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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) 223-0692. If you need special services, assistance, or accommodations to participate fully in this program contact John LaBrie at 780-4076 or TT (text/ 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.

This publication was designed and produced by the University of Southern Maine Office of Publications and Marketing.
## Summer Information 1995

Registration begins Monday, April 24 and continues through the beginning of each session.

<table>
<thead>
<tr>
<th>Residence Halls Open</th>
<th>First Day of Classes</th>
<th>Last Day to ADD or Change Credit or Grade Options*</th>
<th>Last Day to DROP to receive 100% tuition refund</th>
<th>Last Day to DROP with no grade notation</th>
<th>Last Day to WITHDRAW with Grade of 'W.'</th>
<th>Session Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mon., May 15</td>
<td>Mon., June 9</td>
<td>May 12</td>
<td>May 17</td>
<td>June 9</td>
<td>June 30</td>
</tr>
<tr>
<td></td>
<td>May 15- June 30</td>
<td>Mon., June 26</td>
<td>June 23</td>
<td>June 30</td>
<td>July 18</td>
<td>August 4</td>
</tr>
<tr>
<td></td>
<td>May 15- June 9</td>
<td>Mon., July 3</td>
<td>June 30</td>
<td>July 6</td>
<td>July 28</td>
<td>August 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mon., July 3</td>
<td></td>
<td>Variable</td>
<td>Variable</td>
<td>Variable</td>
</tr>
</tbody>
</table>

### Variable Dates

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 15-June 30</td>
<td>May 15-June 9</td>
<td>June 26-August 4</td>
<td>July 3-August 18</td>
</tr>
<tr>
<td>Sun., May 14 2:00 p.m.</td>
<td>Sun., May 14 2:00 p.m.</td>
<td>Sun., June 25 2:00 p.m.</td>
<td>Sun., July 2 2:00 p.m.</td>
</tr>
<tr>
<td>Sun., June 25 2:00 p.m.</td>
<td>Sun., July 2 2:00 p.m.</td>
<td>Sun., July 2 2:00 p.m.</td>
<td>Arranged</td>
</tr>
<tr>
<td>Variable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*As a general rule, students may add classes through the second class meeting.

### Holidays:

University closed on Monday, May 29, Memorial Day and Tuesday, July 4, Independence Day.

The dates shown in this calendar are subject to change at any time by official action of the University of Southern Maine.

There is no University bus service available during Summer Session.

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.

**Enrollment Services Office**, 110 Payson Smith (Portland) • 780-4040
**Department of Conferences**, 68 High Street (Portland) • 780-5960
**Financial Aid**, 202 Corbell Hall (Gorham) • 791-8767
**Graduate Education**, 118 Bailey (Gorham) • 780-5306
**Professional Development Center**, 305 Bailey Hall (Gorham) • 780-5326
**Registrar’s Office**, 113 Corbell (Gorham) • 780-5230 • 110 Payson Smith Hall (Portland) • 780-4842
**Student Billing Office**, 128 Payson Smith (Portland) • 780-5200 • 110 Corbell Hall (Gorham) • 780-5200
**Resident Student Services**, 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
**Student Health Services**, Sullivan Gym (Portland) • 780-4211

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**Extended Hours for Registration**

- Enrollment Services Center • 110 Payson Smith • May 15-16 • July 3 and 5 • (8:00 a.m.-7:00 p.m.)
- Summer Session Office • 101 Payson Smith • April 24-27 • May 15-16 • July 3 and 5 • (8:00 a.m.-7:00 p.m.)
- Student Billing Office • 128 Payson Smith • April 24-27 • May 15-16 • July 3 and 5 • (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 24. Make USM your choice this summer!
Registration Information

Registration begins April 24, 1995

Phone-in Registration (using VISA or MasterCard only)

Students may register by telephone for undergraduate courses and graduate courses except those offered by the School of Business, Economics and Management and the School of Nursing by calling the Registration Services Office at (207) 780-4408. Please have your card number ready. Phone-in registration begins April 24 and will run for the following weeks only: April 24-28, May 8-12, June 26-30. Please note that the phone lines are extremely busy during the first week of registration. If you live or work close to one of the USM campuses or UMS off-campus sites in Brunswick, Saco, or Sanford, you are encouraged to go to that site to register.

Mail-in registrations for undergraduate and graduate courses are not accepted.

Undergraduate Registration

Academically qualified students may take courses in the summer, even though they have not been accepted into a degree program. Before registering, students should read carefully the course prerequisites in the course description.

Advising Academic advising for students with declared majors is available by contacting the School of Business, Economics and Management and the School of Nursing by calling the Registration Services Office at (207) 780-4408. Please have your card number ready. Phone-in registration begins April 24 and will run for the following weeks only: April 24-28, May 8-12, June 26-30. Please note that the phone lines are extremely busy during the first week of registration. If you live or work close to one of the USM campuses or UMS off-campus sites in Brunswick, Saco, or Sanford, you are encouraged to go to that site to register.

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 24, 1995 through the Friday preceding the beginning of each session. All MBA course registrations must be processed through the MBA Office, 113 Luther Bonney Hall, Portland, 780-4184. 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, 780-4136; 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 coursework, 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 Admission. 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, a financial liability, discussion with faculty members and failure to withdraw.

1. Failure to Withdraw penalty is as follows:

2. In the case of a student
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 Respond, 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. Paper grade reports will be mailed to each student's home address of record on or about August 28. Paper grades are not available in advance from the Registrar.

Students who desire official documentation of work completed during a summer session must complete a Transcript Request form at the Registrar's Office. The fee for a transcript to be 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. There are additional fees for rush and fax transcript services.

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 Registration Services Office. This form must be completed in advance of registration.

Registration (Changes)

Students may not add a course after the second class has met. Changes to or from pass/fail, audit, and repeat must be done before the second class meeting. To add or drop a course or make other changes after registration is completed, the student must complete the proper forms at the Registrar's Office on the Gorham campus or the Registration Services Office on the Portland campus. All courses added must be paid for at the time of registration.

Registration for pass/fail, audit, and repeat courses must be declared by the student at the time of registration.

Registration (Late) Students in attendance at the first and/or second class meeting must complete and submit registration forms not later than the second class meeting.

Variable Credits

Students wishing to register for variable credit courses must complete a Variable Credit Approval form, obtain proper approval, and specify the credit hours for which they will register.

Maine Immunization Law

Current Maine State Law requires all degree students (and non-degree students taking 12 or more credit hours), and who were born on or after January 1, 1957, to show proof of immunization against measles (rubella), rubella, mumps, tetanus, and diphtheria BEFORE the student registers for classes. For more information, please call USM's Immunization Hotline at 780-4504 or contact Student Health Services at 780-5411.

Lewis-Auburn College

Lewis-Auburn College is a college of the University of Southern Maine and offers interdisciplinary baccalaureate degrees in management and organizational studies, social and behavioral sciences, arts and humanities, and natural and applied sciences. In addition, the baccalaureate degree in life sciences can be attained through the Gorham campus, and the RN Studies program (a program for Registered Nurses) is extended from the Portland campus.

The management and organizational studies program is designed to prepare students for positions in the private and public sectors, human services and government organizations.

The BA in social and behavioral sciences is a liberal arts degree program with emphasis on legal issues and social policy and on human development. The arts and humanities program is intended for students who wish to study the complex issues of today's world in the context of our cultural history. The BA program in natural and applied sciences offers an interdisciplinary liberal arts education with a concentration on the biology of human illness or environmental issues.

Courses are offered during the academic year as well as during the summer. The faculty at Lewis-Auburn College believes that learning is a shared experience between students and faculty. The college offers interdisciplinary learning which focuses on communication, team work, student participation and leadership.

Opportunities are available for internships, independent studies and credit for prior learning. The interdisciplinary focus of the majors and the blending of theory and practice make the programs unique and provide the flexibility that students will need to respond to life experiences.

For more information, write: Lewiston-Auburn College, 51 Westminster Street, Lewiston, ME 04240 or call: (207)783-4860.

Educational Network of Maine

The Educational Network of Maine offers associate, baccalaureate, and graduate courses via live, interactive television (one-way video and two-way audio). Network courses are available at the University of Maine System off-campus centers in Saco/Biddeford and Sanford. In addition, these courses may be offered at Kennebunk, Massabesic, Noble, Bonney Eagle, and Wells High Schools. For a complete listing of courses by location, contact any off-campus center, the Registrar's office, or the University of Maine at Augusta, 1-800-696-6000.

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

(As of January 1995)

<table>
<thead>
<tr>
<th>Category</th>
<th>Resident</th>
<th>Non-Resident</th>
<th>NEBHE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$101.00</td>
<td>$286.00</td>
<td>$151.50</td>
</tr>
<tr>
<td>Graduate</td>
<td>$146.00</td>
<td>$412.00</td>
<td>$219.00</td>
</tr>
<tr>
<td>Law</td>
<td>$250.00</td>
<td>$496.00</td>
<td>$375.00</td>
</tr>
</tbody>
</table>

The tuition charged for undergraduate courses offered at 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.

Fees

Technology 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.

Course 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 at 780-4076.

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, Lewiston-Auburn College, or at an off-campus center in Brunswick, Saco, or Sanford. 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.
Adjustment of Charges

Students who withdraw reassess charges in accordance with schedules established by the University of Maine System Board of Trustees. The date the Registrar receives written notice of withdrawal determines the charges the student is responsible for. Proportional adjustments are made to charges for courses and institutes lasting longer than three weeks. University fees are not refundable.

On-Campus Accommodations

The University accepts both MasterCard and Visa for payment of tuition and mandatory fees.

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. The student remains responsible for all costs if the employer or agency does not pay.

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, 1995, 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 26, 1995 (one-half of the outstanding balance) and June 23, 1995 (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 files. If payment is returned after five working days, a $25.00 late payment fee is assessed (the late fee is charged no more than once during the summer). 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.

On-Campus Dining

Meals and snacks are available on both campuses. Portland Hall and the Gorham Summer Session Halls have small common kitchens for student use. Information regarding locations, schedules, and prices will be mailed to you with confirmation of your reservation.

Reservation and Payment Policy

- Reservations for full summer—send $75 nonrefundable deposit. You will be billed for the balance with your confirmation notice.
- All other reservations—send no money. You will be billed with your confirmation notice.

1995 Summer Session Housing Request

Name __________________________ Current Address __________________________

Telephone ________________________ Birthdate _____________ Smoking: Yes _ No ___ Soc. Sec. # __________________________

Physical/special needs __________________________ Roommate(s) Preference __________________________

Date of Arrival (no earlier than 5/15/95) Date of Departure (no later than 8/27/95) Courses/Programs planned __________________________

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Type</th>
<th>Rates</th>
<th>Weekly</th>
<th>Full Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland Hall</td>
<td>Single</td>
<td>$16</td>
<td>$100</td>
<td>$1220</td>
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<tr>
<td></td>
<td>Double</td>
<td>$13</td>
<td>$85</td>
<td>$1000</td>
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<tr>
<td></td>
<td>Suite (Single)*</td>
<td>$32</td>
<td>$175</td>
<td>$1575</td>
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<tr>
<td></td>
<td>Suite (Double)*</td>
<td>$22</td>
<td>$125</td>
<td>$1300</td>
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<td></td>
<td>Suite (Triple)*</td>
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<td>$90</td>
<td>$1100</td>
</tr>
<tr>
<td>Gorham</td>
<td>Single</td>
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<td>$110</td>
<td>$1320</td>
</tr>
<tr>
<td></td>
<td>Double</td>
<td>$13</td>
<td>$85</td>
<td>$1000</td>
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<td></td>
<td>Telephone</td>
<td>$17</td>
<td>$110</td>
<td>$1320</td>
</tr>
<tr>
<td></td>
<td>Linen</td>
<td>$15</td>
<td>$90</td>
<td>$1100</td>
</tr>
</tbody>
</table>

* Suite accommodations available in Portland only.

Linen = $1.75/night Telephone = $60.00 flat fee

SIGN UP FOR SUMMER HOUSING BY APRIL 28 AND RECEIVE A FREE TELEPHONE CONNECTION FOR THE ENTIRE SUMMER.
• All balances due at or before check-in unless a payment plan has been arranged (4-week stay or more only). Payment plan information will be sent with your confirmation.
• Confirmation notices and bills for reservations 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 accommodations can be found in the Tuition and Fees section of this catalog.

Off-Campus Dining/Lodging/Camping
For information regarding off-campus service, contact: Convention and Visitors Bureau, 305 Commercial Street, Portland, Maine (207) 772-4994.

Please note: Summer Session housing is available only during Summer Session (May 15 – August 27). Arrangements before and after these dates may be possible via separate arrangements and at an additional cost.

Campus Resources and Services

Parking
All faculty/staff and Summer Session student vehicles not previously registered for the 1994-95 academic year must be registered and display a valid decal.

Effective May 15, 1995, the vehicle registration fee will be $10.00. All decals expire August 31, 1995.

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 state 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 Bookstore, 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.
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, information 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 posted or may be heard by calling 780-4507.

Educational Media Services
Portland Campus: 780-4280
Gorham Campus: 780-5356
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 Enrollment Services Center provides comprehensive academic counseling for students who are: undeclared, or undecided about a major; admitted with conditions; and non-degree. The Enrollment 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 Enrollment Services Center, as well as information regarding financial aid, admission and registration. The Enrollment 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.

Student Health Services
Health Services summer hours will be Tuesday, Wednesday, and Thursday, 8:00 a.m.–4:30 p.m. on the Portland campus only. The services provided will be identical to those provided during the academic year. Services will be available by paying the optional summer health fee of $25 or on a fee-for-service basis. For more information please call 780-4211.

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 or 1 800 696-2329

Saco/Biddeford Center
110 Main Street, Saco, ME 04072
(207) 282-4111 or 1 800 696-3391

Sanford Center
72 Pleasant Street, Springvale, ME. 04083
(207) 324-6012 or 1 800 696-3075

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. 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 must submit a completed 95-96 FAFSA (Free Application for Federal Student Aid) to be processed.

To apply for summer financial aid, the FAFSA must be received by the USM Aid Office by March 1, 1995.

Application materials are available at the Student Financial Aid Office, Corthell Hall, Gorham campus; Room 122 Payson Smith Hall, Portland campus; and at 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 at 791-8767.
**Veterans' Affairs**

Located in the Enrollment Services Center in 122 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. 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 1995**

- Attention Deficit Disorder  
- Biology and Psychology of Drug Abuse  
- Cued Speech Transliteraton  
- Dimensions of Learning: Basic Training Course  
- Dimensions of Learning: Advanced Training Course  
- Education in Israel  
- Educational Interpreting Defined  
- Family Literacy Institute  
- Global Dialogues  
- In Celebration of Children's Literature  
- Institute in Applied Behavior Analysis  
- Lessons from the Holocaust  
- Literacy Acquisition for Second Language Learners  
- Literacy in Process  
- MACLeadership Institute  
- MACLeadership Level II  
- Math Solutions Level 1 (K-8)  
- Math Solutions Level 2 (K-8)  
- Math Solutions (9-12)  
- Math Solutions Level 3 (K-12)  
- Producing Student Documentaries in the Classroom  
- Self, Community and Environment  
- Strategic Planning for Staff Developers  
- TQM: Can it Help Schools and Agencies Achieve Their Goals  
- Violence in the Schools as a Systems Problem: Prevention, Remediation, Treatment  
- Voice Interpreting in Practice  

EDUX 676 Current Issues in School Law  
EPD 503 Art Education Institute  
EPD 542 Social Process & the Culture of Schools  
EPD 562 Comparative Curriculum Institute  
EPD 564 Counseling Traumatized and Disordered Children  
EPD 564 Counseling Traumatized and Disordered Children  
EPDI 501 Cooperative Learning in the School Setting  
EPDI 517 Computer Networking: Linking Educators and Students in the Global Village  
EPDI 527 Educational Implications for Students with Language Learning Disabilities  
EPI 546 Educational Implications for Students with Language Learning Disabilities Level II  
EPDI 548 Leadership Training in Experimental Education  
EPDI 557 Foxfire Approach to Teaching and Learning: Level I  
EPI 558 Foxfire Approach to Teaching and Learning: Level II  

EDP 503 Art Education Institute  
EPI 507 Portfolios in the Classroom (Grades K-8)  
EPI 526 Using Conflict Resolution and Mediation in the Schools  
EPI 528 Autism and Severe Disabilities: Teaching Strategies  
EPI 529 Critical and Creative Thinking in the Classroom  
EPI 530 Communications Skills for the Classroom Teacher  
EPI 545 Mac Computer in the Classroom  
EPI 547 Using HyperCard in Education  
EPI 548 Media Technology for the Classroom Teacher  
EPI 549 Career Development Portfolio: The Get a Life Model  
EPI 550 Diversity in Schools  
EPI 551 Behavior Therapy  
EPI 553 Teaching Tolerance I: Institute in Law-Related Education  
EPI 552 Teaching Tolerance II: Institute in Law-Related Education  
EPI 554 Planning Integrated Curriculum for Grades 9-12  
HRD 554 Institute in Educational Gerontology: Aging, Death, and Bereavement  
HRDX 601 Marketing Adult and Continuing Education

- Use the Request for Information form for programs marked with an asterisk.

