taken for the minor. The major area examination will be of six hours duration (two-hour segments), and the minor area examination will be over the specific courses taken for the minor.

In either program of study, a thesis, not to exceed six semester hours in independent study credit, is required under the direction of the major adviser.

**M.A. Program without Thesis (Option II)**

1. Under this plan the student may earn a Master of Arts degree by completing successfully thirty-six hours of course work, at least half of which must be earned in courses open only to graduate students (V series). No more than nine (9) hours of credit may be taken by a student under numbered 80-89.

2. In addition to showing broad competency in history, the candidate must give proof of research ability and proficiency in writing. This normally will be done in research seminars and independent research projects.

3. While there is no requirement for a minor in any field other than history, the student may elect to take a minor in some other field, such minor to consist of no less than six graduate hours of approved lower graduate credit and no more than nine graduate hours. Permission to take a six hour minor may be granted by the adviser's permission, and the approval of the Graduate Program Committee.

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 Program Committee of the Department of History, choose his adviser. The chairperson of the History Graduate Program Committee shall, after consultation with the student and his adviser, recommend an advisory committee to the Dean for Graduate Studies and Research for official appointment. The advisory committee shall be composed of members of the Faculty appropriate to the student's program and academic interests. The chairperson of the advisory committee (and the representative of the minor field, if such field is selected) must be members of the Graduate Faculty.

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

1. Early in the semester the candidate expects to take the degree, he/she must make arrangements with his/her sponsor to take the comprehensive written examination. The examination will be given three times during the year: during the eleventh week of the fall semester, during the eleventh week of the spring semester, and during the second week of the first summer session.

2. The examination in history will consist of two parts, one devoted to the major area, and one to the minor area of study.

   a. If the major area of study is European/English history, the examination will be comprehensive, taking into consideration the student's program of study. The non-European/English portion of the examination will be over the specific courses taken for the minor. The major area examination will be of six hours duration (two-hour segments), and the minor area examination will be over the specific courses taken for the minor.
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 with a grade of C or better, and to have an overall average of B or better in the last two years of undergraduate study. In some cases where the above criterion is not met, a provisional admission may be granted provided the applicant is willing to take some preliminary course work that will not apply towards the degree.

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

- Earn a total of 36 acceptable credits, at least 24 of which must be in mathematics.
- Choose mathematics courses which carry a number of 800M or above and at least 18 credits which carry a number of 800V or above.
- Include mathematics courses 821M-824M, 827M and one of the following sequences: 811M-812M, 830M-831M, 853M-854M.
- Maintain a "B" average in all of his work with no grade lower than a "C," and no more than two grades of "C.".
- Complete the requirements of a, b, c, and e above.

Mathematics

Program of Study
The primary objective of the Master of Professional Accounting degree program is to provide a graduate level of professional education as a basis for a career in professional accounting. Students with or without undergraduate degrees in accounting may be admitted to this program. The program provides a broad-based preparation for individuals seeking careers in public, private, or not-for-profit organizations. By choosing specific elective courses, however, individuals desiring a particular career path may pursue some specialization.

The MPA program is designed for dedicated students with career aspirations demanding a high level of expertise. As such, the program involves both intensive and extensive professional preparation. It requires an intensive analysis of the accounting discipline while providing an extensive base in the supporting areas of economics, finance, and quantitative methods. The program provides the foundation for an accounting career with a lifetime educational process. Upon completion of the program, the student will have earned the educational background required for the following professional examinations: Certified Public Accountant (CPA), Certificate in Management Accounting (CMA), and Certified Internal Auditor (CIA).

Admission Requirements
All applicants must meet the requirements of the Undergraduate Accounting program to pursue graduate education. These courses may be waived upon satisfactory evidence of prior preparation. In the second year, student complete a core of required courses in accounting and the supporting disciplines. It is suggested that an advisor, electives may be selected to meet a student's specific career goals. The program does not require a thesis or comprehensive examination.

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 political science course 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 studies 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-two of which must be in course work, receiving no more than four grade points in any single semester. The thesis is expected to be a major piece of scholarship. From the four subjects of Political Theory, American Politics, Comparative Politics and International Politics, the student will select an emphasis in two. Twelve hours of course work will be taken in one area of emphasis and six hours in the other. The remaining course work is elective and may include cognate courses in related disciplines. The twenty-four hours of course work six hours must be at the V level, including 800V (Research Methods). There will be written 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 eighteen hours at the V L level, including 800V (Research Methods). The student will select courses from the Political Science curriculum but may include up to nine hours of cognate courses in related disciplines. Students must maintain a B (3.0) average in their course work, receiving no more than two grades of C. Sixty-three hours of course work, receiving no more than four grades of C.

The aim is to tailor each student's program to fit his or her personal or career interests.

PROFESSIONAL ACCOUNTING

Objectives of the MPA Program

The primary objective of the Master of Professional Accounting degree program is to provide a graduate level of professional education as a basis for a career in professional accounting. Students with or without undergraduate degrees in accounting may be admitted to this program. The program provides a broad-based preparation for individuals seeking careers in public, private, or not-for-profit organizations. By choosing specific elective courses, however, individuals desiring a particular career path may pursue some specialization.

The MPA program is designed for dedicated students with career aspirations demanding a high level of expertise. As such, the program involves both intensive and extensive professional preparation. It requires an intensive analysis of the accounting discipline while providing an extensive base in the supporting areas of economics, finance, and quantitative methods. The program provides the foundation for an accounting career with a lifetime educational process. Upon completion of the program, the student will have earned the educational background required for the following professional examinations: Certified Public Accountant (CPA), Certificate in Management Accounting (CMA), and Certified Internal Auditor (CIA).

Program of Study

The first year of the MPA program focuses on the Common Body of Knowledge as defined by the AACSB and sufficient undergraduate accounting preparation to pursue graduate education. These courses may be waived upon satisfactory evidence of prior preparation. In the second year, students complete a core of required courses in accounting and the supporting disciplines. It is suggested that an advisor, electives may be selected to meet a student's specific career goals. The program does not require a thesis or comprehensive examination.

Admission Requirements

All applicants must meet the requirements of the Graduate School as stated in the Graduate Catalog. Applicants must submit a completed application, official copies of all transcripts, and results of the Graduate Management Admission Test (GMAT) prior to admission to the program. Although other factors are considered, the general admission formula is:

Graduate Division GPA = 100
58 UNIVERSITY OF NEBRASKA AT OMAHA

Foreign students must provide letters of recommendation, statements of financial independence, and evidence of ability to speak and write the English language. The baccalaureate degree must have been earned before or after admission (and any graduate coursework completed since graduation). The requirements for this degree are the same as for those admittance requirements can be made on an individual basis. Three letters of recommendation are required of those applicants who are seeking a departmental graduate assistantship or are applying to a post-masters program. Exceptions to these admission requirements can be made on an individual basis.

Foundation Courses*  
(36 total semester hours)
Course  
Acc 811H Survey of Accounting  
Acc 302 Tax Accounting  
Acc 303 Intermediate I  
Acc 304 Intermediate II  
Acc 305 Cost Accounting  
Acc 408 Principles of Auditing

Note: Some or all of these courses may be waived based upon evidence of satisfactory undergraduate preparation or equivalent experience.

Master of Professional Accounting*  
(36 total semester hours)
Required Accounting Courses (9 hrs.)  
Acc 821V Accounting Theory  
Acc 823V Controllership  
**Acc 825V Seminar in Accounting

Accounting Electives (9 hrs.)  
Acc 801M Advanced Accounting  
Acc 804M Advanced Tax Accounting I  
Acc 807M Not-for-Profit Accounting  
Acc 809M Financial Auditing  
Acc 822V Advanced Tax Accounting II

Required Tool Courses (12 hrs.)  
BA 800V Quantitative Analysis  
BA 810V Managerial Economics

Other Electives (6 hrs.)  
In consultation with a faculty advisor, six (6) hours of additional graduate work may be selected.

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 Analytic sections. The Advanced GRE in psychology is not required for admission to the Master’s program, but is required of students who are applying for a graduate assistantship and/or the M.A. program. Although the advanced GRE in psychology is not a requirement for the Master’s program, a score of 600 on it is required for passing the comprehensive examination and may be achieved at any time (either before or after admission).

The evaluation of admission for all students applying to the Master’s program is based primarily on a numerical composite score obtained by combining the last two years of the overall undergraduate GPA (and any graduate coursework completed since graduation) with the average of the three subtests composing the Aptitude portion of the GRE divided by 100. A student is admitted if his or her composite score is 8.0 or greater. A student whose composite score falls below 8.0 is not likely to be admitted and should be discouraged from applying.

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 submit them.

Master of Arts

To complete the M.A. degree in psychology, the student must present 30 hours of graduate course work in psychology, or 21 hours in psychology plus 9 hours in a related minor field. Up to 6 hours of thesis credit are to be included in this total. The student must choose one course from each of the following four groups. These courses must be completed within the first 16 hours of graduate work.

I. Psychology 904 (Proseminar in Learning)  
II. Psychology 921 (Proseminar in Perception)  
III. Psychology 932 (Proseminar in Psychophysiological Psychology)  
IV. Psychology 941 (Proseminar in Personality)  
V. Psychology 944 (Proseminar in Social Psychology)

The student must earn a grade of at least B in the four required prosemnars. If either a C is earned, or an unexcused withdrawal (W) is recorded in a prosemnar this course or its pairmate must be retaken and completed with a grade of B or better. Should two such grades (C and/or W) in one or more prosemnars become a matter of record at any point in time (even if the initial C or W has been improved upon subsequently) the student will be dismissed from the program. This rule applies to the prosemnar series only. However, the accumulation of any three C’s or a D or an F in any graduate course on the student’s plan of study will result also in dismissal. A dismissed student may appeal to the Graduate Program Committee for consideration of readmission.

The remainder of the student’s course work is elective, but must be planned in conference with the academic advisor, in order to meet the individual needs and interests. Psychology 800V in a non-core course intended to familiarize the beginning graduate student with the profession of psychology and is required of all graduate students in psychology. The student may emphasize one of the following areas: quantitative, physiological, general experimental, social, personality, developmental, educational, and industrial/organizational psychology. 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 only open 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 36 hours of graduate work in psychology. The M.S. degree has the same prosemnar requirement as the M.A., and all rules concerning prosemnar courses are the same in both degree programs, as well as the requirement of Psychology 800V. Additional required course work may be designated by the department. This will ordinarily include up to 3 hours of practicum credit. Final determination of a student’s plan of study always resides with the advisor and the department. To meet the graduate studies requirements a student must take at least half of the work in courses which are only open to graduate students.

Specialist in Education

The Ed.S. degree requires completion of 66 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 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.

Doctor of Philosophy

Through a cooperative program with the University of Nebraska-Lincoln, programs are offered in Omaha leading to the Ph.D. degree in industrial/organizational psychology, and to developmental psychology. Students may be considered for admission to a doctoral program if they have completed or are doing excellent work toward their Masters degree which includes a dissertation of research skills, preferably in the form of a defended thesis. There is no generally specified language of research skills requirement, but each student is expected to demonstrate proficiency in languages, research skills, or knowledge in graduate research areas appropriate for the student’s research interests as determined by the Supervisory Committee.

Industrial/Organizational Psychology

Doctoral students in this program are required to complete the entire prosemnar series of eight courses as outlined above or their equivalent if the student has completed graduate coursework at another school. The prosemnar series are required: Psychometric Methods, Research Methods in Industrial/Organizational Psychology, Industrial Motivation and Morale, Industrial Training and Development, Personnel Selection and Placement, Compensation, and Personnel Planning.
Experimental Child Psychology

Doctoral students in this program are required to complete the entire pre-seminar series of eight courses as outlined above or their equivalent if the student has completed graduate coursework at another school. In addition, the following courses are required: Memory and Learning, Social and Personality Development, Language, Developmental Psychobiology, Language, and Developmental Psychology. The remaining hours of coursework are determined by the student and the supervisory committee.

Developmental Psychobiology

Doctoral students in this program are required to complete the entire pre-seminar series of eight courses as outlined above or their equivalent if the student has completed graduate coursework at another school. In addition, the following courses are required: Animal Behavior, Neuroanatomy, Seminar in Developmental Psychobiology, and Developmental Psychology. The remaining hours of coursework are determined by the student and the supervisory committee.

Summary of Procedure for the Doctor of Philosophy Degree

This summary of procedure should be studied carefully in connection with the Graduate College calendar.

1. Admission to the UNL Graduate College by the evaluation of official transcripts presented in person or by mail prior to registration.
2. Application for consideration with advisers in major and minor departments.
3. Appointment by the UNL Graduate Office of a supervisory committee on the recommendation of the departmental or area Graduate Committee.
4. Submission to the UNL Graduate Office of a program approved by the supervisory committee setting forth the complete plan of study for the degree prior to completion of more than half of the minimum requirements.
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. Registration after consultation with advisers in major and minor departments.
9. Presentation of the dissertation and the abstract to the members of the reading committee in sufficient time (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 abstract, and the application for the final oral examination at least three weeks prior to the date of that examination.
11. Theses must include any required oral examination.
12. Deposition of two copies of the dissertation in proper form, one copy of the abstract, and a signed agreement for microfilming the dissertation and 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.

Program Requirements in the Area of School Psychology

Application

All applications for admissions 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 Examination Aptitude Test, a vita, and three letters of recommendation. Students who have not been admitted to Graduate College may apply to the Director of Admissions. Applications must be completed by the following March for the following Fall semester. A second application period is possible, should openings 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.

Certification

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. For an acceptable plan of study, the student must be recommended by the Director of the Department. The student must work for the Master of Science in Educational Psychology or its equivalent. Since individual students may have varying previous experiences, the student must consult with his major professor of the Department. The student must be in residence for three consecutive semesters before certification is awarded. The final decision for certification is made by the School Psychology Committee.

Contact

The School Psychology Committee when starting their studies in order to facilitate individual program planning. The student must make a member of the School Psychology Committee.

DEGREE REQUIREMENTS

1. Required Courses in Psychological Methods

Psychology 831M (or 431) Psychological and Educational Testing
Psychology 832M Introductory Psychometrics
Psychology 835V Introduction to Quantitative Methods

2. Required Professional Education Courses

COUN 824V Counseling Practices
EDAD 835V Introduction to Educational Administration and Supervision
EDAD 935V Introduction to Educational Administration and Supervision

3. In-Take for School Psychology (Psychology 997)

The student's program of study must include a total of 6 complementary and 4 credit hours of practice. The general rule is that 20 credit hours are required for each credit hour of practice. The usual practice is for a 3-hour practicum emphasizing behavioral intervention and a 3-hour practicum emphasizing social and emotional development. In addition, there must be at least one practicum per school setting. Each practicum is to be conducted by an individual student, must be approved by the School Psychology Committee before the student begins the practicum. The student may sign up for 3 credit hours for each semester of internship completed.

4. Practicum in School Psychology (Psychology 998)

An internship totaling at least 1000 clock hours must be completed before the student will be recommended for endorsement as a school psychologist. This will normally be taken after the student has completed all other requirements, including both practicum experiences. The internship is usually completed in one of the Omaha-area schools or other sites are possible. The exact details of the internship are worked out by negotiation involving the student, his advisor, and the representative of the school system involved. In most cases, the negotiations must be approved by the School Psychology Committee. The student must sign up for 3 credit hours for each semester of internship completed.

