University of Southern Maine Course Catalog
Summer 1994

University of Southern Maine

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Table of Contents

Summer Information ............................................................. 2
University of Southern Maine .................................................. 3
Registration Information ......................................................... 4
Tuition and Fees ..................................................................... 5
Accommodations and Dining .................................................... 6
Campus Resources and Services ............................................... 7
Special Programs .................................................................... 8
Other USM Programs ............................................................... 12
Course Schedule ..................................................................... 14
Course Descriptions ............................................................... 24

Directions to the Portland campus (Summer Session office, 101 Payson Smith Hall)—From either north or south, take the Maine Turnpike to I-295, exit 6B (Forest Avenue North). Turn left at the second traffic light (Falmouth Street). Park in Visitor's Lot on Falmouth Street directly after Payson Smith Hall.

Direction to the Gorham campus (Registrar's office, 113 Corthell Hall)—From either north or south, take the Maine Turnpike to Exit 8 (Portland/Westbrook). Follow signs to Gorham on Route 25 west. At Gorham center, turn right onto Route 114. Take first left onto College Avenue and first right at the USM sign. Once on campus, turn right and park in the Visitor's Lot in front of Corthell Hall.

USM does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran's status and shall comply with Section 504, Title IX, and the ADA in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request. Discrimination inquiries can be directed to Sue Ellen Bordwell, 780-5094, TDD, 780-5646, or to the Office of Civil Rights, (617) 223-9692. If you need special services, assistance, or accommodations to participate fully in this program contact Rosa Redonnett, at 780-4076 or TT (teleex/TDD) 780-5646. Requests for reasonable accommodations must be received 48 hours before an event.

The University of Southern Maine reserves the right to revise, amend, or change items in this catalog from time to time. Readers of this catalog should inquire as to whether any such revisions, amendments, or changes have been made since the date of publication. The University reserves the right to cancel course offerings, to set minimum size of classes, to change designated instructors in courses, and to make decisions affecting the academic standing of anyone participating in a course or program offered by the University of Southern Maine.
Registration begins Monday, April 18 and continues through the beginning of each session.

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-Week Session</td>
<td>4-Week Session</td>
<td>6-Week Session</td>
<td>4-Week Session</td>
</tr>
<tr>
<td>May 23- July 8</td>
<td>May 23- June 27</td>
<td>July 11- August 5</td>
<td>Variable Session</td>
</tr>
<tr>
<td>6-Week Session</td>
<td>4-Week Session</td>
<td>7-Week Session</td>
<td>4-Week Session</td>
</tr>
<tr>
<td>Sun., May 22 2:00 p.m</td>
<td>Sun., June 26 2:00 p.m</td>
<td>Sun., July 10 2:00 p.m</td>
<td>Sun., July 11 2:00 p.m</td>
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<tr>
<td>7-Week Session</td>
<td>4-Week Session</td>
<td>6-Week Session</td>
<td>4-Week Session</td>
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<tr>
<td>Sun., May 22 2:00 p.m</td>
<td>Sun., June 26 2:00 p.m</td>
<td>Sun., July 10 2:00 p.m</td>
<td>Sun., July 11 2:00 p.m</td>
</tr>
<tr>
<td>Residence Halls Open</td>
<td>First Day of Classes</td>
<td>Last Day to ADD or Change Credit or Grade Options*</td>
<td>Last Day to DROP to receive 100% tuition refund</td>
</tr>
<tr>
<td>Sun., May 22 2:00 p.m</td>
<td>Mon., May 23</td>
<td>May 20</td>
<td>May 20</td>
</tr>
<tr>
<td>Sun., May 22 2:00 p.m</td>
<td>Mon., May 23</td>
<td>June 24</td>
<td>July 8</td>
</tr>
<tr>
<td>Sun., June 26 2:00 p.m</td>
<td>Mon., June 27</td>
<td>July 1</td>
<td>July 15</td>
</tr>
<tr>
<td>Sun., June 26 2:00 p.m</td>
<td>Tues., July 11</td>
<td>August 5</td>
<td>July 26</td>
</tr>
<tr>
<td>Last Day to DROP with no grade notation</td>
<td>Session Ends</td>
<td>Variable Dates</td>
<td></td>
</tr>
<tr>
<td>May 27</td>
<td>July 8</td>
<td>July 8</td>
<td>Variable</td>
</tr>
<tr>
<td>May 25</td>
<td>June 17</td>
<td>June 17</td>
<td>Variable</td>
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<tr>
<td>July 1</td>
<td>July 19</td>
<td>August 5</td>
<td>Variable</td>
</tr>
<tr>
<td>July 13</td>
<td>August 26</td>
<td>August 26</td>
<td>Variable</td>
</tr>
<tr>
<td>Variable</td>
<td>Variable</td>
<td>Variable</td>
<td>Variable</td>
</tr>
<tr>
<td>Please Note: Monday/Wednesday classes during the 7-Week Session 1 (May 23-July 8) will have an additional class meeting on Friday, June 24.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The dates shown in this calendar are subject to change at any time by official action of the University of Southern Maine.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no University bus service available during summer session.</td>
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<td></td>
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</tr>
</tbody>
</table>

Most offices on campus are open from 8:00 a.m. to 4:30 p.m. and will have extended hours to accommodate student registration. The offices are listed below.

Advising Services Center • 110 Payson Smith (Portland) • 780-4040
Department of Conferences • 68 High Street (Portland) • 780-5960
Financial Aid • 202 Correll Hall (Gorham) • 780-5250
Graduate Education • 118 Bailey (Gorham) • 780-5306
Professional Development Center • 305 Bailey Hall (Gorham) • 780-5326
Registrar's Office • 113 Correll (Gorham) • 780-5230 • 110 Payson Smith Hall (Portland) • 780-4842
Student Billing Office • 128 Payson Smith (Portland) • 780-5200 • 110 Correll Hall (Gorham) • 780-5200
Student Life • 100 Upton Hall (Gorham) • 780-5240 • Campus Center (Portland) • 780-4090
Summer Housing • 100 Upton Hall (Gorham) • 780-5240
Summer Session • 101 Payson Smith (Portland) • 780-4076 or 1-800-800-4USM, ext. 4076

Extended Hours for Registration*
Portland Advising Services Center • 110 Payson Smith • May 23-24 • July 11-12 (8:00 a.m.-7:00 p.m.)
Summer Session Office • 101 Payson Smith • April 18-21 • May 23-24 • July 11-12 (8:00 a.m.-7:00 p.m.)
Student Billing Office • 128 Payson Smith • April 18-21 • May 23-24 • July 11-12 (8:00 a.m.-7:00 p.m.)
University of Southern Maine

Welcome to the University of Southern Maine (USM). Our Summer Session program is designed with you in mind, with more than 350 courses, special workshops, and institutes. Whether you listen to a reading or improve your writing at the Stonecoast Writers' Conference, participate in an archaeological field program, learn about childhood psycho­pathologies, brush up on a language, work on your recertification, or take one more (or your first) step toward your degree, the USM Summer Session has something for you.

With a variety of sessions and flexible scheduling, Summer Session allows you the freedom to choose the mix of courses, session lengths, and times that best fit your individual needs and interests. You do not have to be a matriculated, degree candidate to enroll in summer classes. Several special programs are offered in the summer which are not available at any other time—see the Special Programs section of this catalog for information about these exciting offerings.

With registration sites located at the Portland, Gorham, and Lewiston-Auburn campuses of USM and at three University of Maine System sites (Bath/Brunswick, Saco/Biddeford, Sanford), as well as some phone-in registration dates, USM makes it easy for you to register where you want to register. Registration begins April 18. Make USM your choice this summer!

The University of Southern Maine is a coeducational, public university located in Portland, Gorham, and Lewiston-Auburn, Maine, with an enrollment of nearly 10,000 students during the regular academic year and over 4,500 students during the summer. The University is accredited by the New England Association of Schools and Colleges.

The campuses of USM offer a number of unique points of interest—a blend of the old and the new. On the Gorham campus, which is more than 100 years old, is the McLellan House, dating from 1773 and believed to be the oldest brick house in the state. The Art Gallery, built in 1878, was an early Gorham town hall. Corthell Hall was named in 1878 for the first president. The President's house was built in 1906 and is the home of the president.

Among the Portland campus buildings are the Alumni Center, the only remaining building of the Deering Estate, an eighteenth century farm; the seven story law building, which houses the School of Law and many University administrative offices; and the Science Building, which houses the Southworth Planetarium, considered to be one of New England's finest planetariums.

In addition, the Intown Center at 68 High Street was the early site of Portland Children's Hospital, was later the first location of the University of Maine School of Law, and now provides a convenient location for noncredit programs, as well as a site for USM's Community Television System.

Students and visitors to campus are encouraged to take advantage of the University's ideal location. An attractive vacation area, southern Maine offers many activities for visitors in the summer. A nationally recognized orchestra, resident theatre and dance companies, an exciting art museum and picturesque shopping areas make the city of Portland a cultural center for the area. The surrounding lakes, mountains, and beautiful Maine coast offer a variety of recreational activities during the summer. Two coastal state parks (Crescent Beach and Two Lights) are about a half-hour's drive from either campus. To the west, Sebago Lake State Park is about a 45-minute drive from the Gorham campus.

Summer Session is part of the Office of Extended Academic Programs. Other departments include Winter Session, International Programs, National Student Exchange, English as a Second Language, and Off-Campus Programs. With creative and diverse programming, all of these departments offer a variety of educational options for our students, both here and abroad.
Graduate Registration

Students holding a baccalaureate degree may-register for graduate courses (courses with a number of 500 or higher) even though they have not been accepted into a degree program, providing there is space in the course and that all course prerequisites have been satisfied. Exception: Due to national accreditation standards, no MBA graduate courses may be taken by individuals not meeting the "1050 rule." Contact the MBA Program for details on this restriction (780-4184).

Graduate Registration Procedures

Graduate Registration (walk-in): Students taking graduate courses may register in person at the Registrar’s Office (Corthell Hall, Gorham), the Registration Services (110 Payson Smith Hall, Portland) or the Summer Session Office (101 Payson Smith Hall). Registrations will be processed from April 18, 1994 through the Friday preceding the beginning of each session. Please note that payment must be made at the time of registration.

Graduate Programs

Graduate Admission: To be admitted to a graduate program, an applicant must have received a baccalaureate degree from an accredited college or university and must show ability to pursue advanced study and research. All applicants, except those for the MBA program, are required to provide the results of their performance on either the Graduate Record Examination or Miller Analogies Test. Applicants for the MBA program should present scores from the Graduate Management Admission Test in lieu of GRE scores or MAT scores.

An application is not considered complete until all the required transcripts, appropriate test scores, and letters of recommendation are on file. All material sent in support of an application for admission becomes the property of USM and will not be returned to the student.

For information regarding admission to any of USM’s graduate programs contact: Office of Graduate Affairs University of Southern Maine 96 Falmouth Street Portland, Maine 04103 (207) 780-4386

For specific program information, contact: College of Education, 780-5306; School of Business, Economics and Management, 780-4184; School of Nursing, 780-4130; School of Law, 780-4346.

General Policies Related to Undergraduate and Graduate Registration

Audit Students may register for courses on a noncredit basis. With a noncredit registration, the student may participate in classwork, but is not required to take examinations. A noncredit registrant should know, however, that state Departments of Education do not accept for certification or other purposes any course taken on a noncredit basis. An audit registrant is required to pay full tuition for the course.

Course Cancellation The University reserves the right to cancel courses in the case of low enrollment.

Degree Applications Students who expect to complete associate, baccalaureate, or graduate degree requirements this summer should submit an Application for Degree. These forms are available in the Registrar’s Office.

Failure to Withdraw Penalty Failure to submit notice of withdrawal may result in a failing grade and a financial liability. Discussion with faculty members is not proper notification of change. In the case of a student withdrawal after the automatic grade "W" period, the student will receive a grade designation to be determined by the instructor.

Grades and Transcripts Grades for summer classes are processed within seven days of the end of each summer class. These grades can be accessed through USM Responds, the interactive voice response system of the University of Southern Maine. Call 791-USMR (791-8767) and follow the directions given on that line to access your grade. Grade reports will not be mailed during the summer.

Students who desire official documentation of work completed during a summer session must complete a Transcript Request form at the Registrar’s Office. Transcripts will be updated with summer session work when a grade is received by the Registrar. The fee for a transcript sent outside the University of Maine System is $3.00 per copy. There is no charge for transcripts sent within the University System. All University charges must be paid before a transcript is released.

Independent Study All courses entitled Independent Study require the use of a special advance approval form, available upon request from the Registrar’s Office or the Reg-
Tuition and Fees

There are three types of tuition charged: undergraduate, graduate, and law. Tuition charges are calculated by multiplying the number of credit hours attempted by the rate established. Courses being audited are included in this calculation.

**Tuition Charges Per Credit Hour**

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine Resident</td>
<td>$96.00</td>
<td>$132.00</td>
<td>$228.00</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>$272.00</td>
<td>$373.00</td>
<td>$452.00</td>
</tr>
<tr>
<td>NEBHE</td>
<td>$144.00</td>
<td>$198.00</td>
<td>$342.00</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>$373.00</td>
<td>$452.00</td>
<td>$542.00</td>
</tr>
</tbody>
</table>

The tuition charged for undergraduate courses offered at Lewiston-Auburn College or the University of Maine System Centers at Bath-Brunswick, Saco-Biddeford, or Sanford is slightly lower. For more information, contact the site where the course is being offered. Tuition rates are established by the University of Maine System Board of Trustees. The University reserves the right to adjust these charges to respond to changing costs, state and/or federal legislative action, and other matters. Such adjustment may be made any time prior to the date of final registration for a given academic term. A student acknowledges this reservation by applying for admission or registering for courses.

**Technology Fee**

This is a mandatory $3.00 per credit charge. The money generated by this fee is used to purchase computer hardware and software used by students.

Some specialized courses require payment of a fee in addition to tuition and are designated in the course schedule. For information, contact the Summer Session office.

**Payment Procedures**

University charges are due at the time of registration. A $25.00 late fee will be assessed if payment is not received.

**Cash** Cash payment may be made at the Student Billing Office or at an off-campus center. Cash should not be mailed.

**Checks** Checks should be made payable to the University of Southern Maine. The student's name and social security number should be shown on the check. If a check is returned for non-payment, a $10.00 fee is charged.

**Credit Cards** The University accepts both MasterCard and Visa for payment of tuition and mandatory fees. The minimum allowable transaction is $25.00.

**Third Party Payments** The University will bill an employer or agency that guarantees the payment of a student's charges. The employer/agency must provide written payment authorization before the student registers. Conditional payment offerings cannot be accepted.

**Senior Citizen Tuition Waiver** The University of Maine System Board of Trustees has authorized the waiver of tuition charges for any person age 65 or over who shows evidence of financial need. Permission to enroll is granted on a space available basis. An application for a Senior Citizen Tuition Waiver must be completed at the time of registration. Proof of age is required.

**Payment Plans**

Students registering prior to May 1, 1994, are eligible to participate in the University's three-payment plan. At the time of registration, the student must pay one-third of the total balance due. Subsequent payments are due on May 27, 1994 (one-half of the outstanding balance) and June 24, 1994 (remaining balance). Students electing this option are charged a $15.00 installment payment plan fee.

Bills are mailed no less than five days in advance of the payment due date. The bill is sent to the student's local address, as shown on the Registrar's file. If payment is more than five working days late, a $25.00 late payment fee is assessed (the late fee is charged no more than once during the term). Students who don't make timely payment may be prohibited from using the payment plan and required to make payment in full before future registrations are accepted.

**Adjustment of Charges**

Students who withdraw are assessed charges in accordance with schedules established by the University of Maine System Board of Trustees. The date the Registrar receives written notification of withdrawal is used when calculating refunds. For more information, please consult the University catalog.

**Refunds**

Students who drop a course or withdraw from the University may receive partial refunds of tuition based upon the following schedule:

**Sessions which are more than three weeks.**

Cancellation prior to first day of class: 100% Withdrawal prior to end of first week: 75% Withdrawal prior to end of second week: 50% Withdrawal prior to end of third week: 25% Withdrawal after third week: 0%
Sessions which are three weeks
Cancellation prior to first day of class: 100%
Withdrawal prior to end of first week: 50%
Withdrawal after first week: 0%

Proportional adjustments are made to charges
for courses and institutes lasting less than three
weeks.

University fees are not refundable.

On-Campus Accommodations Refunds
Cancellation prior to arrival
Full refund less any required deposit
Cancellation in writing after arrival but
prior to mid-point of reserved stay
50% refund
Cancellation in writing, at or after mid-
point
No refund

Accommodations and Dining

On-Campus Accommodations
Nightly, weekly, and full Summer Session
accommodations are available on the Gorham
campus and at Portland Hall, 645 Congress
St., Portland, from May 22-August 27. Fur-
nishings include a bed, desk, desk chair,
closets, drawer space, and overhead lights.
Study lights and fans are not provided and
it is recommended that you bring your
own. Major kitchen appliances are provided
in Portland Hall suites. Bathrooms in Gorham
are the community type and separate for men
and women. All Portland Hall rooms/suites
have in-unit baths. Pets are not permitted in
residence halls. Health and fire regulations
prohibit cooking in residence hall rooms
(except Portland Hall suites). Room/suite
types (e.g., singles) may be limited and as-
signed on a first-come, first-served basis. If
you choose a double and do not specify a
roommate, one may be assigned to you.

On-Campus Dining
Meals and snacks are available on both
campuses. Portland Hall and the Gorham
Summer Session Hall have small common
kitchens for student use. Information regard-
ing locations, schedules, and prices will be
available upon arrival for Summer Session.

Reservation and Payment Policy
• Reservations for full summer—send $75.00
  nonrefundable deposit. You will be billed
  for the balance with your confirmation no-
tice.
• All other reservations—send no money. You
  will be billed with your confirmation notice.
• All balances due at or before check-in unless
  a payment plan has been arranged (4-week
  stay or more only). Payment plan informa-
tion will be sent with your confirmation.
• Confirmation notices and bills for reserva-
tions made one week or less prior to stay will
  be held at the Summer Housing Office on
  campus of residence.
• Refund Policy for on-campus accommoda-
tions can be found in the Tuition and Fees
  section of this catalog.

Off-Campus Dining/Lodging/Camping
For information regarding off-campus ser-
sices, contact: Convention and Visitors Bu-
reau, 305 Commercial Street, Portland, Maine.

Please note: Summer Session housing is avail-
able only during Summer Session (May 22-
August 27). Arrangements before and after
these dates may be possible via separate ar-
rangements and at an additional cost.

1994 Summer Session Housing Request

Name __________________________________________ Current Address __________________________________________
Telephone ____________________________ Birthdate __________________________ Soc. Sec. # __________________________

Physical/special needs __________________________ Roommate(s) Preference __________________________

Date of Arrival __________________________ Date of Departure __________________________ Courses/Programs planned __________________________
(no earlier than 5/22/94) (no later than 8/27/94)

Accommodations (Please specify preference as 1, 2, or 3; we will make every attempt to honor your first preference)

<table>
<thead>
<tr>
<th>Portland Hall</th>
<th>Gorham</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Single</td>
<td>___ Single</td>
</tr>
<tr>
<td>___ Double</td>
<td>___ Double</td>
</tr>
<tr>
<td>___ Suite (Single)*</td>
<td>___ Telephone</td>
</tr>
<tr>
<td>___ Suite (Double)*</td>
<td>___ Linen</td>
</tr>
<tr>
<td>___ Telephone</td>
<td></td>
</tr>
<tr>
<td>___ Linen</td>
<td></td>
</tr>
</tbody>
</table>

Rates                  | Nightly | Weekly | Full Summer |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>$15</td>
<td>$90</td>
<td>$1050</td>
</tr>
<tr>
<td>Double</td>
<td>$12</td>
<td>$70</td>
<td>$875</td>
</tr>
<tr>
<td>Suite (S)</td>
<td>$30</td>
<td>$100</td>
<td>$1150</td>
</tr>
<tr>
<td>Suite (D)</td>
<td>$20</td>
<td>$80</td>
<td>$800</td>
</tr>
<tr>
<td>Suite (T)</td>
<td>$10</td>
<td>$70</td>
<td>$700</td>
</tr>
</tbody>
</table>

Linen = $1.25/night
Telephone = $60.00 flat fee

Return form to: Summer Housing, University of Southern Maine, 100 Upton Hall, Gorham, Maine 04038. Phone (207) 780-5240.
Campus Resources and Services

Parking
All faculty/staff and Summer Session student vehicles not previously registered for the 1993-94 academic year must be registered and display a valid decal.

Effective May 16, 1994, the vehicle registration fee will be $10.00. All decals expire August 31, 1994.

Vehicles may be registered at Student Billing, Payson Smith Hall on the Portland campus, and at Police and Safety, Upton Hall on the Gorham campus. Please bring your vehicle registration with you.

Bookstore
Both Portland and Gorham campus stores are open from 8:00 a.m. to 4:00 p.m., Monday through Friday. The stores will be open for extended hours at the beginning of several sessions. Please call to check for specific hours.

We will mail textbooks to any student who is unable to obtain textbooks within our regular business hours. There is a small handling charge for this service. Please call the Bookstore (780-4070, Portland or 780-5476, Gorham) to obtain the correct price, tax, and shipping fee, so that you may mail a check before USM Bookstores will ship the textbooks.

Please note: Textbooks for a Gorham campus course are located only in the Gorham Bookcellar, and the Portland course books are only in the Portland bookstore.

Cash refunds for texts will be made if the following conditions are met:
1. Refunds will be made for a period of one week (5 working days) from the first day of class.
2. If a course is for less than one week, refunds will be made on the first day of class only.
3. All refunds must be accompanied by the cash register receipt and by class registration materials.
4. Books must be in new, resalable condition unless purchased as used.

Library
The University Library provides a full range of services on both campuses (Portland—the corner of Forest Ave. and Bedford St.; Gorham—Bailey Hall). Among the services available are; circulation and reserves, informational and research reference, bibliographic instruction, electronic database searching, and interlibrary borrowing.

Portland and Gorham Campuses
Monday-Thursday 8:00 a.m.-10:00 p.m.
Friday 8:00 a.m.-5:00 p.m.
Saturday 9:00 a.m.-5:00 p.m.
Sunday 10:00 a.m.-6:00 p.m.

Holiday and intersession hours will be as posted or may be heard by calling 780-4507.