For information on all other courses is available in the College of Education course description section of this catalog.

**Field Studies**

**Archeology Field School in St. John**

**U.S. Virgin Islands**

**GYA 300**

**June 15 — July 12**

USM's 1995 program in Archeology Field Studies will offer an opportunity for study in the West Indies. The course will involve one week of intensive classroom work on the USM campus, followed by three weeks of field study on St. John, the smallest and least developed of the U.S. Virgin Islands. The course carries 6 credits and meets the field work requirements for anthropology majors, but is open to non-majors as well.

Students enrolled in GYA 300 will participate in the discovery, description, and excavation of pre-Columbian settlements, and will contribute to an inventory of resources that were available to the Native American inhabitants of the island. The 1995 Field School in St. John is taught by Dave Davis, Department of Geography/Anthropology.

Enrollment is limited and by permission. For information and application materials, contact the Summer Session office at (207) 780-4076 or Dave Davis, (207) 780-5183.
Field Studies in Environmental Geology
GEY 110K
July 3–21
This course will consider the basic and applied geology of the eastern Aegean Sea with particular emphasis on the island of Lesvos, Greece. It will provide a broad educational experience emphasizing an understanding of environmental geology as it relates to land use and development. Topics will include coastal processes and development, hydrogeology as applied to water resources and waste disposal. The basics of remote sensing, bedrock geology including regional tectonics, and geomorphology will be introduced to provide a foundation for exploring the relationship between geologic systems and the cultural environment. The course will include guest lectures by University of the Aegean faculty, laboratory experiences and field excursions to many parts of the island.

In addition to geological field trips to commercial sea-salt evaporation basins, geothermal springs, volcanic plugs, fine examples of columnar jointing in lava floss, and the petrified forest, there is a number of current issues in health psychology. Topics include: 1) use of psychological assessment in medical settings; 2) behavioral therapy of insomnia; 3) exercise addiction; 4) psychological treatment of cancer patients and families; 5) psychological impact of HIV in families; 6) psychosocial aspects of chronic illness in children; and 7) stress management in the workplace. This course will be of interest to psychology, social work, therapeutic recreation and nursing majors, health care professionals, psychologists, and social workers. For more information, contact Extended Academic Programs at (207) 780-4076.

Sport Psychology Institute
PSY 400
June 22–24
This three-day institute will examine a number of current issues in sport psychology. Topics include: 1) the dynamics of sport teams; 2) team cohesion; 3) psychology of the elite athlete; 4) designing and implementing intervention programs for elite athletes; 5) arousal control strategies in sport; and 6) self-talk: defeating the paralysis by analysis syndrome. Presenters will be asked to address these issues from the perspective of athlete, coach, and sports professional. For more information or to register, contact Extended Academic Programs at (207) 780-4076.

Criminology in Sweden
CRM 345
May 15 – June 2
This course is a six-credit, three-week study tour of crime and social control in Sweden. This course will provide students with the opportunity to 1) live, study and experience another culture; 2) gain an understanding of crime, criminality, and social control in another society; and 3) obtain a sound foundation for further work in the area of comparative criminology. The course will visit the police department in Stockholm, the course system, and several prisons in different Swedish cities. Students will be housed at the University of Stockholm’s Studentbostader.

Professor James Messerschmidt of USM’s Criminology Department will direct the program as well as participate in the instructional team in Sweden. Lectures will be provided by criminologist at the Criminology Institute, University of Stockholm, as well as a variety of lawyers, judges, and political party leaders.

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

Childhood Psychopathology Institute
PSY 400
June 29 – July 1
This three-day workshop will examine a number of current issues in childhood psychopathology. Topics include: 1) etiology and treatment of obsessive-compulsive disorder in children and adolescents; 2) attention-deficit/hyperactivity disorder; 3) treatment of anxiety disorders in children and adolescents; 4) gender identity disorder in children; 5) management of the non-compliant child; and 6) prevention of conduct disorder in school-aged children. Intended for college students, 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 Extended Academic Programs at (207) 780-4076.

Health Psychology Institute
PSY 400
May 18 – 20
This three-day institute will examine a number of current issues in health psychology. Topics include: 1) use of psychological assessment in medical settings; 2) behavioral therapy of insomnia; 3) exercise addiction; 4) psychological treatment of cancer patients and families; 5) psychological impact of HIV in families; 6) psychosocial aspects of chronic illness in children; and 7) stress management in the workplace. This course will be of interest to psychology, social work, therapeutic recreation and nursing majors, health care professionals, psychologists, and social workers. For more information, contact Extended Academic Programs at (207) 780-4076.

Field Mapping Data Collection-GIS
GEO/GYE 360
August 6-26
This six-credit program is offered through USM’s Department 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, planetable 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. It is necessary to apply for the class, and pay an activity fee before registering. For more information, contact Summer Session at (207) 780-4076 or the Geoscience and the Geography/Anthropology Departments at (207) 780-5184.

Academic Programs at
Falmouth Street, Penland, Maine 04103 (207) 780-4076
Readers Theatre Institute in London
July 9-21

Readers Theatre is a process of arranging and presenting literature and nonfiction materials on stage, in the classroom, and wherever else audiences gather. In addition to teaching and theatre, it is gaining recognition in other fields, including the social services, 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 two 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 texts can be shared with an audience. Those who are primarily interested in the staging dimensions of Readers Theatre will learn exciting new presentations 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 1994 session included actress Joan Plowright. For more information and an application, contact the Summer Session office at (207)780-4076.

Law and Society in England
SOC 389
July 2-23

This six-credit course is an intensive three-week summer course to be taught at the University of Sheffield, England. The course will include seminars on law, the sociology of law, and the British legal system. Tours of British justice institutions, including Crown and Magistrates Courts, will be included. Seminars will be taught in England by an interdisciplinary team from the Faculty of Law at the University of Sheffield and Donald Anspach of USM's Department of Sociology.

This course will provide students with the opportunity to live and experience another culture and its educational system and gain an understanding of the law and the legal system in another country. 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, 94 Falmouth Street, Portland, Maine 04103, (207)780-4076.

The S•E•A Program
Self/Community and Environment
COR 142/1UK
July 1-21 - August 7

The S•E•A Program is offering this six-credit interdisciplinary course on board the 130' schooner Harvey Gamage as a venture into the world, an educational retreat, and a special time to find one's self. While taking a rigorous academic course, students are encouraged to think critically about topics central to human development, education, psychology, sociology, anthropology, marine ecology, and the environment, the heart of the program will be the experiential learning process of living with and being actively and equally involved in a community of learners interdependent with each other.

The course, with a pre- and post-sail component at Wolfe's Neck Farm in Freeport, will begin in Casco Bay and sail Downeast through Penobscot Bay to Passamaquoddy Bay.

Self, Community and Environment has as its theme the interrelationship of all life. Through the unique real-world setting, students will learn from their own experience how and why there is an interconnectedness between the self and the earth, and how everyone exercises an influence on his or her environment. The course explores the conflicts between the three components of the course, but provides a way of understanding, through theories, principles, scientific data, and personal experience and vision, how the individual, the community, and the environment may also work in harmony with each other.

The setting also encourages and supports an environment for self-reflection, community building, and a personal interaction with one's environment where everything that happens becomes part of the overall learning experience. In addition to the academic portion of the program, students will participate fully in shipboard activities (including serving watches), will receive training in traditional seafaring, and will come to see the ocean as a vital, living ecological system as well as place of power, wonder, and beauty.

Classes will take place on board the ship, focusing on the psychology of the self, the sociology of interpersonal relations, and marine ecology. Course activities will include autobiographical and journal writing, lab and field based experiments, field trips, service projects, and discussions on topics such as the meaning of self-knowledge, the pattern of transformation, responsibility and synergy in groups, the world community, the fragile world around us, the ecosystem, and the interconnectedness of life. Among the outcomes of the course will be a greater degree of self-awareness, a clearer sense of personal goals, a more practical understanding of community building and a greater appreciation for the ecological balance of the earth.

Graduate credit may be available for this program. Please call Summer Session for details. For more information about S•E•A Program, please contact the Summer Session Office at 780-4076 or 1-800-800-4 USM extension 4076.

Theater Institute: The Michael Chekhov Technique
Master Classes for Teachers and Experienced Actors
THE 399
June 23 - July 2

This program will introduce and explore the acting techniques attributed to Michael Chekhov. Each day will begin with physical/vocal warm-ups, followed by acting technique classes, application of the techniques in rehearsal, and evening seminars. Techniques covered will range from "psychological gesture" to "imaginary body" and seminars will include the viewing of Chekhov's films and advice on the application of these techniques to television/film acting and auditioning. Visiting faculty includes noted actress/author Mala Powers, director of the Michael Chekhov Drama Group, and Lisa Dalton, executive board member of the International Michael Chekhov Foundation. The program coordinator is Will Kirkby, assistant professor, USM Department of Theater. For more information, contact Summer Session at (207)780-4076.
Therapeutic Touch: Theory and Practice
NUR 595
May 19-21, August 12-13
This three-credit course is designed to introduce nurses and other health professionals to the theory and practice of the Krieger-Kunz method of therapeutic touch, a research and theory-based nursing intervention. Students will be introduced to Martha Rogers' nursing theory, in which human beings are conceptualized as energy fields. Through readings, demonstrations, and guided practice, students will become aware of human field energy as it extends beyond the visible boundaries of the physical body, and learn to use therapeutic touch to assess human energy fields and to promote relaxation. Following the first session, students will be expected to practice and document the skills acquired.

Session two will include clinical conferences, demonstration and practice of additional techniques, and discussion of ways to integrate therapeutic touch into clinical practice.

Students should be of junior, senior, or graduate standing in USM's School of Nursing. Others may be admitted upon permission of the instructor. For information call Summer Session at (207) 780-4076.

Stonecoast Writers' Conference
July 14-23
The Stonecoast Writers' Conference is for students, teachers, and others seriously interested in writing who want to improve their written work. The staff consists of generous, inspiring, and personable professional writers with distinguished experience in teaching and a substantial record of written achievement. This year's program will be held at Wolfe's Neck in the Stone House in scenic Freeport, Maine. Students will be housed at Bowdoin College in Brunswick. Evening readings will also take place at Bowdoin College.

Please note that application for admission must be sent to: Stonecoast Writers' Conference, Summer Session, University of Southern Maine, 96 Falmouth Street, Portland, Maine 04103. Manuscript samples are required for admission. For further information and application, call (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 201F 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 Workshop: Poems for the Reader
ENG 303F
This is an intermediate 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.

Haaystack Mountain School of Crafts

USM matriculated art students can receive credit for courses taken at Haystack Mountain School of Crafts in Deer Isle, Maine. Haystack provides an opportunity for the Department's art students to study with internationally known faculty artists in its summer course offerings. Credits may be applied toward required electives in a concentration, i.e., ceramics, sculpture, etc., or as an art studio elective. Students are encouraged to consult with their advisor well before the Summer Session begins. Enrolled students will pay the normal Haystack tuition but will pay only a one-credit USM course processing fee, instead of the normal three-credit course tuition. Haystack has some opportunities for financial aid in the form of work study scholarships, and technical assistant/monitor position. Advanced students are encouraged to discuss this possibility with their advisor and write to Haystack for application procedures. The deadline for these applications is generally in late March. For more information concerning this course option, please contact Summer Session at (207) 780-4076 or Haystack Mountain School of Crafts at (207) 348-2306.

Programs for Young People

Child Care Services

Day Program
Infants, 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 & Gorham campuses
Full-time, part-time and hourly rates available. Waiting lists may exist in some programs.
For more information, call USM Child Care Services at (207) 780-4125.

Southern Maine Music Academy
July 8-16, 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 highly qualified staff of professional musicians. The staff includes Peter Martin, Scott Reeves and John Boden, all professors at USM. For more information, contact Summer Session at 780-4076.

Southern Maine Junior Music Academy
July 23-29, Gorham campus
This program is designed for students of junior high school age (incoming seventh 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.
Southern Maine Choral Institute

July 30-August 5, Gorham campus

The new Southern Maine Choral Institute is a seven-day program designed to enrich the singing opportunities for high school singers by providing a setting for musical growth through an intensive period of ensemble and solo singing. Leadership for the program includes Robert Russell, Michele Hansen, Barbara Franklin, Betsey Lawway and Peterson. For more information contact Summer Session at (207) 780-4076.

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 between Portland and Gorham campuses 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: July 14-16
  High School Team
- Girls' SWISH Camp: July 23-27
  Grades 7-12
- Boys' Team SWISH: June 22-June 26
  Junior High Teams
- Boys' Team SWISH: June 24-25
  Senior High Teams
- Boys' SWISH Camp: August 6-10
  Grades 7-12

SWISH Day Camps
(ages 8-12) • June 26-30 • August 14-18

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 the University of Southern Maine, the camps feature development of team concepts, discussion on the care and prevention of injuries, training concepts and programs, modern facilities, divisions of competition, and a positive approach to the world of basketball.

RISE Basketball Camps
- Three-on-three Camp: July 21-July 23
- Post Play Camp: August 4-6
- One-on-One Camp: August 4-6

For boys and girls entering grades 9-12 RISE Camp offers individuals an opportunity to improve their skills through a program designed to produce maximum results in a minimum period of time.

USM STIX Field Hockey Camp
Grades 9 through 12
Dates: July 30-August 3

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
August 6-10

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 Soccer Camp
- Girls' Soccer: July 9-13
  Grades 7-12
- Boys' Soccer: July 16-20
  Grades 7-12
- Soccer Day Camp: August 14-18
  Grades 8-12

In its 19th year, the USM Soccer Camp has developed into one of the best soccer programs in New England. The camp provides progressive instruction in basic soccer techniques and tactics toward the development of young soccer players. These skills are developed through team, special group, game situations, and individualized instruction by an outstanding coaching staff comprised of both college and high school coaches from throughout the country.