Psychological Assistant

Students who are pursuing work toward certification in Nebraska as Psychological Assistant must simultaneously complete the requirements for the M.A. or M.S. Those seeking this endorsement are encouraged to apply to the Psychology Department of their school at the same time they apply for degree candidacy in order to ensure that required courses are included in the plan of study for the degree. In any case, all students must have been accepted in this program before entering in Psychology 853V or 854V. Students must have been accepted in this program before applying for the Psychological Assistant degree. The student must have completed all the requirements for the Masters degree. The student must be in residence for the Master of Science in Educational Psychology or its equivalent. Since individual students may have varying previous experiences, the student must consult with the Major Professor of the Department. The student must be in residence for three consecutive semesters before certification is awarded. The final decision for certification is made by the School Psychology Committee.
Recommendation for Certification

Upon completion of the approved program of studies the student requests review for the School of Psychology Committee's recommendation for certification as a school psychologist or psychological assistant. The student is expected to have completed the program satisfactorily (B or better) and maintained the professional standards of school psychology. The student in training is expected to behave in accordance with the ethical guidelines of the American Psychological Association and the National Association of School Psychologists.

PUBLIC ADMINISTRATION

Master of Public Administration

The Master of Public Administration (M.P.A.) is a professional graduate degree designed: (1) to prepare students for careers in the public service — national, state, local or nonprofit agencies and (2) to provide research methods and opportunities for those already in the public service.

Professionals with general administrative skills are needed in all areas of government. The M.P.A. Program stresses the development of management and administrative abilities, important to both staff specialists and administrators. Students in the M.P.A. Program will likely come from widely differing backgrounds. Some may come from current public employment and professions such as law, hospital administration and business administration while others may enter with degrees in the social sciences, engineering, business, humanities or the humanities.

The M.P.A. Program courses are regularly offered at night to meet the needs of full-time employees.

The Department of Public Administration is a member of the National Association of Schools of Public Affairs and Administration (NASPAA). In 1980, The M.P.A. Program was placed on the National Register of Programs found to be in substantial conformity with NASPAA Standards for Professional Masters Degree Programs in Public Affairs and Administration.

Degree Requirements

Thirty-nine graduate credit hours are required for the M.P.A. degree, including 36 hours of course work and a three-hour internship. The course work shall include 18 hours of core courses, required of all M.P.A. students. The elective courses, chosen by the student with the assistance of a departmental advisor, may include one of the 12-hour options listed below or, on occasion, include a separate 12-hour block of study designed to meet a particular set of career development needs.

The internship requires the equivalent of 15 weeks of work at 20 hours per week in a staff position with a public or quasi-public agency. The internship requirement may be waived for prior professional or administrative service in a public or nonprofit agency. Where the internship is waived, an additional three-hour elective will be substituted.

In addition, a comprehensive written final examination is required of all M.P.A. students.

Admission

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

To be admitted unconditionally, the student must have achieved a grade average of 3.00 on a 4.00 system for either the full undergraduate program, for the undergraduate major of Public Administration, or for the junior-senior years and must follow all other admission requirements for Graduate Studies. This includes completion of one of the following: the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), the Graduate Management Admissions Test (GMAT), or the Law School Admissions Test (LSAT).

Provisional admission may be granted where the applicant has achieved a grade average of 2.70 or above or has completed some of the four examinations (GRE, MAT, GMAT, LSAT). Exceptions to the 2.70 grade average may be made by the Graduate Program Committee in conjunction with the Graduate Dean where the applicant:

- has a demonstrated record of public sector administration; or
- has a graduate degree at least four years previous to application; or
- has demonstrated through recent course work an ability to successfully complete graduate work.

Application for Candidacy

In accordance with Graduate College guidelines, students must apply for candidacy for the degree when: (1) a minimum of six hours of graduate credit necessary to the degree program have been completed; (2) a grade average of 'B' with no grade lower than 'C' has been earned; and (3) the appropriate graduate examination scores (GRE, MAT, GMAT, or LSAT) have been placed on file with the Graduate Office.

As a rule, no degree can be awarded in the same semester as candidacy for the degree is approved. Application forms should be filled out by the student — in consultation with a faculty advisor — as soon as possible following approval of candidacy.
The option stresses the planning process and related skills and techniques. Students selecting this option should plan on taking one or more courses on the Lincoln campus in order to complete the program expeditiously.

Required courses:
CRP 811 Urbanism and Planning in the U.S.
CRP 813 Planning Process and Theory
CRP 415/815 Housing Renewal and Development
CRP 822 Research Methods for Planning
CRP 828 Planning Administration and Implementation
CRP 897 Selected Topics in Planning
CRP 898 Special Problems in Planning
CRP 913 Planning and the Natural Environment
CRP 917 Planning with Minority and Low Income Groups
CRP 924 Human Resource Planning

Public Works-Civil Engineering Option (12 hours from the following selected list in consultation with advisor):
CE 468 Traffic Engineering
CE 468 Transportation Geometrics
CE 485 Urban Transportation Planning
CE 492 Transportation Planning and Economics
CE 800 Environmental Quality and Control
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 842 Construction Management

Social Work or Social Welfare Option (12 hours from the following selected list in consultation with advisor):
SW 800V Human Behavior and the Social Environment
SW 805V Social Welfare Policy and Services
SW 830V Task Groups in Macro Practice
SW 832V Social Work Administration
SW 834V Social Welfare Planning
SW 856V Supervision in Social Work
SW 858V Advanced Policy Analysis and Implementation
SW 860M Social Work Practice in Mental Health
SW 866M Social Work Practice in Child Welfare
SW 870V Alcohol Abuse Comprehensive Treatment Program
SW 890V Special Studies in Social Welfare

Public Works-Civil Engineering Option (12 hours as above, but at least one of the courses listed below, the remaining part of the program to be selected, must be approved for entrance into the graduate program by both the Department of Public Administration and 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 Graduate Program Committee of the Biology Department.
Biological 819V Communities and Ecosystems
Biological 839V Environmental Physiological
Biological 840V Plant Ecology

The Law Enforcement Option (12 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 and Policy. At least one course selected in consultation with advisor.)

Comparative Law Enforcement Systems
Seminar in Community Services and Treatment
Seminar in Criminal Services and Treatment
Theoretical Criminology
Seminar in the Processes of the Criminal Justice System
Seminar in Delinquency Prevention, Control and Correcfion
Special Problems in Criminal Justice
Criminal Justice Research

SPECIAL STUDIES

Required courses:

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 42 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 20 graduate credit hours of social work foundation courses. Specific foundation course requirements are determined on the basis of each student's previous coursework and tested knowledge.
3. Details about research, practicum, and other course requirements may be obtained from the Dean of Graduate Studies.
4. See the School of Social Work Student Handbook for other requirements.

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. The School may transfer up to eleven semester credits from another university toward the degree. Students may transfer no more than 6 semester hours in sociology including courses in statistics and research methods.

SPECIAL STUDIES

Applicants for admission to the graduate program in sociology should present a minimum of 15 undergraduate semester hours in sociology including courses in statistics and research methods. Students with other majors who wish to be admitted provisionally must remove the deficiency within the first year of graduate study. Students must also pass the Graduate Record Examination.

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

MATERIALS

The student is expected to complete Sociology 801V and a minimum of 21 additional graduate semester hours, including at least nine semester hours of 800-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 two remaining examinations are selected by the student, in consultation with the graduate advisor.
graduate adviser, from a list available through the Sociology Office. The examinations are given a minimum of twice annually, and other times as required. Detailed explanations of graduate requirements should be secured through the Sociology Office.

**Master of Science with a Major in Applied Sociology**

A student contemplating this degree is expected to complete Sociology 801V and a minimum of 2 additional graduate semester hours, at least nine of which are from the 800-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 practicum and coordinate an 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

The Department of Teacher Education offers graduate degrees in Elementary Education, Reading and Secondary Education. In addition, graduate concentrations are available providing leading to certification or endorsement in Educational Media, Gifted Education, Vocational Education and Special Vocational Needs.

#### Admission Requirements

The requirements for unconditional admission into a graduate degree program are as follows:

1. A valid teaching certificate
2. An undergraduate major GPA of 3.0 or above
3. Completion of undergraduate deficiencies
4. An acceptable score on one of the following (must be completed before a second enrollment in classes):
   - Graduate Record Examination — minimum score of 840 on the Verbal and Quantitative sections
   - Graduate Record Examination — minimum score of 1260 on the Verbal, Quantitative and Advanced Test in Education
   - Miller Analogies Test — minimum raw score of 33

#### Comprehensive Examination

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 be devoted to the 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 examination will be taken. The examination consists of 48 multiple-choice questions. The first 24 questions are based on concepts common to the programs of all students who enroll in the Department.

#### Non-Degree-Seeking Students

Students who are not planning to pursue a program leading to a Master's degree are allowed to take courses for which they have prerequisites. Their graduate adviser will confer with them in planning for such courses. Students not pursuing a graduate degree will be admitted as unclassified graduate students. Normally, no more than six hours taken as an unclassified student may be transferred into a graduate degree program.

### Elementary Education

**Master of Arts**

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

**Master of Science**

Degree Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FED 801V</td>
<td>Introduction to Research</td>
</tr>
<tr>
<td>FED 805V</td>
<td>History and Philosophy of Education</td>
</tr>
</tbody>
</table>

### DEGREE REQUIREMENTS

#### Master of Science

**Area**

- Master of Science (with Minor)

**HOURS**

1. **SED Core Requirements**

- **SED 825V**, Emerging School Curriculum
  - 3 hours

2. **Elementary Education**

- **SED 830V**, Elementary Education
  - 36 hours

3. **Related Academic Courses**

- **SED 894V**, Seminar in Secondary Education
  - 3 hours

**Total**

- **36 hours**

**Area**

- Master of Science (without Minor)

**HOURS**

1. **SED Core Requirements**

- **SED 894V**, Seminar in Secondary Education

**Total**

- **6 hours**
This is a professional Master's degree. With a major in Urban Studies and a minor in Sociology, students will gain a comprehensive understanding of urban issues and policies. The program includes courses in urban policy, planning, and development, as well as field work in urban areas.

Graduate students are required to complete a minimum of 36 credits, including:

- 12 credits in Urban Studies
- 12 credits in Sociology
- 6 credits in a related discipline
- 6 credits in electives
- A comprehensive final examination

In addition, students must select a minor field of study from one of the following areas:

- Public Administration
- Economics
- Political Science
- Geography

Graduate students are also required to write a thesis or complete a comprehensive exam. The thesis must be approved by the advisor and a committee. The comprehensive exam must be passed with a grade of B or better.

Students interested in this program should contact the Graduate Coordinator for more information.

Non-degree areas:

- Urban Planning
- Community Development
- Environmental Studies

The program is offered on a part-time or full-time basis, with courses offered in the fall, spring, and summer semesters.
COURSE DESCRIPTIONS

**Art**

**Studio Art**

400/800M Special Studies in Art Education (1-3)
A series of intensive courses in the history and theory of art education designed specifically for elementary and secondary school art teachers. These courses are scheduled as special seminars or workshops according to purpose. Prerequisite: Graduate standing and departmental permission.

810/811M Technical Problems—Drawing (3)
Advanced, individualized instruction in various graphic media, as determined by the student and instructor. Prerequisite: Permission.

831M Advanced Sculpture (3) Advanced work in area of student's choice with facilities for oxyacetylene welding, arc welding, and wood working. Prerequisite: Art 341 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. Prerequisite: 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 various media. Prerequisite: 351 and permission of instructor.

461/861M Advanced Ceramics (3) Advanced work in the potter's wheel, glaze composition, loading and firing of a high-fire kiln. Prerequisite: Art 341 and permission of the instructor.

831V Graduate Sculpture (3) Advanced problems in sculptural media. Prerequisite: Art 431 and permission of the instructor.

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

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

**Biology**

323/823J Microtechnique (3) A course in the techniques of fixation, dehydration, staining, cleaning and mounting biological material in the manufacture of microscope slides. Prerequisite: Two years of biological sciences.

334/834J Ecology (4) Study of interrelationships between organisms and their biotic and abiotic environment; includes population biology, community dynamics, biotic interactions, and evolution. Prerequisite: Biology 145 and 175.

353/853J Flora of the Great Plains (3) The classification, identification, and recognition of common vascular plants, including weeds, ornaments, and weeds, and their distribution and habitats. Inside research project included. Prerequisite: Biology 334/834 and permission of the instructor. Graduate standing.

363/863J Plant Anatomy (3) A study of cells, tissues, and organs of vascular plants with particular emphasis on internal structure of seed plants. Prerequisite: 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. Prerequisite: Biology 175.

374/874J Histology (4) Analysis of the microscopic anatomy of tissues and organs, their adaptations and functional significance. Prerequisite: Biology 175, and a course in vertebrate anatomy, or permission of the instructor.

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. Prerequisite: Biology 102 and Biology 145, botany, or permission.

412/812M Problems in Ecosystem Management (2) Directed study in the application and evaluation of methods used for managing native and reestablished ecosystems. Prerequisite: Graduate standing in Biology and permission of the instructor. Biology 334/834J recommended.

413/813M Experimental Genetics (3) Laboratory studies in genetics emphasizing experimental techniques and laboratory experience with a variety of organisms. Prerequisite: 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. Prerequisite: 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 freshwater environments. Prerequisite: Biology 145, 175, and organic chemistry.

821M Fire Ecology (3) Study of fire in ecosystems including characteristics of fire, effects on flora, fauna, and the abiotic environment, and use in maintaining native ecosystems. Includes two, one-day, weekend field exercises. Prerequisite: Biology 334. Graduate standing in Biology or permission of instructor.

821M Population Biology (3) An examination of topics in population ecology and population genetics including selection on individuals and groups, mating systems, life history characteristics, growth and regulation of populations and population interactions. Outside research project required. Prerequisite: Biology 214 and 334 or permission of the instructor. Graduate standing.

422/822M Organic Evolution (3) A study of organic evolution in terms of evidence which support the theory and the mechanisms involved in the process. Prerequisite: Biology 214 and 334 or permission of the instructor. Graduate standing.
COURSE DESCRIPTIONS 73

UNIVERSITY OF NEBRASKA AT OMAHA

472/872M Animal Behavior (3) Behavior of diverse species 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 173 and Psychology 101 or permission of the instructor. Lecture only. (Same as Psychology 472/872M.)

472/873M Animal Behavior Laboratory (1) Lab and field studies of animal behavior with an ethological emphasis. Classical laboratory experiments and independent studies will be conducted. Prereq: Biol /Psych 472/872M or concurrent course consent.

433/833M Bryology (3) COURSE DESCRIPTIONS (A study of the biology of mosses, including their evolution, functional morphology, physiology, anatomy, taxonomy, ecotopy, and ecology of vertebrate representatives. Prereq: Biology 175.

479/879M Mammalogy (4) The biology of mammals, including their evolution, functional morphology, physiology, anatomy, taxonomy, and ecology of vertebrate representatives. Prereq: Biology 175.

491/891M Protozoology (4) The biology of protozoa, including their evolution, functional morphology, physiology, anatomy, taxonomy, and ecology of vertebrate representatives. Prereq: Biology 175.

495/895M Vertebrate Embryology and Anatomy (4) A comprehensive study of the invertebrate animals. Prereq: Biology 175 and 172 or permission of instructor. Lecture only. (Same as Psychology 495/895M.}

238/438M Animal Behavior (3) Advanced study of animal behavior requiring the development of specific laboratory skills necessary to pursue adequately the areas of investigation involved.

485 Current Topics in Botany (2) Survey of recent literature in one or more of the following areas: botany, morphology, anatomy, economic botany, genetics, phytography. Prereq: Grad. in biology, an advanced botany course or permission.

885V Emironmental Physiology (3) The biology of the subphylum vertebrata with emphasis on North American and the ancillary sciences needed for adequate understanding of the environment and the biology of the subphylum vertebrata. Emphasis is placed on the interaction of the organism and its environment with an emphasis on methods of investigation. Prereq: Biology 175.

883V Advanced Topics in Botany (3) Survey of recent literature in one or more of the following areas: zoology, ecology, botany, genetics, taxonomy, ecotopy, and ecology of vertebrate representatives. Prereq: Grad. standing in biology, Biology 864M, or permission.