Educational Media Services
Portland Campus: 780-4280
Gorham Campus: 780-5556
Hours: Mon.-Fri., 8:00 a.m.-4:30 p.m.
Classroom audio visual equipment is available from 8:00 a.m. to 10:00 p.m. Weekend and special equipment needs can be met by prior arrangements.

Academic Advising
The Advising Services Center provides comprehensive academic counseling for students who are: undeclared, or undecided about a major; admitted with conditions; and non-degree. The Advising Services Center is also responsible for evaluating prior learning through CLEP and DANTES exams, military records, portfolios and other procedures, and provides transfer credit evaluations for all undergraduate international students.

Veterans Services, the Peer Advising Program, and New Student Orientation are coordinated through the Advising Services Center, as well as information regarding financial aid, admission and registration. The Advising Services Center is located in 110 Payson Smith Hall on the Portland campus (780-4040).

Counseling
Through a staff of professional psychologists and counselors, the Counseling office assists students with personal counseling needs. As part of these services, the office provides testing and referral as deemed appropriate. For more information contact: Counseling, 106 Payson Smith Hall, 780-4050.

Off-Campus Centers
In its continuing effort to meet the needs of a diverse student population, the University of Maine System administers centers in Bath/Brunswick, Saco-Biddeford and Sanford. These centers provide easy geographic access to University courses and services. Students may register for courses taught at any USM location at either center. Students may also phone in registrations if payment is made by Visa or MasterCard during specified phone-in registration dates. For more information, contact the center nearest you.

Bath/Brunswick Center
275 Bath Road
Brunswick, Me. 04011
(207) 725-8620

Saco/Biddeford Center
Mill 2, Saco Island
Saco, Me. 04072
(207) 282-4111

Sanford Center
72 Pleasant Street
Springvale, Me. 04083
(207) 324-6012

Financial Aid
Going to college is an important and exciting decision. It is also a decision that involves some planning to make sure that you have the resources to pay for tuition, fees, and other college-related costs. Students who do not have adequate financial resources may be eligible for financial assistance and are encouraged to contact the Student Financial Aid office on the Gorham campus. This office administers, coordinates, and recommends programs of financial aid to enable those students who lack adequate financial resources to attend USM.

Summer financial aid is available to eligible continuing students from Pell Grant and student loan programs. Limited funds are also available through the Summer Federal Work-Study (FWS) program. All students need to complete a USM Financial Aid Application available through the Student Financial Aid Office. Applicants must also submit a completed 94-95 FAFSA (Free Application for Federal Student Aid) to be processed.

To receive priority consideration for summer financial aid, the USM Financial Aid application must be received by the Student Financial Aid Office and the FAFSA must be received by the processor by March 30, 1994.

Application materials are available at the Student Financial Aid Office, Corthell Hall, Gorham campus, Room 115 Payson Smith Hall, Portland campus, and at all off-campus locations (Sanford Center, Saco Center, Lewiston-Auburn College). Those students interested in applying for Stafford Loans may obtain applications from local banks, credit unions and savings and loan institutions.

For more information about financial aid and the financial aid process, contact the Student Financial Aid Office, 202 Corthell Hall, Gorham campus, 780-5250.

Veterans’ Affairs
Located in the Advising Services Center in 110 Payson Smith Hall, the Office of Veterans’ Affairs is staffed by a full-time veterans’ coordinator. For more information, call (207) 780-4043 or 1-800-800-4USM, ext. 4043.
Special Programs

Institutes for Educators

The Professional Development Center (PDC) is the in-service arm of the College of Education at the University of Southern Maine. Its commitment is to assist educators in their quest for excellence.

In the summer, the PDC sponsors special courses and institutes to contribute to the development of educators throughout the state. The programs are designed to provide participants with new knowledge and skills. They range from one-day seminars to intensive one-week institutes to three-week courses. Programs carry varying types of credit: graduate academic, in-service graduate academic, and continuing education units. For information, please call (207) 780-5326.

Office Staff
Director: George Lyons
Assistant Director: Joyce Martin
Staff Associate: Carol LaMontagne
Secretary: Alicia Marcinczyk
Secretary: Pearl Wuthrich

Institutes for Educators 1994

* ASL Enhancement and a Deaf Perspective for Educators
* Assessment in the Whole Language Classroom
* Assessment of Young Children: Eligibility for Services & Program Planning
* Assessment of Young Children: Screening and Observations
* Beginning the Writing Process, K-1
* But What About Spelling
* Coastal Ecology: Rivers to the Sea
* Creating Units Through Literature
* Cued Speech: Transliterating and Ethical Decision Making
* Current Practices in Teaching Adult Basic Literacy
* Dimensions of Learning
* Family Literacy Institute
* Global Dialogues
* In Celebration of Children's Literature
* Institute in Applied Behavior Analysis
* Lessons From the Holocaust
* Literary Discussions Across the Curriculum
* Mac Leadership Institute
* Math Solutions K-8
* Math Solutions Level 2 (K-8)
* Math Solutions Level 3
* Science in a Shoebox
* Using Stories for Teaching and Learning
* The Education of Girls: Current Issues
  EDU 619 Topics in Middle Level Education: Integrated Curriculum 5-12
* EPD 542 Social Process & the Culture of Schools
* EPD 553 Curriculum Design with HyperCard
* EPD 564 Counseling Traumatized & Disordered Children
* EPD 501 Cooperative Learning in the School Setting
* EPD 502 Using Mac Computer with Special Needs Students
* EPD 517 Computer Networking: Linking Educators & Students to the Global Village
* EPDI 521 Using HyperCard in Special Education
* EPDI 527 Educational Implications of Language Learning Disordered
* EPDI 530 Storytelling
* EPDI 548-51 Leadership Training in Experiential Education
* EPDI 548-52 Leadership Training in Experiential Education
* EPDI 586 Whole Language Teaching: PS-3
* EPI 502 Multi-Age Teaching
* EPI 507 Portfolios in the Classroom
* EPI 522 HyperCard Projects in Special Education
* EPI 524 Curriculum Integration: K-6
* EPI 526 Using Conflict Resolution and Mediation in the Schools
* EPI 528 Autism & Severe Disabilities: Teaching Strategies
* EPI 529 Critical & Creative Thinking in the Classroom
* EPI 530 Communication Skills for Teachers
* EPI 533 Teaching Tolerance of Diversity in Law-Related Education
* EPI 534 Family, Child, Teacher Interaction in Educational Settings
* EPI 536 Research Seminar: Women's Psychology and the Education of Girls
* HRD 554 Institute on Gerontology Education: Aging and Life Review

* Use the Request for Information form for courses marked with an asterisk. Information for all other courses is available in the College of Education course description section of this catalog.

Field Camps

Paddle Australia Program
GEO 299
May 7-28, 1994

This three-credit program is being offered by USM's Department of Geography/Anthropology, in cooperation with Maine Island Kayaking, in Victoria, Australia. This three-week trip Down Under will offer eight days of sea and waterway kayaking along the southeast coast of Victoria. Participants will study the environment and monitor the effects of human activity in the region. Ample time is planned to explore Melbourne and take in optional activities. Costs, not including airfare, are expected to run between $2000-$2500 per person, including some meals, all accommodations, transfers and local kayak-related land transportation, as well as kayak and equipment, geography instruction, and an experienced travel manager. Tuition is also included in the cost. For more information, contact Matthew Bampton, assistant professor, Department of Geography/Anthropology, USM, 300 Bailey Hall, Gorham, Maine 04038, or call the Office of Extended Academic Programs, Summer Session, at (207) 780-4076.

Request for Information—Professional Development Center

Name ____________________________
Address __________________________
City ____________________________ State __________ Zip __________
Interest __________________________

For further details and registration information for the courses indicated with (*), send this request to: Professional Development Center 305 Bailey Hall University of Southern Maine Gorham, ME 04038
Environmental Archaeology Field School
GYA 300
June 6-July 1, 1994
This program is offered through USM's Department of Geography and Anthropology. The research will focus on the prehistory of the riverine adapted people of Sebago Lake and the nature of their subsistence patterns. Students will excavate Paleo, Archaic (ca. 8000 B.C.) and Woodland (ca. A.D. 1500) deposits, map and photograph several sites, and will conduct a site survey. These data will be utilized to examine the relationship between prehistoric human populations and changes and evolution of the natural lake ecosystem. The archaeology field school will provide all lectures and training in the field for a four-week period. All instruction will be in the field with scheduled lab work involving material culture studies and GIS work running concurrently in the evenings. The instructor is Nathan Hamilton. Hamilton will supervise excavations. Program costs, including tuition for 6 credits, boat and land transportation is $794 for in-state students and $1850 for out-of-state students. Enrollment is limited to 15 and is by permission. For information and application materials, contact Summer Session at (207) 780-4076.

Field Mapping: Data Collection-GIS
GEO/GEY 399
August 1-19, 1993
This four-credit program is offered through USM's Departments of Geography/Anthropology and Geosciences. This program is a field-based course designed to familiarize upper-level students of geology and geography with the various mapping field techniques used in these map-based sciences. Field sites include several different islands within the Casco Bay environment. Transportation will be by sea kayak (training provided), with an emphasis on low impact environmental interaction.

Mapping projects will include a diverse range of techniques that include outcrop mapping, planetale alidade, aerial photo and topographic base maps and the latest GIS mapping techniques. Mapping emphasis will be on outcrop structure, geologic rock type, surrounding sedimentary environments, shoreline characteristics, soil types, island ecology and historic/present day land utilization. Students will develop a portfolio of maps depicting various geologic and geographic features of several islands to highlight differences due to island size and position within Casco Bay. Instructors are Matthew Bampton, assistant professor, Department of Geography/Anthropology and Mark Swanson, associate professor, Department of Geosciences. For more information, contact Summer Session at (207) 780-4076.

Readers Theatre Institute in London
July 10-22, 1994
Readers Theatre is a process of arranging and presenting literature and nonfiction materials on stage, in the classroom, and whenever else audiences gather. In addition to teaching and theatre, it is gaining recognition in other fields, including the social sciences, for both its artistic and utilitarian uses. Readers Theatre, therefore, is an art form and a highly effective teaching methodology.

Workshop classes are Monday-Friday mornings for three weeks with afternoon, evenings, and weekends free to enjoy the cultural, historical, and recreational attractions of the area. This year, participants will be able to sample the heritage of London. No previous training in theatre is required. Participants with little or no background in the arts find working with experienced peers exceptionally rewarding. Workshop students come from all 50 states as well as foreign countries. Their educational levels range from high school seniors through post-doctoral study.

The course is divided into two basic areas of emphasis, Classroom and Performance, to meet the needs of teachers, undergraduate and graduate students, both professional and amateur theatre practitioners, and others including family members who seek creative growth.

RT for the classroom introduces Readers Theatre as a dynamic, highly efficient teaching tool. The skills and techniques developed by our Institute during the past 20 years are presented in simple, practical action to enable teachers of all subjects (especially Reading, Language Arts, Social Studies, Foreign Language, and Speech Communication) to become specialists in this popular, innovative approach to successful teaching. Everyone is given the opportunity to create scripts, direct, perform, evaluate, and learn highly effective classroom methodologies.

RT for performance emphasizes theatre with the various styles in which these texts can be shared with an audience. Those who are primarily interested in the staging dimensions of Readers Theatre will learn exciting new presentation modes which are becoming prominent throughout the world. Trevor Nunn's Nicholas Nickleby and Frank Galati's Of Mice and Men are examples of internationally celebrated commercial RT productions.

All share in General Sessions which feature performances, demonstrations, guest artists, and in-house events. Everyone is also involved in Oral Interpretation, Storytelling and Improvisational Theatre. A daily period is devoted to staff-directed productions seen on the final day.

Students have the advantage of a large and highly trained faculty as well as a series of guest lecturers which has included John Gielgud, Diana Rigg, Eva Marie Saint, Ray Bradbury, and many other important artists. The 1992 session included Richard Eyre, the artistic director of the National Theatre of England. For more information and an application, contact the Summer Session office at (207) 780-4076.

Criminology in Great Britain
CRM/OS 389
July 11-August 1, 1994
This six-credit course is an intensive three-week summer course to be taught at the University of Sheffield, England. The course permits students to engage in the cross-cultural study of crime by examining how another country attempts to handle "the crime problem." The course will include seminars (on how crime is counted and measured in Britain and Western Europe and how criminal justice agencies operate) and tours of criminal justice agencies. Seminars will be taught by an interdisciplinary team from the faculty of law at the University of Sheffield and a faculty member from USM's Department of Sociology and Criminology.

This course will provide students with the opportunity to live and experience another culture and its educational system; gain an understanding of crime and social control in another country; and obtain a sound foundation for further work in the area of comparative criminology. Students will reside on the campus of the University of Sheffield during the course and will spend two days in London at the end of the course.

For further information, contact the Office of Extended Academic Programs, USM, 96 Falmouth Street, Portland, Maine 04103, (207) 780-4076.

Sport Psychology Institute
PSY 400
June 23-25
This is a three-day institute that will examine a number of current issues in sports psychology. Topics include: 1) understanding and implementing imagery training in sport; 2) psychology of stress and coping in athletes; 3) attentional focusing for sport performance enhancement; 4) competitive youth sport and moral development; 5) children's psychological development through sport participation: esteem and perceived competence; 6) goal setting; 7) understanding athletic burnout; and additional topics. Presenters will be asked to address these issues from the perspectives of athlete, coach, sports professional, and parent. For more information or to register, contact the Summer Session office at (207) 780-4076.
Therapeutic Touch: Theory and Practice

PSY 400
June 30-July 2, 1994

This three-day workshop will examine 1) overview and clinical implications of attachment theory for childhood psychopathology; 2) perinatal trauma: implications for psychosocial development; 3) child abuse and neglect; 4) the effects of divorce on children: myth vs. reality; 5) childhood depression: assessment, etiology and treatment; 6) childhood first-mention: and additional topics. Intended for teachers, guidance personnel, and mental health professionals, this institute will utilize local, regional, and national experts to facilitate a discussion of theory and practice. For more information or to register, contact Summer Session at (207) 780-4076.

Health Psychology Institute

PSY 400
July 14-16

This is a three-day institute that will examine a number of current issues in health psychology. Topics include: 1) stress management; 2) psychoneuroimmunology; 3) smoking cessation; 4) weight control; and 5) other topics. This course will be of interest to psychology, social work and nursing majors, health care professionals, psychologists and social workers. For more information or to register, contact the Summer Session office at (207) 780-4076.

The Theatre Institute: The Michael Chekhov Technique

Master Classes for Teachers and Experienced Actors
THE 399
June 24-July 3, Gorham campus

This program will discuss and explore the life and acting techniques of Michael Chekhov. Each day will include physical / vocal warmups, acting technique classes, rehearsal of class projects and group viewings of Chekhov's films and other pertinent material. Discussion about psychological gesture will also occur. Visiting faculty include Mala Powers, director, Michael Chekhov Drama Group, and Lisa Dahan, executive board member, International Michael Chekhov Foundation. The coordinator of the program is Will Kilroy, assistant professor, USM Department of Theatre. For more information, contact Summer Session at (207) 780-4076.

The Courses
Creative Nonfiction Workshop
ENG 299

This is an intermediate workshop which will treat a variety of types of nonfiction including autobiographical writing, reviews, journalistic articles, and essays. Workshops will focus on voice, style, organization, research interview techniques, and will explore the boundaries between fiction and non-fiction and discuss marketing completed manuscripts.*

Cr 3.

Genre Writing
ENG 299

This is a new course designed to accommodate various types of genre writing, including the detective novel, horror, science fiction, and fantasy. Workshops will focus on the basics of good writing—pacing, dramatic tension and character—as well as on elements of crafting particular to each genre. Attention will also be paid to marketing manuscripts. Cr 3.

Fiction Writing: Developing Short Story Material
ENG 300F

This is for those who have already, in a course such as Creative Writing or on their own, written several pieces of fiction and are ready for more advanced work. Emphasis will be supportive rather than critical, with instruction in writing well-developed short stories and on understanding the basic elements of fiction. Suggested preparation: ENG 201 F Creative Writing. Cr 3.

Fiction Workshop: Short Stories
ENG 302F

This is an advanced course in writing fiction. Discussion of student short stories and work-in-progress will occur with emphasis on subject development, technique, plot, and publication standards. The faculty represents varied perspectives on form and style which challenge the contemporary writer. Class discussion of student stories and manuscript conferences will take place.*

Cr 3.

Poetry Workshops: Poems for the Reader
ENG 303F

This is an intermediate to advanced course in which emphasis will be placed on effectively engaging the poem's emotional values, its boldness, humor, passion, or relationship to the mysteries of sadness. Class discussion will explore the initial motivation and circumstances behind a poem to clarify what the poem seeks to convey, and how well it touches the reader's emotions with fire and wit. Members of the poetry workshop may be called upon to write and revise poems as assignments.*

Cr 3.
Novel Workshops: Writing the Novel
ENG 304
This is an intermediate course designed to help novelists with the unfolding of their books. This workshop will study form and rhythm in the novel as well as plot, character, point of view, and voice. Students should submit a key chapter or scene (15-25 pages) which contains the threads of the whole book and a one-page synopsis of the book.* Cr 3.

*A manuscript sample is required for admission.

Programs for Young People

Child Care Services
Day Program
Infant, Toddler, Preschool, Kindergarten, and Afterschool
Ages: 6 weeks to 13 years
Dates: Year Round
Hours: 7:30 a.m.-5:30 p.m.
Locations: Portland campus, Intown Center-Portland, and Gorham campus.

Full-time, part-time and hourly rates available. Waiting lists may exist in some programs.
Call USM Child Care Services at 780-4125 for more information.

Southern Maine Music Academy
July 9-17
Gorham campus
The Southern Maine Music Academy is a nine-day program designed to provide high school musicians with opportunities for musical growth and development through intensive group and individualized instruction provided by a highly qualified staff of professional musicians. The staff includes Peter Martin, Scott Reeves and John Boden, all professors at the University of Southern Maine. For more information, contact Summer Session at 780-4076 or 1-800-800-4USM, ext. 4076.

Southern Maine Junior Music Academy
July 24-30
Gorham campus
This new program is designed for students of junior high school age (incoming seventh graders through outgoing eighth graders). It will provide participants with the opportunity for musical growth and development, and instruction will be provided by a variety of highly qualified Maine music educators. For more information, contact Summer Session at (207) 780-4076 or 1-800-800-4USM, ext. 4076.

Camps
USM Day Camp
Ages: 6-13 years
Dates: June 27-August 26
Hours: 7:30 a.m.-5:30 p.m.
Location: Gorham campus and beyond
Transportation from the Portland campus to the Gorham campus and return is available.

Full-day, broad-based program providing hiking, crafts, swimming, nature study, sports and the arts, plus experiential learning opportunities for stimulating social and academic skills. Special programs for the 11-13-year-old group, plus a Counselor in Training Program for 14-year-olds.

SWISH Basketball Camps
• Girls' SWISH Team Weekend: July 15-17 (grades 9-12)
• Jr. Girls' SWISH: July 24-29 (grades 9-12)
• Sr. Boys' SWISH: July 31-August 5 (grades 9-12)
• Jr. Boys' SWISH: August 7-12 (grades 7-8)

SWISH Day Camps (ages 8-12)
• June 27-July 1
• August 15-19

The SWISH Basketball Camp provides top-quality instruction in all phases of basketball to boys and girls entering grades 3-12. SWISH day camps are for girls and boys ages 8-12. Each camper will receive individual, team, and group instruction featuring some of the finest high school and college coaches in New England. Directed by Al Sokaitis, men's basketball coach and Gary Fifield, women's basketball coach at USM, the object of the camp is to provide the best possible instruction in all phases of basketball. Each player will receive individual, team, and group training in pitching, catching, infield, outfield, baserunning, and hitting.

USM STIX Field Hockey Camp
Grades 9 through 12
Dates: July 3-8
The objective of STIX Camp is to provide the highest quality instruction in all phases of field hockey to girls entering grades 9 through 12. Emphasis is placed on individual and team instruction, fair play, training concepts, and a positive approach to competition and world of field hockey.

USM Fundamental Baseball Camp
Grades 8-12
June 26-July 1
Young players will learn from professionals who are dedicated to teaching and motivating young athletes. Directed by Ed Flaherty, head baseball coach at USM, the object of the camp is to provide the best possible instruction in all phases of baseball. Each player will receive individual, team, and group training in pitching, catching, infield, outfield, baserunning, and hitting.

USM Softball Day Camp
Grades 9-12
June 20-24
USM Softball Camp will provide campers with the benefits of learning from professionals who are dedicated to teaching and motivating young players. With an 8 to 1 player/coach ratio, campers will receive intensive skill building techniques. Drills and instruction will cover all aspects of the game including defensive positions, pitching, hitting and base running. The emphasis will be on the fundamentals and techniques of successful team softball. One-on-one instruction will help the camper improve individual skills. Campers will also have daily access to an athletic trainer. Daily games with on field instruction will round out the program.

USM Cross Country Camp
Grades 7-12
August 7-12
The USM Cross Country Camp will provide the opportunity for the young runner to learn from some of the top coaches and runners in the area. The program features include: progressive training techniques, racing strategies, videotape analysis of running form, instructional films and discussions, cross training techniques, outstanding coaches, injury identification, analysis and treatment and varied running terrain.
USM Youth Leadership Camp
Grades 9-12
August 7-12
USM Junior Leadership Camp
Grades 7-8
August 14-19

Developing tomorrow’s leaders is critical to the continued success of our communities. Students today are faced with many challenges for the future. The mission of the camp is to show participants how to achieve success as young leaders. Leadership is viewed as the expression of positive individual strengths which are used for the betterment of the group. Through team building activities and exercises, the camp participants will look at consensus building as the objective of leadership. Students will learn specific tools which will enable them to enter the role as leader in a more confident, positive manner.

For more information or to register...
• Day Camps, contact USM Child Care Services, 780-4125.
• Music Academies, contact Summer Session, 780-4076.
• All other programs, Department of Conferences, 780-5960.