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, contact 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, occupational therapy, 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 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 Conflict Management
Certificate in Basic Computer Proficiency
Certificate in Advanced Computer Proficiency
Certificate in Volunteer Management
Continuing Education for Business (780-5910)
Certificate in Management
Certificate in Health Care Management
Certificate in Human Resource Management
Certificate in Marketing Management
Certificate in Office Management
Certificate in Supervision
Certificate in Integrated Management
Certificate in Total Quality Management
Continuing Education for Health Professions (780-5951)
Certificate in Health Care Management
Certificate in Intravenous Therapy
Certificate in Nursing Leadership
Lifeline Center for Fitness, Recreation, and Rehabilitation (780-4170)
Certificate in Fitness Instruction
Maine Small Business Development Center

The Maine SBDC provides comprehensive management and technical assistance services to small businesses. Through a statewide network of six sub-centers and fourteen satellite offices, the SBDC offers a wide range of business resources, including one-on-one counseling, a valuable library and information clearing house, and hands-on computer instruction on business software applications. The Maine SBDC also offers training and conferences focusing on business issues and the annual Northern New England Products Trade Show. For more information, contact the Maine SBDC State office on USM’s Portland Campus 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 and appraisal. All courses are provided statewide. Also available are 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.

School of Applied Science

External Programs

External Programs (EP), within the School of Applied Science, develops and maintains linkages between business and industry, higher education and secondary education. These linkages are created through the delivery of noncredit programs such as short courses; professional staff development; conferences and workshops focused on ensuring current, practical, technical application. To serve the needs of our clients, EP utilizes the facilities and faculty of the School of Applied Science, as well as the expertise of private consultants and business and industry professionals.

The goal of the External Programs Department is to support individuals and companies as they move from high potential to high performance. The External Programs Department is located in the John Mitchell Center on the Gorham campus. If you wish to learn more about services available please stop by or call Anna Davis at 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 Public Service units offering programs during the 1995 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, the Institute for Family Owned 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 1995 programs include the HIV/AIDS conference, and certificate programs in Advanced Mediation and Advanced Facilitation.

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 helps individuals and organizations in southern Maine adopt health enhancing lifestyles through 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, students, and 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 conferences, workshops, seminars and certificate programs for health professionals such as nurses, pharmacists, dietitians, social workers and others at locations throughout Maine. Programs are approved for CEUs by professional associations.

The Department also offers the popular NCLEX-RN course for new graduate nurses each spring. The 4 1/2 day review course is offered in preparation for the licensing exam to become a registered nurse. For more information, contact us at 68 High Street, Portland, or call us at 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 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, STDX Field Hockey Camp, Fundamental Baseball Camp, and Soccer and Basketball Day Camps.

Institute for Family Owned Business

The Institute for Family Owned Business provides a forum for addressing the unique circumstances of starting, owning, and maintaining businesses with other members of the family. Supported by corporate sponsors and membership fees, the Institute provides workshops, conferences, and networking opportunities on family owned business issues. For more information, write to the Institute at 68 High Street, Portland, Maine 04101 or call (207) 780-5920 or fax (207) 780-5925.

Department of Continuing Education for Business

The Department of Continuing Education for Business (CEB) offers noncredit courses and seminars designed to meet the training needs of companies and nonprofit organizations in southern Maine. The programs include: Integrated Management, Certificate in General Management, Certificate in Human Resource Management, Certificate in Supervision, Certificate in Marketing Management, Certificate in Total Quality Management, and Certificate in Office Management. CEB programs and services are available for on-site delivery to meet specific needs of organizations. For additional information and printed materials, contact the Department at 68 High Street, Portland, ME 04101, or call 780-5910.

Registration begins
April 24, 1995.
Course Schedule

Session 1
7-week session 4-week session
May 15-June 30 May 15-June 9

Session 2
6-week session
June 26-August 4

Session 3
7-week session 4-week session
July 3-August 18 July 3-July 28

Session 4
Variable session
Variable Dates

Schedule Legend
Each course listing contains the following information (refer to headline at top of each column): campus or off-campus location*; session number; course reference number; course number; course title; college; credit hours; time; days; instructor, course meeting dates.

American and New England Studies

Art

Michael Shaugnessy

6 Robie Andrews Hall

College of Arts & Sciences

Campus or off-campus location:
P: Portland campus; G: Gorham campus; T: Saco Center; S: Sanford Center; L: Lewiston-Auburn College; X: other off-campus location.

Biology

Thomas Knight

408 Science Building

The following two Haystack courses are taught at Haystack Mountain School of Craft. Contact summer session at (207)780-4076 or Haystack at (207)384-2306 for more information.

Another section of BIO 291 may be available pending enrollments.
P1049 BIO 337 LEC MARINE ECOLOGY 3.0 9:00-11:40A MW MAZURKIEWICZ, MICHA 5/15-6/30
P1050 BIO 338 LAB MARINE FIELD ECOLOGY 2.0 12:30-2:40P TTH MAZURKIEWICZ, MICHA 5/15-6/30
P1048 BIO 345 LEC PATHOPHYSIOLOGY 3.0 9:00-11:40A TTH O'MAHONEY-DAMON, PA 5/15-6/30
P4066 BIO 441 IND PROBLEMS IN BIOLOGY VAR TBA

Chemistry John Ricci
P4067 CHY 105 LEC CHEMISTRY FOR HEALTH SCIENCE 4.0 6:00-8:40P TTH KENNY, CARYN M 5/15-7/20
P4058 CHY 106 LAB CHEM LAB FOR HEALTH SCIENCE 2.0 5:30-9:30P MW KENNY, CARYN M 5/15-7/19
P1031 CHY 115 LEC PRINCIPLES CHEMISTRY II 3.0 5:30-8:00P MW RHODES, W GALE 5/15-6/30
P1052 CHY 116 LAB LABORATORY TECHNIQUES II 1.0 5:30-6:30P TTH RHODES, W GALE 5/15-6/30

P4070 CHY 411 LEC SPECIAL TOPICS VAR RHODES, W GALE
P4071 CHY 412 LEC SPECIAL TOPICS VAR RICCI, JOHN S
P4072 CHY 414 LEC SPECIAL TOPICS VAR TRACY, HENRY J
P4073 CHY 415 LEC SPECIAL TOPICS VAR GORDON, NANCY R
P4074 CHY 416 LEC SPECIAL TOPICS VAR NEWMAN, THOMAS A
G4075 CHY 490 LEC SENIOR RESEARCH PROJECT VAR TBA

Communication Kathryn Lasky
P1034 COM 102J LEC INTO COMMUNICATION 3.0 4:00-6:40P MW LOCKRIDGE, REBECCA 5/15-6/30
P1113 COM 102J LEC INTO COMMUNICATION 3.0 8:15-11:30A MTWTH KIVATISKY, RUSSELL 5/15-6/9
P1114 COM 280 LEC MASS MEDIA HUMAN INTERACTIO 3.0 8:15-11:30A MTWTH LOCKRIDGE, REBECCA 5/15-6/9
P1115 COM 332 LEC COMMUNICATION IN THE FAMILY 3.0 8:15-11:30A MTWTH WEST, RICHARD 5/15-6/9
P1112 COM 399 LEC BUS. & PROFESSIONAL COMMUNI 3.0 12:30-3:45P MTWTH KIVATISKY, RUSSELL 5/15-6/9
G4065 COM 430 PRA COMMUNICATION INTERNSHIP VAR LASKY, KATHRYN
P1135 COM 485 LEC SEX DIFFERENCES 3.0 4:00-6:40P MW SLEDGETHY, LEONARD 5/15-6/30
P1136 COM 485 LEC SEX DIFFERENCES 3.0 4:00-6:40P TTH SLEDGETHY, LEONARD 5/15-6/30
P1116 COM 495 LEC THEORIES OF COMMUNICATION 3.0 12:30-3:45P MTWTH WEST, RICHARD 5/15-6/9

Criminology James Messerschmidt
P4080 CRM 215J LEC CRIMINOLOGY 3.0 8:15-11:30A MTWTH BJELIC, DUSAN 5/15-6/31
P4081 CRM 215J LEC CRIMINOLOGY 3.0 7:00-9:40P MW BJELIC, DUSAN 6/5-6/30
P4083 CRM 317 LEC GENDER AND CRIME 3.0 8:00-11:15A MTWTH MESSERSCHMIDT, JAME 6/19-7/7
P3403 CRM 337 LEC YOUTH CRIME 3.0 12:00-3:15P MTWTH PERRY, BARBARA 7/3-7/28
P4084 CRM 345 LEC CRIMINOLOGY IN SWEDEN 6.0 MESSERSCHMIDT, JAME 5/15-6/2
P1119 CRS 124 LEC INTRO TO CRIMINAL JUSTICE 3.0 4:00-6:40P TTH SLEDGETHY, LEONARD 5/15-6/30
P1116 COM 495 LEC THEORIES OF COMMUNICATION 3.0 12:30-3:45P MTWTH WEST, RICHARD 5/15-6/9

English Dianne Sadoff
P1008 ENG 100C LEC COLLEGE WRITING 3.0 7:00-9:40P TTH BENEDICT, DIANNE 5/15-6/30
P3006 ENG 100C LEC COLLEGE WRITING 3.0 7:00-9:40P TTH FOWLER, MARYLEE C 7/3-8/18
P1009 ENG 120H LEC INTRO TO LITERATURE 3.0 7:00-9:40P TTH ROSEN, KENNETH F 5/15-6/30
P3007 ENG 120H LEC INTRO TO LITERATURE 3.0 4:00-6:40P MW SELKIN, MICHAEL 7/3-8/18
P1010 ENG 199 LEC WRITING PROCESS FROM REV. T 3.0 12:30-3:45P MW RIESENBERG, ELAINE 7/3-8/18
P1010 ENG 201F LEC CREATIVE WRITING 3.0 7:00-9:40P MW HOPE-MCGRAW, BARBA 5/15-6/30
P1111 ENG 245 LEC INTRO TO LITERARY STUDIES 3.0 4:00-6:40P TTH PETERS, GERALD N 5/15-6/30
P3008 ENG 302F LEC FICTION WORKSHOP 3.0 7:00-9:40P TTH BENEDICT, DIANNE 7/3-8/18
P1012 ENG 309 LEC NEWSWRITING 3.0 7:00-9:40P MW TBA 5/15-6/30
P1400 ENG 315 LEC ANCIENT MASTERPIECES 3.0 8:15-11:30A MTWTH RUSCH, WILLARD J 5/15-6/9
P1234 ENG 322 LEC MODERN AUTOGRAPHY 3.0 7:00-9:40P TTH PETERS, GERALD N 5/15-6/30
P1013 ENG 327 LEC MODERN SHORT STORY 3.0 4:00-6:40P TTH ROSEN, KENNETH F 5/15-6/30
P1014 ENG 330 LEC HISTORY OF THE ENGLISH LANG 3.0 4:00-6:40P MW RUSCH, WILLARD J 5/15-6/30
P3002 ENG 369 LEC THE EARLIER ENGLISH NOVEL 3.0 7:00-9:40P MW SELKIN, MICHAEL 7/3-8/18
P3001 ENG 395 LEC ANGLO-IRISH LITERATURE 3.0 7:00-9:40P MW MCGRATH, FRANCIS C 7/3-8/18
P3003 ENG 396 LEC MAGAZINE FEATURE WRITING 3.0 7:00-9:40P MW LOVELL, JOHN 7/3-8/18
P3004 ENG 399 LEC AFRICAN-AMERICAN LIT & CULT 3.0 4:00-6:40P TTH RAIMON, EVE 7/3-8/18
P3055 ENG 399 LEC THE PROFILE AS NEWS STORY 3.0 4:00-6:40P TTH URENECK, LOU 7/3-8/18

THE FOLLOWING 6 COURSES ARE PART OF THE STONECOAST WRITERS' CONFERENCE. THESE COURSES MEET JULY 14-23 AND ARE FREE COURSES. PLEASE CONTACT SUMMER SESSION OFFICE AT (207)780-4076.

P4010 ENG 299 LEC CREATIVE NON-FICTION WORKSH 3.0 9:15-12:30P MTWTH TBA
P4011 ENG 299 LEC GENRE WRITING 3.0 9:15-12:30P MTWTH TBA
P4025 ENG 300F LEC FICTION WRITING 3.0 9:15-12:30P MTWTH TBA
P4023 ENG 302F LEC FICTION WRIT-SHORT STORY 3.0 9:15-12:30P MTWTH TBA
P4024 ENG 303F LEC POETRY WORKSHOP 3.0 9:15-12:30P MTWTH TBA
P4025 ENG 304 LEC WRITING THE CONTEMP NOVEL 3.0 9:15-12:30P MTWTH TBA

English as a Second Language Bart Weyand
P4123 ESL 398 LEC INTEN HIGHER INTERMED ENGL 3.0 8:30-11:30A MTWTH WEYAND, ARTHUR 6/26-7/28

Environmental Science Jack Kantor
P424 ESP 499 LEC PRA INTERNSHIP VAR TBA

X4246 ESP 499 LEC PRA INTERNSHIP VAR TBA
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<th>Title</th>
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<th>Location</th>
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<td>P2012</td>
<td>FRE 1071 LEC INTENSIVE BEGIN FRENCH</td>
<td>DIBENDETT, LUCIA</td>
<td>55 Exeter Street</td>
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<td>P2013</td>
<td>FRE 1072 LEC INTENSIVE BEGIN FRENCH</td>
<td>DIBENDETT, LUCIA</td>
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<td>P4087</td>
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<td>MARCHENAY, IRENE A.</td>
<td>55 Exeter Street</td>
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<td>MARCHEAUX, JEAN</td>
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<td>SUSCAGA, CHARLENE</td>
<td>55 Exeter Street</td>
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<td>KINSSELLA, JOHN M</td>
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<td>TAYLOR, KAREN D</td>
<td>55 Exeter Street</td>
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<td>TAYLOR, KAREN D</td>
<td>55 Exeter Street</td>
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<td>P4093</td>
<td>SPA 331 LEC INTENSIVE BEGIN SPANISH LAB</td>
<td>TAYLOR, KAREN D</td>
<td>55 Exeter Street</td>
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Schedule Legend

Each course listing contains the following information (refer to headline at top of each column): campus or off-campus location; reference number; course number, course title, college; credits; reference number; course number, course title, college; credit hours; time; days; instructor, course meeting dates.