811A Survey of Accounting (3) The use of financial statements for purposes of control and decisions by managers, shareholders, and creditors. Prereq: This course is for the graduate student who has not taken Principles of Accounting at the undergraduate level.

817I Quantitative and Statistical Methods for Business Decision (3) Elementary concepts in quantitative and statistical methodologies. Emphasis is placed on the multiplicity of applications to a wide variety of methods. Prereq: Graduate standing and one year of college mathematics. Prereq: Biol, 811A. Analytical Foundations of Economics (3) Fundamental principles of micro- and macro-economic theory for graduate students in economics. Prereq: This course is for masters, PhD students, and undergraduate students desiring this course. No credit is given to students having previously taken Economics 204 and 205 or their equivalents.

809M Financial Auditing (3) Provides an in-depth study of the professional and technical aspects of financial auditing as performed by independent public accounting firms. Audits tools, analysis of the applications, and reporting obligations will be emphasized. Prereq: ACC 808.

456/856M State and Local Finance (3) An inquiry into the facts, principles, theories, rules, and policies directing, shaping, and controlling the processes of taxation, debt, and utilization of scarce resources by state and local governments. Prereq: Econ 201 and 202.

880V Qualitative Analysis (3) The study of modern techniques and models, and their applications in the fields of economics, algebra, animal physiology, or permission of instructor. Graduate.

890V Scanning Electron Microscopy (3) Theory and use of the scanning electron microscope. Laboratory work is included. Prereq: Permission of instructor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>801V Business and Society (3)</td>
<td>Exploration of the diversity of societal forces and pressures which have been passed through the system of American capitalism. Prereq: L&amp;S 323, 446.</td>
<td></td>
</tr>
<tr>
<td>802V Research Methods in Economics and Business (3)</td>
<td>A study of current research techniques in business and economics. The student will become familiar with these techniques through text material, journal studies and actual application. Prereq: 801V.</td>
<td></td>
</tr>
<tr>
<td>803V Business Information Systems (3)</td>
<td>A study of how computer-based information systems are constructed, supplemented by opportunities and problems associated with this activity. Prereq: BA 800V.</td>
<td></td>
</tr>
<tr>
<td>804V Applied Quantitative Analysis (3)</td>
<td>A collection of numerically-oriented methods and techniques applied to a variety of business problems in a case-study format. Prereq: BA 800V.</td>
<td></td>
</tr>
<tr>
<td>805V Business Conditions Analysis (3)</td>
<td>This course is concerned with the statistical measurement of the evaluation of general business conditions, and the adaptation of business policies to changing business conditions. Emphasis is placed upon the practical application of the statistical techniques of analysis to the business situation, within the framework of the aggregate economy. Prereq: Econ 202 or BA 818H.</td>
<td></td>
</tr>
<tr>
<td>806V Business Forecasting (3)</td>
<td>This course includes a comprehensive survey of forecasting methods and in-depth study of selected techniques currently used in business environments. Emphasis is given to application and therefore students will be required to develop forecasting models and test their performance as part of their course work. Prereq: BA 800V or ECON 830M or permission of instructor.</td>
<td></td>
</tr>
<tr>
<td>810V Managerial Economics (3)</td>
<td>Economic analysis of the business firm and its environment, with emphasis on market structure, pricing, production, profit maximization, and cost factors. Additional consideration is given the theory of the firm under conditions of uncertainty. Prereq: Econ 201 and 202 or BA 818H.</td>
<td></td>
</tr>
<tr>
<td>820V The Environment of Management (3)</td>
<td>A study of the interrelationship of social and political philosophies and processes and their historical foundations. The course examines both the intra-organizational processes and the 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 environment, which includes an examination of the interrelationships between the major components of the environment and management.</td>
<td></td>
</tr>
<tr>
<td>831V Human Behavior in Organization (3)</td>
<td>An interdisciplinary study presenting the major trends represented by a variety of theories of organizational behavior as well as major concepts and ideas of organizational psychology. Prereq: MGT 400. Written permission of the CBA Graduate Counselor.</td>
<td></td>
</tr>
<tr>
<td>832V Personnel Administration (3)</td>
<td>Extensive treatment of the major relevant developments, and coverage of a new method, techniques, and problems in personnel administration. Prereq: 801V or permission of instructor.</td>
<td></td>
</tr>
<tr>
<td>838W Seminar in Management (3)</td>
<td>A study of participation courses emphasizing current issues and problems in the areas of management theory and practice. Prereq: BA 831V.</td>
<td></td>
</tr>
<tr>
<td>840V Marketing Policies (3)</td>
<td>A marketing management approach to the determination of policies in consumer goods markets. Prereq: 801V, 831V.</td>
<td></td>
</tr>
<tr>
<td>841V Promotional Policies (3)</td>
<td>Analysis of the methods, research, and policies needed to develop and administrate an effective promotional program. Prereq: 831V.</td>
<td></td>
</tr>
<tr>
<td>845V Seminar in Marketing (3)</td>
<td>Exploration, study and critical analysis of major problems in advertising, promotional techniques, problems, trends, methods and approaches for seminar discussion and written report. Prereq: 800V.</td>
<td></td>
</tr>
<tr>
<td>850V Investment Analysis (3)</td>
<td>Examines the problems of managing the financial operations of an enterprise with emphasis on analysis and solution of long and short-term problems pertaining to policy decisions. Prereq: 801V.</td>
<td></td>
</tr>
<tr>
<td>851V Financial Analysis (3)</td>
<td>A study in the techniques of analysis of marketable securities. Statistical and financial ratio methods of analysis are examined as well as broader bases for appraisal of values of securities. Prereq: 801V.</td>
<td></td>
</tr>
<tr>
<td>852V Seminar in Investment Management (3)</td>
<td>The theory of investment management and its application to the firm for different types of investors. Prereq: 832V.</td>
<td></td>
</tr>
<tr>
<td>855V Seminar in Finance (3)</td>
<td>Selected topics from areas of business finance. Prereq: 852V.</td>
<td></td>
</tr>
<tr>
<td>860V Real Estate and Land Use Economics (3)</td>
<td>A study of the economic theories which underlie the present real estate market and the analysis of advanced tools of analysis of' markets and real estate. Prereq: 860V.</td>
<td></td>
</tr>
</tbody>
</table>
| 865V Real Estate and Land Use Economics (3) | A study of the real estate market and the development of new models which assist real estate decision-makers in identifying and evaulating pro-

The practical aspects of resource management and personnel administration, as well as a variety of disciplines of study. Only an A or B is considered an accept-

able grade. Prereq: Taken in last 6 hours of study. |

### 423/823M Advanced Organic Chemistry (3) | An advanced lecture course in modern theories and special topics in organic chemistry. Prereq: Chemistry 316 and 322 or equivalent in organic chemistry (3 credit hours or more) with a grade of C or better or permission of instructor. Open to seniors only. |

### 424/824M Advanced Organic Chemistry (3) | An advanced lecture course in organic chemical reactions. Prereq: Chemistry 226, 330 with grade of C or better (Chemistry 336 may be taken concurrently). |

### 459/850M Advanced Inorganic Chemistry (3) | Theories of chemical bonding, the determination of chemical structures, and the application of chemical reactions to classical and modern problems in inorganic chemistry. Prereq: Chemistry 250, 336. Chemistry 336 may be taken concurrently. |

### 451/851M Advanced Inorganic Preparations (1-2) | Laboratory preparation of reagents, reaction products of inorganic compounds by various standard and special experimental techniques. Prereq: Chemistry 450 (May be taken concurrently). |

### 465/865M Biochemistry (3) | Chemistry and biochemistry of proteins, carbohydrates, lipids, enzymes and energy interactions. Biological oxidation. Not open to students with credit in 365 or Biochemistry 465M must be taken concurrently. Prereq: Chemistry 465, 226, 336 and 336L with a grade of C or better. |

### 466/866M Biochemistry Laboratory (1) | Biochemistry laboratory for Chemistry 465M, Chemistry 465 and 466M must be taken concurrently. Prereq: Chemistry 226, 336, 336L and 336L with a grade of C or better. |

### 466/866M Biochemistry Laboratory (1) | The continued study and application of inorganic compounds by various standard and special experimental techniques. Prereq: Chemistry 466, 465 with a grade of C or better. |

### 489M Topics in Chemistry (1-3) | Selected special topics in chemistry. Prereq: 226 and 240 with permission of the instructor. Some topics will require Chemistry 520. |

### 489M Topics in Chemistry (1-3) | Independent student research. To receive credit, the student must present a seminar on the research project to the Chemistry faculty. Prereq: Permission of instructor. |

### 489V Research in Chemistry (Arranged) | Provides the student with an opportunity to participate in the solving of an actual research problem in the field of chemistry. To receive credit, the student must present a seminar on the research project to the Chemistry faculty. Prereq: Permission of instructor. |

### 489V Research in Chemistry (Arranged) | Provides the student with an opportunity to participate in the solving of an actual research problem in the field of chemistry. To receive credit, the student must present a seminar on the research project to the Chemistry faculty. Prereq: Permission of instructor. |
Civ Engineering
360/860M Transportation Engineering II (3) Introduction to planning and analysis of various aspects of the design, analysis, and evaluation of model transportation systems. Governmental, regulatory, and environmental considerations. Basic and urban and rural planning techniques that affect land use, the environment and social and economic development. Economic, operational, and control characteristics of existing and potential transportation modes. Prereq: For 400, junior standing or permission of the instructor. 343 or equivalent.

414/841M Structural Analysis II (3) Analysis of statically indecomposable structures, including continuous structures, using the principles of matrix structural analysis methods with applications to two and three-dimensional frame structures. Incompressible matrices and trusses using matrix formulations (Fuselage element method), advanced moment distribution techniques and structure analysis. Consideration of shear and axial deformation. Use of computer software for analysis. Prereq: For 441 and digital courseware, 445M. For 845M, Civil Engineering 841G and graduate standing or permission of the instructor.

445/845M Structural Analysis III (3) Computation of stress results on statically indecomposable structures including beams, columns, and planar and three-dimensional frames and trusses using matrix formulations (Fuselage element method), advanced moment distribution techniques and structure analysis. Consideration of shear and axial deformation. Use of computer software for analysis. Prereq: For 441 and digital courseware, 445M. For 845M, Civil Engineering 841G and graduate standing or permission of the instructor.

487/847M Reinforced Concrete II (3) The use of reinforced concrete in the solution of practical problems. Special applications including columns and footings, prestressed concrete, and seismic design concepts. Prereq: For 446, Civil Engineering 444G and graduate standing or permission of the instructor.

488/848M Plastic Analysis I (3) Application of plastic principles to member systems; columns, beams, and plates; stability and buckling; factor of safety. Prereq: For 446, Civil Engineering 444G and graduate standing or permission of the instructor.


836M Foundation Engineering (3) Subsoil exploration systems; determination of allowable bearing pressures from laboratory and field data; proportioning of soil for substructure; capacity and settlement; design of deep foundations, retaining walls, and pavements. Design of earth embankments and spread footings. 343 or equivalent.

582/852M Water Resources Development (3) Theory and application of systems engineering with special emphasis on water resources planning and development. Techniques for evaluating alternatives in water resources planning, including financial, economic, social, and environmental impacts. Prereq: For 452, Civil Engineering 451G or equivalent. 343 or equivalent.

585M Hydraulic Engineering (3) Fundamentals of hydraulic applications of mechanics of open channels, liquids, and solids, mechanisms of fluids, and engineering economics. Prereq: For 452, Civil Engineering 451G or equivalent. 343 or equivalent.

ENVI 400/800 Environmental Quality and Quantity (3) An introduction to environmental quality and quantity for engineering students. Various initial and final conditions of environments are evaluated with regard to water, property, and land use, and waste-water environmental systems. Environmental Quality and Quantity for Engineering Students. Prereq: For 464, upper class standing, planning, the philosophy of the environment, and 863M, graduate standing and permission of the instructor.

864/864M Traffic Engineering (3) Characteristics of traffic flow as influenced by the interactions of the driver, vehicle, and roadway. Volume, speed, delay, pedestrian and parking analyses. Traffic laws and ordinances, highway capacities, investigations, roadway illumination and traffic control devices. Prereq: For 464, upper class standing, planning, the philosophy of the environment, and 864M, graduate standing and permission of the instructor.

868/868M Portland Cement and Asphalt Concrete Laboratory (1) Laboratory and field procedures used to obtain portland cement and asphalt concrete for engineered construction. Prereq: For 468, EM 353 or equivalent. For 868M, graduate standing.

869/869M Pavement Design and Evaluation (3) Thickness design of flexible and rigid pavements for streets and highways; design of paving materials in terms of temperature, moisture, and cure, considerations of existing pavements. Prereq: For 469, CE 334 or equivalent. For 869M, graduate standing.

870/870M Construction Management (3) Estimating and bidding, scheduling (CPM, PERT), computer, bonds and insurance, planning of projects, equipment utilization, computer methods. Prereq: Permission of the instructor.

871/871M Construction Technology (3) Job planning and management; construction equipment; construction materials; construction methods. Prereq: Permission of the instructor.

874/874M Construction Cost and Controls (3) A reinforced concrete design case study and the application of equipment selection and replacement, depreciation, break-even points and minimum-cost points. Prereq: For 480, senior standing. For 874M, graduate standing.

955/955M Reinforced Concrete I (3) A study of the principles of mechanics applied to reinforced concrete structural members. Emphasis is placed on flexure, shear, and long-term behavior.

981/981M Gradute Research Thesis (1-6)
Communication

801V Introduction to Research in Communication (3) Guidance of scientific research, including identifying problems, components, and products; research methods; planning to teach speech in high school or college; and development of a proposal; writing research papers. Prereq: Basic statistics (Psych 217 or equivalent).

811V Seminar: Modern Public Address (3) Studies in figures, movements and public figures prominent in public address. May be repeated for credit. Prereq: Permission.

830V Topical Seminar in Mass Media (3) Substantive discussion and critique of actual public relations problems in organizational settings will be emphasized. Prereq: Comm 423 or permission.

841M Communications Law (3) A discussion of laws, court decisions, constitutional issues and regulations on mass media, with emphasis on libel, privacy, confidentiality of reporters' sources, prior restraint, obscenity regulation, free press/fair trial, First Amendment, broadcast regulation and intellectual property.

842M Theories of the First Amendment: Speech and Press (3) An examination of freedom of communication in the United States with particular attention to freedom of the mass media and the many attempts at censorship. The course examines the philosophical and legal aspects of freedom of the press and speech and the theories of legal scholars. Prereq: Comm 440 or 441 or permission.

850M Mass Communication and Public Opinion (3) A study of the mass media, process and effects of mass communication, focusing on the public relations of the mass media, and the relations between the mass media and public opinion, and the nature, function and measurement of public opinion.

851M Persuasion (3) Basic principles and psychological processes underlying persuasive communication; an examination of a variety of sources, message, channel, and receivers and variables. Prereq: Permission.

852M Psychological Aspects of Mass Communication (3) A study of the literature concerned with how psychological processes, including conditioning and some of the theories related to the psychology of mass communication. Prereq: Permission. (Same as Psy 452/852M)

853M Seminar in Cross-Cultural Communication (3) A seminar which will involve the students in analyzing the principles of mass communication in cross-cultural situations. Prereq: Consent of instructor.

854M Contemporary Systems of Communication (3) An adaptation of General Systems Theory concepts to the study of current communication processes with emphasis on systems analysis of contemporary interpersonal and mass communication. Prereq: Consent of instructor.

855M Numerical Communication (3) A study of the development of numerical techniques in communication science. Problems: identification of the cognitive and social factors which determine numerical information. Prereq: Consent of instructor.