Other USM Programs

Graduate Programs

The University of Southern Maine offers post-baccalaureate degrees in the following areas: law (through the University of Maine School of Law), education, business administration, nursing, computer science, public policy and management, electrical engineering, applied immunology, American and New England Studies, statistics, and manufacturing management. For more information about any of these programs, except education and law, contact the Office of Graduate Education at (207) 780-4386. For more information about programs offered by the College of Education, contact the Office of Graduate Education at (207) 780-5306. For more information about the School of Law, its programs and its summer offerings, contact the School of Law, Office of the Registrar, 246 Deering Avenue, Portland, ME 04102, (207) 780-4346

Honors Program

The Honors Program provides an enriched education to a selected group of students who are outstanding in their ability, curiosity, creativity, and motivation. Students selected for the program work closely with faculty in a series of small seminar-type courses specially designed for Honors Program students. These courses integrate knowledge from various disciplines and examine more fully than is possible in the general curriculum the ways of knowing, Western culture, and contemporary situations. Honors Program work provides a superb background for further study and will assist students in gaining admission to graduate or professional school. For more information about the Honors Program, contact University of Southern Maine, 96 Falmouth Street, Portland, ME 04103, (207) 780-4330.

Certificate Programs

Several departments within the Office of Public Service offer noncredit certificate programs for professionals in several fields. For further information, please call the telephone numbers listed below:

Community Programs (780-5900)
Certificate in Paralegal Studies
Certificate in Personal Computer Management
Certificate in Conflict Management
Certificate in Basic Computer Proficiency
Certificate in Advanced Computer Proficiency
Certificate in Nonprofit Development

Continuing Education for Business (780-5910)
Certificate in Management
Certificate in Health Care Management
Certificate in Human Resource Management
Certificate in Marketing Communications
Certificate in Office Management
Certificate in Supervision
Certificate in Advanced Supervision
Certificate in Integrated Management
Certificate in Total Quality Management

Continuing Education for Health Professions (780-5951)
Certificate in Health Care Management
Certificate in Intraocular Surgery

Lifeline Center for Fitness, Recreation, and Rehabilitation (780-4170)
Certificate in Fitness Instruction

Small Business Development Center

SBDC provides comprehensive management and technical assistance services to Maine’s small business community. Through seven subcenters, it offers a wide range of resources to assist small businesses: one-on-one business counseling, a valuable library and information clearinghouse, and a range of computer related services. The SBDC also offers training, the Northern New England Products Trade Show, and conferences on a variety of business related subjects. For further information, contact the SBDC at (207) 780-4420.

Center for Real Estate Education

The Center for Real Estate Education, a part of the Institute for Real Estate Research and Education, offers courses necessary to obtain real estate licensure and appraisal licensure/certification in the state of Maine. Courses are also offered to meet continuing education requirements in both real estate appraisal. All courses are provided statewide. Also available is a Certificate Program in Property Management, as well as continuing education courses for tax assessors for licensure recertification. There are additional correspondence course and video course offerings in finance, construction, investments and other related areas. For more information, write the Center for Real Estate Education, USM, 68 High St., Portland, ME 04101 or call (207) 874-6520.

Production Technology Center

The Production Technology Center is a dynamic, regional university/industry partnership. It assists firms in increasing productivity and enhancing their ability to compete successfully in a global economy. The PTC utilizes the facilities and faculty of the University of Southern Maine, as well as the expertise of private consultants and individuals from industry. It provides assistance to companies through workshops, short courses, conferences, testing, patent searches, productivity assessments and consultant referral. Noncredit technical continuing education courses are offered in-house. Conferences and workshops are offered throughout the New England area in cooperation with departments within the University of Maine System and are endorsed by local chapters of national professional societies such as American Society for Quality Control (ASQC) and American Production and Inventory Control Society (APICS). The Production Technology Center is located in the Technology Center on the Gorham campus. If you wish to learn more about the services provided, please stop by or call 780-5439.
Office of Public Service

The Office of Public Service is responsible for the development, coordination, and support of noncredit programming at USM. Among the units within the Division offering programs during the 1994 Summer Session are the Department of Conferences, the Department of Continuing Education for Health Professions, the Department of Community Programs, the Department of Continuing Education for Business, and Lifeline.

Community Programs

The Department of Community Programs offers a wide variety of noncredit programs designed for adults who want to develop their minds, find new careers, add meaning to their lives, or just have fun. Late spring and summer 1994 programs include our HIV/AIDS conference, two new certificate programs in Advanced Mediation and Advanced Facilitation and a special evening lecture with Dr. Deepak Chopra.

We also offer computer classes for computer users of all experience levels—from novice to professional. Call us if you would like help in selecting a class.

The Department of Community Programs is located at 68 High Street. Drop by and we'll be happy to answer your questions about upcoming courses, or call 780-5900.

Lifeline

The USM Lifeline Center for Fitness, Recreation and Rehabilitation has a primary mission to help individuals and organizations in southern Maine adopt health enhancing lifestyles by providing services in exercise, rehabilitation, education, recreation, and employee wellness. Lifeline has been serving the greater Portland community since 1976.

Activities are offered throughout the year for men and women, ages 14-80. They range from walk/jog aerobics to cardiac rehabilitation to volleyball.

Classes are open to USM faculty, staff, and students the general public. Application to all programs should be made in advance. For further information, call the Lifeline Customer Service Center, Monday through Friday, 8:00 a.m.-5:00 p.m., at 780-4170.

Continuing Education for Health Professions

The Department of Continuing Education for Health Professions provides continuing education offerings for health professionals such as nurses, pharmacists, physical therapists, occupational therapists, and others at locations throughout Maine. Programs are offered in a variety of formats, including workshops, seminars, and evening courses. For more information, call 780-5951.

Department of Conferences

The Department of Conferences provides planning and coordination to University and community groups who wish to use the University's conference facilities and services. The Department of Conferences plans workshops and seminars which bring together qualified individuals to share new information and ideas, upgrade professional skills, or to impart new techniques. The Department's conference planning and management services are extended to professional and trade associations, government agencies, private business and community groups and organizations. Programs can be conducted on either campus, or at a hotel or convention site.

Each summer, the Department of Conferences offers a number of camps for students aged 8-18. Offerings for the summer include Soccer Camp, SWISH and RISE Basketball Camps, Girls' Team SWISH Weekend, STIX Field Hockey Camp, Fundamental Baseball Camp, Softball Camp, Cross Country Camp, Soccer and Basketball Day Camps, Leadership Camp and Junior Leadership Camp. For information about these and other conference services at USM, please call 780-5960.

Registration Begins April 18, 1994
## Course Schedule

### Session 1
- **7-Week Session**
  - May 23 - July 8

### Session 2
- **6-Week Session**
  - June 27 - August 5

### Session 3
- **7-Week Session**
  - July 11 - August 26

### Session 4
- **4-Week Session**
  - July 11 - August 5

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### Variable Session Dates

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### College of Arts and Sciences

#### Art, Rose Marasco, 8 Robie-Andrews (780-5460)

<table>
<thead>
<tr>
<th>CRN</th>
<th>Course</th>
<th>Title</th>
<th>Time</th>
<th>Instructor</th>
<th>Contacts</th>
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<tr>
<td>G4200</td>
<td>AED 412 LEC</td>
<td>EXCEPTIONALITY-ART EDUCATOR</td>
<td>3:00-12:30 PM</td>
<td>FULLAM, CHARLOTTE G</td>
<td>7/1-7/22</td>
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<tr>
<td>P1121</td>
<td>ARH 111G LEC</td>
<td>ART HIST: PREHIST TO MEDIeva</td>
<td>3:00-7:00 PM</td>
<td>ANDERSON, PATRICIA</td>
<td>5/23-7/8</td>
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<tr>
<td>P3026</td>
<td>ARH 112G LEC</td>
<td>RENAISSANCE THROUGH 20TH EC</td>
<td>3:00-9:45 PM</td>
<td>WALLER, SUSAN</td>
<td>7/1-7/6</td>
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<tr>
<td>P3412</td>
<td>ART 101G LEC</td>
<td>APPRAISSES TO ART</td>
<td>3:00-11:15 PM</td>
<td>COBY, ROBIN</td>
<td>7/1-7/8</td>
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<tr>
<td>P1132</td>
<td>ART 141F LEC</td>
<td>ART FUNDAMENTAL DESIGN I</td>
<td>3:00-10:00 PM</td>
<td>SCHNEIDER, DAVID</td>
<td>5/23-7/8</td>
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<td>G3058</td>
<td>ART 199 LEC</td>
<td>VISUAL DESIGN</td>
<td>3:00-3:15 PM</td>
<td>KRAMER, JOHN D</td>
<td>7/1-7/6</td>
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ART 199 (G4192-G4194) CAN BE TAKEN TOGETHER TO TOTAL 3 CREDITS.

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<td>ART 199 LEC</td>
<td>SUPPORTING YOURSELF AS ARTI</td>
<td>3:00-7:15 PM</td>
<td>SAGER, SUSAN</td>
<td>7/1-7/6</td>
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THIS CLASS MEETS MAY 24, 26, 31 AND JUNE 2.

ART 199 CAN BE TAKEN TOGETHER TO TOTAL 3 CREDITS.

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<th>Instructor</th>
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<tbody>
<tr>
<td>P4139</td>
<td>ART 199 LEC</td>
<td>PREP ARTWORK FOR EXHIBITION</td>
<td>3:00-7:45 PM</td>
<td>MELCHER, CHARLES</td>
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THIS CLASS MEETS JUNE 6-9, 13-16.

ART 199 (G4195-G4196) CAN BE TAKEN TOGETHER TO TOTAL 3 CREDITS.

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<tr>
<td>P4201</td>
<td>ART 259 LEC</td>
<td>LANDSCAPE DRAWING</td>
<td>3:00-4:30 PM</td>
<td>BURK, GEORGE</td>
<td>7/25-7/6</td>
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THIS CLASS HAS A COURSE FEE OF $15.00.

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<td>P4202</td>
<td>ART 269 LEC</td>
<td>LANDSCAPE PAINTING</td>
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<td>SPAIEN, GAIL</td>
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THIS CLASS HAS A COURSE FEE OF $15.00.

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<tr>
<td>P4447</td>
<td>ART 271 LEC</td>
<td>PHOTOGRAPHY</td>
<td>3:00-4:30 PM</td>
<td>MEYERS, BERNARD C</td>
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THIS COURSE HAS A COURSE FEE OF $15.00.

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<td>P4199</td>
<td>ART 299 LEC</td>
<td>DRAWING OFF THE PAGE:NON-TR</td>
<td>3:00-4:00 PM</td>
<td>PARKER, GREGORY</td>
<td>6/13-6/30</td>
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THE COURSES BELOW ARE OFFERED IN COOPERATION WITH HAYSTACK MOUNTAIN OF CRAFTS. CALL SUMMER SESSION AT 780-4076 OR HAYSTACK AT 348-2306 FOR MORE INFORMATION.

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### Biology, Pat O'Mahoney-Damon,408 Science Building (780-4260)


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<td>P1144</td>
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<td>LAB BIOLOGICAL EXPERIENCES</td>
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<td>P1003</td>
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BIO 106K SERVICES AS THE LAB FOR BOTH BIO 105K AND BIO 111.

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<td>LABORATORY BIOLOGY I</td>
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<td>BONANG, CLAUDE B</td>
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<td>HUMAN ANAT &amp; PHYSIOLOGY</td>
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<td>TCHINENOR, LINDA</td>
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<td>P3002</td>
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<tr>
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<td>MICROBIOLOGY &amp; HUMAN DISEASE</td>
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<td>1:30-5:15 PM</td>
<td>NAJARIAN, HAIGH</td>
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Please note: Monday/Wednesday classes during the 7-Week Session 1 (May 23-July 8) will have an additional class meeting on Friday, June 24.

---

### Schedule Legend

- P = Portland campus
- G = Gorham campus
- T = Saco Center
- S = Sanford Center
- L = Lewiston-Auburn College
- X = other off-campus location
### Chemistry, Gale Rhodes, 350 Science Building (780-4734)

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<td>P4162</td>
<td>CHEM 103L LEC CHEMISTRY FOR HEALTH SCIENCE</td>
<td>MWF</td>
<td>TRACY, HENRY J</td>
<td>5/23-7/29</td>
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<td>P4165</td>
<td>CHEM 106 LEC CHEM LAB FOR HEALTH SCIENCE</td>
<td>MWF</td>
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### P3401 ENG 399 LEC WOMEN IN AMERICAN FILM 3.0 8:15-11:30A  MT W SADOFF, DIANNE 7/23-7/26

### P3057 ENG 395 LEC ANGLO-IRISH LITERATURE 3.0 7:00-9:40P  MW MCGRATH, FRANCIS 7/23-7/26

### P4407 CHY 490 LEC SENIOR RESEARCH PROJECT  VAR  TBA

### Communication, Kathryn Lasky, 51 College Avenue (780-5031)

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<td>P1401</td>
<td>COM 102J LEC INTRO TO COMMUNICATION</td>
<td>MTW</td>
<td>KIVATISKY, RUSSELL</td>
<td>5/23-7/17</td>
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<td>P1431</td>
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<td>P2001</td>
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<td>TTH</td>
<td>LOCKRIDGE, REBECCA</td>
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<td>P1403</td>
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<td>P1016</td>
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<td>P1022</td>
<td>COM 484 LEC WOMEN AND FILM</td>
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### English, Kathleen Ashley, 3K Luther Bonney Hall (780-4291)

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### THE FOLLOWING TWO COURSES ARE PART OF OUR MEDIA & JOURNALISM OFFERING. SEE ALSO ART 271 PHOTOGRAPHY & COM 399 BROADCAST NEWS.

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<td>P3011</td>
<td>ENG 399 LEC SUBJECTIVE JOURNAL</td>
<td>TTH</td>
<td>LANNAN, JOHN</td>
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### THE FOLLOWING COURSES ARE PART OF THE STONECOAST WRITERS’ CONFERENCE. THEY ARE FEE COURSES. CONTACT SUMMER SESSION OFFICE AT 780-4076.

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### English as a Second Language, Bart Weyand, 101 Payson Smith (780-4419)

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<td>140</td>
<td>Modern Languages &amp; Classics, Vicki Bonebakker, 55 Exeter Street (780-4290)</td>
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TO ENROLL IN A 100-LEVEL, D-DESIGNATED COURSE, SUCCESSFUL COMPLETION OF THE UNIVERSITY'S MATHEMATICS PROFICIENCY IS REQUIRED.

Music, Ronald Cole, 102 Cornell Hall (780-5267)

Philosophy, Robert Louden, 47 Exeter Street (780-4258)

New England Studies, Joseph Conforti, 11 Granite Street (780-4920)

Physics, Gerald Lasala, 161 Science Building (780-4557)

Political Science, James Roberts, 126 Bedford Street (780-4194)

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<td>8:15-11:30A</td>
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<td>5/23-6/17</td>
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<td>1435</td>
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<td>LEC</td>
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<td>CRIMINOLOGY IN GREAT BRITAIN</td>
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Please note: Monday/Wednesday classes during the 7-Week Session 1 (May 23-July 8) will have an additional class meeting on Friday, June 24.
Core Curriculum

Judy Tizon, 300 Bailey Hall (780-5060)
P4050 COR 119F LEC ILLUMINATED AUTOBIOGRAPHY 3.0 8:20-12:45P MTWTHF GILBERT, DENNIS C 6/20-7/1
P4051 COR 119F LEC ILLUMINATED AUTOBIOGRAPHY 3.0 8:30-12:45P MTWTHF GOODALE, REBECCA 7/11-7/22
P1440 COR 122I LEC INTRO:ISLAMIC CIVILIZATION 3.0 8:15-11:30A MTW FAKSH, MAHMUD A 5/23-6/17
P1441 COR 124J LEC POVERTY IN THE U.S.A. 3.0 12:30-3:45P MTW ANSPACH, DONALD F 5/23-6/17
G1060 COR 126J LEC GLOBAL ENLIGHTENMENT 3.0 7:00-9:40P TTH NANNAY, ROBERT W 5/23-7/8

School of Business, Economics, and Management

Accounting, Bradal Edson, 118 Bedford Street (780-4750)
P1078 ACC 201 LEC PRINCIPLES FINANCIAL ACCOUNTING 3.0 7:00-9:40P MW POTTS, ANDREW 5/23-7/8
P3047 ACC 202 LEC PRINCIPLES OF MANAGEMENT AC 3.0 7:00-9:40P MW POTTS, ANDREW 7/11-8/26
P1120 ACC 301 LEC INTERMEDIATE ACCOUNTING I 3.0 4:00-6:40P MW SANDERS, JOHN 5/23-7/8
P4079 ACC 313 LEC FEDERAL TAX REPORTING 3.0 5:30-9:00P TH VIOLETTE, GEORGE R 5/26-7/28
P4080 ACC 395 PRA INTERNSHIP I VAR HODSON, D BRADLEE
P4081 ACC 396 PRA INTERNSHIP II VAR HODSON, D BRADLEE
P4082 ACC 410 LEC AUDITING 3.0 5:30-8:30P MW MCKEE, J 5/23-7/8
P4083 ACC 490 IND INDEPENDENT RESEARCH & RESEARCH VAR HODSON, D BRADLEE
P4084 ACC 499 LEC ACCOUNTING INFORMATION SYSTEMS 3.0 5:30-8:30P MW MCKEE, J 5/23-7/8

Associate Business Administration, James Westfall, 115 Luther Bonney (780-4181)
P1073 ABU 101 LEC PRINCIPLES OF ECONOMICS I 3.0 7:00-9:40P TTH MCKEIL, RICHARD L 5/23-7/8
P1074 ABU 112 LEC PRINCIPLES FINANCIAL ACCT II 3.0 4:00-6:40P TTH SANDERS, JOHN 5/23-7/8
P1075 ABU 220 LEC INTRO TO BUSINESS FINANCE 3.0 7:00-9:40P MW GOLI, JOEL I 5/23-7/8
P1076 ABU 227 LEC INTRO TO STOCKS AND BONDS 3.0 7:00-9:40P MW GOLI, JOEL I 5/23-7/8
P1077 ABU 240 LEC PRINCIPLES OF MANAGEMENT 3.0 4:00-6:40P MW AIELLO, FREDERIC 5/23-7/8
P4078 ABU 271 INDEPENDENT STUDY VAR WESTFALL, JAMES R

Business Administration, Raymond Neveu, 222 Luther Bonney Hall (780-4307)
P1080 BUS 280 LEC LEGAL ENVIRONMENT OF BUSINESS 3.0 7:00-9:40P MW PERSONS, ALICE N 5/23-7/8
P2028 BUS 327 LEC INVESTMENT MANAGEMENT 3.0 12:30-3:45P MW GALLO, JOHN G 6/27-8/5
P2024 BUS 335 LEC INTERNATIONAL BUSINESS 3.0 12:30-3:45P MW HAALM, SHUMING 6/27-8/5
P1443 BUS 340 LEC INTRO TO MANAGEMENT 3.0 8:15-11:30A MTW CLAIREY, RICHARD J 5/23-7/8
P1082 BUS 346 LEC PERSONNEL MANAGEMENT 3.0 4:00-6:40P MW GROVER, RICHARD A 5/23-7/8
P1083 BUS 380 LEC BUSINESS LAW I 3.0 7:00-9:40P MW BOISSERT-GUAY, MONI 5/23-7/8
P2025 BUS 385 LEC ENTREPRENEURSHIP & SMALL BUSINESS 3.0 8:15-11:30 A TTH CLAIREY, RICHARD J 6/27-8/5
P4085 BUS 395 FIA INTERNSHIP I VAR NEVEU, RAYMONT
P4086 BUS 396 FIA INTERNSHIP II VAR NEVEU, RAYMONT
P4087 BUS 450 LEC BUSINESS MGT AND POLICY 3.0 8:15-11:30 A MTW VOYER, JOHN J 5/23-7/8

Economics, William Phillips, 423 Luther Bonney Hall (780-4313)
P1084 ECO 203 LEC PRINCIPLES OF ECONOMICS I 3.0 7:00-9:40P MW MCKEIL, RICHARD L 5/23-7/8
P1085 ECO 204 LEC PRINCIPLES OF ECONOMICS II 3.0 4:00-6:40P TH MCKEIL, RICHARD L 5/23-7/8
P1086 ECO 370 LEC INTERNATIONAL ECONOMICS 3.0 7:00-9:40P TH PHILLIPS, WILLIAM A 5/23-7/8
P2016 ECO 450 LEC READINGS IN ECONOMICS 3.0 12:30-3:45P TTH HILLAR, MICHAEL G 6/27-8/5
P4066 ECO 490 IND INDEPENDENT READ & RESEARCH VAR PHILLIPS, WILLIAM A

Masters in Business Administration, John Voyer, 514 Luther Bonney (780-4597)
P1087 MBA 610 LEC MANAGERIAL ECONOMICS 3.0 7:00-10:00P TTH HILLARD, MICHAEL G 5/23-7/8
P2017 MBA 645 LEC INTERNATIONAL BUSINESS 3.0 6:30-10:00P MW ZHAO, SHUMING 6/27-8/5
P3048 MBA 648 LEC ADV ORGANIZATIONAL ANALYSIS 3.0 7:00-10:00P TTH VOYER, JOHN J 7/11-8/26
P3049 MBA 660 LEC MARKETING MANAGEMENT 3.0 7:00-10:00P TTH MUNKER, JENNE 7/11-8/26
P4091 MBA 691 INDEPENDENT STUDY VAR VOYER, JOHN J
P1088 MBA 699 LEC WOMEN & MIN IN ORGANIZATION 3.0 7:00-10:00P MW NEWELL, STEPHANIE 5/23-7/8

College of Education

Human Resource Development, Willard Callender, 400 Bailey Hall (780-5316)
G1430 HRD 333 LEC HUMAN GROWTH & DEVELOPMENT 3.0 8:15-11:30A MW DAVIS, CAROL LYNN 5/23-6/17
P1098 HRD 333 LEC HUMAN GROWTH & DEVELOPMENT 3.0 4:00-6:40P TTH BIRTOLO, PAT DELANE 5/23-7/8
P3051 HRD 333 LEC HUMAN GROWTH & DEVELOPMENT 3.0 7:00-9:40P TTH SEARWAY, DICKIE 7/11-8/26
G4128 HRS 554 LEC GENDER INST. AGEING & LIFEW 3.0 8:00-5:00P MTWTHF BRADY, E MICHAEL 6/27-7/1
G1099 HRD 600 LEC ADULT EDUC & HUMAN RESOU 3.0 4:00-6:40P MW CALLENDER, W D. 5/23-7/8
G1100 HRD 603 LEC CONSULTATION 3.0 7:00-9:40P TTH HYMOFF, IRA H 5/23-7/8