*P = Portland campus; G = Gorham campus; T = Saco Center; S = Sanford Center; L = Lewiston-Auburn College; X = other off-campus location.
<table>
<thead>
<tr>
<th>Course Code</th>
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<td>G4029 MUP 201 FA PP APPLIED MUSIC 1.0</td>
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<td>G403B MUP 102F APP APPLIED MUSIC 2.0</td>
<td>TBA</td>
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<td>G4033 MUE 599 LEC MUSIC IN THE EARLY YEARS 3.0</td>
<td>8:30-4:30P MTWTHF FEIERABEND, JOHN</td>
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<td>G4096 MME 502 LEC NUMBER SYS: ELEM TEACHER 3.0</td>
<td>8:00-12:30P MTWTHF KRATZER, RICHARD</td>
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<tr>
<td>P12 MAT 010 LEC ELEMENTARY ALGEBRA 3.0</td>
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<td>P1055 MUP 011B LEC INTERMEDIATE ALGEBRA 3.0</td>
<td>7:00-9:40P TTH</td>
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<td>P3024 MAT 011B LEC INTERMEDIATE ALGEBRA 3.0</td>
<td>4:00-6:40P MW</td>
<td>IRISH, JOEL W</td>
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<td>P1056 MAT 100D LEC COLLEGE ALGEBRA 3.0</td>
<td>7:00-9:40P TTH</td>
<td>KRATZER, RICHARD O</td>
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<td>P207 MAT 100D LEC COLLEGE ALGEBRA 3.0</td>
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<td>MANVILLE, WALDECK</td>
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<tr>
<td>P3025 MAT 100D LEC COLLEGE ALGEBRA 3.0</td>
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<td>VALDES-LEON, SILVIA</td>
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<tr>
<td>P1251 MAT 105D LEC MATH FOR QUANT DEC MAKING 3.0</td>
<td>4:00-6:40P TTH</td>
<td>GUAY, MERLE D</td>
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<td>P3026 MAT 105D LEC MATH FOR QUANT DEC MAKING 3.0</td>
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<td>ESTES, ROBERT A</td>
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<td>P1057 MAT 110D LEC BUSINESS CALCULUS 3.0</td>
<td>7:00-9:40P TTH</td>
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<td>P2006 MAT 110D LEC BUSINESS CALCULUS 3.0</td>
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<td>P1058 MAT 120D LEC INTRO TO STATISTICS 3.0</td>
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<td>EL-TAHA, MUHAMMAD A</td>
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<tr>
<td>P1059 MAT 120D LEC INTRO TO STATISTICS 3.0</td>
<td>4:00-6:40P TTH</td>
<td>KRATZER, RICHARD O</td>
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<tr>
<td>P3027 MAT 120D LEC INTRO TO STATISTICS 3.0</td>
<td>7:00-9:40W</td>
<td>GUPTA, SAT N</td>
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<tr>
<td>P3028 MAT 120D LEC INTRO TO STATISTICS 3.0</td>
<td>4:00-6:40P TTH</td>
<td>ESTES, ROBERT A</td>
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<td>P1060 MAT 140D LEC PRE-CALCULUS MATHEMATICS 3.0</td>
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<td>P3029 MAT 140D LEC PRE-CALCULUS MATHEMATICS 3.0</td>
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<td>P1061 MAT 152D LEC CALCULUS A 4.0</td>
<td>10:00-11:40A MTTTHF CHABOT, MAURICE J</td>
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<td>P3030 MAT 152D LEC CALCULUS A 4.0</td>
<td>7:00-9:15P MTTTHF IRISH, JOEL W</td>
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<td>P3031 MAT 153 LEC CALCULUS B 4.0</td>
<td>7:00-9:15P MTTTHF MACDONALD, STEPHEN</td>
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<td>P1062 MAT 211 LEC PROBABILITY 3.0</td>
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<td>GUPTA, BHISHAM C</td>
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<td>P4032 MAT 211 LEC PROBABILITY 3.0</td>
<td>4:00-6:40P TTH</td>
<td>JOHNSEN, SONJA</td>
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<td>P1063 MAT 212 LEC STATISTICS C 3.0</td>
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<td>G4096 MME 502 LEC NUMBER SYS: ELEM TEACHER 3.0</td>
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<td>P3411 MME 514 LEC LAB: PROJ ASPIRE CALCULUS II 3.0</td>
<td>10:15-12:15P MTTTHF CHABOT, MAURICE J</td>
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<td>P3412 MME 520 LEC TEACH CALCULUS IN SEC SCH I 3.0</td>
<td>8:00-10:00A MTTTHF CHABOT, MAURICE J</td>
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<td>G4027 MUP 101F APPLIED MUSIC 1.0</td>
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<td>P3401 MUS 100L LEC MUSIC APPRECIATION AND HISTORY 3.0</td>
<td>8:15-11:30A TTH</td>
<td>COLE, RONALD F</td>
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<td>P1405 MUS 103G LEC INTRODUCTION TO JAZZ 3.0</td>
<td>12:30-3:45P MTTTHF REEVES, SCOTT D</td>
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<td>P1406 MUS 106F LEC FUNDAMENTALS OF MUSIC 3.0</td>
<td>8:15-11:30A MTTTHF MARTIN, PETER J</td>
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<td>G4032 MUS 498 IND INDEPENDENT STUDY VAR</td>
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<td>4:00-6:40P MW</td>
<td>JOHNSON, MARK S</td>
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This class meets July 2-July 23 in Sheffield England. This is a fee course. Contact summer session at (207)780-4076.

P4113 LEC SOC 390 IND INDEPENDENT INSTRUCTION | TBA

Social Work

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P4113 LEC SOC 390 IND INDEPENDENT INSTRUCTION | TBA

Psychology

William Gayton

506 Science Building 780-4251

Social Work

Cathy Siebold

319 Masterton Hall (780-4762)

Sociology

Peter Lehman

120 Bedford Street (780-4100)

Theatre

Susan Piscinich

Russell Hall (780-5197)

Women's Studies

Diana Long

94 Bedford Street (780-4289)
### School of Business, Economics, and Management

#### Accounting

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<td>P4136 MBA 691 IND INDEPENDENT STUDY</td>
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#### Core Curriculum

<table>
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<tr>
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<tr>
<td>G110 COR 101J LEC AGING IN AMERICA</td>
<td>3.0 8:15-11:30A MTW</td>
<td>59 Exeter Street (780-4477)</td>
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<tr>
<td>P4052 COR 119 LEC ILLUMINATED AUTOBIOGRAPHY</td>
<td>3.0 8:30-12:45P TTH</td>
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<td>P4124 COR 119L LEC ILLUMINATED AUTOBIOGRAPHY</td>
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<td>G1232 COR 126J LEC GLOBAL ENLIGHTENMENT</td>
<td>3.0 7:00-9:40P TTH</td>
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<td>P1422 COR 127J LEC THE DOCUMENTARY: SOCIAL IMPACT</td>
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<td>X4244 COR 142J LEC SELF COMMUNITY &amp; THE ENVIRONMENT</td>
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### Schedule Legend

Each course listing contains the following information (refer to headline at top of each column): campus, off-campus location, session number, course reference number, course number, course title, college, credit hours, time, days, instructor, course meeting dates.

*P = Portland campus; G = Gorham campus; T = Saco Center; S = Sanford Center; L = Lewiston-Auburn College; X = other off-campus location.
## College of Education and Human Development

### Human Resource Development

<table>
<thead>
<tr>
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<th>Time</th>
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<tr>
<td>G4139</td>
<td>HRD 333 LEC HUMAN GROWTH &amp; DEVELOPMENT 3.0</td>
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<td>400 Bailey Hall</td>
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<td>G3053</td>
<td>HRD 333 LEC HUMAN GROWTH &amp; DEVELOPMENT 3.0</td>
<td>4:00-6:40P</td>
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<td>SORCEY, DIXIE</td>
</tr>
<tr>
<td>P4216</td>
<td>HRD 333 LEC HUMAN GROWTH &amp; DEVELOPMENT 3.0</td>
<td>7:00-9:40P</td>
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<td>HORTON, SCOTT L</td>
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<tr>
<td>G1116</td>
<td>HRD 650 LEC ADULT EDUC &amp; HUMAN RESOU 3.0</td>
<td>4:00-6:40P</td>
<td>MW</td>
<td>CALLENDER, W D</td>
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<tr>
<td>G4145</td>
<td>HRD 650 LEC CONSULTATION 3.0</td>
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<td>STEEGE, MARK</td>
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### Schedule Legend

- **G** = Portland campus
- **N** = Gorham campus
- **S** = Saco Center
- **L** = Lewiston-Auburn College
- **X** = Other off-campus location

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### Physical Education

<table>
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<td>MTW</td>
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<td>X4157</td>
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<td>X4158</td>
<td>PHE 325 LEC WORKSHOP IN EXPER EDUC 3.0</td>
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<tr>
<td>X4160</td>
<td>PHE 353 LEC TEACH TRAINING EXP EDUC 3.0</td>
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### Professional Education

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<td>G2014</td>
<td>EDU 510 LEC DEVELOP COMPOSITION PROCES 3.0</td>
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<td>G2018</td>
<td>EDU 514 LEC TEACH READ &amp; WRIT CONTENT ARE 3.0</td>
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<td>G1661</td>
<td>PHE 514 LEC SUPERVISED PRACT IN LITERAC 3.0</td>
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<td>G1662</td>
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<td>G1225</td>
<td>EDU 560 LEC METHODS OF TEACH SECOND LA 3.0</td>
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<td>EDU 560 LEC RESEARCH METHODS &amp; TECHNIQ 3.0</td>
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### Course Availability

- **G** = Portland campus
- **N** = Gorham campus
- **S** = Saco Center
- **L** = Lewiston-Auburn College
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<th>Credit</th>
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<th>Time</th>
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<td>L4043</td>
<td>M398</td>
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<td>5/15-6/9</td>
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<tr>
<td>L1444</td>
<td>MUS 100G</td>
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<td>MUSIC APPRECIATION AND HISTORY</td>
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<tr>
<td>L1004</td>
<td>POS 101J</td>
<td>LEC</td>
<td>INTRO TO AMERICAN GOVERNMENT</td>
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<td>L1408</td>
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<td>SBS 302</td>
<td>LEC</td>
<td>EATING ATTITUDES &amp; BEHAVIOR</td>
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<td>5/15-6/9</td>
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| L1006 | SCI 252 | LEC | MEDICAL MICROBIOLOGY | 4.0 | 3:00-4:0 Edmund S. Muskie Institute of Public Affairs

Richard E. Barringer

622 Law School

School of Nursing

Patricia A. Geary

Masterton Hall

Nursing

<table>
<thead>
<tr>
<th>CRN</th>
<th>COURSE</th>
<th>Typ</th>
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<td>RN TRANSITION</td>
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<td>APPLIED STATISTICS &amp; POLICY</td>
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<td>MANAGING AMERICAN ORGANISATION</td>
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<td>CAPSTONE PROJECT</td>
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Recruitment & Leisure Studies

Linda R. Meyer

G24 Masterton Hall

Schedule Legend

Each course listing contains the following information (refer to headline at top of each column): campus or off-campus location; course number; course title; college; credit hours; time; days; instructor; course meeting dates.

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School of Applied Science

**Applied Medical Sciences**  
Ab-Kau Ng  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Times</th>
<th>Location</th>
<th>Instructor</th>
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<td>P4012 AIM 630</td>
<td>LEC MEDICAL IMMUNOLOGY</td>
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<td>NG, AH-KAU</td>
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<td>P4013 AIM 631</td>
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**Computer Science**  
Charles Welty  

<table>
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<th>Times</th>
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<th>Instructor</th>
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<td>P1019 COS 101D</td>
<td>LEC QUANT DEC MAKING W/ COMPUTE</td>
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<td>P1020 COS 120E</td>
<td>LEC DEDUCTIVE LOGIC</td>
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<td>LEC STRUCT PROB SOLVE-PASCAL</td>
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<td>BRIGGS, DAVID A</td>
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<td>LEC STRUCTURED PROGRAMMING LAB</td>
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<td>P1404 COS 212</td>
<td>LEC UNIX OPERATING SYSTEM</td>
<td>1.0</td>
<td>4:30-6:15P</td>
<td>WELTY, CHARLES, 224 Science Building</td>
<td>5/15-6/30</td>
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**Engineering**  
James Smith  

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<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Times</th>
<th>Location</th>
<th>Instructor</th>
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<tr>
<td>G1233 ELE 444</td>
<td>LEC ANALOG INTEGRATED CIRCUITS</td>
<td>3.0</td>
<td>5:30-8:00P</td>
<td>106A Technology Center</td>
<td>GUVENCH, MUSTAFA G</td>
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**Technology**  
Andrew Anderson  

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<th>Location</th>
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<tr>
<td>G4001 ATE 460</td>
<td>IND INDEPENDENT STUDY</td>
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<td>101 Technology Center</td>
<td>BAZINET, GREGORY P</td>
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<tr>
<td>G4002 ATEI381</td>
<td>LEC METH &amp; MAT INSTRUCT VOC EDU</td>
<td>3.0</td>
<td>8:30-4:00P</td>
<td>101 Technology Center</td>
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<tr>
<td>G4003 IEP 699</td>
<td>IND INDEPENDENT STUDY</td>
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<td>NANNAY, ROBERT W</td>
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<tr>
<td>G4007 ITE 653</td>
<td>LEC PROBLEMS IN TECH. ED</td>
<td>3.0</td>
<td>9:00-4:30P</td>
<td>ZANER, JOHN A, 101 Technology Center</td>
<td>6/26-30</td>
</tr>
<tr>
<td>G1001 ITP 350</td>
<td>LEC CONFERENCE LEADING</td>
<td>3.0</td>
<td>7:00-9:40P</td>
<td>CARTER, RICHARD H, 101 Technology Center</td>
<td>5/15-6/30</td>
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<tr>
<td>G1002 ITS 321</td>
<td>LEC WORKPLACE DESIGN ERGONOM</td>
<td>3.0</td>
<td>7:00-9:40P</td>
<td>MOORE, WILLIAM H, 101 Technology Center</td>
<td>5/15-6/30</td>
</tr>
<tr>
<td>G4004 ITT 440</td>
<td>PRA RELATED EXPER/INTERNSHIP</td>
<td>VAR</td>
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<td>CARTER, RICHARD H</td>
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<tr>
<td>G4005 ITT1440</td>
<td>LEC RELATED OCCUPATION EXPER</td>
<td>VAR</td>
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<td>BAZINET, GREGORY P</td>
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Learning Assistance Program  

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<th>Credits</th>
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<th>Location</th>
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<tr>
<td>P3012 ABU 119</td>
<td>LEC BUSINESS COMMUNICATION</td>
<td>3.0</td>
<td>4:00-6:40P</td>
<td>301 Payson Smith Hall</td>
<td>LEMELIN, ROBERT</td>
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<tr>
<td>P3013 ENG 209A</td>
<td>LEC DEVELOPMENTAL ENGLISH</td>
<td>3.0</td>
<td>7:00-9:40P</td>
<td>SOULIERE, YVONNE, 301 Payson Smith Hall</td>
<td>7/3-8/18</td>
</tr>
<tr>
<td>P3014 FRS 100</td>
<td>LEC FRESHMAN SEMINAR</td>
<td>3.0</td>
<td>4:00-6:40P</td>
<td>DENNISON, RICHARD A, 301 Payson Smith Hall</td>
<td>7/3-8/18</td>
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Saco/Biddford Center  

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<tr>
<td>T3058 MAT 1400</td>
<td>LEC PRE-CALCULUS MATHEMATICS</td>
<td>3.0</td>
<td>4:00-6:40P</td>
<td>PARAS, TAXIA E, Saco/Biddford Center</td>
<td>7/3-8/18</td>
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Sanford Center  

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<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Times</th>
<th>Location</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>F2001 MAT 010</td>
<td>LEC ELEMENTARY ALGEBRA</td>
<td>3.0</td>
<td>8:15-11:30A</td>
<td>DAVIS, MARY, Sanford Center</td>
<td>6/26-6/4</td>
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<tr>
<td>F3009 PSY 102</td>
<td>LEC GENERAL PSYCHOLOGY II</td>
<td>3.0</td>
<td>4:00-6:40P</td>
<td>GAYTON, WILLIAM F, Sanford Center</td>
<td>7/3-8/18</td>
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<tr>
<td>F1024 THE 170F</td>
<td>LEC PUBLIC SPEAKING</td>
<td>3.0</td>
<td>6:00-8:30P</td>
<td>STEELE, WILLIAM P, Sanford Center</td>
<td>5/15-6/30</td>
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Registration Begins April 24, 1995
ART 151 Fundamental Drawing I
A studio introduction to drawing, including the basic elements of line, tone, and representation. 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 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. Cr 3

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 Color Landscape Photography
This course is an opportunity to explore the vastness and uniqueness of the Maine landscape. Field trips will cover the coastland, islands, forests and farmyards. Themes will cover environmental and wilderness issues and a general respect for nature. Critiques and classroom time will help you discover your personal vision. Darkroom time will concentrate on advanced color printing techniques as expression through the nuances of color photography. 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 261. Students planning to pursue a degree in art must take the art core prior to registering for this course. Cr 3

ART 399 Sculptural Installations: Art in Context
As an introduction to the various approaches of site developed art works, exploring the various media processes and concerns, relative to both architectural and land based locations. Cr 3

ART 412 Topics in Studio Art: Haystack EPDI 549 Art Education: Haystack
Undergraduate and graduate level courses are available for credit through an agreement between Haystack Mountain School of Craft and the USM Art Department. Please contact the USM Summer Session at 780-4076 or Haystack at 348-2306 for information and registration procedures.