856M Nonverbal Communication (3) A study of nonverbal communication in face-to-face and mass media settings. Prereq: Consent of instructor.

862M Directing Forensics (3) To provide students training to teach speech in high school or college with a research and development of forensic science. Prereq: Comm 112 or permission.

899 Thesis (1-6) Independent research project under the supervision of a faculty advisor. May be repeated for credit. Prereq: 450M or 811V Seminar in Mass Communication.

Counseling and Special Education

Counseling and Guidance

407/807V Crisis Intervention and Suicide (3) *A course which provides application of crisis intervention theory to the most extreme situations, focusing on an overview of the process that crisis communities approach toward the prevention and resolution of suicide crises in situational crisis intervention. Prereq: For 407, senior in professional psychology. For 807V, graduate standing.

422/822V Decision Making (3) This course is designed to acquaint students with the role of problem solving and problem solving in decision making, the nature, function and measurement of human judgment and decision making. Prereq: Consent of instructor.

865M Career Development for the Handicapped (3) Curriculum oriented for teachers new to the career development of handicapped individuals. Includes the role and responsibilities of the teacher in placement. Prereq: Consent of instructor.

874V Graduation Seminar (3) Seminar in academic and professional skills for seniors. Prereq: Consent of instructor.

475/875V Mid-Life Career Change, Preirement Planning (3) This course is designed to study the developmental experiences of mid-life, myths and realities related to mid-life, and decision making in retirement. Prereq: Consent of instructor.

479/879V Practical and Experiential Training in Counseling (1-2) Internship in counseling. Prereq: Consent of instructor.

880M (Same as TED 880M) Guidance Skills for Educators (3) Course familiarizes educators with the role of guidance activities of schools, the guidance profession, and the role of the counselor in the educational system. Prereq: Consent of instructor.

880K Counseling Skills in Gerontology (3) This course is intended to acquaint students with the dynamics of the counseling process in the counseling of the elderly. Prereq: Consent of instructor.

880S Special Studies in Counseling and Guidance (3) Intensive course scheduled as regular seminar. Prereq: Consent of instructor.

881V Teaching Methods in Elementary Education (3) A study of models of teaching in the affective process.
COURSE DESCRIPTIONS

422/822M Teaching of Speech to the Hearing Impaired II (3) A continuation of SPE 422, an investigation of diagnostic speech procedures related to hearing impairment. Emphasis on development of speech, language, and social skills. Prereq: FED 801 or permission of instructor.


424/824M Teaching of Language to the Deaf II (3) Continuation of SPE 424 with further consideration of criteria for selection and utilization of teaching materials; special emphasis on language principles for the older deaf pupil. Prereq: For 424, COURSE 811.


431/831M Assessment and Curriculum in Cognitive Development for the Severely/Profoundly Handicapped (3) This course will involve a combination of theoretical, practical, and professional experiences to prepare the student to be employed by public agencies and special education programs. The course will include weekly presentations and practice. Prereq: Graduating senior student, permission of instructor.

432/832M History, Education, and Evidence in Hearing Impairment (2) An introduction to the history of hearing impairment and the development of the field, emphasizing the educational, social, and psychological issues associated with the hearing impaired. Prereq: COUN 820V.

433/833M Speech Science I: Speech Mechanisms (3) This course is an introduction to the phonetics, linguistics, and psycholinguistics of speech. Prereq: For 433, FED 801, 824, 825, 830, 831, 832, 833, and 834.

434/834M Speech Science II: Speech Mechanisms (3) This course is an introduction to the phonetics, linguistics, and psycholinguistics of speech. Prereq: For 434, FED 801, 824, 825, 826, 830, 831, 832, 833, and 834.

435/835M Teaching Context Subjects to the Hearing Impaired II (3) Topics in the hearing impaired education of school age hearing impaired children. Prereq: For 435, PSY 201, 801, 824, 825, 831, 832, 833, and 834.

436/836M Teaching Context Subjects to the Hearing Impaired I (3) Topics in the hearing impaired education of school age hearing impaired children. Prereq: For 436, PSY 201, 801, 824, 825, 831, 832, 833, and 834.

437/837M Basic Audiology (3) Study of the characteristics of normal hearing and the assessment techniques used in the examination of hearing disorders. Emphasis will be on the principles of diagnostic testing. Prereq: For 437, PSY 201, 801, 824, 825, 831, 832, 833, and 834.

438/838M Speech Science I: Speech Mechanisms (3) This course is an introduction to the phonetics, linguistics, and psycholinguistics of speech. Prereq: For 438, FED 801, 824, 825, 826, 830, 831, 832, 833, and 834.

439/839M Teaching Context Subjects to the Hearing Impaired II (3) Topics in the hearing impaired education of school age hearing impaired children. Prereq: For 439, PSY 201, 801, 824, 825, 831, 832, 833, and 834.

440/840M Workshop in Special Education or Speech Therapy (3) This course is designed to provide practical work experience under the supervision of a qualified professional. Prereq: COUN 820V.

441/841M Assessment and Curriculum in Cognitive Development for the Severely/Profoundly Handicapped (3) This course will involve a combination of theoretical, practical, and professional experiences to prepare the student to be employed by public agencies and special education programs. The course will include weekly presentations and practice. Prereq: Graduating senior student, permission of instructor.

442/842M Teaching Context Subjects to the Hearing Impaired I (3) Topics in the hearing impaired education of school age hearing impaired children. Prereq: For 442, PSY 201, 801, 824, 825, 831, 832, 833, and 834.
those teachers who work with the communication handicapped, education or rehabilitation settings.

PreReq: For 438, junior standing, 2.5 GPA.

439/E93M Hearing Science This course is designed for undergraduate majors in speech pathology and audiology and for graduate students in audiology. This course will cover the basic terminology, anatomy and physiology of the hearing mechanism, acoustics and physics of hearing sound, the process of human hearing, elements of basic hearing measurement, psychological aspects of hearing, neuromuscular, and Deaf Education. Not available to Speech Pathology majors as a graduate course.

442/443M Language Development in Children (3) This course is designed to familiarize the student with the major developmental stages of language development in children, including intra and extra personal forces, and motivational aspects of language development, and nonverbal communication. PreReq: none.

444/445M Rhythms/Symbolization (3) Study of etiology and descriptive classifications of rhythm and language symbolization disorders; assessment procedures; with special emphasis on rehabilitation procedures and methods associated with stuttering, stuttering disorders, and aphasia.

PreReq: 2.5 GPA.


PreReq: For 445, junior standing. 2.5 GPA. (F,S,Su)

451/851M Basic Clinical Practice in Speech Pathology and Audiology (3) This course will comprise a minimum of 45 clock hours per credit hour of supervised practice in speech and hearing evaluation, speech and hearing therapy, lesson plans, record, and a weekly colloquium. PreReq: For 451, Special Education 443 or Speech Education 444. For 851M, graduate standing and permission of the instructor.

459/859M Disorders of Communication in Older Adults (3) This course is designed to familiarize the student with the nature of the emotional and cognitive changes that occur in older adults and the communicative disorders that may result. Special emphasis is placed on the evaluation and treatment of speech and the use of technology in assisting the older adult. PreReq: GER 455 or SLP 455. (Fall)

871/871M Interactional Practice in Order to develop Communication Competence (3) This course includes interviewing parents of handicapped children, identifying both family and professional concerns, and a student project in one of four areas: (1) design and implement a program of intervention; (2) strategies for involving parents in planning, implementing, and evaluating educational programs for children with disabilities; (3) curriculum/instructional therapy modification for families of handicapped children; (4) professional dealing with families of the handicapped. Undergraduate students will work with families and professionals on the process of obtaining appropriate services for their handicapped child. PreReq SEDP 301, 302, 303 (for undergraduates).

475/875M Child Language Disorders (3) This course is designed to present communicative disorders that involve language acquisition, and the psychological and behavioral characteristics that differentiate them from normal development. PreReq: Special Education 442 and 2.5 GPA.

480/880M Developmental and Medical Conditions of Children and Youth (3) The study of psychological, biological, and environmental factors that affect long-term. PreReq: SEDP 301, 302, 303, and appropriate related fields. Students are assigned contacts with and written reports of contacts with an older adult who manifests a disorder of communication. PreReq: GER 455 or SLP 455. (Spring)

481/881M Classroom Techniques for Behavior Control (3) This course will introduce the student to

COURSE DESCRIPTIONS 83
84 UNIVERSITY OF NEBRASKA AT OMAHA

underlining human communication and its disorder;
individual projects. (F,Su)

484V Auditory Anatomy (3) This course is intended for graduate students majoring in speech pathology. It is designed to present the information pertinent to the diagnosis and certification of the speech pathologist. Course content includes specialized terminology related to hearing, current research and controversies issues will be discussed.

Prereq: SPED 474.

841V Theory of Assessment and Diagnosis of Learning Disabilities (3) This course introduces the special education student to the theory of learning disabilities, their assessment and diagnosis, describes both quantitative and qualitative relationships between learning disabilities and academic achievement. Prereq: SPED 840 and permission. For E.L. and L.D. majors, this course is one of the requirements for SPED 601.

893V School Psychologist in Resource Teaching: Learning Disabilities (3) This course provides the student with the skills necessary to work in a special education setting. The course will be focused on the assessment and intervention of learning difficulties for students with learning disabilities. The course will include the use of various assessment tools and the development of individualized education plans.

897V Clinic (3) Taught in coordination with Social Psychology (3) This course will continue to develop students' research skills in the area of social psychology. Students will be exposed to various research methods and will be required to conduct a research project.

872U Criminal Justice and Law Enforcement Systems (3) This study of the criminal justice system as a social institution and the administrative and institutional problems of the criminal justice system. Special emphasis will be placed on the educational and social implications of the criminal justice system.

835V Community Based Corrections (3) A course designed for advanced students and community-based professionals in correctional services. The course will cover the historical development and current trends in community-based corrections. Special emphasis will be placed on the ethical and legal issues associated with community-based corrections.

833V Criminal Justice Theory and Methodology (3) This course is designed to provide students with an understanding of the theoretical and methodological foundations of criminal justice. Topics include criminology, research design, and statistical methods. Special emphasis will be placed on the application of research to the development of new interventions in criminal justice.

834V Independent Study (1-3) Independent projects in research, literature review, or creative production. Project will be supervised.

restoration of civil rights will be examined. Prereq: None.

431/831M Correctional Law (3) The law of corrections will be examined with emphasis on the institutionalized and community-based offender will be considered.

835V Community Based Corrections (3) A course designed for members of the criminal justice system and community-based professionals in correctional services. The course includes an in-depth analysis of the ethical and legal issues associated with community-based corrections.

837V Criminal Justice and Law Enforcement Systems (3) This study of the criminal justice system as a social institution and the administrative and institutional problems of the criminal justice system. Special emphasis will be placed on the educational and social implications of the criminal justice system.

833V Criminal Justice Theory and Methodology (3) This course is designed to provide students with an understanding of the theoretical and methodological foundations of criminal justice. Topics include criminology, research design, and statistical methods. Special emphasis will be placed on the application of research to the development of new interventions in criminal justice.

834V Independent Study (1-3) Independent projects in research, literature review, or creative production. Project will be supervised.

restoration of civil rights will be examined. Prereq: None.
Dramatic Arts

801M-802M Advanced Projects in Dramatic Arts (1-3) Special projects in dramatic arts supplementing regular courses; individual research hour. May be repeated for credit. Prereq: Permission of the instructor.

811M-812M Advanced Projects in Drama (1-3) Special projects in dramatic arts supplementing regular courses; individual research hours. May be repeated for credit. Prereq: Permission of the instructor.

813M Seminar in Drama History (3) Seminar for graduate and advanced undergraduate students. The seminar will change from year to year. Prereq: Permission of the instructor.

805V People's Theatre Practicum (3) A practical, theatre-making and analysis workshop in which students examine theatrical and dramatic material, on the stage and in literature, and projects — plays, workshops, production of programs under theatre — for local or regional audiences. Prereq: Consent of Instructor and Graduate standing.

806V Seminar in Play Direction (3) An indepth study of the principles of play direction. Prereq: Graduating and permission of the instructor.

811M-812M Advanced Projects in Musical Theatre (3) Research and dialogue in the area of musical theatre, and the relationships between dramatic form, music, and design and lighting, from historical and contemporary viewpoints. Prereq: DA 101, 461, 467, 471, 472 or permission.

817V History of People's Theatre to 1960 (3) Examination of major roots of people's theatre practice. Overview of theatre from 1875 and developments to 1960, especially key periods of 1920's and 1930's, Prereq: DA 472 or permission may be taken concurrently.

805V Dramatic Arts Research Methods (3) This course is designed to develop students in dramatic arts to basic techniques of scholarship, and preparing them for the graduate program in Dramatic Arts.

811M Dramatic Theatre Theory and Criticism (3) For advanced students of dramatic literature and criticism from antiquity to the present. Prereq: DA 101, 206, 261, 267.

850/851M Theatre and Design (Each 3) An introduction to the fundamentals of stage costume, scenic, silhouette, movement, color, texture, and lighting. Emphasis is placed on the creative process and the definition of designs, including consider­ tion of the techniques and tools used. Prereq: DA 206-207, 351; Art 110, 121.


871M History of the Theatre to 1642 (3) A historical survey of the theatre in its literature from 302, origins to 1642.

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

873M Seminar in Theatre History (3) Selected topics in theatre history from ancient to modern times, the course will change each year, according to the interest of the students. Prereq: Permission of the instructor.

875M Seminar in Dramatic Literature (3) A seminar for graduate and advanced undergraduate students.
policy alternatives, decision making, and measurement techniques are examined. (Also listed under government.) Prerequisite: At least 6 hours of upper division course work in economics or permission of the instructor.

892Y-893Y Independent Study (Each 1-3) Guided independent study and research under individual supervision. Prerequisite: Graduate student in economics and permission of instructor.

899Th Administration, and the role of electronic data in general supervision. (This course is designed to provide a critical basis for understanding education in the United States. The course examines critically the impact of traditional thought and practice from the Colonial era to the present in the U.S.)

880V Comparative Education (3) An intensive study of the educational systems of selected nations found in Europe, Asia, Latin America, Africa, and the total study of the society's emphasis on education and future educational directions.

885V Seminar in Educational Administration (3) Systematic study of the problems and developments which have current significance to society, education, and the role(s) that education plays in society. Emphasis will be placed on the interface between the educational institution and the other major areas forming the social fabric. Attention will be given to the mechanism of change.

879V Alternative Strategies for Education (3) An intensive study of the impact of recent changes in educational organization and practice: (A) Current issues in school organization and practice; and (B) Current education and alternatives in educational innovation. A brief survey of the historical development and theoretical assumptions underlying the traditional schools will be supplemented with a study of the current educational practice and evaluation of the merit and utility of contemporary strategies. An overview of the implications of the models discussed.

895V The Urban School (3) An analysis of the societal and institutional processes and problems which have bearing upon the education of children in urban settings. A study designed to work with and understand the educational institution and the role(s) that it plays in society. Emphasis will be placed on the interface between the educational institution and the other major areas forming the social fabric. Attention will be given to the mechanism of change.

890Y Education and Society (3) An analysis of the societal and institutional processes and problems which have bearing upon the education of children in urban settings. A study designed to work with and understand the educational institution and the role(s) that it plays in society. Emphasis will be placed on the interface between the educational institution and the other major areas forming the social fabric. Attention will be given to the mechanism of change.

1001V Introduction to Research (3) To acquaint students with the nature and practice of educational research. It should be useful to those administrators who recognize the need to increase their knowledge and understanding in human relations.

880V Administration and Supervision of Elementary Education (3) Designed to acquaint students with the nature and practice of educational administration and supervision of elementary education, as related to the needs of the school (student, principal, superintendent, etc). (Same as SED 880V.)