PREREQUISITE: HRD 690 AND 686 OR PERMISSION OF INSTRUCTOR
G1101 HRD 608 LEC CAREER DEVELOPMENT 3.0 7:00-9:40PM TTH VANZANDT, C 5/23-7/8
G4116 HRD 614 LEC PRIN OF PSYCHOSOCIAL REHAB 3.0 6:00-8:45PM M LAWLER, DAVID 5/23-7/25
G4117 HRD 615 LEC VOC APECTS OF DISABILITY 3.0 8:30-10:15PM MT/W/TH/PATTERSON, JEANNE B 7/25-8/5
G1102 HRD 620 LEC FUND OF COUNS SKILLS 3.0 7:00-9:40PM MW SUTTON 5/23-7/8
G1103 HRD 621 LEC FUND OF COUNS THEORIES 3.0 4:00-6:40PM TTH STEVENS, REID D 5/23-7/8
G2027 HRD 622 LEC COUNSEL CHILDREN/ADOLESCENT 3.0 8:15-11:30AM MW KATSEKAS, BETTE S 6/27-8/5
PREREQUISITE: MATRICULATED STUDENT OR PERMISSION OF INSTRUCTOR
G1104 HRD 626 LEC GROUP PROCESS & PROCEDURE 3.0 4:00-6:40PM TTH SOUTHWORTH, ROBERT 5/23-7/8
G1105 HRD 627 LEC GROUP COUNSELING 3.0 4:00-6:40PM MW STEVENS, REID D 5/23-7/8
G1110 HRD 632 LEC PRO DEV IN ADULT ED & HRD 3.0 7:00-9:40PM MW CALLENDER, W. D. 5/23-7/8
G4125 HRD 659 LEC RESEARCH METH/APPLIED INTER 3.0 9:00-4:30PM MT STEEGE, MARK
THIS CLASS MEETS AUGUST 8-9; 2 MEETINGS IN FALL 1994; 2 MEETINGS IN SPRING 1995
P3052 HRD 660 LEC LIFE SPAN DEVELOP I 3.0 4:00-6:40PM MW HORNSTEIN, JOHN 7/11-8/26
P3053 HRD 661 LEC LIFE SPAN DEVELOP II 3.0 4:00-6:40PM TTH SEARWAY, DIXIE 7/11-8/26
G4118 HRD 664 LEC PSY & THE LIFE CY 3.0 4:00-7:15PM MW ATKINSON, ROBERT G 6/1-7/13
G1106 HRD 665 LEC PSY MEASURE & EVALUATION 3.0 4:00-6:40PM MW SUTTON, JOHN M 5/23-7/8
G1111 HRD 671 LEC PHYSICAL BASES OF BEHAVIOR 3.0 4:00-6:40PM MW VESS, SUSAN M 5/23-7/8
G1107 HRD 674 LEC ABNORMAL PSYCHOLOGY 3.0 7:00-9:40PM MW VESS, SUSAN M 5/23-7/8
G4119 HRD 666 PRA INTERNSHIP IN COUNSEL EDU VAR KATSEKAS, BETTE S 5/23-8/26
G4120 HRD 687 PRA INTERNSHIP IN ADULT EDUC VAR BRADY, E MICHAEL 5/23-7/8
G4113 HRD 688 PRA INTERNSHIP SCHOOL PSYCHOLOG VAR STEEGE, MARK 5/23-7/8
G4139 HRD 689 PRA INTERNSHIP SCHOOL PSYCHOLOG VAR STEEGE, MARK 5/23-7/8
G4126 HRD 696 LEC COUNSELOR SUPERVISION 3.0 9:00-2:00PM MT/W/TH VANZANDT, C 7/11-7/21
G4160 HRD 697 IND INDEPENDENT STUDY:Orien To SCH PS 3.0 9:00-11:30AM MW STEEGE, MARK
G4121 HRD 698 IND DIRECTED STUDY IN HRD 3.0 9:00-11:30AM MW BRADY, E MICHAEL 5/23-7/8
G4122 HRD 699 IND INDEPENDENT STUDY:SCHOOL PS 3.0 9:00-11:30AM MW STEEGE, MARK 5/23-7/8
G4123 HRD 699 IND INDEPENDENT STUDY:HRD 3.0 9:00-11:30AM MW BRADY, E MICHAEL 5/23-7/8
G4124 HRD 699 IND INDEPENDENT STUDY:COUNS EDU VAR TBA
G4129 HRD X464 LEC INTRO TO INTNL ADULT EDUC 3.0 8:00-5:00PM MT/W/TH/CASSARA, BEVERLY 8/8/8/12
G4127 HRD X647 LEC WORK & LEARNING INSTITUTE 3.0 8:00-5:00PM MT/W/TH/BAILEY, MAHILYN 6/20-6/24

Professional Education, Margo Wood, 218 Bailey Hall (780-5300)

G1093 EDU 510 LEC DEVELOP COMPOSITION PROCESS 3.0 4:00-6:40PM TTH WOOD, MARGO 5/23-7/8
G4097 EDU 524 LEC SUPERVISED PRACT RDG DIS VAR O'DONNELL, MICHAEL 5/23-7/8
G4098 EDU 529 LEC READING CLINIC 6.0 8:30-12:30PM MW O'DONNELL, MICHAEL 5/23-7/8

THIS CLASS MEETS JUNE 23-JULY 29.
G1094 EDU 560 LEC STUDY:CLASS TEACH PRACTICES 3.0 4:00-6:40PM MW BOUCHARD, DONALD L 5/23-7/8
P1095 EDU 561 LEC ASPECTS OF THE ENGLISH LANG 3.0 4:00-6:40PM TTH WEYAND, ARTHUR 5/23-7/8
G2029 EDU 600 LEC RESEARCH METHODS & TECHNIQ 3.0 8:15-11:30PM MW DURHAM, DONA 6/27-8/5
G4099 EDU 600 LEC RESEARCH METHODS & TECHNIQ 3.0 7:00-9:40PM MW COHEN, LIBBY 6/27-8/5

G4100 EDU 603 LEC ANALYSIS OF TEACHING 3.0 9:00-12:30PM MW KULAWIEC, EDWIN P 6/27-8/5
G4102 EDU 610 LEC CRITICAL ISSUES:TEACHING 3.0 AMOROSO, HENRY C

THIS CLASS MEETS JULY 5-21 (NO CLASS JULY 15).
G4112 EDU 617 LEC TEACHING-MIDDLE LEVEL SCHOOLS 3.0 8:00-4:00PM MW MAJOR, CHESTER R 8/8-8/12
G2026 EDU 620 LEC FOUND LITERACY INSTRUCTION 3.0 8:15-11:30AM MW WOOD, MARGO 6/27-8/5
G2021 EDU 622 LEC LANG/LITERACY YOUNG CHILD 3.0 6:00-9:15PM TTH TBA 6/27-8/5
G2022 EDU 630 LEC ORGANIZE LITERACY INSTRUCT 3.0 12:30-3:45PM TTH HONAN, ELLEN M 6/27-8/5
G4103 EDU 633 LEC SPECIAL APPLIC IN READING VAR TBA
G4104 EDU 672 LEC BASES OF DEC MAKING VAR KARINOS, RICHARD E

THIS CLASS MEETS MAY 23-JUNE 22, JULY 18-AUGUST 1.
G4105 EDU 699 IND INDEPENDENT STUDY VAR GOLDSBERRY, LEE F
G4106 EDU 699 IND INDEPENDENT STUDY VAR MILLER, LYNNE C
G4107 EDU 699 IND INDEPENDENT STUDY VAR LYNCH, CHARLES M
G4110 EDU 611 LEC NATURE AND NEEDS EXC LEARNE 3.0 4:00-6:40PM MW COHEN, LIBBY
THIS CLASS MEETS MAY 23-JUNE 22, JULY 18-AUGUST 1.
G1096 EDU 615 LEC CLASSROOM & BEHAVIOR MGMT 3.0 4:00-6:40PM MW LYNCH, CHARLES M 5/23-7/8
G4114 EDU 643 LEC EDU HEAR IMPAIR STUD/PUB SC 3.0 REES, TONI H
THIS CLASS MEETS MAY 23,JUNE 1,6,13,15,22,27,29,4-8PM; JUNE 24, 8:30AM-3:00PM.
G4110 EXE 694 LEC ADMINISTRATION IN SPEC ED 3.0 8:00-4:00PM TWTH/SF LYNCH, CHARLES M 7/5-7/9
G4111 EXE 687 LEC TECH IN SPEC ED & REHAB 3.0 SPENCER, LORaine
THIS CLASS MEETS JULY 18-20,28-29,8-AM-4PM.
G4108 EXE 694 PRA INTERNSHIP IN EXCEPTIONALIT 3.0 REES, TONI H
G4117 EXE 694 LEC VOC EDU SPECS NEEDS STUD 3.0 8:00-6:40PM TTH HARVEY, MICHAEL W 5/23-7/8

Teacher Education, Nora Lyons, 500 Bailey Hall (780-5301)

G4127 EDU 200 LEC STUDIES-EDUC FOUNDATIONS 3.0 12:30-3:45PM MW COLUCCI, NICHOLAS D 5/23-6/17
G4128 EDU 210 LEC THEORETICAL FOUND LEARN 3.0 8:15-11:30AM MW MORGILL, DAVID 5/23-6/17
G3411 EDU 300 LEC MEDIA AND TECHNOLOGY 3.0 12:30-3:45PM MW STEBBINS, BARBARA D 7/11-8/5
### Lewiston/Auburn College

**51-55 West Minster Street, Lewiston (783-4860)**

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<td>NANDAY, ROBERT</td>
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<td>L309</td>
<td>ENG 120H</td>
<td>LEC INTRO TO LITERATURE</td>
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<td>LEC HUMAN GROWTH &amp; DEVELOPMENT</td>
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<td>HIST 132I</td>
<td>LEC U.S. HISTORY SINCE 1877</td>
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<td>LEC INTRO TO ORGANIZATION &amp; THEIR MG</td>
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<td>LEC INTERNSHIP IN MOS</td>
<td>3.0</td>
<td>9:00-12:15P</td>
<td>MTH</td>
<td>5/23-6/17</td>
<td>ROBINSON, BETTY D</td>
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<td>L4052</td>
<td>MOS 385</td>
<td>PRA INTERNSHIP IN MOS</td>
<td>3.0</td>
<td>9:00-12:15P</td>
<td>MTH</td>
<td>5/23-6/17</td>
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<td>L4053</td>
<td>MOS 398</td>
<td>LEC AUTISM &amp; SEVERE DISAB. STRAT</td>
<td>3.0</td>
<td>12:30-3:45P</td>
<td>MTW</td>
<td>5/23-6/17</td>
<td>ANDERSON, S</td>
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<td>L1064</td>
<td>POS 101J</td>
<td>LEC INTRO TO AMERICAN GOVERNMENT</td>
<td>3.0</td>
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<td>DRUKER, ROBERT</td>
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<td>L4055</td>
<td>SBS 398</td>
<td>LEC INTRO TO ORGANIZATION &amp; THEIR MG</td>
<td>3.0</td>
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<td>5/23-6/17</td>
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<tr>
<td>L1062</td>
<td>SCI 100K</td>
<td>LEC NATURAL SCIENCE TOPICS</td>
<td>4.0</td>
<td>4:00-6:40P</td>
<td>TTH</td>
<td>5/23-7/8</td>
<td>MINKOFF, ELI C</td>
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**Note:** Session Dates are noted in the last column.
Edmund S. Muskie Institute of Public Affairs
Richard Barringer, 622 Law School (780-4380)
P1129 PPM 615 LEC MANAGING THE HUMAN ORGAN 3.0 4:00-6:40P MW BARRINGER, RICHARD 5/23-7/8
P1131 PPM 635 LEC MANAGING THE AMERICAN CITY 3.0 4:00-6:40P TTH TBA 5/23-7/8
P1133 PPM 660 LEC LAND USE PLANNING & POLICY 3.0 4:00-6:40P MW TBA 5/23-7/8
P4175 PPM 695 IND INDEPENDENT STUDY 3.0 TBA
P4176 PPM 696 PRA INTERNSHIP 2.0 TBA
P4177 PPM 699 LEC CAPSTONE PROJECT 3.0 TBA

School of Applied Science
Applied Medical Sciences, Ah-Kau Ng, 117 Science Building (780-5585)
P4057 AIM 630 LEC MEDICAL IMMUNOLOGY 3.0 NG, AH-KAU
P4058 AIM 631 LAB MEDICAL IMMUNOLOGY LAB 3.0 NG, AH-KAU
P4059 AIM 697 IND INDEPENDENT STUDY VAR TBA
P4060 AIM 698 THE THESIS VAR TBA

Computer Science, Charles Welty, 224 Science Building (780-4499)
P1065 COS 160 LEC STRUCT PROB SOLVE-PASCAL 3.0 4:00-6:40P MW BRIGGS, DAVID A 5/23-7/8
P1066 COS 170 LAB STRUCTURED PROGRAMMING LAB 1.0 4:30-6:30P T TBA 5/23-7/8
P1067 COS 219 LEC THE C PROGRAMMING LANGUAGE 3.0 4:00-6:40P TTH WELTY, CHARLES 5/23-7/8
P1444 COS 212 LEC UNIX OPERATING SYSTEM 1.0 4:30-6:15P MW HOUER, STEPHEN 5/23-6/17
P1068 COS 230 LEC PROGRAMMING IN COBOL 3.0 7:00-9:40P MW GOUIN, NORMAND E 5/23-7/8

Engineering, James Smith, 106A Technology Center (780-5584)
G1069 ELE 498 LEC DIGITAL IMAGE PROCESSING 3.0 4:00-6:40P TTH TBA 5/23-7/8

Technology, Richard Carter, 101 Technology Center (780-5440)
G4062 ATE 460 IND INDEPENDENT STUDY VAR BAZINET, GREGORY P
G4063 ATEI381 LEC METH & MAT INSTRUC VOC EDU 3.0 8:30-4:00P MWTHF BAZINET, GREGORY P 8/1-8/12
G4061 IEI 699 IND INDEPENDENT STUDY VAR NANNAY, ROBERT W
G3343 ITP 210 LEC TECHNICAL WRITING 3.0 7:00-9:40P TTH ZANER, JOHN A 7/11-8/26
G1070 ITP 300 LEC ECONOMICS/TIME STUDY 3.0 7:00-9:40P TTH MOORE, WILLIAM H 5/23-7/8
G3044 ITP 320 LEC OCCUPATIONAL SAFETY & HEALVar 3.0 7:00-9:40P MW KIRK, ALBERT S 7/11-8/26
G1071 ITP 350 LEC CONFERENCE LEADING 3.0 7:00-9:40P MW CARTER, RICHARD H 5/23-7/8
G4064 ITP 440 PRA RELATED EXP/INTERNSHIP VAR TBA
G4065 ITP 440 PRA RELATED OCCUPATION EXP VAR BAZINET, GREGORY P

School of Nursing
Nursing, Patricia A. Geary, Masterton Hall (780-4130)
NUR 210 AND 417 HAVE A COURSE FEE OF $15.00; NUR 312, 403, AND 416 HAVE A COURSE FEE OF $7.50.
P1081 NFS 252 LEC HUMAN NUTRITION 3.0 4:00-6:40P TTH BURSON, JANET Z 5/23-7/8
P1108 NUR 209 LEC TOTAL HEALTH ASSESSMENT 2.0 10:00-12:00P TTH RODGERS, MARIANNE W 5/23-7/8
P1109 NUR 210 LEC TOTAL HEALTH ASSESSMENT LAB 2.0 8:30-12:30P W LINK, SUSAN 5/23-7/8
P1112 NUR 210 LEC TOTAL HEALTH ASSESSMENT LAB 2.0 1:00-5:00P TH TBA 5/23-7/8
FOR RN OPTION ONLY.
P1113 NUR 210 LEC TOTAL HEALTH ASSESSMENT LAB 2.0 1:00-5:00P T TBA 5/23-7/8
P1127 NUR 210 LEC TOTAL HEALTH ASSESSMENT LAB 2.0 1:00-5:00P T TBA 5/23-7/8
FOR RN OPTION ONLY.
P1134 NUR 210 LEC TOTAL HEALTH ASSESSMENT LAB VAR 8:30-12:30P W TBA 5/23-7/8
P4161 NUR 239 LEC TRANSITIONS FOR OPTION STU 2.0 HEALY, PHYLLIS
P4167 NUR 302 LEC PHARMACOLOGY 3.0 8:30-11:20F TBA
THIS CLASS MEETS MAY 16, 20, 23. SEPTEMBER 1 AND 2.
P1114 NUR 304 LEC RN TRANSITION 5.0 8:00-1:00P MW RODGERS, MARIANNE W 5/23-7/8
P1115 NUR 311 LEC PRO & SEXUAL HEALTH NURS 2.0 10:30-12:30P MF TBA 5/23-7/8
P1116 NUR 312 LEC PRO & SEXUAL HEALTH NURS LA 2.0 3:00-11:00P T TBA 5/23-7/8
P1117 NUR 312 LEC PRO & SEXUAL HEALTH NURS LA 2.0 3:00-11:00P W CATON-LEMOSE, LAURIE 5/23-7/8
P1118 NUR 312 LEC PRO & SEXUAL HEALTH NURS LA 2.0 7:00-3:00P T TBA 5/23-7/8
P1119 NUR 401 LEC HEALTH RELATED RESEARCH 3.0 3:30-6:15P MW VINES, SUSAN 5/23-7/8
P1125 NUR 402 LEC ADULT HEALTH NURSING 2.0 4:00-5:50P WTH DOANE, CAROL 5/23-7/8
P1126 NUR 403 LEC ADULT HEALTH NURSING LAB 2.0 7:00-3:00P TTH TBA 5/23-7/8
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<td>P4150</td>
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<td>CONCEPTS IN COMMUNITY HEALTH</td>
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<td>FUNDAMENTAL NURSING SKILLS</td>
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<td>SMITH, DOROTHY</td>
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Recreation & Leisure Studies, Linda R. Meyer, 220 Portland Gym (780-4172)

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<td>P1426</td>
<td>REC 110</td>
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<td>INTRO TO REC &amp; LEISURE SERV</td>
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<td>RICHESON, NANCY</td>
<td>5/23-6/17</td>
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<tr>
<td>P1089</td>
<td>REC 216</td>
<td>LEC</td>
<td>ADV FIRST AID &amp; EMERG CARE</td>
<td>3.0</td>
<td>7:00-9:40P</td>
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<td>MCCULLOUGH, WILLIAM</td>
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<td>P1090</td>
<td>REC 219</td>
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<td>PERSONAL FITNESS</td>
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<td>WELLS, CHRIS</td>
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<td>P2019</td>
<td>REC 219</td>
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<td>PERSONAL FITNESS</td>
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<td>WELLS, CHRIS</td>
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<td>P1448</td>
<td>REC 399</td>
<td>LEC</td>
<td>SPORTS INJURY: CARE &amp; PREV</td>
<td>3.0</td>
<td>8:15-11:30A</td>
<td>MTW</td>
<td>DERAVERSE, JENNIFER A</td>
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Saco/Biddeford Center

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<td>T3056</td>
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<td>FILM AND SOCIETY</td>
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<td>T1128</td>
<td>SWO 388</td>
<td>LEC</td>
<td>SUBSTANCE USE AND ABUSE</td>
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<td>7:00-9:40P</td>
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Sanford Center

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<td>S4067</td>
<td>GEY 210</td>
<td>LEC</td>
<td>FIELD TRIPS IN COAST. GEOLO</td>
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<td>SWANSON, MARK T</td>
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<td>S4089</td>
<td>MAT 105D</td>
<td>LEC</td>
<td>MATH FOR QUANT DEC MAKING</td>
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<td>7:00-9:40P</td>
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<td>DENTON, PRISCILLA</td>
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<td>S4068</td>
<td>MUS 103G</td>
<td>LEC</td>
<td>INTRODUCTION TO JAZZ</td>
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<td>4:00-6:40P</td>
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<td>GENERAL PSYCHOLOGY I</td>
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<td>JOHNSON, DEBORAH</td>
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Note: Session Dates are noted in the last column.
ART

College of Arts and Sciences

Art

AED 412 Exceptionality—Art Educators
This course examines characteristics of exceptional learners, strategies for teaching these students in the art classroom, and services available to them in the school and community. The focus will be on lesson planning, learning-teaching strategies, and classroom management for mainstreaming in the art classroom. Cr 3.

ARH 111G Art History: Prehistoric to Medieval Examination and discussion of the painting, sculpture, and architecture from prehistoric cultures through the Middle Ages. The course emphasizes the relationship of the visual arts to social, political, religious and culture trends, and introduces students to various methods of art historical interpretation. Cr 3.

ARH 112G Art History: Renaissance to Modern A continuation of ARH 111G from the Renaissance through the 20th century. In both semesters of the course, examples of architecture and sculpture, paintings, etc. are used as the basis of inquiry. Cr 3.

ART 101G Approaches to Art
Selected experiences using original works, lecture, panel discussions, slides, films, and other means to confound the student with the significance of the visual arts in human history. The aim of the course is to involve students in direct experiences affecting their own perception of visual form. Cr 3.

ART 141FFundamental Design 1 (2-D)
A studio introduction to the basic elements of two-dimensional and color relationships. Cr 3.

ART 199 Supporting Yourself as an Artist
This course will serve as a valuable resource for artists and crafts people who are interested in supporting themselves through their work. Designing a specific project, identifying sources of support, and presentation skills will be addressed. Students are encouraged to come to the first class with a project idea. Cr 1.

ART 199 Photographing Your Artwork
An introductory level course covering all aspects of making slides of both 2 and 3 dimensional art work. The basis of camera exposure will be reviewed along with lighting techniques, film, and slide presentation. You will need an adjustable 35 mm camera which you should bring with you to the first class. Cr 1.

ART 199 Preparing Artwork for Presentation
This course offers vital, often overlooked, information and prepares the artist to present his/her work in the best possible light—properly traced and framed to current professional standards. Students are given the opportunity to learn valuable hands-on skills of matting, mounting and framing. Museum standards are stressed, conservation considered addressed as well as appropriateness of style and aesthetics. Cr 1.

ART 199 Introduction to Academic Drawing Principles
The aim of this course is to introduce basic drawing methodologies, which have been used for centuries, in realizing artistic endeavors. The text, basic methodologies which will be explored are linear drawing, structural drawing, tonal drawing, volume and form, light and shadow, and anatomical drawing. Prerequisite: Permission of instructor. Courses are as follows: a) Basic Principles (Cr 1), b) Perspective Space (Cr 1), c) Anatomical Drawing (Cr 1).