Biology
BIO 100K 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 or concurrent enrollment 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 starts with the study of cell chemistry, structure, and function. Students will be introduced to the particulars of genetics, reproduction, growth and development and to the study of the integumentary and skeletal system. 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 including the integumentary, 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 221 Microbiology and Human Disease
Fundamentals of microbiology with emphasis on infectious diseases of people, including bacteria, rickettsia, viruses, fungi, 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 microorganisms. 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: a grade of C or better in BIO 107 and BIO 108, or permission of instructor. Cr 4.5

BIO 337 Marine Ecology
A comparative ecological study of coastal and oceanic environments. Prerequisites: Grade of C or higher in BIO 107 and BIO 108. Cr 3

BIO 338 Marine Field Ecology
Basic concepts of marine ecology will be demonstrated by field studies with emphasis on coastal habitats. Prior or concurrent enrollment in Marine Ecology, BIO 337. Cr 2

BIO 345 Pathophysiology
A study of the physiological, genetic, biochemical and environmental factors influencing infectious diseases. Prerequisite: grade of C or higher 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 C Emist 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 pre-professionals (pre-medical, pre-dental, pre-veterinary). Prerequisite: one year of high school algebra. Cr 4

CHY 106 C Emist for 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 C. Emist 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 Labor for Tec. niques 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 telecommunication technology. Media to be discussed include print, broadcasting, and cable. Prerequisite: COM 102J. 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 rules, 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 Business and Professional Communication
This course is designed to provide students with essential communication skills for business and other professional settings. The course covers interpersonal, group and public communication skills including: active listening, giving and receiving constructive feedback, interviewing techniques, group leadership and conflict resolution, and making effective public presentations. The course also includes discussions of gender, cultural diversity, and ethics in the workplace. 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: COM 102J 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 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, a gression, cognition, and brain organization). Prerequisites: junior or senior standing and COM 102J. Cr 3

COM 495 Topics in Communication
This course is designed for upperclass students who are majoring or minoring in communication studies. Based on a seminar format, students in this course will explore in depth several advanced theories of communication, mediatization through interactive, with examples and application for each. Prerequisites: COM 102J, COM 265, COM 272, COM 280, COM 300, COM 330, COM 390 and junior or senior standing. Cr 3

Criminology
CRM 215J Criminology
This course focuses on the nature of crime and on problems concerning its measurement and distribution. It explores such issues as histories of gender inequality, the gendered character of criminological theory, and how gender is related to a variety of crimes such as rape, violence in the family, crimes by women, property crimes, and corporate crime. Prerequisite: CRM 215J. Cr 3

CRM 317 Gender and Crime
This course concentrates on gender and its relation to crime. It explores such issues as histories of gender inequality, the gendered character of criminological theory, and on different views of crime in the media and elsewhere, the creation and utility of official and unofficial crime statistics, and theories about the causes of crime. Prerequisite: SOC 100. Cr 3

CRM 337 Yout Crime
This course is designed primarily to provide an overview of justice issues as they affect juveniles. Theoretical explanations for youth crime as well as the emergence of both "adolescence" and "delinquency" as socially constructed concepts will be examined. In general, the course adopts an historical approach to youth crime. Prerequisite: CRM 215J. Cr 3
ENG 309 Newswriting
This course will cover basic newswriting concepts including recognizing news, collecting and organizing information, and write news articles. It will show how newswriting relates to the writing process in general and provide students with several models for developing news and feature articles. Emphasis will be 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 3

ENG 315 Ancient Masterpieces
A study of selected major works of classical times which will provide students with a background for understanding the most influential books of our culture. Included are Homer, Plato, Greek drama, Virgil, HON 101 The Ancient World satisfies the English Dept major requirement for this course. Cr 3

ENG 322 Modern Autobiography
The concept of the self has undergone critical changes in the history of autobiography. Many modern autobiographical writers have completely dispensed with traditional notions of the self, expanding the genre and giving it a strong literary focus. By comparing a selection of autobiographical texts by modern authors like Kikele, Stein, Barthes, and H.D., with more traditional forms of autobiography, the course investigates the historical vicissitudes in the conceptualization of a "self." 2 year cycle. 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. Although the anthology may vary, the recent reading list has included Joseph Foy, Borges, Franz Kafka, Anton Chekhov, James Joyce, Thomas Mann, Virginia Woolf, and Isaac Babel. A necessarily wide range of themes is covered: the corruption of reality by dream; personal inadequacy, alienation, and paranoia; self-deceit; varieties of ignorance and cowardice; the moral insight or the artist; violence as a mode of self-defence. The major emphasis is on peer and faculty comments and on the major works. Cr 3

ENG 330 History of the English Language
This course includes a study of the prehistory of the language as well as a detailed study of the Old, Middle, and Modern English and its relationship to the Germanic and Romance languages of the world. Class periods will be devoted to in-depth examination of vocabulary, grammar, and phonetics. Emphasis will be placed upon the four skills of language learning: speaking, understanding, reading, and writing. Daily practice in the Language Lab is required. Cr 3

ENG 339 African-American Literature & Culture
This course will address the history of African American literature from its mid-eighteenth century beginnings throughout the end of the nineteenth century. We will examine transcriptions of oral folk productions, slave narratives, speeches, autobiography, essays, poetry and prose fiction in order to trace the development of African American literary culture from a primarily oral tradition. We will take into consideration the social, political, and cultural conditions under which the works were produced so as to best understand their significance. We will pay particular attention to the African American experience and to issues of gender in identifying the beginnings of an African American literary tradition. Cr 3

ENG 399 The Profile as News Story
This course will introduce students to writing profiles of people in the news, a journalistic form that explores the intersection of contemporary issues and personalities. It will present the technical vocabulary and shape information into short, text-based narratives that meet professional publication standards. A previous nonfiction writing course is desirable, but not required. The instructor is the editor of the Portland Press Herald. Cr 3

English as a Second Language ESL 398 Intensive Higher Intermediate ESL
This English as a Second Language course is a higher intermediate course designed for non-native speakers of English who need to develop more skills in academic reading, writing, vocabulary development and oral communication. Emphasis will be placed on a better understanding of the more advanced grammatical concepts which will be a benefit to more accurate and intelligible oral and written production of language in preparation for academic life. Interactive oral communication through project work will be a focus of this course. While this course is not focused on preparation for the TOEFL, examination, help will be available for those who need to prepare for it. Cr 4 (With lab. Cr 8)

FRE 2071 Intensive Intermediate French
This is an intensive course for the intermediate 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 4 (With lab. Cr 8)

FRE 299 French Topics: French for Business and Tourism
This course presents the basic vocabulary and fundamental concepts required by business professionals or people intending to pursue a career in tourism. Students will review grammatical structures and use them in practical situations. This course taught in French represents the first preparatory step for those whose aim is to take the prestigious Certificat Pratique de la Chambre de Commerce et l'Industrie de France exam. Prerequisite: FRE 202 or equivalent or instructor's permission. Cr 3

FRE 399 French Cultures through Cinema
This course is designed to familiarize students with aspects of French culture and to illustrate these through representative films from France and the French speaking world. Class periods will be devoted to the presentation, the viewing and discussion of films. During this particular course, the focus will be on the question of identity as central and common theme. This advanced class will be conducted in its entirety in French, thus enabling students to further develop their proficiency skills in the language. Prerequisite: FRE 330 or equivalent or permission of instructor. Cr 3
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 a full year's work at the college level to prepare the student for an advanced language level. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading, and writing. Readings and discussions of contemporary Hispanic civilization and culture will be included. Daily lab work is mandatory. Cr 6 (With lab, Cr 8)

SPA 331 Advanced Conversation
SPA 331 is a group conversation course for advanced students. Collateral reading and study of vocabulary idioms and expressions are required. Prerequisite: SPA 301 or equivalent. Cr 3

Geography and Anthropology

ANT 101J Anthropology: The Cultural View
This course is a basic introductory survey of cultural anthropology. It examines the differences between cultures as well as their commonalties and the relationship between social organization, ideology, economics, and political structure in different types of societies. It reviews the various theoretical approaches in cultural anthropology's efforts to explain human behavior, presenting examples from foraging, farming, and contemporary industrial societies through readings and films. Cr 3

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 dialogue. Particular emphasis will be placed on the former USSR, the Middle East, South America, and the European community. Cr 3

GEO 360 Field Mapping: Data Collection-GIS
See Special Programs section of this catalog.

GEO 450: Topics in Geography: Global Water Conflicts and Cooperation
This course focuses on significant international water resources, their guardians, and recent resolutions to protracted conflicts. Case studies of the Connecticut, Jordan, Yangtze, Tumen, Nile River basins as well as the work performed during the internship. The paper will be presented by the student at the end of the semester to a departmental seminar on applied geography-anthropology. Prerequisite: junior or senior standing in geography-anthropology. Cr 1-6

GYA 400 Independent Study in Anthropology or Geography
The Department faculty offers independent study in a topic in anthropology or geography for upper-level students (junior and senior status). Students must have had at least one course from the faculty member supervising the independent study; the proposal is subject to departmental approval. Cr Var.

Geosciences

GEO 110K Field Studies in Environmental Geology
See course description in special programs section of this catalog. Cr 4

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

GEO 112K Physi al 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 GEO 111K. Cr 1

GEO 210 Field Trips in the Geology of Coastal Maine
This course offers the opportunity to examine first-hand the exquisite and complex bedrock geology of southern coast Maine through a series of summer field trips to key locations. Preliminary lectures illustrate the expected rock types, structures and geologic history for each field trip. Cr 3

GEO 360 Field Mapping: Data Collection—GIS
See Special Programs section of this catalog.

GEO 490 Senior Thesis
The Senior Thesis is designed for the senior level student to pursue independent research in geology. The thesis is designed to be a scholarly effort in culmination of the student's baccalaureate program. Cr 3

GEO 498 Independent Study in Geology
To provide junior and senior majors who have demonstrated critical and analytical capability an opportunity to pursue a library, laboratory, and/or field project independently. Topic selection to be arranged mutually between student and faculty in the semester preceding planned registration. Prerequisite: junior or senior standing. On demand. Cr 1-3

OCE 100K Introduction to Oceanography
Origin and extent of the oceans; nature of the sea bottom; causes and effects of currents and tides; chemical and physical properties of 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.

History

HTY 101I 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 102I 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 131I 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 132I United States History Since 1877
The course is a continuation of HTY 131I. A survey of American political, social, and economic development since about 1877. Cr 3

HTY 310 Germany: Bismarck to Hitler
A study of the formation of the German Empire, the rise of a powerful industrial state, World War I, the Weimar Republic, Naziism and the Third Reich, Germany in World War II, and the partition of Germany in 1945. The course analyzes nationalism and examines cultural, social, and economic factors which help clarify Germany's role in modern world. Prerequisite: HTY 102I or permission. Juniors and seniors only. Cr 3
A survey of Maine's social, economic, and political life from exploration and early settlement to the present. Cr 3

HTY 394 The United States in Vietnam, 1941–1975
The origins, evolution and denouement of United States political and military intervention in Vietnam, which became a dominant and divisive issue in American politics in the 1960s and early 1970s. Cr 3

HTY 394 20th Century American Women
The objective of this course is to examine the position of women in American history—both the experiences and the formal interpretation of those experiences. We will explore the many ways in which gender interacts with other factors such as race, class, ethnicity, religion, and nationalism. The particular focus will be on the twentieth century and America, that is not only the United States but other countries, specifically Mexico and Canada. Each student will select one "American" country, other than the US, for specific focus in selected readings. Readings will include Susan Ware's *Modern American Women: A Documentary History*, Nekola and Rabinowitz's *Writing Red: An Anthology of American Women Writers, 1930-1960*, and Cynthia Galvez's *Banana, Beater, and Brush: Making Feminist Sense of International Politics*. Cr 3

HTY 394 The South in United States History
A history of the American South from 1820 to 1948 covering the growth of sectionalism, the Confederacy, Reconstruction, the Populist and Progressive periods, and South and the New Deal. Cr 3

HTY 394 Judaism, Christianity, and Islam: Origins and Interactions
On one level, this course is a fairly straightforward survey of the origins and early developments of the three religions, both institutional and theoretical. This survey also will note some of the linear and historical/occidental relationships which existed among the three. At the same time, the course also uses these religions as convenient vehicles for exploring certain phenomena which are common to all three, e.g., the "institutionalization" of charismatic prophecy and the formation of a sacred literary canon. 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

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 packages programs may be used as tools to assist the students in performing calculations necessary for the decision-making process. Prerequisite: successful completion of the University’s mathematics proficiency requirement. Cr 3

MAT 110D Business Calculus
An introductory course including basic probability, random variables, and their distributions; estimation and hypothesis testing; regression and correlation. Prerequisite: 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 120D Introduction to Statistics
An introductory course including basic probability, random variables, and their distributions; estimation and hypothesis testing; regression and correlation. Prerequisite: successful completion of the University’s mathematics proficiency requirement. 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, infinite 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. Prerequisite: MAT 211. Cr 3

MAT 252 Calculus C
Multivariable 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 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 a variety of regression techniques. Prerequisite: MAT 153. Cr 3
MME 502 Number Systems
An intuitive approach to the number systems with the aid of manipulative materials. Topics include: sets and relations; systems of whole numbers, integers, rationals and reals; numeration systems; elementary number theory; and related topics. Cr 3

MME 514 Laboratory: Project ASPIRE Calculus II
This is a supervised practicum designed to prepare students academically qualified, experienced high school facility to teach sections of introductory calculus. Offered by the Department of Mathematics and Statistics at USM. Prerequisite: MME 513, must be taken concurrently with MME 520. Cr 3

MME 520 The Teaching of Calculus in Secondary Schools II
This is a review of basic calculus and will include functions of one or more variables, graphs, limits, derivatives, integrals, applications of derivatives and integrals, optimization, infinite series, and analytic geometry in the plane. Prerequisites: an undergraduate degree in mathematics, teaching experience, and recommendation of the high school principal and the department chairperson. Students must apply directly to the instructor for acceptance to the course. Cr 3

Music
MUE 599 Music in the Early Years
All children are born with some potential to succeed with music. With inappropriate or no music experiences in the early years, children consistently lose their intuitiveness for making accurate musical responses. This workshop will provide a bridge from research to practice and demonstrate tonal and rhythmic readiness activities which will develop young children's musical intelligence, musical behavior and musical spirit while enabling the rediscovery of the rich repertoire of traditional music. One hour lesson per week for twelve weeks. Restricted to non-majors and certain music students. May be repeated for credit. Special fee assessed. Cr 1

MUP 101F Applied Music
An opportunity to continue at the college level the private study of piano, voice, organ, guitar, or any orchestra or band instrument to fulfill one credit of CORE requirements in a performance-centered art. One half-hour lesson per week for twelve weeks. Restricted to non-majors and minor music students. May be repeated for credit. Special fee assessed. Cr 1

MUP 102F Applied Music
An opportunity to continue at the college level the private study of piano, voice, organ, guitar, or any orchestra or band instrument to fulfill two credits of CORE requirements in a performance-centered art. One hour lesson per week for twelve weeks. Restricted to non-majors and certain music students. May be repeated for credit. Special fee assessed. Cr 2

MUP 201F Applied Music
May be taken in piano, voice, organ, guitar, or any orchestra or band instrument. One half-hour lesson per week for twelve weeks in the minor performance area in fulfillment of applied music requirements. Restricted to music majors and minors. May be repeated for credit. Special fee assessed. Cr 1

MUP 202F Applied Music
May be taken in piano, voice, organ, guitar, or any orchestra or band instrument. One hour lesson per week for twelve weeks in the major performance area in fulfillment of applied music requirements. Restricted to music majors and minors. May be repeated for credit. Special fee assessed. Cr 2

MUS 100G Music Appreciation and History
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

MUS 498 Independent Study in Music
To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charring a course and exploring an area of interest within their major field. Music majors only. Departmental permission required. Cr 1–3

Philosophy
PHI 105E Introduction to Philosophy: Philosophy Through Its History
An introduction to philosophy through its history and development, i.e., through an examination of central texts in the history of philosophy, up to and including contemporary works. Specific readings may vary from semester to semester, but will always include some canonical works by classic Western philosophers (e.g., Plato, Aristotle, Descartes, and Kant). Prerequisite: ENG 100C or concurrent. Cr 3

PHI 107E Introduction to Philosophy: World Philosophy
This course presents the world views of philosophers from ancient to contemporary times. The thinkers will be chosen from a broad range of cultural and ethnic backgrounds. Emphasis will be placed on the wide diversity and historical background of philosophical positions. Prerequisite: ENG 100C or concurrent. 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 100C or concurrent. Cr 3

PHI 111E Introduction to Philosophy: Philosophical Reading (and Writing)
This course aims to teach the student a particular skill: philosophical reading (and writing). Any piece of philosophical writing, its various genres, and its authors. On another level, the course will teach the skills of reading (and writing) philosophically. Any piece of writing can be read (and written about), with profit, philosophically. The second skill and its profit cannot be acquired without first studying the first, thus the bulk of the course will focus on reading (and writing about) philosophy texts philosophically. About one month will be devoted to the reading of each book. Prerequisite: ENG 100C or concurrent. Cr 3

PHI 290 Problems in Philosophy
Consideration of selected problems or systems of philosophical significance, including general problems of metaphysics, epistemology, axiology, specialized areas, etc. Prerequisite: any PHI 100-level course. 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 exercises on the Moon's orbit, 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. Prerequisite: PHY 121K or equivalent and one semester of calculus. Cr 4
Political Science

PSY 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.