881V Urban School Administration (3) This course is designed to acquaint students with educational administration and supervision problems which most significantly affect the administration of city schools. Emphasis will be placed on practical application and the need for supervision in the urban school setting.

900V Education and Society (3) A seminar designed to acquaint students with the nature and practice of educational administration and supervision as the needs of the student require.

885V Administration and Supervision of Secondary Schools (3) The nature, principles, and functions of modern administrative and supervisory practices as they relate to the secondary school.

847V Theory and Practice of Supervision (3) An in-depth inquiry into the nature and function of supervision in the modern school. This course will incorporate the latest psychological, sociological, business administrative and educational administration concepts of personnel and organizational development as they apply to educational systems. Prerequisite: EDAD 837, EDAD 846, or EDAD 847.

885V School Business Management (3) An analysis of the functions of business management, budgetary procedures, financial accounting, auditing and reporting, management of funds, purchasing procedures and their relationship to personnel selection, the supervision of property; and administration.

856V School Finance (3) A study of the sources of school financing: local, state, and national. In addition to covering the various sources and the professional skills relating to school finance and how this knowledge might be applied in the field, students will develop an understanding of the role of regulations and policies in school finance.

860V School Plant Planning and Operation (3) This course will develop students' knowledge of design, facility management, and maintenance of school buildings and equipment. It will also include planning and operation of school facilities.

861V Organization and Administration of the Physical Plant (3) This course will provide an understanding of the organization and administration of the physical plant and the relationship of the physical plant to the educational program.

870V Supervision and Staff Personnel (3) This course deals with personnel policies and practices, and issues in the following areas: Teacher recruitment, orientation, and supervision; selecting and appraising candidates for professional positions; training and supervision; and evaluation of professional growth and development.

885V Administration and Supervision (3) Designed to acquaint students with the nature and practice of educational administration and supervision of elementary, secondary and general administration and supervision as it relates to the needs of the school (student, principal, superintendent, etc). (Same as SED 880V.)
825M 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, the patriarchal nature of society, and representations of women in various literary genres. Prereq: English 1458/858M or permission.

826M History of English (3) A study of the structural development of the English language. Prereq: English 458/858M or permission.

827M Rhetoric (3) A study of contemporary theories of literary and rhetorical development. Prereq: English 826M or permission.

829M Contemporary French and German Drama (3) A study of contemporary French and German drama. Conducted in English. Prereq: permission of the instructor.

831M Spanish-American Literature and Culture (3) A study of the significant works and cultural developments of Spanish-American writers, both in their native languages and in English. Prereq: English 458/858M or permission.

833M Seventeenth-Century English Novel (3) A study in the English novel from John Bunyan to Daniel Defoe, with emphasis on the Victorian period. Prereq: English 458/858M or permission.

835M 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, the patriarchal nature of society, and representations of women in various literary genres. Prereq: English 1458/858M or permission.

836M History of English (3) A study of the structural development of the English language. Prereq: English 458/858M or permission.

837M Rhetoric (3) A study of contemporary theories of literary and rhetorical development. Prereq: English 826M or permission.

839M Contemporary French and German Drama (3) A study of contemporary French and German drama. Conducted in English. Prereq: permission of the instructor.

841M The Age of Johnson (3) A study of the Age of Johnson, with emphasis on the work of Samuel Johnson, his contemporaries, and his circle. Prereq: permission of the instructor.

845M The Nineteenth Century English Novel (3) A study in the English novel from Joseph Conrad to E. M. Forster, with emphasis on the Victorian period. Prereq: English 458/858M or permission.

847M Rhetoric (3) A study of contemporary theories of literary and rhetorical development. Prereq: English 826M or permission.

850M Shakespeare's Dramatic Berths (3) A study of Shakespeare's dramatic berths, with emphasis on the plays of William Shakespeare. Prereq: permission of the instructor.

855M Shakespeare and his Contemporaries (3) A study of Shakespeare and his contemporaries, with emphasis on the plays of Richard Burbage, Henry V, and Henry VIII. Prereq: permission of the instructor.

858M Shakespeare's Dramatic Berths (3) A study of Shakespeare's dramatic berths, with emphasis on the plays of William Shakespeare. Prereq: permission of the instructor.


861M The Age of Johnson (3) A study of the Age of Johnson, with emphasis on the work of Samuel Johnson, his contemporaries, and his circle. Prereq: permission of the instructor.

862M Rhetoric (3) A study of contemporary theories of literary and rhetorical development. Prereq: English 826M or permission.

865M The Nineteenth Century English Novel (3) A study in the English novel from Joseph Conrad to E. M. Forster, with emphasis on the Victorian period. Prereq: English 458/858M or permission.

867M Contemporary French and German Drama (3) A study of contemporary French and German drama. Conducted in English. Prereq: permission of the instructor.

870M The Age of Johnson (3) A study of the Age of Johnson, with emphasis on the work of Samuel Johnson, his contemporaries, and his circle. Prereq: permission of the instructor.

875M Rhetoric (3) A study of contemporary theories of literary and rhetorical development. Prereq: English 826M or permission.

882M Reading in the English novel from Jane Austen to Charles Dickens, with emphasis on the Victorians. Prereq: English 458/858M or permission.

885M The Nineteenth Century English Novel (3) A study in the English novel from Joseph Conrad to E. M. Forster, with emphasis on the Victorian period. Prereq: English 458/858M or permission.

886M History of English (3) A study of the structural development of the English language. Prereq: English 458/858M or permission.

891M The Age of Johnson (3) A study of the Age of Johnson, with emphasis on the work of Samuel Johnson, his contemporaries, and his circle. Prereq: permission of the instructor.

892M Rhetoric (3) A study of contemporary theories of literary and rhetorical development. Prereq: English 826M or permission.


898M Independent Study (1, 2, or 3) Specially organized independent study, with emphasis on the study of twelve or more significant works of American literature. Prereq: permission of the instructor.

899M Thesis (3-6) A thesis written under the supervision of an adviser. Prereq: By permission of thesis director.

901V Seminar: Shakespeare (3) A critical analysis of the plays and sonnets of William Shakespeare. Prereq: English 458/858M or permission.

902V Seminar: English Literature 1750-1830 (3) A study of the English literature of the transitional period between the eighteenth and nineteenth centuries, with emphasis on the significant works of the period. Prereq: permission of the instructor.
851V Advanced Geomorphology (3) A seminar and lecture course on the development of geomorphology and physical processes in the earth sciences. Emphasis will be on the physical processes as well as the history and philosophy of geomorphology. Some study of quaternary landscape. Prereq: Geog 105 or 106.

858V Soil Science (3) An examination of the soil factors and processes of soil formation and soil properties on a regional and national basis. Prereq: Geog 117 or 118 or EEB 102 or 333.

486/861M Methods in Geography and Geology (3) A systematic study of techniques for studying and analyzing rock and soil samples and their patterns as a part of the whole geographic and geologic environment. The course is organized to accommodate variable needs with different backgrounds and career choices. Prereq: Permission.

486/883M Environmental Remote Sensing (3) Analysis of various sensor systems ranging from simple low-altitude aerial photography and biophysical surveys to advanced remote sensing and the design and utilization of airborne and satellite applications. This course provides basic tools for environmental evaluation. Prereq: Permission.

482/882M Comparative Urban Studies (3) Emphasis will be on contrasting the cities of the developed and developing areas of the world. Prereq: Permission.

481V History of Geography (3) Historical developments in geography and the philosophy and geographical environment. The course is organized to accommodate variable needs with different backgrounds and career choices. Prereq: Permission.

486V Land Use (3) A course designed to examine the factors that shape the land use of a given place. Prereq: Geog 412/812M.

486V Cartographic Methods (3) Teaches effective map design and cartographic techniques, leading to a high level of competence in the use of maps. Prereq: Geog 412/812M.

487V Seminar in Geomorphology (3) A study of the philosophy of cultural and historical geography. Designed to aid the teacher in organizing course instruction in the form of a major research project. Prereq: Written approval of the student's major advisor. Permission.

489F/889F Combined Internship (1-3) This course is designed to provide the student with knowledge of the differing status, attitudes, and experiences of the elderly from different cultural and racial groups. Prereq: Pass three hours of Gerontology or permission.

498/898M Gerontology (3) An introduction to the field of research for and about the aging. The institutions and processes of education will be analyzed to determine their relationships and value to persons who are now old and those who are aging. Prereq: 111SM Applied Social Gerontology (3) An introduction to social gerontology with a special emphasis upon the effects of aging on social institutions and social participation and on examination of practice-oriented implications. Prereq: 111SM Applied Social Gerontology or permission.

495F/895F Mental Health Aspects of Aging (3) The study of the behavior and activities of older adults. Prereq: 111SM Applied Social Gerontology or permission.

493/893F Special Topics in Geography (1-3) Special topics courses approved by the department. Prereq: permission.

307/807M Programs and Services for the Elderly (3) This course is provided to give the student a major historical overview of programs for the elderly; to examine the role policy plays in the funding of such programs, and to review the principles and practices relative to the existing national programs for the aged. Prereq: 3 hrs. Gerontology or permission.

496/896F Working With Minority Elderly (3) This course is an interdisciplinary one which is designed to provide the student with knowledge of the differing status, attitudes, and experiences of the elderly from different cultural and racial groups. Prereq: 111SM Applied Social Gerontology or permission.

475/875M Mid-Life, Career Change, and Pre- Retirement (3) An examination of mid-life as it applies to: the concept of second careers, existing resources, and the future of second careers; and the concept and practical implications of pre-retirement planning. (Same as Counseling 475/875M.) Prereq: None.

480/880M Hospice and Other Services for the Dying Patient/Family (3) This course is designed to involve students in the recognition of fears, concerns, and needs of dying patients and their families by examining the hospice concept and other services available in our community. Prereq: 3 hrs. of psychology, sociology, economics, or politics. Prereq: Permission.

488V Sociology of Aging (3) A study of aging around the world by a comparative method in a cross-cultural and cross-national framework. Emphasis on the study of geographic and social differences in aging as they affect human interactions the world over. Prereq: 3 hrs. sociology or permission.

492/892F Special Studies in Gerontology (1-3) Special studies designed around the interests and needs of the individual student in such areas as health, psychology, sociology, economics, or politics, as well as the larger social and psychological systems. The studies may be either a literature review seminar and a field project of original research in which experience is gained in the community identifying and analyzing needs and services related to older people. Prereq: Six hours of Gerontology or permission.

489F/889F Practicum (0-6) This course provides the opportunity for students to share field experiences with other students concerning working relationships with agencies, staff, and clients; and to develop a broadly based perspective of the field of aging. Prereq: Nine hours of Gerontology and permission.

490/890M Counseling Skills in Gerontology (3) This course is intended to help develop basic counseling skills for application in gerontology. Prereq: Permission of instructor.

828V Counseling Older Adults (2) Designed to provide basic information counselors need to work with older adults. For Counseling and Guidance majors not specializing in Gerontology. Prereq: Counseling 480M, Principles of Guidance.
interaction with the older, terminally ill person, focusing on communication with widows and other survivors as well as the dying patient. Prereq: Graduate standing. 3 hours. Gerontology, permission.

896V Directed Readings in Counseling and Gerontology (1-3) A study of recent and current literature in counseling with older people. Prereq: Gero 898M or (Gero 989M), Counseling major, or permission.

897V Alcohol Values and Aging (1) Course designed to increase students’ awareness of values and feelings related to aging and the aged. 3 hours. Gerontology, permission.

948 Geropsychology (3) A concentrated look at problems which affect the elderly. Prereq: Admission to Gero College or permission of the instructor.

893/893M Measurement and Evaluation of Physical Education (3) This graduate level course is designed primarily for public school educators, counselors, and administrators. Prereq: Admission to Gero College.

825V Curriculum in Physical Education (3) An advanced study of curriculum planning and construction, principles of constructing and evaluating programs in physical education. Prereq: Permission of instructor.

330/330M Administration and Management of Recreation (3) Designed to provide a background of information on public, private, and nonprofit organizations, recreation and sport, with a particular emphasis on development, promotion, and operations of recreation services. Prereq: Permission of instructor.

493/493M Recreation Programming (3) An advanced study of recreational programming and planning principles and current research with a particular emphasis on understanding the process of program development. Prereq: Permission of instructor.

496/496M 496/Mntretional Recreation Programming for the Mentally Ill and Mentally Retarded (3) Designed to present an overview of the recreation programs for the mentally ill and retarded. Prereq: Permission of instructor.

453/853M Therapeutic Recreation: Activity Analysis (3) This course will emphasize the activity analysis process and explore areas of practice for specific populations. Prereq: Permission of instructor.

972V Recreation for the Aging (3) The course will emphasize the development and implementation of recreation programs for the older population. Prereq: Permission of instructor.

841V Outdoor Recreation Resource Planning (3) An in-depth look at outdoor recreation planning. Prereq: Permission of instructor.

842/842M The Recreational Experience (3) Focus is on the recreation program and the development of recreation experiences for various age groups. Prereq: Permission of instructor.

843/843M Recreation Programming (3) An advanced study of recreational programming and planning principles and current research with a particular emphasis on understanding the process of program development. Prereq: Permission of instructor.

129/129M American Diplomatic History (3) An overview of the history of the United States. Prereq: Permission of instructor.

313/313J American Colonial History (3) A study of the history of the United States from 1492 to 1800. Prereq: 311, junior standing, or permission of the instructor.

316/316J The American Frontier, 1800-1890 (3) The frontier of the United States, its development, and its role in American history. Prereq: 316, junior standing, or permission of the instructor.

333/333J American Diplomatic History (3) A study of American foreign policy from the earliest known records to the present. Prereq: 334, junior standing, or permission of the instructor.

341/341J History of Nebraska (3) From the earliest known records to the present. Prereq: 341, junior standing, or permission of the instructor.

344/344J History of The South (3) Economic, social, and political development from the earliest known records to the present. Prereq: 344, junior standing, or permission of the instructor.

863J Mediterranean Europe (3) An examination of the Mediterranean region from the earliest known records to the present. Prereq: None.
247/281M Europe and America in the Two World Wars (3) A military, social, and political history of each war, the wartime transformation of Europe and America, and the emergence of the United States as a world power. Prereq: For 440; junior standing or permission of the instructor.

391/491M Topics in History (3) A seminar on topics based on a consideration of interests. Prereq: Permission of the instructor.

496/696M History of Women in the United States (1870-1975) (3) This course discusses the history of women in the United States from the end of the Civil War to the present. It includes the study of feminist theorists and activists, professional and employment opportunities, changes in law, and the formation of the women's movement. Prereq: Junior standing or permission of the instructor.

413/513M Analytical and Critical Historical Thinking Since 1846 (3) Primarily a non-political approach to American history, this course will examine significant topics in American thought and society. Prereq: For 412, junior standing or permission of the instructor.

413/513M The Revolutionary Era, 1763-1789 (3) An analysis of the internal forces and external forces which led to the revolution and an examination of the emerging nation. Prereq: For 413, junior standing or permission of the instructor.


418/518M Civil War and Reconstruction (3) A period from the Civil War, the war years, and the reshaping of a Union during reconstruction. Prereq: For 414, junior standing or permission of the instructor.

424/524M The Emergence of Modern America: 1877-1901 (3) A social history of a transitional period in American history. Prereq: None.

427/527M Twentieth Century America to 1932 (3) A study of the history of the United States from the end of the nineteenth century to the election of Franklin D. Roosevelt in 1932. Prereq: For 427, junior standing or permission of the instructor.

428/528M Twentieth Century America Since 1932 (3) A study of the history of the United States since the election of Franklin D. Roosevelt to the presidency in 1932. Prereq: For 428, junior standing or permission of the instructor.

433/533M Constitutional History of the United States (3) A history of the constitutional theory and practice since 1866. Prereq: For 433, junior standing or permission of the instructor.