ART 199 The Culture of Cyberpace
This seminar format class will examine the impact of new computer technologies (digital imaging, virtual reality, hypermedia, networks, etc.) on contemporary
culture, with a particular emphasis on the role of the artist. The first half of the course will analyze both the cultural process which framed earlier technological forms (railroads, electricity, etc.) as well as the social and economic implications of computer technology. During the second half of the course, we will evaluate the role of the contemporary artists who use computer-based technology. What role should the artist play in a "postindustrial" society? What would constitute an "artistic" use of computer technology? How do we evaluate computer-based art? Classes combine lectures and discussions. Cr 3.

ART 199 Contemporary Media Culture
This course will examine different methodologies in media studies from the work of the Frankfurt School and British cultural studies (e.g., Raymond Williams and Stuart Hall) to more recent developments in the U.S., with a particular focus on feminist criticism. We will then apply these critical insights to examples from popular culture focusing mainly on network television. Topics will include: Madonna, Fox network, TV news, and alternative media. Classes combine lectures and discussions. Cr 3.

ART 199 Introduction to Visual Design
This studio class will allow students to use materials and techniques with which they are already familiar in combination with the tools and techniques of graphic design. Projects will draw upon Renaissance, modern, and contemporary traditions in typography and page design. Together we will experiment with how type and image work together, how designers use images in their work, and how artists use the tools of graphic design. Instruction will take place in the classroom, in the studio, and in a Macintosh computer lab. Prerequisite: Art Core or permission of instructor. Cr 3.

ART 249 2-D, 3-D Figure Study
A studio course of figure study including drawing, modeling, readings in artistic anatomy; supplemented by historical study of figurative art. Cr 3.

ART 259 Landscape Drawing
This course will concentrate on drawing the landscape at Wolfe's Neck Farm and other Maine locations. Assigned problems will focus on aspects of the following: pictorial composition and design, analysis of landscape forms and structures, and methods for creating the illusion of outdoor light and space. A variety of both wet and dry media will be used. Included will be daily critiques, illustrated talks with original works as well as slides of masters and museum visits. Prerequisite: Art Core or permission of instructor. Cr 3.

ART 261 Painting
An introduction to basic aspects of the painting process as related to visual perception and technique. Prerequisite: Art Core.

ART 269 Landscape Painting
An investigation of the painting process as related to visual perception of the natural environment. This course will take place outside at Wolfe Neck Farm. Students planning to pursue a degree in art must take the Art Core prior to registering for this course. Cr 3.

ART 271 Photography
This course explores photography as a creative medium and introduces the student to basic skills in the use of the camera and darkroom equipment. It investigates and practices the fundamental techniques and processes of black and white photography as an art form. Prerequisite: Art Core courses. Cr 3.

ART 299 Drawing Off The Page: Nontraditional Formats
The intent of this course is to examine the formal and expressive elements that are unique to the drawing aesthetic. The traditional materials, techniques and processes will act as points of departure for a series of exercises that explore these elements in nontraditional formats. Our goal is to construct "drawings" that retain the essence and energy of this discipline while pushing into areas that might be associated more often with painting, sculpture or other modes of expression. Prerequisite: Art Core or permission of instructor. Cr 3.

ART 299 The Visual Book
This course will use the visual book, or artist's book, as a medium for personal expression. Students will use 2D and 3D skills to develop a collection of unique books made with a variety of materials. Binding techniques, visual transition, and color theory will be covered as materials and methods for book arts. Prerequisite: Art Core or permission of instructor. Cr 3.

ART 363 Painting/Watercolor
Watercolor, wash, dry-brush, ink and wash, gouache, and other techniques in water media. Emphasis on individual concepts and personal expression. Prerequisite: Art Core or permission of instructor. Cr 3.
ART 412 Topics in Studio Arts: Haystack
EPT 549 Art Education: Haystack
Undergraduate and graduate level courses are available for credit through an agreement between Haystack Mountain School of Crafts (Deer Isle, Maine) and the USM Arts Department. Please contact the USM Summer Session at 780-4076 or Haystack at 348-2306 for information and registration procedures.

**Biology**

**BIO 106K Biological Basis of Human Activity**
A course designed to elucidate the basic biological constraints of human performance. This course does not serve as a prerequisite for BIO 107 or BIO 211. Cr 3.

**BIO 102K Biological Experiences**
Laboratory studies to complement and illustrate the concepts presented in BIO 101K and BIO 100K. Prerequisite: Prior to concurrent registration in BIO 101K or BIO 100K. Cr 3.

**BIO 105K Biological Principles I**
An introduction to scientific principles underlying the unity and diversity of life. Prerequisite: students must have fulfilled the University minimum proficiency requirements in writing and mathematics. Cr 3.

**BIO 106K Laboratory Biology I**
Laboratory experiences illustrating concepts and principles introduced in BIO 105K. Must be taken concurrently with BIO 105K or 111. Cr 1.5.

**BIO 111 Human Anatomy and Physiology I**
The course studying the structure and function of the human body with emphasis on the integumentary and skeletal systems. Prerequisite: satisfactory completion of minimum proficiency requirements. Note: BIO 106K serves as the lab for BIO 111. Cr 3.

**BIO 211 Human Anatomy and Physiology II**
This course focuses on many of the organ systems in the human body. The structure and function of the muscular, nervous, endocrine, cardiovascular, respiratory, digestive, and urinary systems will be discussed. Prerequisite: grade of C or higher in BIO 105K. Cr 3.

**BIO 212 Practical Human Anatomy and Physiology**
Laboratory studies of the structure and functions of the human body including histology and physiology experiments. Not open to those who have completed BIO 205. Prerequisite: grade of C or higher in BIO 106K; BIO 211 or concurrently. Cr 1.5.

**BIO 281 Microbiology and Human Disease**
Fundamentals of microbiology with emphasis on infectious diseases of people, including bacteria, rickettsia, fungi, viruses, protozoa and helminths. Prerequisite: grade of C or higher in BIO 105K, and college chemistry. Cr 3.

**BIO 282 Microbiology and Human Disease Laboratory**
Laboratory techniques in the cultivation, identification, and control of micro-organisms. Prerequisites: BIO 281 or concurrently. Cr 2.

**BIO 291 Ornithology**
This course studies the basic biology of birds: their life histories, migration, ecology, and economic importance, with emphasis on species found in Eastern North America. Numerous field trips to a variety of habitats will be taken for purposes of field identification. Students are responsible for their own appropriate outdoor clothing, footwear and for binoculars. Prerequisite: grade of C or better in BIO 106K; BIO 107 or 108, or permission of instructor. Cr 4.5.

**BIO 341 Limnology**
This course is the study of inland waters with special concern for the factors which influence the living populations within these waters. Lecture: 6 hrs. lab/week; two 4 hr labs/week. Prerequisites: C or higher in BIO 107/108, 1 yr. college chemistry. Cr 5.

**BIO 345 Pathophysiology**
A study of the physiological, genetic, biochemical and environmental basis of noninfectious diseases. Prerequisite: grade of C or better in BIO 211 or permission of instructor. Cr 3.

**BIO 441 Problems in Biology**
Independent library or laboratory studies on a special topic as mutually arranged by instructor and student. Prerequisite by arrangement. Credit Arranged.

**Chemistry**

**CHY 105 Chemistry for Health Sciences**
A one-semester introduction to general, organic, and biological chemistry, emphasizing the principles that are important for students studying the health sciences. Topics include measurement, atomic structure, bonding; states of matter, solutions; pH, acids, and bases; selected functional groups in organic chemistry; lipids, carbohydrates, and proteins; and metabolism of glucose and fatty acids. This course is not suitable for chemistry majors, biology majors, or preprofessionals (pre-medical, pre-dental, pre-veterinary). Prerequisite: one year of high school algebra. Cr 4.

**CHY 106 Chemistry Laboratory for Health Sciences**
Experiments in this laboratory are designed to illustrate principles from CHY 105. Aims of the course are to develop skill in using common laboratory equipment, measuring and analyzing data, and reporting results of lab work. One four-hour meeting per week, comprising recitation and quizzes, laboratory work, and analysis of data. Students will need a specific calculator with statistical functions. Corequisite or prerequisite: CHY 105. Cr 2.

**CHY 115 Principles of Chemistry II**
A continuation of CHY 113. This course is designed to provide the foundation for all further studies in chemistry and is a prerequisite for all upper-level chemistry courses. Prerequisite: a grade of C or better in CHY 113. Cr 3.

**CHY 116 Laboratory Techniques II**
Laboratory experiments to illustrate the principles presented in CHY 115 lectures. One recitation and two laboratory hours per week. Prerequisite: a grade of C or better in CHY 114. Corequisite: CHY 115. Cr 1.

**CHY 411-416 Special Topics**
Reading and discussion of advanced subjects or instruction in special topics/research. Permission of instructor required. 6 credits maximum. Cr 1-3.

**CHY 490 Senior Research Project**
Open to senior majors. Prerequisites include a 3.0 GPA in chemistry, completion of the Analytical and Organic Chemistry series, and permission of the department. 15 credits maximum. Cr 3-15.

**Communication**

**COM 102J Introduction to Communication**
This course is designed to provide students with a conceptual framework of the basic elements of human communication. Students will examine different levels of communication analysis, learn to chart and analyze communication behavior, and discuss the effects of communication on themselves and others. Topics discussed will include communication theory, self-concept, interpersonal communication, nonverbal behavior, small group interaction, and mass communication. Students will be encouraged to adapt communication principles to their various fields of endeavor. Cr 3.

**COM 280 Mass Media and Human Interaction**
Mass Media and Human Interaction concentrates on the history and effects of mass communication in our society. Through readings and independent research, the student will explore the content and social consequences of our rapidly changing telecommunications technology. Media to be discussed include print, broadcast, and cable. Prerequisite: COM 102J. Cr 3.

**COM 284 Introduction to Film**
This course seeks to introduce the student to the aesthetics of film. It assumes that the student has no knowledge of cinema beyond the movie-going experience. The aim of the course is to survey the general aspects of cinema as an art form and communication vehicle. The power of moving images and their mass-mediated messages will be analyzed. Prerequisite: COM 102J. Cr 3.

**COM 300 Research Methods in Communication**
This course introduces the methodology of communication research. The library, laboratory, field, and the computer will be considered. Topics to be studied include formulation, hypotheses, identification of variables, selection of research design, collection of data, and theory construction in a variety of communication contexts. The course is designed to enable students to evaluate critically the literature in communication research. Prerequisite: COM 102J and MAT 120D with grade of C or better. Cr 3.

**COM 332 Communication in the Family**
This course examines the role of communication in various family types. Students will be introduced to...
research and theory on the family and will apply findings to their own lives. Topics covered will include family satisfaction, communication roles, decision making, values, structures, autonomy and conflict. Students will be asked to draw upon their family backgrounds for analysis and discussion. Cr 3.

COM 399 Broadcast News
This is a workshop course that gives students experience in broadcast news writing. We work with same-day news copy from newspapers and, when available, wire services, under simulated newsroom conditions. The emphasis is on developing news judgment and mastering the skills needed to write the news effectively. That means learning the distinctive style of new writing for broadcast. Matching words and pictures will be taught, beginning with brief "tell" stories and advancing to voiceovers, sound-bite scripts and then packaged reports. Cr 3.

COM 430 Communication Internship
An in-depth experience in specific areas of communication acquired in the field. Students will focus their efforts in an area related to their choice of communication expertise (e.g., organizational communication, mass communication, interpersonal communication). Prerequisite: CCN 102 and a precise definition of the project and director's consent. Pass/Fail only. Restricted to majors only, or permission of the instructor. Cr var.

COM 484 Film and Culture
This seminar on the impact of the film medium on American culture. The course material will give consideration to cultural theories of ideology, narrative, genre, and viewer positioning, to name a few. The class will analyze and critique a series of films presented during the semester. Cr 3.

COM 484 Women and Film
The specific topic explored during this course will be women in film. Films will be analyzed in the context of the political and ideological subtexts they contain. The purpose of the analysis or criticism is to understand a film and to be able to relate it to the society which it reflects and sometimes affects. Cr 3.

COM 485 Sex-Related Differences in Communication
This seminar on sex-related differences in communication is designed primarily to evaluate critically the research literature. It is concerned with whether or not males and females differ in their actions of sending, receiving, and interpreting messages. The course examines gender role stereotyping, empirical findings on sex-related differences in communication behavior (e.g., talking, interpersonal style, touching, eye contact, etc.), and explanations for sex differences. Critiques of some major theoretical positions are discussed (e.g., sex differences in dominance, aggression, cognition, and brain organization). Prerequisites: junior or senior standing and COM 102J. Cr 3.

ENG 100C College Writing
Classes meet regularly to analyze professional and student writing as a way of sharpening awareness of how to use language effectively. The writing assignments encourage students to apply the principles discussed in class to their own work. Students may not take both ENG 100C and 101C for credit. This course cannot be used to satisfy a humanities requirement. Prerequisite: writing proficiency. Cr 3.

ENG 120H Introduction to Literature
A general introduction to the various literary genres—poetry, the short story, drama—which will include a study of critical terminology, close textual reading, and practice in writing. Prerequisite: ENG 100C or 101C or waiver. Cr 3.

ENG 201F Creative Writing
An introduction to the principles and practice of writing fiction, poetry, and drama. Emphasis is on fresh observation and meaningful selection of concrete details and their uses in the different genres. Recommended for beginners. Prerequisites: ENG 100C or 101C and ENG 120H. Cr 3.

ENG 261H Poetry
An intensive course in the close reading of many of the most significant poems in English. Attention will be given to important elements of poetry, including versification and the use of metaphor, characteristics and conventions of poetry written in different periods, early and contemporary, will also be explored. Required of English majors and recommended for all students seeking to understand a principal area of our cultural heritage. Cr 3.

ENG 299 Introduction to Literary Studies
This course is highly recommended for all beginning English majors and will have a double focus. It is partially an introduction to the practical methods and procedures of research and interpretation and the techniques of effective critical writing. It is also partially a forum for discussing the differences and similarities between significant critical theoretical and pedagogical approaches to literary and cultural studies. We will read and discuss a number of literary works from a variety of periods, but there will also be a strong emphasis on writing. Prerequisites: ENG 100C and ENG 120H. Cr 3.

ENG 299 Creative Nonfiction Workshop
See Special Programs section of this catalog. Cr 3.

ENG 299 Genre Fiction
See Special Programs section of this catalog.

ENG 301F Fiction Writing
See Special Programs section of this catalog.

ENG 301F Poetry Writing
A course for those who, in a creative writing course on their own, have developed basic skills of careful, thoughtful observation and a preference for concrete details to convey emotional meaning, and who are interested in developing a sense of how poetry has been written in the past by major poets and how it is being created in the
present. Emphasis will be on imitation of past and present writers and exercises that stress the elements of poetry, as well as on the development of personal approaches. Suggested preparation: ENG 201F. Cr 3.

ENG 302F Fiction Workshop: Short Stories (Stonecoast Writers' Conference) See Special Programs section of this catalog.

ENG 303F Poetry Workshop: Poems for the Reader See Special Programs section of this catalog.

ENG 304 Novel Workshop: Writing the Novel See Special Programs section of this catalog.

ENG 309 New Writing This course will cover basic newwriting concepts including recognizing news, collecting and organizing information, and writing news articles. It will show how newwriting relates to the writing process in general and provide students with several models for developing news and feature articles. Emphasis will be on achieving writing of publication quality. Prerequisite: ENG 100C. Cr 3.

ENG 316 The Bible The Bible, arguably the single most influential work (or group of works) in Western culture, will be studied as a literary text, with emphasis on the books that have had the greatest literary influence (e.g. Genesis, Exodus, Psalms, Job, the Gospels). The course may also discuss the history of the text, problems of translation, and/or influence. Cr 3.

ENG 327 Modern Short Story: Themes and Methods Detailed consideration of six to ten short story collections reflecting contemporary themes and narrative methods. A though selections will vary, the recent reading list has included Jorge Luis Borges, Franz Kafka, Anton Chekhov, James Joyce, Thomas Mann, Virginia Woolf, and Isaac Babel. A necessarily wide range of themes is contrasted: the corruption of reality by dream; personal inadequacy, alienation, and paranoia; self-deception; varieties of ignorance and cowardice; the moral insight afforded the artist; violence as a mode of self-discovery. Prerequisite: junior class standing or permission of the instructor. Cr 3.

ENG 371 Major Romantic Writers A study of the major British poets of the Romantic period (1790-1832). Readings will be selected from among the works of Blake, C. Smith, Wordsworth, Coleridge, Clare, Keats, Byron, and Shelley. Cr 3.

ENG 378 The Novel of Self-Development Originally developed in German literature, the novel of self-development or Bildungsroman depicts an adolescent male who eventually acquires a philosophy of life based on his conscious effort to gain personal currency. The course investigates the changes the idea of Bildung underwent at the hands of various authors in the 19th and early 20th centuries in their adaptation of the original form, including the revision of selfhood to address the Bildung as a female as well as a male province. Works to be considered include Goethe's Wilhelm Meister's Apprenticeship, Bronte's Jane Eyre, Dickens' David Copperfield, and Joyce's Portrait of the Artist as a Young Man. Cr 3.

ENG 395 Anglo-Irish Literature A study of the major Irish writers from 1880 to the present. Topics may vary, but they will typically include some of the foremost Irish writers of the past century, such as Yeats, Lady Gregory, Wilde, Shaw, Synge, Joyce, O'Cey, Behan, Beckett, O'Connor, Bowen, L. vin, Hesey, Friel. Cr 3.

ENG 399 Women in American Film This course will examine films of the post-World War II period (1945-1959). We will discuss issues such as the image of women, identification and gendered spectacles, the effect of WWII on women's work, the acceptance of Freudian psychology by the film industry, and sexual and racial differences in film. Required reading will include a packet of articles about how to look at film criticism, industry history, and close readings of American film genres. Required viewing of 6-7 films by Max Ophuls, Alfred Hitchcock, Billy Wilder, Douglas Sirk, Fritz Lang, and King Vidor. Cr 3.

ENG 399 Subjective Journalism A publication presents subjective information in a number of ways. It can express its own viewpoints through slanting news columns, as in a trade, political or professional journal, or it can use more traditional techniques such as editorials, analysis, and interpretives. Readers usually have opportunities to express their views through letters to the editor, commentaries (usually by experts) and essays. This course would consider how and why editors choose which offerings to print and how writers can best influence those choices. Because effective writing and critical thinking are the keys to admission to the pages of most publications, the course would involve practice exercises in each mode, as well as presentations on sourcing of material and researching fact. Outside lecturers will be used extensively. The objective would be to develop an understanding of the place of subjectivity in both print and broadcast media. The course would be aimed at those going into the media, public relations, sales and politics, as well as anyone concerned with community activism. Cr 3.

English as a Second Language Note: Both of these courses have been designed so that students wishing to take both of these courses may do so. The content and materials used in ESL 398 and ESL 399 will differ so that repetition can be avoided. It is important to note that ESL 398 is not a prerequisite for ESL 399.

ESL 398 Intensive Intermediate ESL This English as a Second Language Course is an intensive course for the beginning student, covering a full year's work at the college level to prepare the student for the intermediate level of college French. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading, and writing along with an introduction to contemporary culture and civilization. Daily practice in the Language Lab is required. Cr 6. (With lab. Cr 8.)

FRE 107I Intensive Beginning French This is an intensive course for the intermediate student, covering full year's work at the college level. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading, and writing. Daily lab work is mandatory. Cr 6. (With lab. Cr 8.)

GER 107I Intensive Beginning German An intensive course for the beginning student, covering full year's work at the college level to prepare the student for the intermediate level of college German. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading, and writing along with an introduction to contemporary culture and civilization. Daily practice in the lab is required. Cr 6. (With lab. Cr 8.)

SPA 107I Intensive Beginning Spanish An intensive course for the beginning student, covering a full year's work at the college level to prepare the student for the intermediate level of college Spanish. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading, and writing along with an introduction to contemporary culture and civilization. Daily practice in the lab is required. Cr 6. (With lab. Cr 8.)

SPA 207I Intensive Intermediate Spanish This is an intensive course for the intermediate student, covering full year's work at the college level to prepare the student for an advanced level of study. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading, and writing. Readings and
discussions of contemporary Hispanic civilization and culture are included. Daily lab work is mandatory.
Cr 6. (Wih lab, Cr 8.)

SPA 303 Speaking through Reading
Varied literary and cultural readings providing a bridge from the intermediate level to literature and other advanced content courses in Spanish. Discussions, written exercises and examinations in Spanish. Prerequisite: Spanish 202 (or equivalent) or permission of the instructor.
Cr 3.

Geography and Anthropology
GEO 220 International Geography
This course will blend the recent upsurge of global events and the student's desire to be knowledgeable of geographic locations and influences. Up-to-date insights and assessments of regions and countries will be examined by selective article readings, maps, video, lecture and class dialogues. Special emphasis will be placed on the former USSR, the Middle East, South America, and the European community.
Cr 3.

GEO 299 Paddle Australia Program
See Special Programs section of this catalog.

GEO 399 Field Mapping: Data Collection-GIS
See Special Programs section of this catalog.

GYA 300 Archeology Field School
See Special Programs section of this catalog.

Geosciences
GEY 111K Physical Geology
A study of the ever-changing earth by wind, water, volcanism, plate tectonics, and glaciation. GEY 111K may be taken without GEY 112K.
Cr 3.

GEY 112K Physical Geology Lab
Identification of common rocks and minerals, introduction to topographic maps, and development of the processes covered in lecture. Field trips when weather permits. To be taken concurrently with GEY 111K.
Cr 1.

GEY 210 Field Trips in the Geology of Coastal Maine
This course offers the opportunity to examine firsthand the exquisite and complex bedrock geology of southern coastal Maine through a series of summer field trips to key localities. Preliminary lectures will outline the expected rock types, structures and geologic history for each field trip.
Cr 3.

GEY 399 Field Mapping: Data Collection—GIS
See Special Programs section of this catalog.

OCE 100K Introduction to Oceanography
Origin and extent of the oceans; nature of the sea bottom; causes and effects of currents and tides; physical and chemical properties of sea water; animal and plant life in the sea.
Cr 3.

OCE 101K Oceanography Laboratory
A laboratory course in which the student is introduced to some of the techniques and technical processes involved in oceanic measurements and data reduction. Prerequisite: OCE 100K which may be taken concurrently.
Cr 1.