PSY 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 a 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 to methods that political scientists have found helpful for understanding real political behavior. Note: PSY 101J is not a prerequisite for PSY 102J.

PSY 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.

PSY 105J Government and Politics of Maine
This course concerns the state government, including legislative, executive and judicial programs and powers as exercised within the system of Maine values, political parties, and interest groups. Open to political science majors and as an elective to the student who has an interest in the programs and politics of the state of Maine. No prerequisite.

PSY 355J Congressional Internship
Provision may be made to gain professional experience in the local offices of Maine's U.S. Congressmen and Senators. The course is open only to selected students; see Department chair for details. Students will meet for a series of internship seminars, for which readings and research reports are required.

PSY 356J Internship in Washington, D.C.
Provision may be made to gain professional experience in a congressional office, an agency of the national government, or with a private or semi-public organization in Washington, D.C. The course is open only to selected students; see Department chair for details. Reading and research reports are required.

Psychology

PSY 101 General Psychology I
A continuation of Psychology 101J. It deals with complex psychological processes such as ability testing, personality, conflict, behavior disorders and therapy, and social and industrial behavior. Prerequisite: PSY 101J.

PSY 201D Statistics in Psychology
A general introduction to the techniques of descriptive, predictive, and inferential statistics. Emphasis is placed on measures of central tendency and variability, correlation, hypothesis testing, and simple analysis of variance. Prerequisites: PSY 101J and any 100-level math course or permission of the instructor.

PSY 330 Social Psychology
The psychological principles that enter into the social behavior of the individual. Areas of concern include perception, communication, attitude formation, interpersonal attraction, and group behavior. Prerequisites: PSY 101J and 102.

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

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

PSY 400 Sport Psychology Institute
Course description in special programs section of this catalog.

PSY 400 Health Psychology Institute
Course description in special programs section of this catalog.

PSY 400 Research in Psychology 1
This course is open to qualified majors in psychology who wish to conduct research projects. With permission of Department chair.

Social Work

SWO 101J Introduction to Social Welfare
Provides an introduction to the institution of social welfare through a review of social welfare history; the values and philosophy in America of treating the poor, the ill, and others in need; contemporary approaches to social policy; and possible alternative models of social welfare.

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 201D or SOC 307D).

SWO 338 Substance Use and Abuse: Alcohol and Other Drugs
Examines the use and abuse of psychoactive substances, street drugs, prescription drugs, alcohol, caffeine and nicotine. Consideration of the history, pharmacology, 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.

SWO 397 Department Project
Individual or group projects, requiring independent study or field work in some aspect of social welfare, to be selected by students in consultation with faculty. Prerequisite: Department permission and application prior to registration. Cr var.

Sociology

SOC 101J Introduction to Sociology
This course discusses the fundamental concepts, principles, and methods of sociology; analyzes the influence of social and cultural factors upon human behavior; evaluates effects of group processes, social classes, stratification, and basic institutions on contemporary society.

SOC 210E Critical Thinking about Social Issues
Designed to follow introduction to Sociology, this course helps students develop their critical analysis through the application of sociological principles to current social issues. The course uses popular media as well as sociological materials. Examples of issues which may be examined are poverty, healthcare, homelessness, aging, drugs, violence, bureaucracy, white collar crime, and changing gender roles. Prerequisite: successful completion of SOC 101J with a grade of C or better or permission of the instructor.

SOC 312 Inequality and Power
A systematic assessment of structured social inequalities in wealth, power, and status in industrialized societies. Emphasis is placed on assessing social policies employed to reduce, ameliorate, or sustain such inequalities. Prerequisite: one 200-level SOC course or permission of instructor. Offered spring semesters.

SOC 371 Minority Groups
Considers factors that produce and maintain structured social inequality based on minority status, and the social consequences of such inequality. Includes analysis of selected minorities both in the U.S. and cross-culturally. Prerequisite: one 200-level SOC course or permission of instructor.

SOC 389 Law and Society in England
See Special Programs section of this catalog.

SOC 390 Individualized Instruction
Independent reading and/or research for juniors and seniors. Apply to Department chair. Prerequisite: 15 hours in sociology. Cr var.

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, Elizabethan, French neo-classic, and 18th, 19th and 20th century theatre and drama.

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 also attend campus and area theatrical productions and be required to write critical reviews of the performances.

THE 179F Public Speaking
This is an introductory course in the fundamentals of public discourse. Primarily a lecture performance course, students will learn the basics of informative, persuasive, and argumentative speaking as well as the processes of problem solving and informative discussion.
Women's Studies

WST 1301 Introduction to Women's Studies
What is women's studies? This course introduces students to the study of women as a diverse social group with a history, culture, and experience of its own. It examines the creative, intellectual, and social contributions of women as well as the historic biases against women and the "feminine." Drawing on the writing of earlier women who found their own voices as musicians, painters, poets, and philosophers, we will consider the creative possibilities for women now. Recognizing along tradition of women organizing politically and socially, we will conclude with an assessment of feminism as a political movement for diversity and liberation. Cr 3

WST 345 Gendering War, Engendering Peace: Gender and Sexuality in Modern War Literature
War has traditionally been seen as man's business, but women and constructions of femininity have always been instrumental in war-making as well, both as symbols (the Motherland) and active participants (Rosie the Riveter). How does modern literature construct and deconstruct the gendered and sexualized notions upon which warfare is based? What does warfare look like from the perspective of a nurse, and does it matter whether the nurse is Clara Barton, founder of the Red Cross, or Walt Whitman, patriarchal and homophobic poet? What does the war look like to participants or near the front, such as Wilfred Owen and Helen Zenna Smith? What happens to distinctions between battlefield and homefront when a nation declares war on its own citizens, as when the US imprisoned Japanese-Americans during World War II? What does it mean for a nation to wage war in time of "peace," as during the Cold War in the United States? While examining texts historically, the course will also ask what an anti-war ethics might demand of women and men in the present, in our own local communities as well as in our world. Cr 3

WST 470 Independent Study
This course provides junior and senior students with the opportunity to pursue a project independently, concentrate on a particular subject of concern, or conduct individual reading or research studies under the advice and direction of a faculty member. Prerequisites: advanced standing and permission of the director. Cr 3

THE 270F Oral Interpretation
A course in the assimilation and analysis of literary material (poetry, prose, drama) with emphasis on the techniques used in reading written material aloud to an audience. Designed to stimulate an understanding and responsiveness to literature and to develop the ability to convey to others, through oral reading, an appreciation of that literature. 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

THE 371 Readers Theatre
This course is offered as part of the Readers Theatre Institute. See Special Programs section for more information. Cr 3

THE 399 Theatre Institute: Michael Chekhov's Acting Technique
See Special Programs section of this catalog. Cr 3

THE 490 Independent Study
Intensive study of a particular reader's theatre genre. Cr 3

THE 491 Project I
Investigation of special topics, or execution of special projects that fall within the purview of theatre. Students may select an inter-intra-departmental committee of three professors to approve, assist, and oversee the project. Prerequisites: junior and senior standing; precise definition of project and unanimous permission of committee. Students must obtain rules for this course from the department chairman. Credit hours arranged. Cr 3

THE 492 Theatre Internship
Students will assume a full one-semester internship with a professional theatre or Reader's Theatre Company. Students will be involved in management, acting, directing, or technical theatre as a member of the company. Each student will be assigned a faculty advisor who will make a biweekly evaluation of ongoing work. Participants will be required to keep a diary and/or portfolio to be reviewed by the faculty of the Theatre Department at the conclusion of the internship. All creative work done by the student will be evaluated by the advisor and at least one other, if possible, all members of the department. Prerequisites: permission of the Theatre Department. To be arranged. Cr 3-15

THE 599 Topics in Readers Theater
An intensive study of a reader's theatre technique. Which may or may not include the development of an original script. Permission of the instructor is required as certain preparations must be made prior to the actual summer session. Cr 3-6

WST 485 Internship
Students will have the opportunity to do an internship of their choice. The internship requires students to work closely with a group, business, or organization for one semester, after which they will report to the Women's Studies Council. Prerequisites: senior standing and women's studies major or minor. Cr 3-6

WST 486 Thesis
Students will have the opportunity to do a thesis or an internship. The thesis allows students to pursue guided research on a topic of their choosing. The recommended length for a thesis is 30 pages, and it should include a substantial bibliography. Thesis students should choose three readers, including an advisor whose interests and scholarship are in line with their own. Prerequisites: senior standing and women's studies major or minor. Cr 3

HTY 394 20th Century American Women
The objective of this course is to examine the position of women in American history and history—both the experiences and the formal interpretation of these experiences. We will consider the ways in which gender intersects with other factors such as race, class, ethnicity, religion, and nationalism. The particular focus will be on the twentieth century and 'America,' that is not only the United States but other countries, specifically Mexico and Canada. Each student will select one "American" country, other than the US, for specific focus in selected readings. Readings will include Susan Ware's Modern American Women: A Documentary History, Nobuko and Rabinowitch's Writing Red: An Anthology of American Women Writers, 1930-1940, and Cynthia Enloe's Banana, Beaches, Bases: Making Feminist Sense of International Politics. Cr 3

Core Curriculum

COR 110F Old and in the Way: Aging in America
Aging is a process that is common to all of us, yet many misconceptions and debates exist regarding growing old in American society. This course introduces students to the study of aging, its utility and ubiquity. We will examine the ways in which three different disciplines—biology, sociology, and the developmental view—conceptualize and discuss issues and questions about aging. Cr 3

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 very different) by which they communicate the content and the transformation through which subjective 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 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. Cr 3
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, inventory controls, cost-volume-profit analysis, capital and other budgeting, statement of cash flows, income tax considerations, and quantitative techniques. Prerequisites: computer proficiency or BUS 190 and ACC 201 and sophomore standing. Cr 3

ACC 301 Intermediate Accounting I
A study of accounting theory and practice applicable to the recording and reporting of assets. Includes study of the underlying conceptual framework. Prerequisite: ACC 202. Cr 3

ACC 313 Federal Taxes
An overview of federal tax laws, with a concentration on income taxes at the individual entity level. Emphasis will be placed on a conceptual approach to limited procedural applications. Prerequisites: ACC 201 and junior standing. Cr 3

ACC 309 Principles of Accounting 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 309 F Principles of Accounting II
This is the second internship course. Prerequisite: ACC 309. Cr 1-3

ACC 401 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

Undergraduate Business

BUS 190 Personal Finance
In dealing with the problem of managing personal finances, primary emphasis is placed on methods of measuring and evaluating expenditures to assure optimal benefit from the income. It includes an evaluation of typical occupations and incomes, of life insurance with the various types, investments and mutual funds; of the borrowing of money and use of credit of taxes and estate planning. The course work will be a series of readings with brief case problems in each of the major areas. (When taken by accounting majors, this course will give general elective credit.) Cr 3

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 other topics. It stresses the social responsibility of business and the legal and ethical framework in which businesses must function. Cr 3

BUS 327 Investment Management
Introduction to the securities market, investment media, and strategies for managing individual and institutional investment portfolios. Special attention is directed to the risk and return aspects of corporate stocks and bonds, government bonds, options, futures, and mutual funds. Prerequisites: BUS 310 and junior standing. 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/hol by owned subsidiary, compensating managers abroad, international leasing. Prerequisites: ACC 202, ECO 201J, 201L, and junior standing. Cr 3

BUS 340 Management
This course 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 considered, along with the behavior of other individuals and groups within business organizations. Among the 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, 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 the international dimension of human resource management. Prerequisite: BUS 340. Cr 3

BUS 380 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. Prerequisite: BUS 280, junior standing, or permission of instructor. 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 practice 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 360, 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, organizational 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 economics may be studied and researched on an independent basis. Prerequisite: junior standing. Cr 1-6

Economics

ECO 201J Principles of Economics I
This is a theoretical analysis of the basic characteristics, institutions, and activities of a modern capitalist economy. Topics discussed include inflation, unemployment, government monetary and fiscal policy, full employment, and economic growth. Cr 3

ECO 202J Principles of Microeconomics
This is an introduction to the analysis of individual economic decision making by producers and consumers, and the market structure. Topics discussed include consumer and producer behavior, the production function, demand and supply, production theory and production costs, the monopoly firm, and resource pricing. Additional topics are determined by individual instructors. Cr 3

ECO 361 Case Studies in International Development
This course provides case studies of the issues, problems, and strategies of economic development. The development experience of various countries is examined in a comparative context. Prerequisites: ECO 201J and junior standing. Cr 3

ECO 370 International Economics
Analysis of international markets and exchange theory, functioning of prices in the international economy, international finance, tariffs, quotas, and other instruments of international economic policy. Prerequisites: ECO 201J, ECO 202J, and junior standing. Cr 3
A series of readings and discussions of important books of a socio-economic and politico-economic naturebooks with which the well-informed economic major should be familiar but which, due to time constraints, have not been integrated into the study hours of economics.

Independent study and research of various student-selected areas of economics. Prerequisites: senior standing and a completed independent study form (available from SBEM Dean’s office).