440/540M History of North American Indians (3) A survey of traditional cultures, their north American Indian neighbors, their interaction with transplant peoples, and the continuing problems faced today. Prereq: For 440; junior standing or permission of the instructor.

445/545M American Urban History (3) Historical survey of urban development, including attention to urbanization as a social process affecting the nation at large as well as cities in particular. Prereq: For 443, junior standing or permission of the instructor.

447/547M History of American Medicine and related ideas and practices, health care, and the medical profession in the United States from the colonial period to the present. The course includes the study of Health care reform from the end of the Civil War to the present. Prereq: None.

450/550M Public Health (3) An analysis of the major health problems and the institutions and individuals affected by them. Prereq: 17, junior standing or permission of the instructor.

451/551M Intellectual History of Modern Europe (3) A study of the forces leading to the modern revolutions in Europe and the impact of technological and cultural developments on modern society. Prereq: None.

452/552M Intellectual History of Modern Europe from the French Revolution to the Present (3) A study of the intellectual movements and intellectual ideas in the modern period. Prereq: None.

453/553M The Age of the Renaissance (3) A study of the political and economic forces and the environment of the Renaissance. Prereq: For 445, junior standing or permission of the instructor.

455/555M The Age of Enlightenment (3) A study of the politics and economics of the late-seventeenth century as well as the emergence of modern secular society. Prereq: None.

456/556M The French Revolution and Napoleon (1789-1815) (3) A study of the French revolution and the Napoleonic wars. Prereq: For 455, junior standing or permission of the instructor.

457/557M Europe Between Its Promise (1815-1914) (3) A study of a reform and reaction which resulted in the collapse of the Napoleonic system and the rise of modern Europe.

461M Tudor and Stuart England (3) A study of the English society and the political, economic, and social development of the English society from the early Tudor period to the Restoration.

462/562M English History (1500-1850) (3) A survey of England from the 16th through the 19th centuries. Prereq: 17, junior standing or permission of the instructor.

478/578M Industrial Age: 1830 to the Present (3) A study of the industrialization of Europe and America and its impact on both societies. Prereq: For 477, junior standing or permission of the instructor.

479/579M The Global Age: 1933 to the Present (3) A study of the evolution of nations and the international political system and the changing political climate of the world.
Mathematics

305/805 Linear Algebra (3) The theory of vec-
tors, vector spaces, linear transformations, max-
imum and minimum values of linear functions, determinants, eigenvalues and eigenvectors, orthogonality, spectral theorem, convex sets, and least squares.

424/824M Mathematical Analysis II (3) Provides a theoretical foundation for the concepts of ele-
mentary calculus. Topics include limits, continuity, differentiation, and the Fundamental Theorem of Calculus. Prereq: Math 201 or permission of instructor.

881V Advanced Topical Problems (3) An advanced course in abstract algebra to include the theorems of Abel and Galois theory. Prereq: Math 370 or permission of Math 811M required for Math 811M. Math 305 and Math 351 recommended. Prereq: Math 325M or equivalent.

242/825M Mathematical Analysis I (3) Provides a theoretical foundation for the concepts of ele-
mentary calculus. Topics include limits, continuity, differ-
tiation, and the Fundamental Theorem of Calculus. Prereq: Math 201 or permission of instructor.

801T Topics in Finite Mathematical Structures (3) Discrete probability theory, stochastic processes, matrices, linear programming, Markov chains. Prereq: Has secondary teacher certification or is working toward it, or permission of instructor.

802T Topics in Geometry and Topology (3) Selections from the following topics: Strassen's matrix multiplication, compass constructions, geometries and transformations - complex numbers and stereographic projection, non-Euclidean geometries, topology, the sphere and the torus, hyperbolic and elliptic functions, topology of the plane, two-dimensional mani-

100 UNIVERSITY OF NEBRASKA AT OMABA

282M Complex Variables (3) Differentiation, integration, and the residue theorem. Selected topics from analytic function theory, conformal mappings, residue calculus, and applications. Prereq: Math 429 or advanced calculus.


493/831T Topics in Computer Science (3) An introduction to numerical methods for solving systems of equations, interpolation, and curve fitting. Prereq: Has secondary teacher certification or is working toward it, or permission of instructor.

498T Special Topics in Computer Science (3) An introduction to numerical methods for solving systems of equations, interpolation, and curve fitting. Prereq: Has secondary teacher certification or is working toward it, or permission of instructor.

845V Calculus of Variations (3) An introductory course devoted to the classical theory and problems of the calculus of variations. Prereq: Math 205 or permission of instructor.

441/834M Introduction To The Foundations of Mathematics (3) Logic, the axiomatic method, properties of number systems, set theory, and ordinal numbers, metamathematics, con-

304/804T Topics in Computer Science (3) Applications of computer methods to potential theory, the Fourier and Laplace transforms, and to other fields such as ordinary differential equations, number theory, etc. Prereq: Math 427.

863V General Topology (3) The concept of metric spaces is studied, together with the general theory of topological spaces. Prereq: Math 811M or permission of instructor.

867V Algorithmic Combinatorics (3) Classical combinatorial problems, graph theory, matroids, and optimization problems. Prereq: Math 811M.

881V Advanced Numerical Methods I (3) Review of basic concepts from Linear Algebra. Direct and indirect methods for solving systems of equations. Prereq: Math 811M or permission of instructor.

303/803 Mathematical Analysis I (3) Provides a theoretical foundation for the concepts of ele-
mentary calculus. Topics include limits, continuity, differ-
tiation, and the Fundamental Theorem of Calculus. Prereq: Math 201 or permission of instructor.

431/831M Optimization Techniques (3) The mathematical foundations of optimization theory, applications, and computerized solution algo-
rithms. Some as as Math 831M. Prereq: Math 197, Math 205, or permission of instructor.

Math 305, and one of CS 162, 180 or 182. Prereq: Math 305.

Math 305, and one of CS 162, 180 or 182. Prereq: Math 305.

Math 305, and one of CS 162, 180 or 182. Prereq: Math 305.

Math 305, and one of CS 162, 180 or 182. Prereq: Math 305.

Math 305, and one of CS 162, 180 or 182. Prereq: Math 305.

Math 305, and one of CS 162, 180 or 182. Prereq: Math 305.

Math 305, and one of CS 162, 180 or 182. Prereq: Math 305.
differential equations. Same as CS 882V. Prereq: Math 374V/CS 881V.

89iva Advanced Topics in Optimization (3) Topics in integer programming, unconstrained and constrained nonlinear programming, and optimal control. May be repeated for credit with permission of Graduate Advisor. Same as CS 891V. Prereq: CS 430, CS 433.

898V Graduate Seminar (2-3) A graduate seminar in mathematics.

899 Thesis (1-6)

901V Independent Study (2-3) An individual study in an area that is not normally offered in a formal course. The topics will be determined by the instructor. Prereq: Graduate and instructor approval.

111 Advanced Classical Algebra (2) Vector spaces, linear transformations, theory of a single linear binomial forms. Euclidean space, unitary space, permission of instructor.

923-924 Correlation, Analysis of Variance, and Design of Experiments (3) A modern physics course for science majors. Topics include the Schroedinger theory, solutions of Schrodinger's equations and methods for their solution, square wells and simple harmonic oscillator potentials, the extent of similarities between human minds and physical systems, and the nature of intelligence and the relationship of mental activity to behavior.

415/815 Judaism in the Modern Age (3) A critical examination of Judaism since the Enlightenment, with special emphasis on the development of Jewish thought in the modern era, and its impact on Jewish and Christian thought.

990 Readings in Religion (3) An individually organized program of readings pertinent to one or more topics subordinate to the heading of philosophy. May be repeated one time. Prereq: Graduate standing, permission of instructor, and no incompletes.

430/830M Existentialism and Religious Thought (3) A study of existentialism in its theistic (e.g., Kierkegaardian) and atheistic (e.g., Sartrean) form, and its impact on current religious thought. Prereq: Consent of instructor.

835/885J Thermodynamics and Statistical Mechanics (3) The topics of thermodynamics include the study of the behavior of systems of matter of this course will generally not be offered in a standard physics course and may be an intermediate course. The prerequisites will be listed in the schedule. Prereq: Consent of instructor.

836/876J Electricity and Magnetism II (3) Calculus and Physics 212 or 216.


407/807M The Special Theory of Relativity (3) This course includes the general historical background, the exact experimental results, the mathematical and physical implications of special relativity including relationships to the general theory. Prereq: Calculus and Physics 112 or 212.

412/812M Atomic and Molecular Physics (3) This course includes a study of applications of quantum mechanics to atomic and molecular physics. Topics include the Schrodinger theory, solutions of the Schroedinger equation, quantum mechanics of the hydrogen atom, and square wells and simple harmonic oscillator potentials and barriers, one electron in a finite potential well, fine structure, and the Darwin effect. Prereq: Physics 325 or the equivalent.

414/814 Nuclear Physics (3) Methodology and principles of nuclear science, nuclear structure, artificial and natural radioactivity, isotopes, tracers, radiation health physics and radiation biology. Prereq: Calculus and Physics 212 or 216.

435/835M Astrophysics (3) Physics and theory of the sun, planets, stars, and galaxies, and photoelectric effect and space motion of stars and stellar systems; internal structure, evolution, and death of stars; interstellar medium and interstellar matter, and the galactic and extragalactic universe. Prereq: Calculus and Physics 212 or 412 and Calculus I and II (Phys 135 is helpful).

455/855 Quantum Mechanics (3) This course introduces the quantum mechanics of the atomic nucleus. Concepts are introduced with the use of spin.
and its relation to external events; emphasis on
creativity, memory, and effects of natural and artificial environments on social distance, territoriality, privacy and such.

406/806M Environmental Psychology (3) An exploration of psychological and contemporary research and theory concerned with higher psychological processes and development. Emphasis is placed on experiential understanding. Daily practice of meditation required.

452/852M Psycholinguistics (3) A discussion of the literature concerned with how such psycholinguistic variables as perception, motivation, and development relate to the linguistic variables of sentence structure, meaning, and speech sounds. Prereq: Psychology 213 or equivalent.

455/855M Retardation (3) This course considers significantly subaverage intellectual functioning originating during the developmental period and associated with impairment in adaptive behavior. Research is emphasized in the areas of retardation, problem solving, creativity, memory, and symbolic behavior. Prereq: Psychology 213 or equivalent.

425/825M Limits of Consciousness (3) A survey of theories, practices and research on altered states of consciousness, including concept formation, problem solving, and personality factors, and effects of meditation required. Prereq: Psychology 213 or equivalent.

406/806M Animal Behavior Laboratory (1) Laboratory experiences designed for the study of animal behavior with an ethological emphasis. Classroom experiences followed by student studies will be conducted. (Same as Biology 428/828M) Prereq: Biology/Psychology 213 or equivalent.

431/831M Psychological and Educational Testing (3) The use of standardized tests in psychology and education, with special regard to their construction, reliability, and validity. Prereq: Psychology 102 or 351.

433/833M Individual Differences (3) A critical study of experimental and statistical investigations of the influence of age, sex, physical, and environmental conditions on individual differences in mental traits. Prereq: 9 hours of psychology, including Psychology 101 and Psychology 213 or equivalent.

443/843M Psychophysiological Psychology (3) The study of psychological functions and their expression in the organism, with special regard to present theories of sleep and dreaming. Readings and assignments given. Prereq: None.

444/844M Abnormal Psychology (3) A course designed to examine the aberrant behavior of individuals. Emphasis is placed on various dynamics, therapy, and prognosis of syndromes are considered. Prereq: Psychology 213 or equivalent.

445/855M Personality Theories (3) A critical approach to the understanding and appreciation of personality theories considering historical, empirical, theoretical, and current theories of human behavior. Readings and assignments given. Prereq: None.


851V Advanced Educational Psychology (3) A study of teaching methods and testing their applications to problems of concern to educators, particular attention to the area of social distance, territoriality, privacy and such.

852V Clinical Assessment E: Foundations: Psychiatric (3) This is an introductory course for the clinician I and II and is a prerequisite for these problems existing in the process of human development and change. Prereq: Psychology 213 or equivalent.

853V Social and Personal Development (3) A course which provides the student with an in-depth understanding of the course, emphasis on theoretical and empirical observations in the study of human development and change. Prereq: Psychology 102 and 343, or permission of the instructor.

COURSE DESCRIPTIONS 107
This course is intended for graduate students in psychology. Prereq: Permission of instructor. It is an intensive coverage of the acquisition of language as a part of a core requirement for students in social psychology. To be familiar with the psychology of aging from a research perspective, the student will be expected to focus on specific aspects in the middle years and in later years. (Same as Gerontology 948). Prereq: Permission of instructor for admission into International Psychological Psychology.

952 Linguistic Development (3) This course covers contemporary issues in theory and research concerning the acquisition of language, both syntactic and semantic development. Prereq: Permission of instructor. Cognitive Development (3) This course covers current issues in theory and research concerning the development of processes by which environmental information is perceived, attended to, stored, transformed, and used. Both Piagetian and information processing orientations will be emphasized. Prereq: Psychology 956, Permission in Developmental Psychology.

959 Seminar in Developmental Psychology (3) A comprehensive and intensive coverage of the experimental literature on human development. Prereq: Permission of instructor.

957 Applied Behavior Analysis (3) A comprehensive introduction to experimental analysis of behavior. Topics covered include observational recording systems, reliability indices, and procedures for control of behavior. Prereq: Permission of instructor.

957 Laboratory in Applied Behavior Analysis (3-6) A laboratory course that allows students to practice systematic applications of behavioral technology within the context of a single subject experimental design. Emphasis will be on the practical application of behavior analysis. Prereq: Permission of instructor.

959 Personality Assessment (3) A course considering the effects of personality variables on behavior. A historical, theoretical, psychometric, and experimental approach will be emphasized. Prereq: Permission of instructor.

944 Proseminar: Social Psychology (1) Examination of the research findings and controversies in social psychology. Topics will include socialization, person perception, interpersonal attraction, leadership and group effectiveness, attitude formation, measurement, and attitude change; intergroup relations, power and social influence. New topics will be added as they become relevant. Prereq: Permission of instructor.

995 Seminar in Developmental Psychology (3) Faculty and student presentations organized around one of the following three major subdivisions of child psychology: (1) Social and personality development, (2) Developmental changes in thinking, and (3) Developmental changes in learning. Prereq: Permission of the instructor.

996 Research Other Than Thesis (1-12) Research work under supervision of a faculty member. May be repeated up to a total of 12 credit hours. Prereq: Enrollment in a graduate program in the department. ENROLLMENT: 1 unit of enrollment is required for each credit hour attempted. 997 Practicum in School Psychology (1-6) Supervised practice experience in a school setting. Prereq: Permission of the instructor and written permission of department.

998 Internship in School Psychology (3-6) A supervised practice experience in applied psychology on the job placement in the schools. Students must have a variety of experiences to undertake. Prereq: Permission of the instructor and written permission of the School Psychology Committee.

999 Dissertation (Credit Arranged) The course is designed to allow the advanced doctoral student to demonstrate technical mastery of the discipline, as well as to design and execute an empirical investigation. Prereq: Consolation and approval of research topic by the supervising committee.

Public Administration


443/843M Municipal Administration (3) The course is designed to give an advanced student in the Social Psychology Program an overview of the significant professional topics in the subject of social science. Prereq: Permission of the instructor.

447/847M Social Science (1-3) Prereq: Permission of the instructor.

958 Survey of Public Administration (3) This course is designed for graduate students who have no undergraduate introduction to public administration. It involves a study of the environment of public administration, the introduction to public organization
does not count toward the 39 hours required for the MPA degree. Prereq: Course in American government.