History
HTY 1011 Western Civilization I
A basic survey and introduction to the heritage of Western man from ancient to early modern times. Particular attention is given to the ancient civilizations of Egypt, Greece, and Rome. Medieval civilization is explored with a focus on the institutions it bequeathed to the modern world. The Renaissance and Reformation and the rise of the great nation-states are studied. Throughout the course, important individuals are considered such as Alexander the Great, Caesar, Charlemagne, Michelangelo, and Elizabeth I. The course also introduces students to historical method.
Cr 3.

HTY 1021 Western Civilization II
A basic survey and introduction to the heritage of Western society from early modern times to the atomic age. Particular attention is given to the Enlightenment, the French Revolution, the rise of the industrial era, the growth of nationalism, and the World Wars. Personalities such as those of Napoleon, Hitler, and Stalin are studied. The course also introduces students to historical method.
Cr 3.

HTY 1311 United States History to 1877
A basic survey and introduction to the field of American history, covering the political, social, and economic development of the United States through Reconstruction. Cr 3.

HTY 1321 United States History Since 1877
The course is a continuation of HTY 1311. A survey of American political, social, and economic development since about 1877. Cr 3.

HTY 200 Reference, Research and Report Writing
An introduction to research and writing, designed to prepare undergraduates for the requirements of upper-level courses in history and the social sciences with emphasis on practical methods of utilizing a library, locating materials, and writing and rewriting research papers and reports. History majors are strongly encouraged to take this course in the sophomore year, but no later than the first semester of the junior year. Preference to history majors. Cr 3.

HTY 300 History Internship
Professional experience in one of a variety of positions in public and private institutions that utilize the knowledge and research skills of historians. Students work one day per week, keep a journal, write an evaluation, and be interviewed on the job by a faculty member. Open to selected students; need department chair for details. Graded pass/fail, so does not count for major credit. Can be taken twice. Cr 3.

HTY 360 History of Maine
A survey of Maine's social, economic, and political life from exploration and early settlement to the present. Cr 3.

HTY 361 History of the American Frontier
The Turner thesis, historiography, and adaptations to the challenges of the environment are considered. Various frontiers from the Atlantic seaboard to the last frontier on the Great Plains are studied. Prerequisites: HTY 1311 and 1321 or permission. Cr 3.

HTY 394 Christian Church in New Testament Times
This course will explore the origins and development of the Christian Church during the "New Testament Period" (i.e. approximately A.D. 25-125). Because the New Testament itself is our most important source of information about this period in Christian history, the course will give particular attention to historical and literary analysis of the New Testament documents. Virtually every subject which the canonic Church considers has been the subject of prolonged and continuing debate. The goal of the course is to include the student in the debate, not to present the unquestionable "facts" about early-christian history. The student will be expected to act as historian, to analyze data, to form educated personal opinions in classroom discussion and written expositions. This is a history course; not a religion. Religious belief and attitudes will be discussed, but not the theological validity of those beliefs. As much as possible, the course is theological neutral. Cr 3.

HTY 434/534 Maine History and Travel
This course provides an opportunity to pursue independent study in Maine history (especially southern Maine) since 1820. There will be discussion, oral reports and field trips to a variety of sites located in easy range in USMA. There is no textbook purchase for this course but admissions to historic sites approximate $30-$35. Cr 3.

Linguistics
LIN 112E Analyzing Language
In this course, students will become aware of their tacit knowledge of the rules and principles that guide language usage. They will learn how to formulate these rules and how to test and evaluate claims about the form that the rules take. Students will thereby develop skills in analysis and argumentation that are applicable in many areas of study. The course will concentrate on the analysis of sentence structure, but will also deal with the sound system, word structure, meaning, and language acquisition. Cr 3.
LIN 201J Child Language
An introductory overview of the phenomena of communication and language development. The course deals with the process by which children become able to understand, to speak, and to use effectively their native language. It touches on the development of the sound system, word learning, the emergence of sentence structure, and the development of communicative competence. Cr 3.

Mathematics
Note: Credits earned for MAT 010 and MAT 011B will not count toward fulfilling a baccalaureate degree.

MAT 010 Elementary Algebra
The first course of a two-course sequence designed for students who are deficient in high school algebra. Topics covered include: basic operations with integers and rational numbers; equations with variables; algebra word problems; operations with polynomials and algebraic fractions (including factoring), and operations with exponents and radical expressions. Prerequisite: MAT 009 or its equivalent. Associate degree credit only. Cr 3.

MAT 011B Intermediate Algebra
A continuation of MAT 010. Topics include: graphing linear equations in two variables; quadratic equations; graphs of functions; relations; conic sections; solutions to systems of equations; solutions for inequalities; and exponential and logarithmic functions. Prerequisite: one year of high school algebra or MAT 010. Associate degree credit only. Cr 3.

MAT 100D College Algebra
The real number system, algebraic operations, sets, equations, inequalities and their graphs, functions and relations, quadratic functions, exponential and logarithmic functions, theory of equations, systems of equations, permutations, combinations, probability, sequences and series, matrices and determinants, and mathematical induction. Prerequisite: two years high school algebra. Cr 3.

MAT 105D Mathematics for Quantitative Decision Making
This course is designed to give students not majoring in mathematics or related fields an understanding of some key ideas in quantitative decision-making. The material is chosen to develop awareness of the utility of mathematics in life and to instill an appreciation of the scope and nature of its decision-making potential. The computer packaged programs may be used as tools to help the students in performing calculations needed for the decision-making process. Prerequisite: successful completion of the University's mathematics proficiency requirement. Cr 3.

MAT 110D Business Calculus
A unified treatment of the elementary functions of analysis; their analytical properties including derivatives, integrals, and series; their application to the growth and decay of economic phenomena; and to other related fields. Prerequisites: successful completion of the University's mathematics proficiency requirement and a passing grade on an algebra competency test which will be administered at the first class meeting. Cr 3.

MAT 120D Introduction to Statistics
An introductory course including basic probability, random variables, and their distributions; estimation and hypothesis testing; regression and correlation. Prerequisites: successful completion of the University's mathematics proficiency requirement. Cr 3.

MAT 140D Pre-Calculus Mathematics
A brief review of elementary algebra followed by a study of the algebraic, exponential, logarithmic, and trigonometric functions. Prerequisites: successful completion of the University's mathematics proficiency requirement, and a passing grade on an algebra competency test which will be administered at the first class meeting. Cr 3.

MAT 152D Calculus A
This is the first of a sequence of three basic calculus courses covering functions of one or more variables, graphs, limits, derivatives, integrals, optimization, infinete series, vectors, and various applications. Calculus A provides an introduction to the differential and integral calculus of functions of one variable. Prerequisites: two years of high school algebra plus geometry and trigonometry, or MAT 140D. Cr 4.

MAT 153 Calculus B
A continuation of Calculus A. Calculus B will usually include infinite series and an introduction to vectors. Prerequisite: MAT 152D. Cr 4.

MAT 211 Probability
Common probability laws and distributions of discrete and continuous random variables; matrix operations and applications in probability. Prerequisite: MAT 110D or MAT 152D. Cr 3.

MAT 212 Statistics
Sampling distributions; estimation; hypothesis testing; introduction to regression analysis and analysis of variance. Applications primarily in business and economics. Prerequisite: MAT 211. Cr 3.

MAT 252 Calculus C
Multivariate calculus and vector calculus. Prerequisite: MAT 153. Cr 4.

MAT 381 Introduction to Probability and Statistics
Basic concepts of probability theory with an introduction to its statistical applications. Particular topics will include discrete and continuous distributions, moment generating functions, characteristic functions, limit theorems, sampling distributions, basic elements of estimation and hypothesis testing, and simple linear regression. Prerequisite: MAT 153. Cr 4.

MAT 386 Sampling Techniques
Sample random sampling, stratified random sampling, sampling for proportions, estimation of sample size, systematic sampling, multistage sampling, regression and ratio estimates, non-sampling error. Prerequisite: MAT 380 or MAT 381. Cr 3.

MME 514 Laboratory: Project ASPIRE Calculus II
This course will study the architectural, artistic, and rhythmic activities, and instrumental work. An appreciation of music through awareness of basic structures. Prerequisite: MME 513, must be taken concurrently with MME 520. Cr 3.

MME 521 Music for Exceptional Learners
A survey of music from the Gregorian chant to modern times, covering musical practices of the renaissance, baroque, classical, romantic, and contemporary periods. Representative works by the outstanding composers of each period. Cr 3.

MUS 103G Introduction to Jazz
A survey of jazz from its inception to the present day. Involves a study of the origins and stylistic development of jazz. Cr 3.

MUS 110F Fundamentals of Music
A background study of concepts and skills essential to an intelligent reading of music. The development of natural music abilities through participating in singing, rhythmic activities, and instrumental work. An appreciation of music through awareness of basic structures. Cr 3.

American and New England Studies
Note: All students who have not been accepted into the American and New England Studies Program must have written permission from the director before taking any American and New England Studies course.

NES 650 Experiencing Maine: A Study of Cultural and Artistic Sites
This course will study the architectural, artistic, and landscape heritage of Maine through a combination of site visits and classroom presentations and discussions. The content will include thematic topics and specific
places of which the following are representative: community life, town landscape, and campus planning (Sabbathday Lake, Yarmouth, Bowdoin College); vernacular building capes, triple decks, and connected farmhouses; industrialism, urbanism, and park planning (Lewiston and Portland); house museums as cultural artifacts (Hamilton House and Sarah Orne Jewett House, Sooth Berwick); Andrew Wyeth and Regional Art (Farnsworth Museum and the Olson Homestead).

The various sites will be approached from the interdisciplinary methodologies of the New England Studies program, but the course is also designed to be appropriate for other postgraduate students as well. Cr 3.

NES 690 Project
Completion of a two-semester project that may be an independent project or that may combine independent study and work in a historical society, a museum, a cultural organization, or other public or private institution. In consultation with an advisor, the student defines and develops the project in relation to his or her particular interest in New England Studies. Cr 6.

NES 695 Thesis
The product of original research, the thesis should embody an interdisciplinary combination of approaches and/or materials. Cr 6.

Philosophy

PHI 106E Introduction to Philosophy: Why Philosophy?
The course centers about the exploration of a single question: what it means to think philosophically. In the context of this question, we will examine what are the sources of philosophical thought and whether philosophy can justify its claim to be the foundation of all reflective endeavor. Cr 3.

PHI 109E Law, Politics and Society
This course examines the traditional political questions which face every society: who should rule? what approach should the rules be? and why should the rules be obeyed? The approach is largely historical. One classical work, Plato's Republic, is read nearly in its entirety. The relevance of enduring answers to these questions to contemporary social issues is also stressed. Prerequisite: ENG 100E or concurrent. Cr 3.

Physics

AST 100K Astronomy
A descriptive survey of modern astronomy. Topics include theories about the origin and development of the universe, stellar evolution, the solar system, galaxies, observational methods, and recent discoveries. No prerequisite. Cr 3.

AST 103K Activities and Experiments
May be taken concurrently with AST 100K to fulfill requirements for a science laboratory experience. Includes excursions on the Moon's orbits, Earth's orbital motion, rotation of Saturn's rings, the Sun, the Crab Nebula, variable stars, pulsars, Hubble's law, and galaxies. Planetarium sessions. Prerequisite: AST 100K. Cr 1.

PHY 111K Elements of Physics I
This course is an introduction to the fundamental concepts of mechanics, sound and heat. Lectures, problem solving, demonstrations, laboratory exercises will be used to develop an understanding of physical phenomena. This course is not recommended for students planning to major in the physical sciences or engineering. Prerequisite: high school algebra. Cr 4.

PHY 112 Elements of Physics II
A continuation of PHY 111K introducing the concepts of electricity, magnetism, optics, and modern physics. Prerequisite: PHY 111K or equivalent. Cr 4.

PHY 123 General Physics II
A continuation of PHY 121K, introducing the concepts of electricity, magnetism, and light, using calculus. This course is intended for students who plan further study in physical sciences, mathematics, or engineering. Prerequisites: PHY 121K or equivalent and one semester of calculus. Cr 4.

Political Science

POS 101J Introduction to American Government
This course focuses on the political institutions, processes, behavior, and problems of government in the United States. The national government is emphasized. Key topics include: the Constitution, Supreme Court, Congress, Presidency, political parties, public opinion, and interest groups. Cr 3.

POS 102J People and Politics
This course introduces the student to modern political analysis. It centers on basic questions in the study of political behavior, how people learn about politics, what kind of political system they adopt and support, who does and who does not participate in politics, how political conflict is expressed and resolved in various societies. The course aims at familiarizing the student with major approaches and methods that political scientists have found helpful for understanding real political behavior. Note: POS 101J is not a prerequisite for POS 102J. Cr 3.

POS 104J Introduction to International Relations
Examination of the relationships of nations in their efforts to deal with each other from differing political, economic, and cultural bases. Cr 3.

POS 256 Media and Politics
The media play an increasingly powerful role in modern political systems. This course examines how the media operate and explains how it came about, while noting those forces that restrict or restrain the media's influence. The symbiotic relationship between politicians and journalists has been a special concern. Prerequisites: POS 101J, POS 102J, and POS 103, or permission of the instructor. Cr 3.

POS 290 Political and Social Thought II
A study of selected political theories from Machiavelli to modern political philosophers. The basic approach is historical, but an attempt is made to relate theories of politics to the environments in which they developed. Prerequisites: POS 101J, POS 102J, and POS 103, or permission of the instructor. Cr 3.

Psychology

PSY 101J General Psychology I
This course is an introduction to the study of behavior as a natural science. Among the topics covered are: the method of inquiry, physiological foundations of behavior, sensation and perception, motivation and emotion, learning and thinking. This course is a prerequisite for all courses in the department. Cr 3.

PSY 311 Industrial Psychology
Critical treatment of research methods in personnel selection and evaluation and current theories of individual behavior in complex organizations such as government and business. Prerequisites: PSY 101J and 102J. Cr 3.

PSY 333 Psychopathology
The etiology, development, and manifestation of the major forms of mental illness—with particular emphasis upon the neuroses and psychoses—are discussed. Psychological, sociological, and biological factors which contribute to maladjustment are examined. Prerequisites: PSY 101J and 102J. Cr 3.

PSY 335 Deviations of Childhood
Intensive readings and discussions of the etiology and manifestation of deviant patterns of behavior and functioning in children. Problems relating to the identification and management of such deviations are considered. Prerequisites: PSY 101J and 102J or permission of the instructor. Cr 3.

PSY 361 Sensation and Perception
This course examines perceptual processes in selected sensory systems. Emphasis is on experimental methodology, research findings, and theoretical interpretations. Prerequisites: PSY 210J and 205J. Cr 3.

PSY 365 Physiological Psychology
Basic neuroanatomy, neurophysiology, and endocrinology, and the relationships between nervous system functioning and behavior. Physiological analysis of sensory acuity, motivation, and learning. Prerequisites: BIO 105K and 211J; PSY 101J, 102J. Cr 3.

PSY 400 01 Sports Psychology Institute
See Special Programs section of this catalog.

PSY 400 02 Childhood Psychopathology Institute
See Special Programs section of this catalog.

PSY 400 03 Health Psychology Institute
See Special Programs section of this catalog.

Social Work

SWO 333 Social Work Research I
A study of the methods of social work research for social policy and social work practice. The course emphasizes both quantitative and qualitative research processes, with the goal of enabling the student to be competent as a "practitioner-researcher." Prerequisites: SWO 101J; any introductory statistics course (MAT 120 or PSY 210J or SOC 307J). Cr 3.

SWO 388 Substance Use and Abuse: Alcohol and Other Drugs
Examine the abuse and abuse of psychoactive substances: street drugs, prescription drugs, alcohol, caffeine and nicotine. Consideration of the history, pharmacology, and physical and psychological effects of each substance. Exploration of prevention and treatment models, with special reference to those in use locally. Prerequisite: junior standing or permission of instructor. Cr 3.

Sociology/Criminology

CRM/SOC 215J Criminology
This course focuses on the difficult question "What is crime?" and on problems concerning the measurement and distribution of crime. The criminology course examines some of the popular misconceptions about myths about crime, the creation and utility of official and unofficial crime statistics, popular presumptions about the causes of crime, and the institutional responses to crime in our society. This course is one of the two basic courses in the Criminology Program, along with Law and Society (SOC 336). Prerequisite: SOC 100J or permission of instructor. Cr 3.

CRM/SOC 216 White-Collar Crime
This course provides an analysis of the different sociological perspectives on white-collar crime as well as a focus on some specific types of white-collar crime: occupational crime, corporate crime, political crime, and state terrorism. The course also discusses what can be done to curb these types of white-collar crime. Prerequisite: CRM/SOC 215J. Cr 3.

CRM/SOC 317 Gender and Crime
This course provides a feminist analysis of gender as related to the criminality of both males and females. The course focuses on gender and inequality, the gender bias of criminological theory, and the role gender plays in various forms of criminality, from interpersonal violence to syndicated and corporate crime. Prerequisite: one 200-level SOC course or permission of instructor. Cr 3.
Thts course will introduce core students to theatre

THE 101G Introduction to Drama
This is a lecture-discussion course designed to provide students with a conception of the development of the theatre and its literature. The course consists of a survey of Greek, medieval, Eli abehan, French neo-classic, and 18th, 19th and 20th century theatre and drama. Cr 3.

THE 102F Acting: Performance
This course will introduce core students to theatre through the eyes of the performer. The student will gain a basic understanding of theatre as a performing art through lecture, discussion and performance of scenes. Improvisational exercises, relaxation techniques and character analysis strategies will be included. Students will attend campus and area theatrical productions and be required to write critical reviews of the performances. Cr 3.

THE 170 Public Speaking
This is an introductory course in public speaking. The course focuses on the fundamentals of public speaking. Primarily a lecture-performance course, students will learn the basics of informative, persuasive, and argumentative speaking. Cr 3.

THE 370 Advanced Oral Interpretation
This course is offered as part of the Readers Theatre Institute. See Special Programs section for more information. Cr 3.

Theatre Institute: Michael Chekhov's Acting Technique
See Special Programs section of this catalog.

Core Curriculum
COR 119F The Illuminated Autobiography
An introduction to two creative processes — the visual and the literary. The course will explore the means (shared, specialized, and complementary) by which they communicate thematic content, and the transformative process which subordinate discovery becomes accessible form. Students will develop a control of structural elements within and between the two disciplines sufficient to write, illustrate, design, and publish a limited autobiographical narrative. Cr 3.

COR 122I Introduction to Islamic Civilization
This is a survey course that focuses on Islam as a universal religion embracing diverse cultural areas representing some 45 nations. The course will deal with Islam from religious-doctrinal, cultural-artistic, and socio-political perspectives. It begins with a historical survey of the rise and spread of Islam as a religion, and examines its basic doctrine, beliefs, and institutions. It highlights the cultural manifestations of Islam in art and literature, and deals with its impact on socio-political thought and action. The course ends with an analysis of the phenomenon of Islamic revivalism and fundamentalism in the context of global recovery of Islamic identity, and ongoing crises and conflicts in the Middle East and the Gulf Area. Cr 3.

COR 124J Poverty in the United States of America
This course will examine social, economic, and historical dimensions of poverty. It will introduce students to concepts and ideas from various disciplines to promote their understanding about this controversial and widely misunderstood topic. We take it as a truism that poverty must be understood in the broader contexts of inequalities of class, status, power, ethnicity, gender, and race which typify advanced capitalist societies. Far from being restricted to a small minority, poverty affects a large segment of the population. Cr 3.

COR 126J Global Enlightenment
This course is designed to familiarize students with the major problems confronting civilization as we approach the 21st century. Emphasis will be placed upon a variety of critical global issues dealing with such themes as energy/power generation, housing, pollution, waste disposal, effective resource utilization, transportation, communications, food productions, water, ecological/ environmental problems, world population, cultural coexistence, education, and technological literacy. Solutions to such problems will be analyzed and discussed and the importance of interdependence among nations will be stressed throughout the course. Cr 3.

COR 127J The Documentary: Its Social, Political, and Emotional Impact
Documentary films have had and continue to have a strong effect on individuals and society. A major goal of this survey is an understanding of the documentary process and an appreciation of the media (news, shorts, features) in which this form is used. Before the end of the semester, students will achieve the ability to analyze the form, structure, style, content and impact of documentaries.

School of Business, Economics, and Management

Accounting
ACC 201 Principles of Financial Accounting
This is an introduction to accounting principles and concepts. Emphasis is placed on understanding financial statements and the accounting for assets, liabilities, equities, revenue, and expenses. Prerequisite: sophomore standing. Cr 3.

ACC 202 Principles of Management Accounting
This course focuses on uses of accounting information to assist in managerial decision making. Emphasis is placed on fundamentals of cost accounting, budgeting, statement of cash flows, income tax considerations, and quantitative techniques. Prerequisite: computer proficiency or ABU 190 and ACC 201 and sophomore standing. Cr 3.

ACC 301 Intermediate Accounting I

ACC 313 Federal Taxes
An overview of federal tax laws, with a concentration on income taxes at the individual entity level. Emphasis will be on a conceptual approach with limited procedural applications. Prerequisites: ACC 201 and junior standing. Cr 3.
ACC 395 Internship I
This is the first internship course (junior or senior standing; special students with permission). See description of internship program in catalog text. Cr 1-3.

ACC 396 Internship II
This is the second internship course. Prerequisite: ACC 395. Cr 1-3.

ACC 410 Auditing
Analysis of auditing philosophy and theory relative to the examination of financial statements and other data. Coverage includes internal control, auditing standards and procedures, and the legal and ethical responsibilities of the independent auditor. Prerequisites: ACC 302 and senior standing. Cr 3.

ACC 490 Independent Readings and Research in Accounting
Selected topics in the various areas of accounting, auditing, and income taxes may be studied and researched on an independent basis. Prerequisites: Permission of instructor and Department chair and senior standing. Cr 1-3.

ACC 499 Accounting Information Systems
Technical foundations and methodology used in systems analysis and design, with emphasis on applications to the accounting cycle in organizations. Prerequisites: Computer proficiency or ABU 190 and ACC 301. Cr 3.

Associate Business

ABU 101 Principles of Economics I
A theoretical analysis of the basic characteristics, institutions, and operational activities of the modern capitalist economy which is involved in the transformation of scarce economic resources into the goods and services demanded by consumers. Topics discussed include inflation, unemployment, government monetary and fiscal policy to achieve full employment and economic growth. (Cannot be applied toward Core curriculum requirement in Social Science) Cr 3.