Graduate Business

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 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

College of Education and Human Development

Teacher Education

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, historic, 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 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 335 Exceptional Students in the Classroom
This course will 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. Cr 3

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. Cr 3

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. Cr 3

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. Cr 3

EDU 514 Teaching Reading in Content Areas
This course explores techniques and processes that can be applied by content teachers to improve reading ability. Emphasis is on competencies that students use in content areas and strategies for teaching them how to apply them—process of integrating the teaching of reading/study skills while teaching subjects matter. The course has practical application for all classroom teachers in grades 4 through 12. Cr 3

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 use selected assessment instruments with adult/children who have learning and reading difficulties. Testing sessions will be unique and geared to specific diagnostic needs perceived by instructors. Cr 1-6

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 explain 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 instructor permission. Cr 6

EDU 560 ESL Classroom Teaching Practices
This course explores current teaching techniques 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 roles of the teacher, the role of learners, the nature of learning experiences, and the role of instructional materials. Emphasis will be on evolving a thoughtful approach to meaningful ESL classroom instruction. Cr 3

EDU 561 Aspects of the English Language
This is a 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. Cr 3

EDU 600 Research Methods and Techniques
This course studies the concepts, principles, and techniques of educational research with emphasis on experimental 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. Cr 3

EDU 610 Critical Issues in Teaching and Learning
This course provides grounding and direction for a spiral of learning to continue throughout the program. The course will draw on the current experience of participants as well as on the literature of theory, research, and practice, to explore critical issues in teaching and learning. It aims to provide students with a process of inquiry useful for identifying, analyzing, and selecting instructional problems and the skill in making decisions about curriculum and pedagogy. Prerequisite: matriculation or permission of instructor. Cr 3

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, interpret and evaluate responsive teaching strategies and explore the design and structure of an advisor/advisee program. Cr 3

EDU 621 Literacy Problems: Assessment and Instruction
This course conceptualizes reading diagnosis as a process of becoming informed about a learner. Heavy emphasis on developing diagnostic-therapeutic and corrective strategies for disabled readers of all ages. Updates traditional approaches and elaborates on current trends from research and practice. Stresses case studies and in-class practice to help teachers implement diagnostic-therapeutic instructional procedures in the classroom. Prerequisite: EDU 620 or equivalent. Cr 3
EDU 622 Language and Literacy for Young Children
The focus of the course is the development of language (both oral and written) in children 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. Cr 3

EDU 630 Organizing for Literacy Instruction
The course identifies and explores the components of effective literacy programs at the upper elementary and middle school level. Emphasis is on the design and implementation of literature-based instruction and management of self-selected reading. Prerequisite: EDU 620. Cr 3

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. Cr 1-6

EDU 671 Organizational Behavior
A systems approach to understanding and predicting human behavior within organizations is studied. The course emphasizes analytical means to: 1) reveal forces which affect decision making and leadership behavior, 2) identify implications for managerial functions. Basic concepts such as authors of influence, motivation, communication, conflict, pattern maintenance, and tension management are discussed and applied. Cr 3

EXE 640 Communication and Deafness
The course will describe the full range of communication modes currently used with hearing impaired children in the United States, and the presuppositions behind the various approaches, including oral/aural, American sign language, manual English, cued speech, fingerspelling, etc. The relationship between communication and language and the role of vision and residual hearing in language acquisition will be studied. Factors associated with selection of a particular mode of communication over the other modes will be examined. Cr 3

EXE 684 Administration in Special Education
This is a field-based course designed to offer experience in administering special education on programs. The course emphasizes the organization and administration of special education programs. Prerequisite: EXE 611 or permission of instructor. Cr 3

EXE 685 Advanced Seminar in Special Education
This is an advanced course that will integrate and synthesize research and practices across disciplines in exceptionalities. Individual and group presentations will be required as well as a major paper. Prerequisite: completion of three core courses or advisor's permission. Cr 3

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 devices will be examined from 'low tech' devices such as simple switches 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. Cr 3

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. Cr var.

EXE 694 Vocational Education for Special Needs Students
This course will provide an in-depth study of appropriate vocational options for disabled secondary school students. The skills to be taught are job analysis, job development, and job search and placement. Students will amass regional job opportunities and identify potential training sites, work sites, and employer needs. Cr 3

Human Resource Development

HRD 331J 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 heredity and environmental factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisites: sophomore level standing. Cr 3

HRD 554 Institute in Educational Gerontology
Aging, Death, and Bereavement
This course examines the phenomenon of death in modern society, with special emphasis on implications for older persons. Issues such as the meaning of death, the dying process, survivor guilt, and suicide are treated. Special attention is paid to the role of the professional in death education. Cr 3

HRD 600 Adult Education and Human Resource Development
This is the mandatory first course in the master's program. The course introduces the student to 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 career plans, and the development of an educational plan for the completion of the program. Cr 3

HRD 601 Consultation
This course is designed to introduce students to the practice of consultation with professional counselors. A variety of theoretical approaches to the role of the consultant will be offered, including a study of selected organizational techniques relating to staff people as a consultant and communicating the results of consultation. Prerequisites: HRD 686, HRD 690, or permission of the professor. Cr 3

HRD 608 Career Development
This course will examine the ways in which counselors assist people of all ages in their life/career development. The focus will be on how to integrate and synthesize research and practices across disciplines in career development. Students will be introduced to the developmental process, various career decision-making theories, information systems, materials, activities and techniques for fostering career awareness, exploration, decision-making and preparation. The interaction of the work, family, and other roles, including multicultural and gender issues, will also be addressed. Prerequisites: None. Cr 3

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 questions. The course will also examine the process and content of the counseling interview, as well as verbal and nonverbal factors which influence the interactions within the counseling relationship. Primary focus will be on developing the student's ability to develop an interpersonal relationship within the counseling relationship. Prerequisite: Restricted to matriculated graduate students. Cr 3

HRD 621 Fundamentals of Counseling Theories
This course is for those who are or will be engaged in counseling in an educational or mental health setting. Selected theories and related techniques will be closely examined. Research literature which has a bearing on the effectiveness and non-effectiveness of counseling will be reviewed. Prerequisites: None. Cr 3

HRD 622 Counseling Children and Adolescents
This course provides an overview of theories and techniques that are used in counseling children and adolescents. Attention will be given to examining personal philosophies about working with children and adolescents and to the exploration of plausible interventions for various counseling situations with these populations. Prerequisites: Matriculation in counselor education or school psychology or permission of instructor. Cr 3
HRD 626 Group Process and Procedures
This course focuses on basic principles of group development and dynamics of group interaction. The improvement of facilitative skills will be emphasized. Prerequisite: Open to matriculated graduate students only.
Cr 3

HRD 627 Group Counseling
This course focuses on the development of concepts, attitudes, and skills necessary to effectively lead counseling groups in a variety of settings. Integration of group dynamics with counseling theory and group techniques is emphasized. Additional, behavioral leader and participants will be analyzed to promote a deeper understanding of group roles and functions. Prerequisite: HRD 626 or equivalent.
Cr 3

HRD 633 Managing Adult Education and HRD
This course examines the administrative and leadership skills necessary for the development and management of units such as adult education centers, continuing education offices, and training and staff development departments in profit and non-profit organizations. Particular attention is given to the development of mission statements, the use of advisory boards, community needs, assessment approaches, developing goals and objectives, program design, decision making, and the development of a management style.
Cr 3

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 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 statistical issues, assessing group intelligence and using tests, including selected aptitude, intelligence, achievement, interest 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 developmental 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 680.
Cr 1-3

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 adviser. Approvals by the intern complete the intern's 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-clock 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 psychological examiner. Prerequisite: permission of instructor. (Three hours awarded in the fall and spring semesters and two hours in the first summer session.)
Cr 8

HRD 692 Advanced Individual Practicum
This is the advanced course in counseling Practicum. In addition to building on the skills developed in HRD 690, emphasis will be placed on the structural analysis of typical client problems and the use of appropriate strategies of intervention. Other emphasis will include the staffing of actual cases and a knowledge of community resources available to the counseling clientele.
Cr 3

HRD 693 Life Stories and Personal Mythmaking
This course serves as a reflective, self-exploration component of the master's program for counselors, educators, administrators, and other service-providing professionals. It offers theoretical and methodological framework for the in-depth study of individual lives. A course in autobiographical reflection, the underlying assumption is that telling the stories of our lives is an important way of uncovering the personal truth in our lives. As a course in theory and research, it takes a broad look at the study of lives across time to define personality development. Drawing upon the writings of those from various disciplines who use personal narratives and life stories as primary documents. This seminar uses a variety of life stories for better understanding and pattern in life cycle development from a subjective point of view.
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 based on literature, selected and reflects the higher level 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 697 Independent Study: Orientation to School Psychology
This course is designed to provide students with an orientation to the role and function of the school psychologist and to orient the student to the delivery of regular education, special education, and psychological services within school settings. Completion of HRD 697 is required prior to beginning HRD 688, Internship in School Psychology.
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 based on literature selected and reflects the higher level of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to register.
Cr 3

HRD X 623 Play Therapy
This course is designed to: 1) increase the student's awareness of the child's collected behavior, feelings, and behaviors; 2) increase the student's self-awareness; 3) increase the student's sensitivity to the acceptance of others in order to better facilitate the child's expression in a therapeutic relationship, and 4) assist the student in the understanding of the theories of play therapy. Call 780-5316 for prerequisites.
Cr 3

Physical Education
PHE 325 Workshop in Experiential Education - Leadership and Learning Center at Wolfe's Neck Farm
This course is designed for those who wish to provide service to groups using an adventure-based programming model and are looking to enhance facilitation skills. The workshop covers group activities and initiatives, including specific training skills for ropes course events. Emphasis is on developing the necessary leadership skills to conduct an adventure based program.
Fee course.
Cr 3

PHE 353 Teacher Training-Experiential Education
This course is designed to blend the process and interdisciplinary approach of experiential education with more traditional forms of learning. It is a non-traditional methodology that includes teaching methods (safety) and materials, (construction) curriculum design, group organization, lesson planning and evaluation. Observation, peer teaching, and practical experience with groups will be included. Fee course.
Cr 6

Professional Development Center
EDUX 676 Current Issues in School Law
This course is designed for those who are both familiar with the general principles of school law and have had considerable experience in the public school setting. Issues to be covered will include the legal implications and liability of school officials for employment decisions (including hiring, evaluations, terminations, and references); a safe school environment (including harassment, abuse, "hate crimes," weapons, discipline, and values); dealing with children with disabilities (including exclusion, discipline, Section 504, and ADA); and residency and custody problems. Emerging issues with organized labor, the mechanics and implications of school consolidations and withdrawals, and strategies for dealing with controversial topics and confrontational meetings will also be explored. R 1-1 life case studies will be drawn on to discuss the combined experiences of classes. Students will be highly interactive. Guest speakers with specific expertise will address many class topics.
Cr 3

EPD 503 Arts Education Institute
The Arts Education Institute is designed to provide a variety of arts experiences and arts education strategies for teachers of all levels and subjects. The institute offers the opportunity to plan creative interdisciplinary projects using the arts to enhance the classroom environment. The faculty of artists, arts educators, and classroom teachers offer their expertise about using the arts to enhance teaching. There is also a focus on model arts programs and the in-depth study of aesthetics, learning, and human development.
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 at classrooms as groups. Students will learn to diagnose various processes that occur in the school organization and the classroom to develop intervention strategies to improve each process.
Cr 3

EPD 562 Comparative Curriculum Institute
EPDI 562 Using Conflict Resolution and Mediation in the Schools
This course for school counselors, administrators, and teachers will teach conflict resolution and mediation skills. Through lecture, demonstration, role play, and video, participants will improve their skills of collaborative negotiation and mediation, how to be a neutral third party facilitator in conflict situations. Emphasis will be on building skills of active listening, discovering your own biases and maintaining neutrality, collaborative problem-solving skills, breaking impasse, and consensus building in large groups. Skills will be taught in the context of issues of conflict in the school setting. Cr 3

EPDI 528 Autism and Severe Disabilities: Teaching Strategies
This course will focus on the use of systematic instruction procedures and applied behavior analysis methodologies to teach functional and age-appropriate skills to persons with autism and severe disabilities. During the initial phase of the course, participants will develop a pro-action habilitative program for a person with disabilities. The second phase of the course will include case consultation and peer review in the implementation of habilitative programs. Cr 3

EPDI 529 Critical and Creative Thinking in the Classroom
The heterogeneous classroom offers many challenges to the teacher. One of the challenges includes how to provide critical and creative thinking lessons for all ab learners. We will look at ways to adapt instruction in order to create flexible, interactive, and authentic activities. We will also look at ways to assess students' thinking. We will use critical thinking references and the development of rubrics. Topics will include: identifying elements of critical and creative thinking, utilizing instructional strategies/techniques, providing for a variety of grouping arrangements, and developing assessment tools. Cr 3

EPDI 530 Communication Skills for the Classroom Teacher
This course introduces and familiarizes teachers with how communication can function effectively in their classroom. Topics to be covered include how communication relates to cultural issues, classroom climate, nonverbal immediacy, prejudice and bias, teacher approachability, and other behavior/situations associated with classroom interaction. This is for elementary and secondary teachers, delineating and discussing ways to capitalize on their teaching potential. Cr 3

EPDI 531 Teaching Tolerance: Institute in Law-Related Education
This course is designed for teachers, administrators, and guidance counselors who wish to bring tolerance education into their school classroom. This course will focus on exploring discrimination under the law, the basis of handicap, sex, and sexual orientation with a special focus on sexual harassment in the schools and the workplace. The course will use the interactive techniques of law-related education such as mock trials, case study, moot court arguments, and simulations. The course will also introduce participants to conflict management education and the development of paraprofessional programs and provide the resources needed to pursue these initiatives in their school setting. Cr 3

EPDI 545 Mac Computer in the Classroom
This course provides an overview of how the Macintosh computer can be used in the classroom. This is a lab course; work will be done using Macintosh computers and a variety of software. Students will learn about the Macintosh operating system (and the metaphors behind it), Claris Works software (word processing, outlining, publishing, and keeping track of a variety of kinds of information), HyperCard, the tool for building a variety of educational applications. The course will focus on design of classroom activities that make the best use of computers to teach skills and content, and on ways to make the Macintosh computer accessible to students with a variety of learning styles and physical abilities. Cr 3

EPD 562 Comparative Curriculum Institute
Through a comparison of curriculum and schooling issues in various countries (China, Japan, England, Sweden, Brazil, and others), this course provides a platform for developing a global perspective and a knowledge base in global education which can enable teachers/administrators to provide leadership during curriculum change. The course will model a transformational approach and include guest speakers and various technologies, including Internet. Summer reading assignment. Registration by June 3. Cr 3

EPDI 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 traumatizing experiences and how they impact children. It will also present methods of intervention with children and provide specific techniques for working with the problems children encounter. Emphasis will be placed on intervention that focuses on working with individual children, families, schools personnel, and related community resources. Cr 3

EPDI 501 Cooperative Learning in the School Setting
This course provides the learner with an overview of cooperative learning systems and practical approaches to implementing cooperative learning techniques and activities in a school setting. Special emphasis will be placed on solving problems attendant to heterogeneous grouping, evaluating individual learning as a group setting, and designing activities that engage all students in multiple modes of learning. Cr 3

EPDI 517 Computer Networking: Linking Educators and Students to the Global Village
This course explores computer telecommunication 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 telecommunication 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. Cr 3

EPDI 527 Educational Implications for Students with Language Learning Disabilities
This course will focus on definition, diagnosis, and intervention of the expressive and receptive language processes of the language impaired population, specifically the language learning disabled student. Language processing and the various 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 addressed. Collaborative teaching among specialists and mainstream issues will be covered. Cr 3

EPDI 548 Leadership Training in Experiential Education
The USM Outdoor Center for Experiential Education at Wolfe's Neck Farm in Freeport is offering a graduate course comprising: problem-solving and decision-making skills, self-confidence building, interpersonal skills, team building strategies, and leadership development training. Outdoor experiential learning activities include sequenced "hands on" initiatives designed to meet the goals of the participants. A major focus of the course is the development of interpersonal skills and the transfer of these skills into other environments, organizations, and institutions. Cr 3

EPDI 557 Foxfire Approach to Teaching and Learning: Level I
The Foxfire approach is a learner-centered approach to education that has proven effective and valuable in classrooms nationally. Students learn to be active learners for their education, discover the broader communities in which they live, develop aesthetic appreciation, learn complex problem solving, and find important audiences for their work. The Foxfire core practices for the growth of creative, productive, critical citizens re taught. The participants will be trained to use the Foxfire approach. Cr 3

EPDI 507 Portfolios in the Classroom: Grades K-8
This course is designed for K-8 teachers and administrators who wish to design, implement, or improve portfolio cultures in their schools. Topics to be addressed include definitions of portfolios, instruction and assessment implications, validity and reliability, potential of technology, rubrics and scoring guides, incentives for quality work, communicating with wide audiences, and the challenges (practical and theoretical) to educators, the students, and the system. Cr 3
EPI 546 Educational Implications for Students with Language-Learning Disabilities II
Prerequisite: EPI 552 or permission of instructor. This course will initially focus on a brief review of language-based learning disabilities, current research, and how disabilities influence educational development. This advanced course will concentrate primarily on processing language-related reading and written language across the curriculum and on the integration of study skills and learning strategies. Specific intervention models, techniques, and strategies will be explored as well as continued discussion of appropriate modification and accommodations.