810V Seminar in Public Administration (3) An in-depth study of the relationships existing between public and private organizations and the society. The emphasis is principally on broad categories of political and administrative issues, with reference to all other emphasis. Prereq: Permission of graduate adviser.

830V Seminar in Policy Analysis (3) A study of the theory and method related to analysis of problems of organizational and administrative agencies. Development of interpersonal skills in understanding of and sensitive to the administrative and policy topics. Prereq: Permission of graduate adviser.

842V Seminar: Introduction to Public Organizations (3) A study of the various approaches to understanding public organizations and the relationship of these approaches to the design and functioning of public agencies. Prereq: Permission of graduate adviser.


845V Seminar in Advanced Management Analysis in Public Administration (3) A study of theory and method related to analysis of problems of organization and workflow in public agencies. The course includes the methodology of organizational analysis, field study methods, design of improved methods and measures of impact. Prereq: Permission of graduate adviser.

846V Seminar in Public Personnel Administration (3) A study of the theory and method of personnel management, with principal consideration of development. Prereq: Permission of graduate adviser.

847V Seminar in Organizational Analysis (3) A study of the theory and method related to analysis of organizational and administrative agencies. The emphasis is less in terms of description of processes than in terms of design and exploring solutions to problems. Prereq: Permission of graduate adviser.

847V Seminar in Organizational Analysis (3) A study of organization and administrative interaction with the environment, focusing on broad categories of political and administrative issues, with reference to all other emphasis. Prereq: Permission of graduate adviser.

848V Seminar in Public Finance (3) A study of the theory and method of public financial planning and control. Prereq: Permission of graduate adviser.


850V Seminar in Marketing (3) A study of the theory and method of marketing in public and private organizations. Development of interpersonal skills in understanding of and sensitive to the marketing topics. Prereq: Permission of graduate adviser.

851V Seminar in Governmental Planning (3) An overview of the present status of governmental planning in metropolitan areas with study of the nature of public planning, governmental agencies, and social and economic problems of public planning. Prereq: Geog. 412 or recommendation from political science and public administration instructor.

855V Seminar in Metropolitan Planning (3) An overview of the present status of metropolitan planning in metropolitan areas and specific problems of public planning. Prereq: Permission of graduate adviser.

860V Seminar in Public Administration (3) An introduction to the study of public administration with emphasis on policies and procedures of public administration. Prereq: Permission of graduate adviser.

865V Seminar in Public Finance (3) A study of the theory and method of public financial planning and control. Prereq: Permission of graduate adviser.

870V Seminar in Grants and Contracts (3) A seminar in the development, acquisition, and administration of grants and contracts. The course will include legal considerations and strategies for applicant and awarding agencies, program/project/problem analysis, and development of proposal. Prereq: Permission of graduate adviser.

880V Human Behavior and the Social Environment (3) A decision course providing basic knowledge of the edge of the control of human behavior and related social processes in society and at the micro level. Prereq: Permission of graduate adviser.

881V Seminar in Social Work Student and Practitioner (3) A seminar in the development of interpersonal skills in social work in terms of administration and practice. Prereq: Social Work student and permission of instructor.

885V Social Work Policy, Services & Analysis (3) An examination of specific social policy development and the functioning of specific delivery systems with the agencies involved in their development. Prereq: Permission of graduate adviser.

892V Readings in Public Administration (2) Specialized readings in public administration for the graduate student who encounters scheduling problems in the completion of his degree program, or who has special preparatory needs and who is adjudged by the department to be capable of taking a highly independent course of study. Prereq: Permission of graduate adviser.

894V Research in Public Administration (1-3) The course is intended for graduate-level study of research methods and design of research in public administration. It is especially suited for those in career students who desire to undertake research in the specialized fields of public administration. Prereq: Permission of graduate adviser.

903U-800U Internship (1 per semester) Maximum of 6 to be granted upon completion of written report on internship. Internship is to be in social work agencies, National, state, local. Prereq: All course work for the M.P.A. completed.

School of Engineering Technology

Industrial Technology

421/821M Trends in Industrial Education for the World of Construction (3) An introduction to the world of construction, with emphasis on policies and procedures of public administration. Prereq: For 421L, junior. For 821M, graduate student.

422/822M Trends in Industrial Education for the World of Manufacturing (3) An introduction to the world of manufacturing, with emphasis on policies and procedures of public administration. Prereq: For 422L, junior. For 822M, graduate student.

879V Seminar in Metropolitan Planning (3) An overview of the present status of metropolitan planning in metropolitan areas and specific problems of public planning. Prereq: Permission of graduate adviser.

880V Human Behavior and the Social Environment (3) A decision course providing basic knowledge of the edge of the control of human behavior and related social processes in society and at the micro level. Prereq: Permission of graduate adviser.

881V Seminar in Social Work Student and Practitioner (3) A seminar in the development of interpersonal skills in social work in terms of administration and practice. Prereq: Social Work student and permission of instructor.

885V Social Work Policy, Services & Analysis (3) An examination of specific social policy development and the functioning of specific delivery systems with the agencies involved in their development. Prereq: Permission of graduate adviser.

892V Readings in Public Administration (2) Specialized readings in public administration for the graduate student who encounters scheduling problems in the completion of his degree program, or who has special preparatory needs and who is adjudged by the department to be capable of taking a highly independent course of study. Prereq: Permission of graduate adviser.

894V Research in Public Administration (1-3) The course is intended for graduate-level study of research methods and design of research in public administration. It is especially suited for those in career students who desire to undertake research in the specialized fields of public administration. Prereq: Permission of graduate adviser.

903U-800U Internship (1 per semester) Maximum of 6 to be granted upon completion of written report on internship. Internship is to be in social work agencies, National, state, local. Prereq: All course work for the M.P.A. completed.

Micro Practice Courses

820V Micro Intervention I (3) To provide the mental health technician student with knowledge of there are no positives in working with individuals, families and small groups. Prereq: SW 817V (3).

821V Micro Intervention II (3) To provide the mental health technician student with knowledge of there are no positives in working with individuals, families and small groups. Prereq: SW 817V (3).

825V The Family as Client (3) The family is considered as the unit of human interaction. Several theories of family interaction are considered. Prereq: Social Work student and permission of instructor.

826V Gestalt-Transactional Analysis (3) An intensive didactic and experiential course designed to give students in-depth knowledge and practice skills in the use of combination of transactional analysis and Gestalt therapy. Prereq: SW 826V (3) or permission.

827V Issues in Human Sexuality for Social Workers (3) An intensive didactic and experiential course designed to give students in-depth knowledge and practice skills in the use of combination of transactional analysis and Gestalt therapy. Prereq: SW 826V (3) or permission.

828V Communicating in Groups (3) To provide the mental health technician student with knowledge of there are no positives in working with individuals, families and small groups. Prereq: SW 828V (3).

829V Influencing Relationships (3) To provide the mental health technician student with knowledge of there are no positives in working with individuals, families and small groups. Prereq: SW 829V (3).

830V Cognitive Behavioral Therapy (3) To provide the mental health technician student with knowledge of there are no positives in working with individuals, families and small groups. Prereq: SW 830V (3).

831V Critical Incident Technique I (3) To provide the mental health technician student with knowledge of there are no positives in working with individuals, families and small groups. Prereq: SW 831V (3).

832V Critical Incident Technique II (3) To provide the mental health technician student with knowledge of there are no positives in working with individuals, families and small groups. Prereq: SW 832V (3).

833V Human Sexuality for Social Workers (3) An intensive didactic and experiential course designed to give students in-depth knowledge and practice skills in the use of combination of transactional analysis and Gestalt therapy. Prereq: SW 833V (3) or permission.

834V Advanced Social Work Practice I (3) To provide the mental health technician student with knowledge of there are no positives in working with individuals, families and small groups. Prereq: SW 834V (3).

835V Advanced Social Work Practice II (3) To provide the mental health technician student with knowledge of there are no positives in working with individuals, families and small groups. Prereq: SW 835V (3).

836V Advanced Social Work Practice III (3) To provide the mental health technician student with knowledge of there are no positives in working with individuals, families and small groups. Prereq: SW 836V (3).
SOCIAL WORK

418/818M Permanence for Children (3) The course is designed for the advanced student who wishes to acquire an understanding of the issues involved in providing services to children who have been affected by dependency, child abuse and neglect; and to acquire skills in working with children, biological parents, foster parents, adoptive parents, and other systems involved in the welfare of children. Prereq: Admission to the School of Social Work with the following requirements, undergraduate 332 and 466, graduate 810 and 866; or permission of the instructor.

460/860M Social Work in Mental Health (3) This course is an elective for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

463/863M Social Work in Health Care Programs (3) A critical review of the social work process model for social work practice. Special emphasis will be placed on the role of the social worker in health care programs; as it was, its current status, emerging roles, how to combine the ideal situation with the realities of the practice, and the design of the course provides for learning in both micro and macro aspects of health care delivery. Prereq: SW 810 or permission of instructor.

464/V7M Social Work in Health Care Programs (3) This course will provide a critical review of the social work process model for social work practice. Special emphasis will be placed on the role of the social worker in health care programs; as it was, its current status, emerging roles, how to combine the ideal situation with the realities of the practice, and the design of the course provides for learning in both micro and macro aspects of health care delivery. Prereq: SW 810 or permission of instructor.

465/V6M Social Work in Child Welfare (3) The course is designed for the student who wishes to acquire an understanding of the primary child welfare programs and services designed to strengthen family living. The three primary types of child welfare services covered are: (1) supportive services; (2) supplemental services; and (3) substitute services. Prereq: SW 810 or permission of instructor.

466/V6M Social Work in Child Welfare (3) The course is designed for the student who wishes to acquire an understanding of the primary child welfare programs and services designed to strengthen family living. The three primary types of child welfare services covered are: (1) supportive services; (2) supplemental services; and (3) substitute services. Prereq: SW 810 or permission of instructor.

467/V7M Social Work in Health Care Programs (3) A critical review of the social work process model for social work practice. Special emphasis will be placed on the role of the social worker in health care programs; as it was, its current status, emerging roles, how to combine the ideal situation with the realities of the practice, and the design of the course provides for learning in both micro and macro aspects of health care delivery. Prereq: SW 810 or permission of instructor.

468/M Social Work in Child Welfare (3) The course is designed for the student who wishes to acquire an understanding of the primary child welfare programs and services designed to strengthen family living. The three primary types of child welfare services covered are: (1) supportive services; (2) supplemental services; and (3) substitute services. Prereq: SW 810 or permission of instructor.

469/869M Working With Minority Elderly (3) The course is an interdisciplinary one, designed to provide the student with a knowledge of the differences among minority elderly and the way in which a special need such as a physical handicap, mental retardation or emotion disturbance affects social work practice and the role of the social worker in working with children. Prereq: SW 810 or permission of instructor.

470/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

471/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

472/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

473/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

474/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

475/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

476/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

477/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

478/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

479/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

480/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

481/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

482/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

483/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

484/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

485/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.

486/87M Social Work in the Family (3) This course is designed for the advanced student who is seeking substantial specialized knowledge of current social work practice in mental health and mental disorders. Prereq: SW 817V or equivalent, or permission of the instructor.
Sociology 101. For 802M, permission of the instructor.

410/810M The Community (3) A basic course in techniques of general social research. The course is designed to develop the student's ability to critically analyze the published work of others in the field of social science. The comparative method is employed as a basis for the study of various communities. Prereq: For 410, permission of the instructor. For 810M, permission of the instructor.

426/826M Sociology of Disease (3) An introduction to the study of disease as a sociological phenomenon. The course is designed to develop the student's ability to critically analyze the published work of others in the field of sociology. The comparative method is employed as a basis for the study of various communities. Prereq: For 426, permission of the instructor.

471/871M Development of Sociological Theory (3) An analysis of the development of sociological thought from early times to the present. The course is designed to develop the student's ability to critically analyze the published work of others in the field of sociology. The comparative method is employed as a basis for the study of various communities. Prereq: For 471, permission of the instructor.

524/884M Sociology of Religion (3) A course dealing with religion as a social and cultural phenomenon. The theory will be developed in the light of recent research and will include the study of various religions. Prereq: For 524, permission of the instructor.

535M Sociology of Mental Illness (3) The sociology of mental illness is contrasted with the psychology of mental illness. The role of the social worker, the mental hospital, the patient, and the community are considered. Prereq: For 535M, permission of the instructor.

785V Seminar in Sociology (3-6) A seminar dealing with a special topic in sociology. The course is designed to develop the student's ability to critically analyze the published work of others in the field of sociology. The comparative method is employed as a basis for the study of various communities. Prereq: Permission of the instructor.
such as racial, ethnic, age, sex, etc. School material and attitudes will also be examined in determining the effect they have on students. 

480/880M Guidance Skills for Educators (3) Courses are designed to familiarize educators with guidance activities of schools, the educator’s role in these activities, and to develop appropriate guidance skills. No credit for guidance majors. (Same as Counseling 480/880M).

489/890M Instructional Television Program Planning and Production (3) Students will be introduced to the role of television as applied to instruction. Production training and practice, TV lessons in planning, and viewing and evaluation of lessons will be included in addition to production of a major project of practical significance and content. Prereq: Graduate standing.

800V Social Studies (1-3) A series of intensive workshops especially for teachers in service scheduled as regular seminars, or workshops, according to the purposes. Prereq: Graduate standing and departmental permission.

801V Teaching Models in the Affective Area (3) A study of models of teaching in the affective areas of education; a variety of models will be discussed with an emphasis on practical application. Prereq: Graduate standing, and departmental permission.

801V Teaching Models in the Affective Area (3) A study of models of teaching in the affective areas of education; a variety of models will be discussed with an emphasis on practical application. Prereq: Graduate standing, and departmental permission.

802V Teaching Ethnic Studies (3) This course is designed to familiarize educators with the concept of multicultural education. Prereq: Graduate standing.

807V International Curriculum Practices (3) An analysis of teaching practices in countries that are similar and culture shock. Prereq: Graduate standing, and departmental permission. 

833V Analysis of Teacher Behavior (3) Emphasis is placed upon observational systems for analysis of teacher behavior. Specific topics include in-depth instruction to interaction analysis, microteaching, and behavior simulation. Prereq: Graduate standing.

834V Methods and Techniques for Identification and Teaching Listening Skills in the Classroom (3) The identification of listening problems and analysis of teaching methods for improving listening skills in today's classrooms. Practical methods of teaching listening as applied to specific listening problems in the areas of Elementary and Secondary Education will be emphasized. (A research paper presenting an indepth analysis of determinants to listening in the classroom with suggested solutions will be completed by each participant. Prereq: Admission to Graduate College - Early Childhood and Adolescence Education and one year teaching experience. FED 801 - Introduction to Research and Thesis Writing. Prereq: None.)

846V Simulation/Computer Laboratory for Teachers (3) This course is designed to familiarize teachers with computer simulation and its applications in education. Some skills that teachers will need are presented, and teachers will have the ability to use these skills in their classrooms. Prereq: Graduate standing.

854V Using Microcomputers in the Educational Environment (3) This course is designed to familiarize teachers with microcomputers and their applications in education. Prereq: Graduate standing.

865V Developing Instructional Courseware (3) This course is designed for teachers and other educational personnel who have little or no knowledge of instructional software for a microcomputer. The concepts of task analysis, motivation, computer graphics, student-computer interaction, evaluation and writing support materials will be considered. Prereq: Graduate standing.

899V Introduction to the Education of the Gifted (3) The course involves the study of the various factors that affect the teaching and learning, including the rationale, the developmental aspects, and the applications of the gifted student. Prereq: Graduate standing.

919V Guiding Gifted Students (3) A course designed to increase teacher awareness of gifted students and to develop skills that will assist gifted students in their education. Prereq: Admission to graduate study. (Same as Courses 419V.)

