Table of Contents
University of Southern Maine Graduate Catalog 2012-2013

Click a heading to go directly to that section

Welcome .................................................................................................................................................................................. 5
The University ........................................................................................................................................................................... 6
Graduate Admissions ............................................................................................................................................................... 7
Financial Information ............................................................................................................................................................... 10
Financial Aid ............................................................................................................................................................................ 15
Student Life and Student Services ........................................................................................................................................ 18
Academic Policies ................................................................................................................................................................. 22
College of Arts, Humanities, and Social Sciences .............................................................................................................. 27
  Master of Arts in American and New England Studies ......................................................................................... 28
  Stonecoast Master of Fine Arts in Creative Writing ................................................................................................. 33
  Certificate of Graduate Study in the Acting Techniques of Michael Chekhov ................................................ 36
School of Music ...................................................................................................................................................................... 37
  Master of Music in Composition ................................................................................................................................. 37
  Master of Music in Conducting ................................................................................................................................. 39
  Master of Music in Jazz Studies ................................................................................................................................. 41
  Master of Music in Music Education .......................................................................................................................... 43
  Master of Music in Pedagogy ................................................................................................................................. 45
  Master of Music in Performance ............................................................................................................................ 47
  Certificate of Graduate Study (Composing Together) ....................................................................................... 51
Lewiston-Auburn College ....................................................................................................................................................... 56
  Master of Arts in Leadership Studies ......................................................................................................................... 57
  Certificate of Graduate Study in Leadership Studies ............................................................................................ 59
  Certificate of Graduate Study in Creative Leadership and Global Strategy .................................................... 60
  4+1 Program in Leadership Studies .......................................................................................................................... 61
  Master of Occupational Therapy .......................................................................................................................... 64
  Certificate of Graduate Study in Occupational Therapy: Return to Practice .................................................. 67
College of Management and Human Service .................................................................................................................. 71
School of Business ................................................................................................................................................................. 73
  Centers ........................................................................................................................................................................... 77
  Master of Business Administration ......................................................................................................................... 78
School of Education and Human Development ............................................................................................................. 85
  Departments ............................................................................................................................................................. 87
  Centers/Programs ....................................................................................................................................................... 89
  Master of Science in Abilities and Disabilities Studies ....................................................................................... 90
  Certificate of Graduate Study in Gifted and Talented ..................................................................................... 94
  Certificate of Graduate Study in Teaching ALL Students ........................................................................ 95
  Certificate of Graduate Study in Youth with Moderate-to-Severe Disabilities ........................................... 96
  Master of Science in Adult and Higher Education .................................................................................... 97
  Post-Master’s Certificate of Advanced Study in Adult Learning ................................................................. 99
  Master of Science in Counseling ...................................................................................................................... 100
Post-Master’s Certificate of Advanced Study in Counseling ................................................................. 104
Mental Health Rehabilitation Technician (MHRT)/Community Certificate ............................................. 106
Master of Science in Education in Educational Leadership ................................................................. 107
Post-Master’s Certificate of Advanced Study in Educational Leadership .............................................. 109
Certificate of Graduate Study in Assistant Principal ........................................................................... 111
Certificate of Graduate Study in Athletic Administrator ....................................................................... 112
Master of Science in Education in Literacy Education ........................................................................... 113
Master of Science in Education in Applied Literacy .............................................................................. 115
Master of Science in Education in Applied Literacy with a Concentration in English as a Second Language ......................................................... 116
Post-Master’s Certificate of Advanced Study in Literacy Education .................................................... 117
Post-Master’s Certificate of Advanced Study in English as a Second Language ................................. 118
Certificate of Graduate Study in English as a Second Language .......................................................... 119
Certificate of Graduate Study in Literacy ............................................................................................... 120
Master of Science in Education: Professional Educator ....................................................................... 121
Master of Science in Educational Psychology with a concentration in Applied Behavior Analysis ........ 123
Certificate in Applied Behavior Analysis ............................................................................................ 126
Certificate of Graduate Study in Response to Intervention: Academic ............................................... 127
Certificate of Graduate Study in Response to Intervention: Behavior ............................................... 127
Master of Science in School Psychology .............................................................................................. 128
Doctor of Psychology (Psy.D.) in School Psychology .......................................................................... 131
Psy.D. Program ................................................................................................................................. 133
Master of Science in Education in Teaching and Learning (MTL) ......................................................... 135
Extended Teacher Education Program ............................................................................................... 138
Montessori Early Childhood Teacher Education Program Concentration (MECTEP) ..................... 141
Certificate of Graduate Study in Culturally Responsive Practices in Education and Human Development ................................................................. 143
Edmund S. Muskie School of Public Service .............................................................................................. 166
Ph.D. in Public Policy ......................................................................................................................... 169
Certificate of Graduate Study in Applied Research and Evaluation Methods .................................... 170
Certificate of Graduate Study in Child and Family Policy and Management ........................................ 171
Certificate of Graduate Study in Community Planning and Development ........................................ 172
Certificate of Graduate Study in Health Policy and Management ....................................................... 173
Certificate of Graduate Study in Nonprofit Management ..................................................................... 174
Certificate of Graduate Study in Performance Management and Measurement ............................. 175
Certificate of Graduate Study in (Medical) Practice Management ....................................................... 176
Certificate of Graduate Study in Public Health ...................................................................................... 177
Certificate of Graduate Study in Social Policy Analysis ....................................................................... 178
Master of Community Planning and Development ........................................................................... 179
Master of Public Health .................................................................................................................... 184
The Muskie School and Business School Joint MBA-MPH Degree .................................................... 188
Master of Public Policy and Management ........................................................................................... 190
Law and Public Policy and Management Joint Degrees ..................................................................... 198
School of Social Work .......................................................................................................................... 199
Master of Social Work ....................................................................................................................... 199
College of Science, Technology, and Health ......................................................................................... 205
Master of Science in Applied Medical Sciences .................................................................................. 209
Master of Science in Biology ................................................................. 216
Master of Science in Computer Science ................................................ 220
Certificate of Graduate Study in Software Systems ...................................... 222
Master of Science in Statistics ................................................................. 226
Certificate of Graduate Study in Statistics ................................................ 229