ABU 112 Principles of Financial Accounting II
A study of the procedures of accounting, in accordance with Generally Accepted Accounting Principles (GAAP), for property, plant, and equipment, long-term investments, and bonds. In addition, the following entities of proprietorship, partnerships and corporations are covered: a practical approach. Analysis of financial statements concludes this course. Prerequisite: ABU 111. Cr 3.

ABU 119 Written Business Communication (formerly ENG 019)
This course introduces students to business communication strategies and provides practice in the application of those strategies using the case method. Students will discuss and write business letters, short and long reports, and employment writing. Cr 3.

ABU 220 Introduction to Business Finance
A study of the promotion, organization, and financing of the single proprietorship, partnership, and corporation. Such topics as cash flow, ratio analysis, break-even analysis, and leverage, time value of money concepts, cost of capital and capital budgeting are examined. Prerequisites: ABU 101, ABU 102, ABU 111, ABU 112, and MAT 011. Cr 3.

ABU 227 Introduction to Stocks and Bonds
This course provides the planning and management of investment programs for all types of investments in terms of their risks and profits. The functions of the stock market and its behavior are examined. Prerequisites: ABU 101, ABU 102, ABU 111, ABU 112, and MAT 011B. Cr 3.

ABU 240 Management
A comprehensive study of the fundamentals of management with emphasis on planning, organizing, leading, and controlling functions. Topics include management ethics and social responsibility; problem solving and decision making; organizational strategy, systems and contingency theories; organizational behavior; motivation; information systems; and management in government. Prerequisites: ABU 101 and ABU 102. Cr 3.

ABU 271 Independent Study
Selected business topics relating to the student's degree program may be studied and researched on an independent basis. Prerequisite: GPA 2.5; sophomore standing and permission of the instructor and chair of the department. Cr Vari.

Undergraduate Business

BUS 280 Legal Environment of Business
This course introduces students to the legal system, consumer law, agency law, administrative law, antitrust law, labor law, equal employment law, environmental law, and legal topics. It stresses the social responsibility of business and the legal and ethical framework in which businesses must function. Cr 3.

BUS 335 International Business
Introductory course on the international aspects of economics, finance, marketing, and management. Among the topics included are: fixed and floating exchange rates, gold standard, Eurocurrency market, international taxation, transfer pricing, foreign exchange hedging and forecasting, balance of payments, global marketing, theory of multinational corporation, joint ventures/licensing, wholly owned subsidiary, compensation managers abroad, international leasing, Prerequisites: ACC 202, ECO 201J, 202J, and junior standing. Cr 3.

BUS 340 Management
This is a comprehensive introductory survey of the problems encountered by managers and the practices they employ in planning, organizing, leading and controlling organizations. The role of the general manager in business is explored, as is the behavior of other individuals and groups within business organizations. Among the various topics covered are: development of management as a discipline, motivation, power, leadership, strategic management, decision making, organizational design, job design, information and control systems, and other areas related to the functions and process of management. Prerequisite: junior standing. Cr 3.

BUS 346 Personnel and Human Resource Management
An analysis of the issues involved in the professional practice of personnel and human resource management. Topics include human resource planning (strategy, job analysis and forecasting, staffing, recruitment and selection), performance appraisal, compensation and reward system design, training and development, employee rights and safety, labor management relations, legal aspects of human resource management and practice, and the interaction dimension of human resource management. Prerequisite: BUS 340. Cr 3.

BUS 350 Business Law I
This course, an introduction to the study of business law, includes a thorough survey of contracts, agency, negotiable instruments, partnerships, corporations, secured transactions, bankruptcy, and other topics. This course is intended to provide a broad overview of business law and the Uniform Commercial Code. Prerequisites: BUS 280, junior standing, or permission of instructor. Cr 3.

BUS 355 Entrepreneurship and Small Business Formation
This course is about starting a business about the benefits and costs, both personal and professional, of an entrepreneurial career. Students learn how to establish start-up teams, identify opportunities, and obtain resources. The course involves written self-appraisals, case analysis, team work, and presentations of comprehensive business plans. Prerequisites: ACC 201, ACC 202, and junior standing. Cr 3.

BUS 395 Internship I
This is the first internship course (junior or senior standing; special students with permission). See description of internship program in catalog text. Cr 3.

BUS 396 Internship II
This is the second internship course. Prerequisite: BUS 395. Cr 3.

BUS 450 Business Management and Policy
This course discusses administrative practices at the higher levels of business management through case analysis and discussion. The course attempts to coordinate the background of business majors in the formulation and administration of sound business policy. Prerequisites BUS 320, BUS 340, BUS 346, BUS 371 and senior standing. Cr 3.

BUS 452 Organizational Behavior
An analysis of the interplay between individual and group behavior, leadership styles and the culture of an organization. The findings of behavior science are applied to such processes as motivation, influence, the structure of work, organization design, leader-group relations and organizational change. Models, case studies, simulations, and applications. Prerequisites: BUS 340 and junior standing. Cr 3.

BUS 490 Independent Readings and Research
Selected topics in the various areas of finance, management, and marketing may be studied and researched on an independent basis. Prerequisite: junior standing. Cr 1-6.

Economics

ECO 201 Principles of Economics I
This is a theoretical analysis of the basic characteristics,
Graduate Business

**MBA 610 Managerial Economics**
A study of business decision making in the economic environment. Pricing and large-scale, long-term output decisions are approached via the specific demand and cost functions of a firm in the context of its competitive environment. Topics include mathematical optimization, applied multiple regression, time series analysis, economic theory of consumers and the firm, decision analysis, and game theory. Prerequisites: MBA 601 A & B, MBA 603, MBA 604, and computer application skills. Cr 3.

**MBA 645 International Business**
A study of the business firm in the international environment using the model of the multinational firm. It focuses on the application of international trade and investment theory to the management operations of the multinational firm through the use of computer simulation gaming, case studies, and experiential exercises. Prerequisites: MBA 601 A & B, MBA 602 A & B. Cr 3.

**MBA 648 Advanced Organizational Analysis**
Focuses on understanding organizations through different images. Each image draws attention to different aspects of organizing, and leads to different understandings of, and ways of managing, the organizing process. Shows how organization members can use these images as tools for informing and guiding action. Cr 3.

**MBA 660 Marketing Management**
This course focuses on the major decisions that marketing executives face in their efforts to harmonize the needs and opportunities in the marketplace. Emphasis will be placed on the planning, analysis, implementation, and control of marketing programs designed to reflect changing environmental and competitive conditions. A marketing simulation game will provide the focal point of activity in the course and current cases will be discussed. Prerequisites: MBA 601 A & B, MBA 602 A & B, and computer application skills. Cr 3.

**MBA 691 Independent Study**
Selected topics in the areas of Business and/or Administration may be studied and researched on an independent basis. Prerequisites: permission of the instructor and the director of Graduate Programs. Cr 3.

**MBA 699 Women and Men in Management**
In this course female and male students together explore the implications of changing workplace demographics for themselves personally, for managers in general, and for organizational structures and policies. Issues such as dual-career couples, alternative management styles and definitions of success, and sexual harassment are explored in a highly participative and supportive fashion. Cr 3.

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**College of Education**

**Professional Education—Undergraduate**

**EDU 200 Education in the United States**
This course provides an introduction to the study of American education. Problems and issues in contemporary education are examined from several perspectives, including the social, historical, and philosophical. Cr 3.

**EDU 210 Theoretical Foundations of Learning**
An examination of theories of learning and their application to motivation, concept development, classroom management, methodology, and evaluation. Cr 3.

**EDU 300 Educational Media and Technology**
An examination of educational media and technology with special emphasis on school-based developments and applications. Cr 3.

**EDU 303 Developmental Reading I**
A basic course encompassing the development of literacy. Content includes three major stages of reading progress, informal diagnostic techniques, and general awareness of instructional approaches and options. Case studies are used to illustrate characteristics of readers at each stage of literacy acquisition. Cr 3.

**EDU 308 Science for Children**
An alternative to EDU 307. This course is conducted in a University science resource center and provides opportunities for students to apply learning theory by exploring current science curricula. Emphasis is on content analysis and comparison and on implementation in public classrooms. A field experience is included whenever possible. Recommended prerequisite: EDU 210. Cr 3.

**EDU 312 Teaching Language Arts in Elementary School**
This course reviews recent trends, methods, and materials in the teaching of the basic communication skills with an emphasis on the writing process. Major topics include listening, speaking, writing, creative expression, spelling and handwriting. Use of tape, records, filmstrips, transparencies, kits, books, and recent materials for teaching in the elementary schools. Cr 3.

**EDU 321 Developmental Reading II**
This course builds upon the concepts introduced in Developmental Reading I. Students are guided in designing specific instructional activities that correspond to the major stages of reading progress. Empirical demonstrations, methods, and materials for teaching reading are stressed. Prerequisite: EDU 303 or its equivalent. Cr 3.

**EDU 333 Independent Study in Education**
To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest within their major field, bearing upon it previous course experiences and emerg-
ing with an intellectually sound, coherent synthesis, or an artistic or technical creation reflecting a high caliber of performance. May not be used as a substitute for currently described courses.

EDU 335 Exceptional Students in the Classroom
This course shall serve as an introduction to the unique characteristics and needs of exceptional students in grades K-8. Legislation and its implications, roles and responsibilities of the regular classroom teacher, resources and characteristics of exceptional students shall be discussed.

EDU 336 Children's Literature
A survey of children's literature with special emphasis on the selection of appropriate books for children from preschool through the elementary school years.

EDU 358 Teaching Social Studies
The content of this course will focus on teaching strategies appropriate for social studies. Emphasis is on content analysis and curriculum development.

PHE 304 Health and Physical Education for Elementary Teachers
A basic course for prospective teachers to develop knowledge and skill to acquaint them with essentials for sound program planning in the various areas of health and physical education. Topics include teaching methods and materials, curriculum, class organization, and lesson planning and evaluation in health and physical education. Observation and practical experience with children will be included.

Professional Education
Graduate

EDU 510 Development of the Composition Process
This course in language arts emphasizes the development of writing proficiencies. Writing growth and its relationship to reading and oral language development is examined. A thorough study of current research and theory relating to the composition process leads to the development of instructional programs that will foster students' growth as writers. Appropriate for elementary teachers; most secondary teachers can be accommodated.

EDU 524 Supervised Practicum in Reading Disabilities
This clinical experience is given in conjunction with the Reading Clinic or the University Reading Academy. Working under supervision, students are expected to use their knowledge of reading assessment instruments with adults/children who have learning and reading difficulties. Testing sessions will be unique and geared to specific diagnostic needs perceived by instructors.

EDU 529 Reading/Writing Workshop
Clinical experiences require the utilization of diagnostic and prescriptive methods for planning and implementing reading programs for students at different stages of reading progress. Tutoring experiences are augmented and related to the professional literature and research through frequent opportunities to plan and defend observations in seminars. Extensive reading from basic texts, current references, and periodicals is stressed. Emphasis is on the appropriate application of research—validated teaching and diagnostic techniques in supervised settings. Prerequisites: completion of core courses and in- or out-service training.

EDU 560 ESL Classroom Teaching Practices
This course will explore current methods and practices in English as a Second Language (ESL) at various age and proficiency levels with an examination of the underlying assumptions about language and language learning, the role of the teacher, the role of learner, the nature of learning experiences, and the role of instructional materials. Emphasis will be on evolving a thoughtful approach to meaningful ESL classroom instruction.

EDU 561 Aspects of the English Language
This is a survey course examining the elements of English and their relevance in second language acquisition. The course will analyze the phonetic, morphological, syntactic, and semantic structure of English; the social aspects such as variation, change, and register; and the communicative aspects such as pragmatics, psycholinguistics, and acquisition. Application of these language aspects will be accomplished through problem-solving and discussion activities integrating the aspects of English within the second language classroom context.

EDU 600 Research Methods and Techniques
This course studies the concepts, principles, and techniques of educational research with emphasis on scientific inquiry and problem solving, designed for both the producer and consumer of educational research. Individual research proposals and reports are completed. Prerequisite: open to matriculated students only.

EDU 603 Analysis of Teaching
This course provides opportunity to view teaching from the perspective of selected conceptual frameworks and research findings in the theory and practice of teaching. Analysis of individual teaching behavior is an important aspect of this course.

EDU 610 Critical Issues in Teaching and Learning
This course provides grounding and direction for a spir. 1 of learning to continue throughout the program. It draws on directly observed experiences of participants, as well as the literature of theory, research, and practice, to explore critical issues in teaching and learning. It aims to provide students with an overview of critical issues and, through its discussion, to provide students with an opportunity to develop a sophisticated understanding of the process of learning and teaching. Prerequisites: matriculation or permission of instructor.

EDU 617 Teaching in the Middle Level School
The purpose of this course is to provide an understanding of the role the teacher plays in the intellectual, social, emotional and personal development of young adolescents. The course will investigate, tryout and evaluate responsive teaching strategies and explore the design and structure of an advisor/advisee programs/cursi

EDU 620 Foundations of Literacy Instruction
In this course the development of literacy is traced, and conditions which influence growth are examined. Topics include major stages of literacy development and include preschool influences on literacy, initial reading, the development of fluency, vocabulary development, comprehension, study skills, and refinement of reading. Informal diagnostic techniques are demonstrated and practiced. The invariant nature of literacy acquisition among students of all ages is stressed.

EDU 622 Language and Literacy for Young Children
The focus of the course is the development of language (both oral and written) in children three through eight years of age. Content includes the characteristics of language learners, the conditions that promote emergent literacy, and organization and management of literacy instruction in the primary grades.

EDU 630 Organizing for Literacy Instruction
This course identifies and explores the components of effective literacy programs at the upper elementary and middle school levels. Emphasis is on the design and implementation of literacy-based instruction and management of self-selected reading. Prerequisites: EDU 620.

EDU 633 Special Applications in Literacy
Independent study opportunities to apply course experiences in field-based situations are encouraged. Considerable latitude is possible in pursuing options of professional interest with approval of advisor. Examples of activities include: writing project (meeting standards of professional journals), intensive clinical experiences, educational consultation and research. Independent options must be approved in writing by the Program Coordinator.

EDU 672 Political Basis of Decision Making
Educational leaders must be influential beyond the school system as well as within it. Distribution of power and influence across interrelated social systems is seldom equal, leading to competition for bases of influence. This course examines the ramifications of this social context for education with emphasis on administrative decision making.

EDU 699 Independent Study
This course provides an opportunity for students to pursue a topic of interest on an independent basis. The specific content and evaluation procedures are arranged with an instructor. Permission of supervising instructor and the department chair is required on forms obtained in the Graduate Education Office.

EXE 611 Nature and Needs of Learners Who Are Exceptional
This course focuses on the unique character, needs, and education of students with exceptional social, emotional and personal needs. Emphasis is on the range of learning and behavioral difficulties including learning disabilities, mild forms of developmental delay, and mild to moderate forms of behavioral and adjustment problems.
EXE 615 Classroom and Behavior Management for Learners Who Are Exceptional
This course examines a variety of strategies for promoting positive behavior. Topics include preventing misbehavior through classroom organization strategies, responding to misbehavior in constructive ways, and designing strategies to help children develop appropriate social skills. Students are expected to conduct several classroom application projects.

EXE 643 Including Students Who Are Deaf or Hard of Hearing in Public Schools
This course is for educators who work with students who are deaf or hard of hearing in public schools. The course explains the impact of a hearing loss on a school-age child. Different approaches to the education of deaf and hard of hearing children will be explored and individuals will reflect upon their roles and responsibilities as educators working with students, their families, and the deaf community.

EXE 684 Administration in Special Education
This is a field-based course designed to offer experience in administering special education programs. The course emphasizes the organization and administration of special education programs. Prerequisite: EXE 611 or permission of the instructor.

EXE 687 Technology in Special Education and Rehabilitation
This course introduces students to the use of technology in the education and rehabilitation of individuals with special needs. A range of technological systems will be examined from "low tech" devices such as assimilatorswitches to computers, adaptive devices, and software appropriate for handicapped individuals. A variety of equipment, materials, hardware, and software will be available for demonstration and student use. Methods and techniques for evaluation and determination of appropriate and inappropriate use of technology will be stressed.

EXE 688 Internship in Exceptionality
This course is designed to provide experiences in practical and applied aspects of special education administration. Students will be expected to focus on one or two major projects developed in conjunction with the course instructor. Prerequisite: completion of four courses in special education administration.

EXE 694 Vocational Education for Special Needs Students
This course will provide an in-depth study of appropriate vocational education for disabled secondary school students. The skills to be taught are job analysis, job development, and job search and placement. Students will examine regional job opportunities and identify potential training sites, work sites, and employer needs.

Human Resource

HRD 333J Human Growth and Development
This course introduces developmental theory and research which encompasses the entire life span. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary view of human development will be taken which considers stability as well as change throughout the life cycle. The interaction of hereditary and environmental factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisite: sophomore level standing.

HRD 554 Institute in Educational Gerontology: Aging and Life Review
This intensive summer institute examines the process of life review and its role in human aging including memory, imagination, and identity in later age. Participants will develop practical methods of facilitating life review for themselves and older clients.

HRD 609 Adult Education and Human Resource Development
This is the mandatory first course in the master's program. The course introduces the student to a wide range of adult education, continuing education, and human resource development, including its history, philosophy, and trends in the United States and worldwide. The course also introduces the student to the graduate program and to the network of current students and program graduates. Particular attention is given to career and educational planning, including the assessment of prior experience, the beginning of a professional portfolio, the development of a career plan to be sought through the program, and the development of an educational plan for the completion of the program.

HRD 603 Consultation
This course is designed to introduce students to the practice of consultation within the counseling profession. A variety of theoretical approaches to the role of the consultant will be offered, including focus on behavioral observation, organizational development, relating to staff people as a consultant and communicating the results of a consultation. Prerequisites: HRD 680, HRD 690, or permission of the professor.

HRD 608 Career Development
This course will examine the ways in which counselors assist people of all ages in their life/career development. Emphasis will be on understanding theories, information systems, materials, activities and techniques for fostering career awareness, exploration, decision-making and preparation. The interrelationships among work, family, and other life roles, including multicultural and gender issues, will also be addressed. Prerequisites: None.

HRD 614 Principles of Psychosocial Rehabilitation
This course is designed to provide a foundation of knowledge and skills useful in habilitation and rehabilitation work with persons who have psychiatric disabilities. A major emphasis of this course will be on the knowledge development and attitude changes needed by the helper/counselor/case worker in implementing a compensatory model vs. a medical model of treatment for persons with psychiatric disabilities. Text material, research articles, guest presentations, videos, community site visits, and "real play" through extensive didactic/small group student interaction, will be employed to promote learning. This course is required for master's degree candidates in psychosocial rehabilitation, however, it is also open to persons interested in this innovative approach to mental illness.

HRD 615 Vocational Aspects of Disability and Placement in Rehabilitation
This course will discuss job analysis, selection, modification and development skills useful in the placement of persons with disabilities. The role, function and technique of the rehabilitation counselor in job placement of persons with severe disabilities will be examined. Prerequisites: None.

HRD 620 Fundamentals of Counseling Skills
This course will emphasize the development of fundamental counseling skills, such as attending behavior, listening, reflection of feeling, paraphrasing and questioning. The course will examine the process and content of the counseling interview, as well as verbal and non-verbal factors which influence the interactions within the counseling relationship. Primary focus will be on helping the student develop greater knowledge and skills in interpersonal communication within the counseling relationship. Prerequisite: Restricted to matriculated graduate students.
of evaluating the efficacy of applied interventions, such as consultation, behavior management, social skills training, group counseling, and individual counseling. This course will emphasize the application of single-case experimental designs and qualitative methods of evaluating the effectiveness of interventions. 

**HRD 660 Life Span Development I**

This course examines the processes underlying growth, development, and behavior changes of humans from conception through adolescence. The interaction of biological and environmental factors will be considered in studying physical, cognitive, and psychosocial development during these earlier stages of the life span. Prerequisites: None. Cr 3.

**HRD 661 Life Span Development II**

This course examines the processes underlying growth, development, and behavior changes of humans from young adulthood through old age and death. The interaction of biological and environmental factors will be considered in studying physical, cognitive, and psychosocial development in adulthood. Prerequisites: None. Cr 3.

**HRD 664 Culture, Tradition and the Life Cycle**

This course is designed to provide an understanding of the nature and needs of individuals at all developmental levels. It focuses on the social and cultural foundations, changes, and trends that impact on life span human development. Drawing from the social science disciplines, cultural traditions are examined in relation to changing roles, morals, and lifestyles. The course considers specific ethnic groups of northern New England to see how traditions might influence attitudes toward growth potential. Prerequisite: HRD 662 or permission of instructor. Cr 2.

**HRD 665 Psychological Measurement and Evaluation**

This course focuses on group tests and related measurement techniques. The course content will include a review of the history and testing, current issues, fundamental statistics for understanding, evaluating, and using tests, including selected aptitude, intelligence, achievement, current and personality tests. A variety of standardized and non-standardized evaluation measures will be reviewed. Prerequisites: None. Cr 3.

**HRD 671 Physical Bases of Behavior**

This is an examination of neurological, sensory, and muscular disorders. Consideration is given to health problems of school-aged children. Cr 3.

**HRD 674 Abnormal Psychology**

This is an overview of normal and abnormal personality development and functioning. Emphasis is on symptom patterns, etiology, and treatment of mental and behavioral disorders from early childhood through adulthood. Cr 3.

**HRD 686 Internship**

This course will provide an opportunity for the student to integrate formal coursework with on-the-job experience in selected institutions. Prerequisites: HRD 650. Cr 1-12.

**HRD 687 Internship in Adult Education**

This course is designed to provide professional experience in the student's selected area of concern. A plan for the internship is presented for approval to the student's advisor. On approval, the intern completes his/her planned program under the supervision and evaluation of a responsible person for the internship assignment. Cr 1-9.

**HRD 688 Internship in School Psychology**

The 1.500-hour internship is a full-time, supervised experience within a public school system. The internship provides the student with specific skills and competencies in the role and function of the school psychologist. Prerequisite: permission of instructor. (Three hours awarded in the fall and spring semesters and two hours in the first summer session) Cr 8.

**HRD 696 Counselor Supervision**

This course is designed to assist human service workers who are responsible for the supervision of counselors in various settings. Both clinical and program/administrative supervision will be addressed. Competencies will focus on the knowledge base, interview techniques, and human skills needed to provide quality supervision. Cr 3.