920V Teaching the Exceptional and Talented (3) This course will discuss the concepts and processes for teaching students with exceptional and gifted characteristics through the use of a total sequential transformational-growth approach to the educational implications of this concept. Prereq: Graduate standing, and departmental permission. 

933V Individualization of Instruction (3) The course involves the study of the philosophy and practice of individualization of instruction in the elementary and secondary schools, and the application of the different models, and the effectiveness of these programs. Prereq: Graduate standing.

934V Individual Factors/Styles That Affect Teaching and Learning (1) The purpose is to familiarize the students with the study of the various factors/styles that affect the teaching and learning, including the rationale of the instructional process, the developmental aspects, and the applications of the gifted student. Prereq: Graduate standing, and departmental permission.

935V Perspectives on the Gifted (1) This course is designed to familiarize teachers with the philosophical, social, and political aspects of the gifted student. Prereq: Graduate standing, and departmental permission.

936V Simulation and Gaming Laboratory for Teachers (3) This course is designed to familiarize teachers with computer simulation and its applications in education. Some skills that teachers will need are presented, and teachers will have the ability to use these skills in their classrooms. Prereq: Graduate standing.

965C Instructional Courseware (3) This course is designed for teachers and other educational personnel who have little or no knowledge of instructional software for a microcomputer. The concepts of task analysis, motivation, computer graphics, student-computer interaction, evaluation and writing support materials will be considered. Prereq: Graduate standing. (Same as Courses 865C.)

989V Practicum in Teaching the Gifted K-12 (3) A practical teaching experience in the areas of gifted education for the teaching practice for the Gifted K-12 students. Prereq: Graduate standing, and departmental permission.

989V Practicum in Teaching the Gifted K-12 (3) A practical teaching experience in the areas of gifted education for the teaching practice for the Gifted K-12 students. Prereq: Graduate standing, and departmental permission.

990V Practicum in Teaching the Gifted K-12 (3) A practical teaching experience in the areas of gifted education for the teaching practice for the Gifted K-12 students. Prereq: Graduate standing, and departmental permission.

990V Practicum in Teaching the Gifted K-12 (3) A practical teaching experience in the areas of gifted education for the teaching practice for the Gifted K-12 students. Prereq: Graduate standing, and departmental permission.

990V Practicum in Teaching the Gifted K-12 (3) A practical teaching experience in the areas of gifted education for the teaching practice for the Gifted K-12 students. Prereq: Graduate standing, and departmental permission.

990V Practicum in Teaching the Gifted K-12 (3) A practical teaching experience in the areas of gifted education for the teaching practice for the Gifted K-12 students. Prereq: Graduate standing, and departmental permission.

990V Practicum in Teaching the Gifted K-12 (3) A practical teaching experience in the areas of gifted education for the teaching practice for the Gifted K-12 students. Prereq: Graduate standing, and departmental permission.

990V Practicum in Teaching the Gifted K-12 (3) A practical teaching experience in the areas of gifted education for the teaching practice for the Gifted K-12 students. Prereq: Graduate standing, and departmental permission.
845V Seminar in Supervision of Student Teachers (3) Designed for experienced teachers and those who may be serving as cooperating teachers, and who desire to study the teaching process, its aims, procedures, objectives, trends, and development. Prereq: 2 years of teaching experience.

859V Workshop: Newspaper in the Classroom (3) A course designed to assist teachers in planning and preparing an educational newspaper for children from preschool through second grade. It is provided to give students the opportunity to explore, evaluate, and understand literature for children. Prerequisite: Graduate. 871M Reference and Bibliography (3) This course is designed to acquaint students with the basic principles of reference service and the techniques of using the Library of Congress classification system. It is intended to give students a better understanding of the function of a reference system in the library field. Prereq: Admission to Graduate College.

872M Reference and Bibliography (3) This course provides an introduction to the reference function of libraries. It is designed to acquaint students with the fundamental principles of reference service and the techniques of using the Library of Congress classification system. Prereq: Admission to Graduate College.

873M Cataloging and Classification I (3) An introduction to the basic cataloging procedures and principles. Emphasis is on the American Library Association Cataloging Rules. Prereq: Admission to Graduate College.

874M Cataloging and Classification II (3) The course is designed to acquaint students with nonprint materials, analytical cataloging, cataloging and work with Library of Congress MARC formats, and Library of Congress Classification and LCSH. Prereq: Graduate.

875M Analysis and Evaluation of Educational Information Resources (3) This course is designed to give students a better understanding of the methods of gathering information about learning materials, particularly in a school environment. Prereq: Graduate.

882M Literature for the Adolescent (3) This course is designed to assist library media specialists in understanding the interests and needs of young people. Factors which affect reading, guidance in reading, and types of literature, will be examined. Prereq: Graduate.

486/886M Audio-Visual Materials in Education (3) An introduction to the field of audiovisual materials organization, selection, and utilization of educational educational materials. Special emphasis will be given to the audiovisual media in the learning-teaching process. Prereq. Graduate standing or permission of the instructor.

487/887M Preparation of Instructional Materials (3) A basic course in the production of instructional and instructional audiovisual materials for the classroom. Photographic and audiovisual materials are considered, including such instructional materials as: audiovisual aids, audiovisual productions, visual presentations, and exhibits. Prereq: Graduate.

488/888M Administration of The Instructional Materials Center (3) This course is designed for students who wish to prepare themselves for the administration of an instructional media program within an educational and/or secondary school. Prereq: Graduate.

489/889M Instructional Television Program Planning and Production (3) Students will be introduced to the role of television as an audiovisual medium. Instruction, production training and practice, TV camera techniques and evaluation of lessons will be included in addition to basic instruction and course material. Prereq: Graduate.

490/890M Photography as an Instructional Media (3) Various photographic techniques will be taught through the use of assignments and projects. Emphasis will be placed on the practical application of photography to instructional programs. Prereq: One semester of photography or graduate standing in Education.

491/891M Instructional Media I (3) The practicum experience is intended for graduate students who are desirous of teaching at the secondary school level. Prereq: Graduate standing.

492/892M Seminar in Research in Reading (3) A course for graduate and pre-service students relating to in-depth studies of significant recent research in reading. Prereq: Graduate standing. It may be repeated each time a different topic is offered. Prereq: Graduate standing.

493/893M Research in Reading and Evaluation of Reading Programs (3) Participation in seminars in readings and conferences, primarily designed for graduate students in reading and evaluation of teaching programs. Prereq: Graduate standing.

494/894M Seminar in College and Library Administration (3) An advanced course in the organization and administration of the public library. Emphasis will be placed on the planning and evaluation of the library and the library staff. Prereq: Graduate.

495/895M Seminar in Secondary Education (3) Designed to provide students with a better understanding of the nature and trends in secondary school curriculum development with the principles and practices utilized in instruction. Prereq: Graduate standing. It is planned for graduate students.

496/896M Emergent School Curriculum (3) Designed to provide a student with a better understanding of the nature and trends in secondary school curriculum development with the principles and practices utilized in instruction. Prereq: Graduate standing. It is planned for graduate students.


499/899M Foundations of Adult Education (3) The course is designed to introduce students to the major development in the history of instruction of adults. The course is limited to individuals who have completed the Master's Degree in Education or have completed an equivalent degree. Prereq: Graduate.

500/900M Seminar in Adult Education (3) Designed to provide students with a better understanding of the nature and trends in adult education. Prereq: Graduate.

501/901M Seminar in Vocational Education (3) Designed to provide students with a better understanding of the nature and trends in vocational education. Prereq: Graduate standing.

502/902M Seminar in College and University Administration (3) Designed to provide students with a better understanding of the nature and trends in college and university administration. Prereq: Graduate.

510/910M Seminar in Graduate Education (3) Designed to provide students with a better understanding of the nature and trends in graduate education. Prereq: Graduate.

511/911M Seminar in Special Education (3) Designed to provide students with a better understanding of the nature and trends in special education. Prereq: Graduate.

512/912M Seminar in the Design and Administration of Graduate Programs (3) An in-depth study of the principles and practices of graduate education. Prereq: Graduate.

513/913M Seminar in Higher Education (3) Designed to provide students with a better understanding of the nature and trends in higher education. Prereq: Graduate.

514/914M Seminar in School Administration (3) Intensive study of problems of secondary education. Critical analysis of current research and related writings, with particular emphasis given to problems of group interest and relevance to secondary education. Prereq: Graduate.

515/915M Seminar in Secondary Education (3) Designed to provide students with a better understanding of the nature and trends in secondary school curriculum development with the principles and practices utilized in instruction. Prereq: Graduate standing. It is planned for graduate students.

516/916M Seminar in Secondary Education II (3) Designed to provide students with a better understanding of the nature and trends in secondary school curriculum development with the principles and practices utilized in instruction. Prereq: Graduate standing. It is planned for graduate students.

517/917M Seminar in Secondary Education III (3) Designed to provide students with a better understanding of the nature and trends in secondary school curriculum development with the principles and practices utilized in instruction. Prereq: Graduate standing. It is planned for graduate students.
845V Improvement of Instruction of Secondary School Social Studies (3) Designed especially for teachers who are interested in the improvement of instruction in the social studies. Will encompass the whole range of opportunities available for the improvement of social studies instruction; emphasis will be concentrated on current developments that have implications for the classroom teacher.

847V Materials Laboratory for The Social Studies (3) Designed to acquaint social studies teachers with new materials in the social studies. Students will develop criteria for the evaluation of materials from recent curriculum projects.

850V Improvement of Instruction: Mathematics (3) This course is designed for those students who wish to extend their skills in employing instructional techniques for teaching mathematics. Emphasis is placed upon new developments such as computers and calculators and contemporary teaching strategies.

853V Seminar in Mathematics Education (3) A graduate seminar in K-12 mathematics emphasizing recent curricular developments, curriculum planning and evaluation, research, mathematics supervision, and contemporary issues in mathematics education. Prereq: Graduate standing and permision of instructor.

865V Science Education Seminar (3) A graduate seminar in K-12 science emphasizing research, newly developed science curricula, curriculum planning, science supervision and treatment of one or more localized science education issues.

868V 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 Vocational Special Needs (3) Designed for secondary education personnel who desire knowledge of the history and current status of Vocational Special 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 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 Readiness For the Vocational Special Needs Learner (3) The course involves the processes of diagnosing students' needs in vocational education, communicating occupational information, and assisting students in the preparation for job entry-level employment. This course is intended for teachers, counselors, and educational support personnel. Prereq: SED 870V--Introduction to Vocational Special 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.

880V Administration and Supervision of Vocational Education (3) Basic concepts for administration and supervision of vocational education, as related to the needs of the superintendent, principal, supervisor. (Same as EDAD 880V.) Prereq: 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.)

881V 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.

882V 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.

883V-884V Interdisciplinary Seminar On The Urban Community (3-6) An interdisciplinary course on the metropolitan community in which urban problems are put in a broad interrelated focus. (Also listed under economics, geography, political science, and sociology.)
FACULTY AND ADMINISTRATION

GRADUATE FACULTY

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 Teacher Education Ed.D., University of Georgia, 1971; 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, 1933; Professor
EARL H. ANDERSON Accounting Ph.D., University of Nebraska-Lincoln, 1978; Assistant Professor
SUNNY ANDREWS Social Work Ph.D., Johns Hopkins University, 1973; Associate Professor
ANNE E. ANTILFINGER Biology Ph.D., University of Georgia, 1970; Assistant Professor
AARON ARMFIELD Counseling and Special Education Ed.D., University of Northern Colorado, 1964; Professor
KATHLEEN G. AUEBACH 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
WILLIAM KENTON BALES Music D.M.A., North Texas State University, 1980; Assistant Professor
GEORGE W. BARGER Sociology Ph.D., University of Minnesota-Columbia, 1964; Professor
NICHOLAS BARRIS Geography Ph.D., Clark University, 1967, Professor
OTTO F. BAUER (GF) Communication Ph.D., Northwestern University, 1959; Professor
VIRGINIA L. BEAN Accounting Ph.D., University of Texas at Austin, 1965; 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
LORRAINE BERNER Health, Physical Education and Recreation Ph.D., State University of New York at Albany, 1960; Professor
ROGER M. BERG Teacher Education Ph.D., Northwestern University, 1972; Associate Professor
JOSEPH BERTINETI Counseling and Special Education Ph.D., University of New Mexico, 1972; Associate Professor
JOHN V. BLACKWELL Art Ed., University of Iowa, 1957; Professor
RICHARD H. BLAKE (GF) 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; Associate Professor
WILLIAM BLITZER (GF) Philosophy and Religion Ph.D., University of Missouri-Columbia, 1970; Professor
JUDITH E. BOSS English Ph.D., Texas Christian University, 1971; Associate Professor
LAWRENCE J. BRADSHAW Art M.F.A., Ohio University, 1972; Associate Professor
THOMAS BRAGG (GF) 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. EDSEL BUCHANAN Health, Physical Education and Recreation Ed.D., University of Houston, 1975; Associate Professor
SIDNEY BUCHANAN Art M.A., New Mexico Highlands University, 1963; Professor
DALE M. BUNSEN Teacher Education Ed.D., University of Nebraska-Lincoln, 1968, Professor
SIDNEY BUNSEN Social Work Ph.D., Brandeis University
GRADUATE FACULTY

(Boys Town)

Karen Maloney (GF) Psychology Ph.D., University of Kansas, 1973; Assistant Professor

Robert McCall (GF) Psychology Ph.D., University of Illinois, 1965; Professor

Barbara Morley (GF) Psychology Ph.D., University of Maine, 1973; Associate Professor

Elery Phillips (GF) Psychology Ph.D., University of Kansas, 1971; Professor

Bruce Warn (GF) Psychology Ph.D., Boston University, 1965; Associate Professor

Charles Watson (GF) Psychology Ph.D., Indiana University, 1963; Professor

GRADUATE FACULTY

(Union Pacific Railroad)

Carl I. Greenberg Psychology Ph.D., Wayne State University, 1976; Associate Professor

Gordon D. Hansen............ Ass. Dean, College of Arts & Sciences

Roger Hayen.................... Chairperson, Decision Sciences

J. Stephen Hazlett............ Chairperson, College of Education

Elaine Hess.................... Asst. Vice Chancellor for Academic Affairs

Jack Hilt....................... Chairperson, General Business

William Hinkton.............. Chairperson, College of Public Affairs & Community Service and Chairperson, Public Administration

Richard E. Hover............. Vice Chancellor, Educational and Student Services

William Hong................... Chairperson, Economics

G. Vaughn Johnson............ Chairperson, Management and Organizational Behavior

Anthony Jung................... Chairperson, Foreign Languages

John E. Kerrigan............. Dean, College of Public Affairs and Community Service


Kent Kirwan.................... Chairperson, Comparative Politics

Julien Lafontant.............. Chairperson, Black Studies

Fred Layberger.............. Asst. Dean, College of Business Administration

Donald E. Leahy.............. Director, Intercollegiate Athletics

Harvey R. Leavitt...... Asst. Dean, Director, African Studies

Jim Leslie..................... Director, Alumni Association

W. Boyd Litrell.............. Chairperson, Sociology

Nila S. Magdanz............. Coordinator, Home Economics

James Maynard.............. Asst. Director, Institutional Research

Kenneth G. Merkel........... Chairperson, Industrial Systems Tech.

John A. Moore.............. Asst. Vice Chancellor for Business & Director of Finance

Neil A. Morgan.............. Director, Plant Operations

Gordon Mundell.............. Chairperson, English

Donald A. Myers.......... Dean, College of Education

John M. Newton............. Dean, College of Arts & Sciences

Tom Norwood................. Asst. Dean, College of Education
Tuition and fees .................................................. 21
Tuition Waivers .................................................. 29
Withdrawal .......................................................... 20
Unclassified Students .............................................. 13
University Regulations .......................................... 11
University Research Committee .............................. 31