School of Nursing ................................................................................. 232
Doctor of Nursing Practice (DNP) .......................................................... 232
MS in Nursing - Adult Health Clinical Nurse Specialist .................................. 240
MS in Nursing - Adult Nurse Practitioner ............................................... 240
MS in Nursing - Adult Psychiatric/Mental Health Clinical Nurse Specialist .......... 240
MS in Nursing - Adult Psychiatric/Mental Health Nurse Practitioner ................. 240
MS in Nursing - Family Nurse Practitioner ............................................ 241
MS in Nursing - Family Psychiatric/Mental Health Nurse Practitioner ............... 247
MS in Nursing - Clinical Nurse Leader (CNL) ......................................... 253
MS in Nursing - Nursing Education ..................................................... 258
MS in Nursing - Nursing Management ................................................ 264
MS in Nursing - RN to Master of Science Degree Program for Registered Nurses .... 270
MS in Nursing - Dual Degree—Master of Science in Nursing and Master of Business Administration ................................. 275
MS in Nursing - Post-Master’s Certificate of Advanced Study ....................... 280
MS in Nursing - MS Option for Non-Nurses with Baccalaureate Degrees ........... 285
MS in Nursing - Master of Science Degree for Certified or State-Approved Advanced Practice Nurses .................... 291
Certificate of Graduate Study in Nursing Education .................................... 296

Professional and Continuing Education ................................................ 304
University of Maine School of Law ....................................................... 306
Office of Sponsored Programs .................................................................. 307
Administration of the University of Southern Maine ................................ 308
Welcome

Dear Student:

The University of Southern Maine values graduate education, understanding that advanced instruction and training provides students with the skills, knowledge and judgment required by an increasingly global and competitive workplace.

Consequently, we will do everything we can to ensure you will leave this university enriched by your experiences and well equipped to take your place in the global workplace.

You will meet professors who will change the way you understand the world, and you will discover a caring community here at USM committed to the transformative power of higher education.

Welcome to USM!

Sincerely,

Selma Botman
President
The University

The University of Southern Maine, the state’s only public comprehensive university, prepares students to play vital roles in the growth and improvement of the economic, civic, social, and cultural fabric of central and southern Maine, while providing engaged learning opportunities both inside and outside the classroom.