**HRD 698 Directed Study in Human Resource Development**

This course provides students the opportunity to pursue a project independently planning and exploring an area of interest within the field of human resource development. The project must be field based, intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the faculty supervisor. An approved proposal is a necessary prerequisite to registration. Cr 1-3.

**HRD 699 Independent Study in Human Resource Development**

This course provides students the opportunity to pursue a project independently, planning and exploring a topic of interest within the field of human resource development. The project must be field based, intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to registration. Cr 3.

**HRD 646 Introduction to International Adult Education**

This course will provide students with a broad overview of some of the historical roots and current practices of adult education internationally. It will provide information about significant leaders and agencies, as well as topical subjects, such as women's education, literacy, peace and human rights, international research, the environment and new technologies as they relate to adult education. Cr 3.

**HRD 667 Work and Learning Institute**

This course examines the working workplace concept within the context of work and adult learning theory, organizational change, training director role, and program intervention strategy issues in work organizations of varying types and sizes. Each participant plans an organizational intervention applying the learning workplace concept in an actual work organization. The course counts toward the requirements of the training and development concentration. Cr 3.

**Professional Development Center**

EDU 585 Topics in Middle Level Education: Integrated Curriculum 5-12

In this course, teachers of Brown Barge Middle School (Pensacola, Florida) will demonstrate, as a model for curriculum design and development, their school's nationally recognized approach to providing a totally integrated curriculum. Participants of the course will learn how to develop integrated curriculum and assess learning outcomes. This course is appropriate for grades 5-12 educators, who are interested in moving from a separate-subject based curricula to an integrated curriculum approach to teaching and learning. Registration in school teams of two or more members is encouraged. Cr 3.

**EPD 542 Social Process and the Culture of Schools**

This course focuses on the processes that occur in two major social systems—organizations and groups. Particular attention will be given to looking at schools as organizations and as classrooms as groups. Students will learn to diagnose various processes that occur in the school organization and to develop intervention strategies to improve each process. Cr 3.

**EPD 553 Curriculum Design with HyperCard**

This course offers educators the opportunity to learn HyperCard technology as design tool which meets the demands of today's curriculum—a non-linear, interactive approach to planning and curriculum guide construction. Using various software for the Nacintosh, participants will have a hands-on lab experience as well as explore the connections of technology to learning through integrated curriculum, alternative assessment, cooperative learning, and other active learning strategies. The orientation of this course will be on transformational curriculum which is "rich, recursive, relational, rigorous, and reflective". Early registration is recommended; class limited to 20 participants. Cr 3.

**EPD 564 Counseling Traumatized and Disordered Children**

Many children experience severe emotional trauma from a variety of stimuli: physical illness, death of a relative, divorce, abuse, homelessness, accidents, alcohol/drug abuse, and other circumstances. This course will provide an overview of traumatic experiences and how they impact children. It will also present methods of intervention with children and provide specific techniques to use with the problems children
Encounter. Emphasis will be placed on interventions that focus on working with individual children, their families, school personnel, and related community resources.

EPDI 501 Cooperative Learning in the School Setting
This course provides the learner with an overview of cooperative learning techniques and practices to implement cooperative learning techniques and activities in a school setting. Special emphasis will be placed on solving problems attendant to heterogeneous grouping, evaluating individual learnings in a group setting, and designing activities that engage all learners in multiple modes of learning.

EPDI 502 Using Mac Computers with Special Needs Students
This course examines the specialized use of the Macintosh computer with students with special needs. Introductory material focuses on the basic operational procedures of the Macintosh. The uses of Mac software and how the software enhances learning processes are explored, and special adaptations of the Macintosh for students with special needs demonstrated. No previous experience with the Macintosh is required.

EPDI 517 Computer Networking: Linking Educators and Students to the Global Village
This course explores educational telecommunications as a vehicle for communication among K-12 students, teachers, and administrators as well as among personnel of post-secondary institutions and the private sector. Skills for using telecommunications networks, electronic mail and bulletin boards, and computer conferencing will be taught. Emphasis will be placed on promoting educational improvement through teacher exchanges of instructional ideas, facilitating student motivation to read and write through use of technology, and the reducing of teacher and administrator isolation by providing access to colleagues in schools and corporate settings.

EPDI 521 Using HyperCard in Special Education
This lab course will focus on developing accessible applications for students with disabilities, using HyperCard. Students will become familiar with all aspects of the HyperCard development environment. The effects of HyperCard applications with regard to various disabilities will be discussed. Existing HyperCard special education-related applications will be evaluated.

EPDI 527 Educational Implications for the Language Learning Disabled Student
This course will focus on definition, diagnosis and intervention of the expressive and receptive language processing of the language Impaired population, specifically the language learning disabled student. Language processing and the many difficulties and disabilities children exhibit in this area will be defined using an information processing model. Various effects of language disabilities on school behavior, social interaction, and academic development will be discussed. Collaborative teaching among specialists and mainstream issues will be covered.

EPDI 530 Storytelling
This course is designed to deepen understanding and appreciation of storytelling as an art form, a performance genre, and an educational force. The focus includes a brief history of storytelling, its purposes and values, types of literature suitable for oral presentation, techniques of preparing and presenting stories, styles of telling, and the child as storyteller.

EPDI 548-51/52 Leadership Training in Experiential Education
The Hurricane Island Outward Bound School/University of Southern Maine Initiative is offering an Adventure-Based Education Workshop. The workshop is designed to provide teachers, counselors, and managers with training in the theory and practice of adventure-based education. Primarily through the experiential learning process, participants will develop knowledge of adventure-based activities and processing skills. Specific activities will include "initiative," problem solving activities, "new games," and ropes course elements. The focus is the transfer of these skills back into other environments, organizations, and institutions.
classroom climate, nonverbal immediacy, prejudice and bias, teacher approachability, student communication apprehension and self-concept, and other behaviors/nurseries associated with classroom interaction. This class is for elementary and secondary teachers, delineating and discussing ways which will capitalize on their teacher potential.

EPI 533 Teaching Tolerance of Diversity in Law-Related Education

The focus on this year's summer institute is tolerance of diversity. This course will explore the purpose, techniques, and content of law-related education (LRE) with the aim of preparing teachers, counselors, and administrators to bring LRE into their schools and classrooms. Case sessions will explore discrimination under the law on the basis of race, sex, religion, sexual harassment, conflict management education, and peer mediation. Interactive techniques such as mock trials, case study, moot court arguments, and simulations will be demonstrated. Curriculum materials provided. Cr 3.

EPI 536 Research Seminar The Psychology of Women and the Education of Girls

This course will examine and explore issues in girls' development and education from early adolescence through the college years, considering implications for educational practices. Using the new research on the psychology of women as a background, as well as emerging studies in girls' development, we will examine how developmental theories fit girls' life experiences and how new data is redefining theory, especially considering issues of gender, race, and class. Special attention will be given to girls' developing sense of self, relationships, and to their ethical and intellectual life. Participants will be introduced to qualitative research methods, in particular to research interviewing, and plan small scale research projects, especially focus group investigating. How school climate and the ways schools think about and foster the education of girls will be the subject of historical review, and possibly, of independent projects. Cr 3.

HRD 554 Institute in Educational Gerontology: Aging and Education

This intensive summer institute examines the process of life review and its role in human aging including memory, imitation, and identity in later age. Participants will develop practical methods of facilitating life review for themselves and older clients. Cr 3.

Lewiston-Auburn College

COR 126J Global Enlightenment

This course is designed to familiarize students with the major problems confronting civilization as we approach the 21st century. Emphasis will be placed upon a variety of critical global issues dealing with such themes as energy/power generation, housing, pollution, waste disposal, effective resource utilization, transportation, communication, food production, water, ecological/environmental problems, world population, cultural coexistence, education, and technological literacy. Solutions to such problems will be analyzed and discussed and the importance of interdependence among nations will be stressed throughout the course. Cr 3.

ENG 120H Introduction to Literature

A general introduction to the various literary genres—poetry, the short story, drama—which will include a study of critical terminology, close textual reading, and practice in writing. prerequisite: ENG 100 Cor 101 Cor waiver. Cr 3.

HRD 333J Human Growth and Development

This course introduces developmental theory and research which encompasses the entire life span. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary view of human development will be taken which consists of behavior as well as change throughout the life cycle. The interaction of hereditary and environmental factors will be considered in studying physical, cognitive, and psychosocial development. prerequisite: sophomore level standing. Cr 3.

HGY 1321 United States History Since 1877

The course is a continuation of HGY 131. A survey of American political, social, and economic development since about 1877. Cr 3.

HUM 398 Independent Study

MOS 300 Organizations and their Management

This course provides an overview of basic managerial process: planning, organizing, controlling, decision making, and leadership. An applied and modern organizational theory is used to analyze managerial problems. Prerequisite: College Writing. Cr 3.

MOS 385 Internship in Management and Organizational Studies

Prerequisites: MOS 300 or junior standing and permission of instructor. Cr 3.

MOS 398 Independent Study

Prerequisites: MOS 300 or junior standing and permission of instructor. Cr 3.

POS 101J Introduction to American Government

This course focuses on the political institutions, processes, behavior, and problems of government in the United States. The national government is emphasized. Key topics include: the Constitution, Supreme Court, Congress, Presidency, political parties, public opinion, and interest groups. Cr 3.

PSY 101J General Psychology I

An introduction to the study of behavior as a natural science. Among the topics covered are: method of inquiry, physiological foundations of behavior, sensation and perception, memory, cognition, learning and thinking. This course is a prerequisite for all courses in the department. Cr 3.

SBS 385 Internship

Prerequisites: two 300/400-level SBS courses. Cr 3.

SBS 398 Independent Study

Prerequisite: Junior standing and permission of instructor. Cr 3.

SCI 100K Natural Science Topics

This lecture and laboratory course centers on four major topics: the biosphere, food and nutrition, health and illness, and the new genetics. Through an integration of the natural sciences, the course applies basic concepts to an understanding of current issues. Social and ethical concerns are discussed. No prerequisite. Cr 4.

SCI 172 Human Anatomy and Physiology

The structure and functions of the skeletal, muscular, cardiovascular, respiratory, neurological, and endocrine systems are studied in this lecture and laboratory course, as are digestion and metabolism. Prerequisite: a biology course. Cr 4.

SCI 400 Senior Seminar

A variety of health-related issues will be discussed. Students will be required to write a formal academic research paper. Prerequisite: SCI 380/381 is recommended. Cr 3.

SOC 100J Introduction to Sociology

The fundamental concepts, principles, and methods of sociology: analyzes the influence of social and cultural factors upon human behavior; evaluates effect of group processes, social classes, stratification, and basic institutions on contemporary society. Cr 3.

Edmund S. Muskie Institute of Public Affairs

PPM 615 Managing the Human Organization

An examination of issues and principles in the management of the human organization. Topics include classic and modern theories of management; understanding individual, interpersonal, and group behavior; leadership and power; organizational structure and culture; and managing change. Throughout the course special attention is given to issues affecting management in the public sector and to the ethical aspects of management. Cr 3.

PPM 636 Community Leadership Institute

Provides practical, hands-on training for current and emerging volunteer leaders and leaders. A small number of PPM graduate students may receive permission to participate in the Community Leadership Institute for graduate credit, working with a PPM faculty member to build on the experiences of the Institute. Cr 3.

PPM 660 Land Use Policy and Planning I

Introduces students to the methods and techniques of preparing small-area and community land use plans. Critical issues in planning practice are explored, including political, social, environmental, and ethical concerns. Rural and small town planning, state and regional roles, affordable housing and transportation are considered. Community resource and problem inventories, population and employment forecasting, land consumption, community improvement program planning, fiscal impact analysis, environmental capacity analysis, and state-mandated growth management programming are examined. Plan-making exercises are required. Cr 3.

School of Applied Science

Applied Immunology

AIM 610 Medical Immunology

This course stresses the medical relevance and application of immunology, both in the laboratory and in the clinic. Specific topics covered include assay formats and design, assay interpretation, new technologies and instrumentation, the role of the immune system in protection, the interactions of the immune system with inflammation, as well as the diagnosis, pathologic mechanisms, and treatment of immunodeficiency, autoimmune, and lymphoproliferative diseases. Cr 3.

AIM 611 Medical Immunology Laboratory

AIM 690, 697, and AIM 698

For information about these courses see the Graduate Catalog or contact the School of Applied Science.
Computer Science

COS 160 Structured Problem Solving Pascal
This course is an introduction to the use of digital computers for problem solving, employing the Pascal programming language as a vehicle. Content includes elementary control structures and data representation methods provided by Pascal and the top-down programming methodology. Course requirements include a substantial number of programming projects. Prerequisite: two years of high school algebra or equivalent. Cr 3.

COS 161 Algorithms in Programming
The development of algorithms and their implementations in a higher-level programming language, with emphasis on proper design principles and advanced programming concepts. Introduction to the performance analysis of algorithms. Course requirements include substantial programming projects. Prerequisite: COS 160. Cr 3.

COS 170 Structured Programming Laboratory
Computational experiments will be designed to teach students how to construct reliable software in the Turbo Pascal Environment. Topics to be covered include: MS-DOS, conditional program flow, iteration, procedures and functions, and symbolic debugging. This course must be taken concurrently with COS 160. Cr 1.

COS 211 The C Programming Language
A first course in the C programming language. This course should provide students with fundamental skills of C programming. Smaller medium-sized programming projects will be written. Prerequisite: Some previous programming experience. Cr 3.

COS 212 The UNIX Operating System
Introduction to the UNIX system, system commands, standard editors, shells, etc. Prerequisite: Experience with some computer operating system. Cr 1.

COS 230 Programming in COBOL
This course studies the programming language used primarily in business. Prerequisite: COS 140 or COS 160, previous programming experience or permission of the instructor. Cr 3.

COS 290 Research Independent Study
This course provides an opportunity to pursue independently a topic, project, or experiment of interest. Students will prepare a contract or proposal for study to be conducted and, upon completion, submit findings in a scholarly report or other evidence of completeness. Permission of advisor. Cr 3.

ATE 381 Methods and Materials of Instruction
A course of study in which the students are introduced to the various teaching methods and techniques of professional and effective practitioners. Students will develop their own learning and teaching styles. Included in this course are the procurement/creation and utilization of contemporary instructional equipment and teaching materials. Students will evaluate, prepare, and utilize appropriate, relevant instructional materials; plan, prepare, and present lessons; promote effective student participation in the learning environment; and organize objectives, develop teaching plans, and evaluate measures of learning. Cr 3.

ITE 210 Technical Writing
A basic study of techniques used in technical fields to communicate in writing. Study includes document purpose, situation analysis, style, format and production of reports, proposal, procedure sheets, technical descriptions, forms, letters, memos, and visual aids. Prerequisite: competence in basic expository writing. Cr 3.

ITE 300 Ergonomics and Time Study
A study of techniques to utilize available resources (men, material, machines and facilities) in the most effective and economical manner giving full recognition to the human factors involved in engineering work methods and time measurements. Cr 3.

ITE 320 Occupational Safety and Health
This introductory course provides in put into the importance of safety and health in occupations. Emphasis will be placed on the worker, the work environment including such special emphasis areas as robotics, hygiene, hazards, and identification, machine safeguarding, and current legislation, environmental concerns and other areas of concern. Cr 3.

ITE 350 Conference Leading
This is a course in the philosophy and techniques of organizing and conducting successful conferences. Each participant will assume the responsibility of planning and leading a simulated conference. Cr 3.

ITE 440 Related Occupational Experiences/Internships
Two options, total credits to be no more than the difference between those granted for ITT 400, and 45 credits.

OPTION NO. 1
This course option is designed to permit attendance at an approved industry-sponsored school or seminar for the purpose of providing the student with advanced related occupational or technical training. Courses provided by organizations such as General Motors Training Centers, or International Typographical Union, qualify under this course option. Cr 1-6.

OPTION NO. 2
Approved employment with a company may qualify a student under this option. Arrangements must be approved by the advisor in advance. The experiences should provide opportunities for updating technical skills and knowledge. Credit will be determined on the basis of one credit for each two full weeks of employment (80 hrs.) with a maximum of three credits for each period of approved continuous full-time employment. A daily log, summary report, and evaluation by an industrial supervisor will constitute part of this option. Cr 1-3.

For additional information concerning either option of ITT 440 or ITT 440 consult your advisor.

School of Nursing

Nursing

NFS 252 Human Nutrition
This course examines the basic concepts of human nutrition and their application to the needs of human beings throughout the life cycle. Discussion of factors
NUR 209 Health Assessment
This course provides the student with knowledge and skills necessary to conduct an in-depth holistic health assessment of all individuals of all ages. Emphasis is placed on data collection through development of communication, interviewing, history-taking, physical examination skills, and data synthesis with formulation of nursing diagnoses. Prerequisite: Anatomy and Physiology. Cr 2.

NUR 210 Health Assessment Lab
This course provides opportunities for students to apply knowledge and assessment skills necessary to conduct total health assessments of clients of all ages (concurrent with Health Assessment). Cr 2.

NUR 299 Transition to Professional Nursing: Role Development and Skill Acquisition
This introductory accelerated course for students in the M.S. 2nd Degree Option Program surveys historical and contemporary perspectives on the nature and scope of nursing. It builds on the student's broad base of knowledge and experience as it examines the philosophical and research basis of nursing practice. Skills essential to nursing practice are explored from both a theoretical and practical approach. Cr 3.

NUR 302 Pharmacology
Basic concepts in pharmacology including major drug categories, drug interactions, the use of the nursing process in the therapeutic administration of drugs, legal implications, and the physical and psychological effects of drugs on various age groups will be emphasized. Prerequisites: Human Anatomy and Physiology, Junior standing students in nursing accepted. Permission of instructor for non-nursing majors. Cr 3.

NUR 304 RN Transition
This course introduces the RN student to the nature and scope of professional nursing. The student studies all the theories and concepts that form a basis for professional nursing practice with individuals and families. Nursing process is utilized to define the needs for health promotion, restoration, and maintenance for clients at various developmental levels in a variety of settings and in a culturally diverse society. The student will examine the nature and scope of nursing and the development of nursing theory is limited. Students use research to examine the role of the professional nurse and to explore family theory, crisis theory, and teaching and learning theory. Legal and ethical issues related to the delivery of health care are discussed. Open to RN students only. Prerequisite: RN license. Cr 5.

NUR 311 Reproductive and Sexual Health Nursing
Emphasizing the health care needs of the reproductive family, this course examines issues of reproductive health from a preconception through old age and adulthood. Content stresses the nursing roles of researcher, communicator, and caregiver related to client needs with menarche, fertility, parenting, sexuality, sexual functioning, menopause, common health problems of the male and female reproductive system. Cr 2.

NUR 312 Reproductive and Sexual Health Nursing Lab
This course offers students learning experiences in providing nursing care to families during prenatal experiences. It also offers students the opportunity to apply knowledge of client reproductive health care needs at other points in the life span (concurrent with NUR 311). Cr 2.

NUR 401 Health-Related Research
Introduction to health-related research with an emphasis on understanding the research process and becoming a consumer of research. Application of current research findings to nursing practice is a major component of the course. Prerequisites: Statistics; RN students: senior standing in the School of Nursing, or permission of instructor. Cr 3.

NUR 402 Adult Health Nursing
Students will explore research-based therapeutic nursing interventions which support adult clients experiencing complex health problems. This course will enable students to develop and practice critical thinking skills necessary for delivery of family-centered care. The emphasis is on major health problems in the United States. The nursing roles of coordinator and leader are introduced. Cr 2.

NUR 403 Adult Health Nursing Lab
Students will intervene therapeutically with adults experiencing complex health problems. Students practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. (Concurrent with NUR 402) Cr 2.

NUR 415 Concepts in Community Health
This course introduces public health principles basic to improving the health of populations and to the practice of community health nursing. The epidemiological process is stressed in surveying current major health issues. Emphasis is on diverse groups in the community at national, regional, and local levels. Cr 2.

NUR 416 Community Health Nursing Lab
This course is designed to provide clinical experience in a variety of community settings. The emphasis is on application of concepts of community health nursing. (concurrent with Concepts in Community Health) Cr 2.

NUR 417 Community Health Nursing Lab
This course extends the community health nursing lab experience for RN students. Prerequisite: NUR 416. Cr 2.

NUR 595 Therapeutic Touch Institute
See Special Programs section of this catalog.

Recreation and Leisure Studies

REC 110 Introduction to Recreation and Leisure Studies
Concepts of leisure, play, time, and work are discussed. Leisure awareness and identifying barriers to leisure are covered. Students are encouraged to develop a recreational lifestyle attitude. Cr 3.

REC 216 Advanced First Aid and Emergency Care
This course will cover the topics prescribed by the American Red Cross in their advanced first aid course, including respiratory and cardiac emergencies, wounds, poisoning, sudden illness, burns and other topics. Successful completion of the course requirements will lead to Advanced First Aid and CPR certification from the American Red Cross. Cr 3.

REC 219 Lifetime Physical Fitness and Wellness
The primary emphasis of this course is to teach students how to take control of their personal health and lifestyle habits. Major areas will include nutrition/weight management, fitness training techniques, flexibility, coronary risk factors management, muscular strength/endurance, stress management and other wellness related topics. Class content will include lectures/discussion and in class laboratory evaluations. Cr 3.

REC 399 Sports Injury: Care and Prevention
This introductory course in sports medicine will provide the student with current information relating to the prevention and management of sports-related injuries. Pertinent anatomy and common injuries will be discussed. This course is geared toward individuals involved in or pursuing a health profession as well as the coaching or teaching fields. Cr 3.

Division of Off-Campus Instruction and Academic Support

ABU 119 Business Communication
This course introduces students to business communication strategies and provides practice in the application of these strategies using the case method. Students compose business letters, short and long reports, employment writing. (Formerly ENG 019) Cr 3.

ENG 009A Developmental Writing
This course is designed to help students who need to develop proficiency in writing. ENG 009 is taken on a pass/fail basis. Credit earned in ENG 009 does not apply or accumulate toward any degree program at the University of Southern Maine. Cr 3.

FRS 100 Freshman Seminar
This course is designed to enhance a student's academic success by providing an introduction to the many facets of the University. Selected topics include critical reading and writing, critical thinking, enhancing study and communication skills, and pluralism and diversity. A research topic is explored and the class format allows for a great deal of faculty/student interaction. Cr 3.