EPI 547 Using HyperCard in Education
HyperCard is an authoring tool that has opened up the software development process to non-programmers. This course will introduce HyperCard and HyperCard software. Students will become familiar with the HyperCard curriculum and HyperCard scripting, user-interface design, graphic design, type accessibility to students with a variety of learning styles and physical abilities. Cr 3

EPI 548 Media Technology for the Classroom Teacher
In this course we will examine the use of motion, audio, projected and nonprojected media in the classroom. We will also explore the advantages and limitations of using such diverse media equipment as VCRs, video players, interactive video players, and CD-ROM. Hands-on projects will include producing video, audio and sound slide programs; producing overhead transparencies using computer-generated materials; and laminating materials for bulletin board displays.

EPI 549 Career Development Portfolio: The Get a Life Model
This course is intended for those who wish to develop skills in providing an integrated life career development curriculum. Major areas of focus include the theoretical and philosophical foundations of career development, portfolio assessment, program management, training models, resource identification, and curriculum planning. Cr 3

EPI 550 Diversity in Schools
This course will focus on various activities and policies that individuals and school districts may pursue to create a more inclusive and welcoming classroom and school environment for all students and employees. We will examine the interrelatedness of oppression issues and how they may unintentionally interfere with personal and professional growth of teachers, counselors, and administrators. Emphasis will be placed on identifying bias and developing treatment on the basis of race, gender, national origin, language, religion, disability, and sexual orientation. We will develop strategies to interrupt bias and discriminatory behaviors. Legal and ethical implications of oppression will be covered as well.

EPI 551 Behavior Therapy
This is an intensive, one-week course for graduate students and practicing professionals interested in the application of behavior therapy methodologies within educational and social service settings. The course will cover a broad range of topics including: a) behavior assessment, b) proactive behavior management strategies, c) cognitive-behavior therapy theories and techniques, and d) methods of monitoring the effectiveness of interventions. This course is applicable to graduate students in psychology, counseling, special education, and social work programs. Cr 3

EPI 554 Planning Integrated Curriculum for Gifted Education
This course is designed for those who are developing integrated curricula at their schools. Participants will learn each step of the planning backwards process to planning curriculum. Each step will be modeled and examined. Teams of participants will then use the approach to develop a unit of instruction. The sessions are designed to be practical and concrete. Examples of other teachers' work will be provided and analyzed. Teams of two or more from each school are recommended. Those who are just considering the team approach are also welcome.

EPI 558 Foxfire Approach to Teaching and Learning: Level II
To deepen teacher practice of the Foxfire approach, participants will explore pedagogical influences as context and process, critical pedagogy, and digital storytelling. This course will be deeply personal, reflecting on the teachers' own experiences of teaching and learning. There will be in-depth reflection on personal classroom practice, and advanced skill building. A full independent study and follow up meeting are included. Prerequisite: Foxfire Level One. Cr 3

HUM 205 Creative Writing: Poetry
This course is designed to introduce students to the art and practice of writing poetry. Organized as a workshop, it features close examination of the student's own writing as well as the work of outstanding contemporary poets. Cr 3

HUM 398 Independent Study
ITP 330 Production Control
Lectures, discussions, and problems dealing with the principles and practices of production and inventory control. Study includes information flow, forecasting, SC edulung, capacity planning, material requirements planning, economic order quantities, ABC analysis, line balancing, and just-in-time techniques. Cr 3

LAC 150 Microcomputer and Applications
This introductory lecture and laboratory course is designed to introduce students to basic microcomputer concepts and their application to education, business, and home management. Basic computer operation, operating systems, formatting, language, architecture, consulting, and communications will be covered. Cr 3

LAC 199 Responding to Emergencies
This course is designed to train people on how to recognize emergency situations and respond to them using basic first aid care. Course content is presented in various ways including: textbook readings, audio-visuals, discussion, and practical application. Upon successful completion of course requirements, students will receive an American Red Cross Course Completion Certificate as well as a certificate in adult CPR. No previous first aid experience is necessary. Cr 3

MAT 100 College Algebra
The real number system, linear 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: successful completion of the University's Mathematics Proficiency requirement. Cr 3

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MAT 100 College Algebra
The real number system, linear 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: successful completion of the University's Mathematics Proficiency requirement. 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 101 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

SBS 301 Abnormal Psychology
An introduction to the etiology and classification of maladaptive behavior. The psychological, sociological, and biological bases for mental illness will be discussed. Cr 3
The course provides knowledge and skills necessary for effective management of a public policy in a work setting. Students will practice quantitative skills and critical thinking, enabling them to approach problems systematically and to develop sound management strategies. The course meets the needs of students who have never taken chemistry or did so many years ago. Topics include the metric system, atomic structure, bonding, molecular geometry, chemical equations and reactions, ions, pH, functional groups, carbohydrates, proteins, lipids, and nucleic acids. This course satisfies the chemistry prerequisite for biology, microbiology, and anatomy and physiology. Prerequisite: MAC 1020 or concurrent.

SCI 165 Basic Chemistry
This is a short course (16 hours) designed to present the basics of inorganic, organic, and biochemistry to students who have never taken chemistry or did so many years ago. Topics include the metric system, atomic structure, bonding, chemical equations and reactions, ions, pH, functional groups, carbohydrates, proteins, lipids, and nucleic acids. The course satisfies the chemistry prerequisite for biology, microbiology, and anatomy and physiology. Prerequisite: MAC 1020 or concurrent.

SCI 252 Medical Microbiology
This lecture and laboratory course introduces basic microbiology and focuses on the viruses, bacteria, protozoa, and multicellular organisms which cause human diseases. It also discusses the immune system. Prerequisite: SCI 170C.

SCI 385 Internship
Prerequisite: SCI 380/381.

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.

SCI 450 Science in the Classroom
This integrated lecture and laboratory course is designed for elementary teachers, summer camp counselors, parents, and others who wish to interest children in science. The course provides knowledge of basic science and gives examples of inexpensive experiments which children can perform. Emphasis is placed on integrating science with the arts, math, humanities and with social studies. Prerequisites: two science courses.

Edmund S. Muskie Institute of Public Affairs

School of Applied Science

Applied Immunology
This course stresses the medical relevance and application of immunology, both in the laboratory and in the clinic. Specific topics covered include assays for the measurement of immune function and the role of the immune system in infection, disease, and host response; the interactions of the immune system and inflammation, as well as the diagnosis, pathologic mechanisms, and treatment of immunodeficiency, autoimmunity, and lymphoproliferative diseases.

Internship
Prerequisites: two 300/400 level SBS courses.

SBS 385 Independent Study
Prerequisite: junior standing and permission of instructor.

SCI 106K 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 prerequisites.

SCI 105 Basic Chemistry
This is a short course (16 hours) designed to present the basics of inorganic, organic, and biochemistry to students who have never taken chemistry or did so many years ago. Topics include the metric system, atomic structure, bonding, chemical equations and reactions, ions, pH, functional groups, carbohydrates, proteins, lipids, and nucleic acids. This course satisfies the chemistry prerequisite for biology, microbiology, and anatomy and physiology. Prerequisite: MAC 1020 or concurrent.

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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 affecting food practices and attitudes is included. Prerequisite: Anatomy and Physiology, Organic Chemistry or Biochemistry. For challenge information of NFS 252, contact the School of Nursing.

NUR 209 Health Assessment
This course provides the student with knowledge and skills necessary to conduct an in-depth holistic health assessment of well 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.

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

NUR 299 Transition to Professional Nursing: Role Development and Skill Acquisition
This introductory accelerated course for students in the MS Ed 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.

NUR 301 Sociocultural Issues in Health and Health Care
This course explores professional nursing's role in mediating client health care needs and societal values. Students examine the influence of gender, sexuality, ethnicity, culture, spirituality, and lifestyle on the client's definition of optimal health and the attainment of health care. The nursing roles of advocate and communicator are emphasized.

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 in science.

NUR 304 RN Transition
This course introduces the RN student to the nature and scope of professional nursing. The student studies all theories and concepts that form a basis for professional nursing practice. Nursing process is used 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 study of nursing history 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.

NUR 330 Mental Health Nursing
This course introduces concepts and principles basic to mental health nursing. The focus will be on the understanding of personality development and its behavioral manifestations. Assessment of clients and intervention strategies are explored. Interdisciplinary aspects of mental health care delivery and current issues in mental health nursing will be discussed. Prerequisites: NUR 302, NUR 320/321; NUR 324/325.

Engineering

ELE 444 Analog Integrated Circuits
Topics in the internal circuit design and system applications of analog integrated circuits; current sources, differential amplifiers, level shifters, operational amplifiers, regulators, high frequency considerations; phase-locked loops. Prerequisite: ELE 343 Lecture 3 hrs. 2 Design Cr.

Technology

ITEP 699 Independent Study
A course of study in which the student is 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 production of instructional materials; the utilization of contemporary instructional equipment and teaching materials. Students will evaluate, prepare, and utilize appropriate, relevant instructional materials; plan, prepare, and present lessons; and organize objectives, develop teaching plans, and evaluate measures of learning.

ITEP 381 Methods and Materials of Instruction
A course of study in which the student is 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 production of instructional materials; the utilization of contemporary instructional equipment and teaching materials. Students will evaluate, prepare, and utilize appropriate, relevant instructional materials; plan, prepare, and present lessons; and organize objectives, develop teaching plans, and evaluate measures of learning.

ITEP 653 Problems in Technology Education
A directed study course which provides an opportunity for students to study areas of contemporary technology of their choice. Specific topics will be identified through a formal proposal process and will be studied independently. Study is defined broadly and includes the activities of problem definition, information collection and analysis, synthesis, development, and evaluation.

ITEP 330 Production Control
Lectures, discussions, and problems dealing with the principles and practices of production and inventory control. Study includes information flow, forecasting, scheduling, capacity planning, material requirements planning, economic order quantities, ABC analysis, line balancing, and just-in-time techniques.

ITEP 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.

ITEP 321 Workplace Design Ergonomics
This course has been developed to educate the student in the use of ergonomic principles as they apply to the design/redesign of workstations as they exist in all types of working environments. Muscular stress measurements will be taken on the human body to establish baseline stress levels for various jobs and later compared to redesigned jobs to verify the significance of the change. State-of-the-art electrogoniography and computer techniques will be used in both laboratory and field applications. Prerequisite: ITEP 300, Ergonomics and Time Study.

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

Option Number 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, are approved by the administrator for credit under this course option.

Option Number 2
Approved employment with a company may qualify the 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 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.

For additional information concerning either option of ITEP 440 or ITEP 460, consult your advisor.
NUR 331 Mental Health Nursing Lab
This course is designed to provide clinical experience with a mental health/psychiatric nursing focus. The emphasis is on application of concepts of mental health/psychiatric nursing. (Concurrent with Mental Health Nursing, NUR 410) Cr 2

NUR 340 Adult Health Nursing in the Community
Students will study family-centered therapeutic nursing interventions that support adult clients in the home setting. This course will enable students to develop and practice critical thinking and communication skills necessary for delivery of family-centered care within the community. The emphasis is on chronic health problems in the United States. The roles of collaborator and advocate are introduced. Prerequisites: NUR 302, NUR 320/321, NUR 324/325. Cr 2

NUR 341 Adult Health Nursing in the Community Lab
This course offers students an opportunity to learn nursing therapeutics relevant to community-based care of adults with chronic health problems. The course allows students to integrate concepts of community health and adult health nursing. (Concurrent with NUR 340) Cr 3

NUR 356 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. Must be taken concurrent with or previous to NUR 340/341. Cr 3

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 as 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 measure the actuality of 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 417 Community Health Nursing Lab
This course extends the community health nursing lab experience for RN students. Prerequisite: NUR 416. Cr 1

NUR 420 Fundamental Nursing Skills
This course will provide a supervised clinical experience for students to meet the 50 minimum hours required for certification as a nursing assistant. It is designed to prepare students to provide basic nursing assistance to clients under the supervision and delegation of registered professional nurse. Cr 2

NUR 480 Concentrated Clinical Practicum
This culminating intensive clinical experience is designed to promote the role transition from student to graduate nurse. The focus is on the development of the leadership and management skills utilized in the care of clients. During this final clinical experience the student, assigned to work with a nurse clinician, will emphasize the integration of the multiple nursing roles in the delivery of nursing therapeutics. Cr 2

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

NUR 602 Advanced Pathophysiology/Health Assessment
This course builds upon and extends undergraduate knowledge of pathophysiology and health assessment. It provides students an opportunity to develop advanced assessment skills needed for advanced practice in adult health, family/community health, and psychiatric/mental health nursing. Abnormal assessment findings are related to underlying pathophysiology. Cr 4

NUR 603 Nursing Theory and Knowledge Development
This course explores contemporary issues in theory development and the social production of knowledge for nursing. Students will examine the social and historical context of knowledge developments in nursing with an emphasis on the relationship among theory, research, and practice in nursing. Cr 3

NUR 607 Advanced Roles in Nursing
This course focuses on advanced nursing practice roles within various health care settings. Concepts including role, leadership, and power are used as a basis for examining change and decision making. Emphasis is on the team work of managers and advanced practice nurses to create supportive environments for nursing practice. Cr 3

NUR 694 Thesis Continuation
Students who have completed all thesis credits but have not completed the thesis and continue to need faculty advisement must register for this course each semester until completion of the thesis. (Concurrent with NUR 649) Cr 1

NUR 695 Directed Study
A student will select a faculty member to guide readings related to a chosen topic. A research paper may be required. Credit allocation up to 3 credits is negotiated with faculty. Cr var.

Recreation and Leisure Studies

REC 121 Introduction to Therapeutic Recreation Services
An overview of therapeutic recreation including historical and philosophical foundations, service models, professional functions and service settings. A survey of diseases and disabilities with implications for service delivery will also be included. Prerequisite: therapeutic recreation major or instructor permission. Cr 3

REC 216 Emergency Response
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, cardiovascular fitness, and muscle strength/endurance. Emphasis will be on wellness-related topics. Class content will include lecture/discussion and in-class laboratory evaluations. Cr 3

REC 295 Internship
Students work as therapeutic recreation assistants under the supervision of an appropriately certified therapeutic recreation leader in a university-approved agency which provides therapeutic recreation services. A faculty member will work with the agency supervisor to coordinate the student's educational experiences. Students will be required to participate in some on-campus classroom sessions to prepare for their internship experiences. Prerequisite: REC 294 taken immediately prior to Internship. Cr 6

REC 495 Internship
Students are required to work a minimum of 525 hours in an agency that provides recreation or therapeutic recreation services. During this period the student will apply the theoretical knowledge, concepts, and technical skills learned in the course to their internship experiences. Prerequisite: Recreation core courses and instructor's permission. Cr 12

Division of Off-Campus Instruction and Academic Support
ABU 119 Business Communication
This course introduces students to business communication areas and provides practice in the application of those 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 to enter ENG 100C. College 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. This research topic is explored and the class format allows for a great deal of faculty/student interaction. Cr 3