As a member of the University of Maine System, USM offers nearly 2,000 graduate students 29 degree programs and Certificates of Advanced Study programs in the College of Arts, Humanities and the Social Sciences; the College of Management and Human Service; the College of Science, Technology, and Health; Lewiston-Auburn College; and the University of Maine School of Law.

Graduate study is an integral part of the University of Southern Maine. The oldest post-baccalaureate program is the juris doctor, which dates back to the late 1800s and is offered by the University of Maine School of Law. The newest graduate program is the Masters of Public Health, which will admit its first students the fall of 2012. The program, offered through the Muskie School of Public Service, prepares graduates for the rapidly changing challenges confronting today’s complex health care systems.

In between the oldest and newest are a range of highly regarded programs in such disciplines as accounting, American and New England Studies, business, computer science, creative writing, education, music, nursing, occupational therapy, public policy, the sciences, social work and statistics.

The University affirms that graduate education should provide subject matter and require study at a level that builds upon the knowledge and intellectual skills acquired through undergraduate experience. It should strengthen and broaden professional competence and stimulate independent research.

To support these objectives, the University is served by a strong faculty with a passion for communicating the excitement of learning and the joy of discovery. These women and men represent a wide range of knowledge and expertise; among them are Fulbright and Guggenheim Fellows, advisors to state and local governments, and authors of national note from a range of academic disciplines.

The student body, which also includes some 7,300 undergraduates, has a diversity of age, background and purpose that provide a lively, challenging environment for learning—a context in which scholarship and learning gained from experience complement one another.

USM’s locations in central and southern Maine, viewed nationally as among the most livable regions in the country, offer a range of educational, cultural, and recreational opportunities.

USM is a vital university dedicated to student success and the transformative power of public higher education. Serving the needs and aspirations of central and southern Maine communities, the University of Southern Maine prepares its students for personally and professionally fulfilling lives after graduation.
Graduate Studies

The Office of Graduate Studies is the administrative office that coordinates many student services related to graduate students. These services include the Graduate Assistant Program, the Teaching Assistant Program, academic policies concerning graduate students, and some scholarship programs. The dean of Graduate Studies is responsible for the operation of this office.

The Graduate Council works closely with the dean of Graduate Studies. The council, which is made up of chairs of all graduate programs, provides advice regarding the quality and standards of graduate education, review of existing and proposed programs, and policy and procedures regarding admissions, degree requirements, and related matters.

All graduate students are invited to visit the Office of Graduate Studies, located at 45 Exeter Street, Portland. The office can be reached by phone at (207) 780-4877 or at http://www.usm.maine.edu/grad. Graduate students are also advised to maintain close contact with the appropriate director or graduate coordinator in their school, college, or program.

Graduate Admissions

The Graduate Admissions Office oversees the application process for all graduate programs at the University of Southern Maine (except the University of Maine School of Law). The director of Graduate Admissions reports directly to the dean of Graduate Studies, and works closely with the dean to assist graduate students from the time of application to graduation. All application materials should be sent directly to University of Southern Maine, Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300. For more information, visit: http://www.usm.maine.edu/graduateadmissions. The office is located at 39 Exeter Street and can be reached at (207) 780-4386 or gradstudies@usm.maine.edu. Deadlines for admission vary by program.

The following policies and procedures apply generally; consult the particular degree program for specific information.

To be admitted to graduate study, an applicant must have received a baccalaureate degree or the equivalent from a regionally accredited college or university and show promise of ability to pursue advanced study and research in the appropriate program.

Required Submissions

- A completed application.
- A nonrefundable application fee of $65.
- Letters of recommendation.
- A current resume.
- Official transcript(s) of all previous undergraduate and graduate work, even if courses show as transfer credits on degree transcript.
- An essay or goal statement. Please check the Graduate Admissions Web site under Graduate Program-Specific Application Instructions and Deadlines: http://www.usm.maine.edu/graduateadmissions/programs.
- Official score(s) from standardized tests required by the program (e.g., Graduate Record Examination, Miller Analogy Test). Scores must be for tests taken within five years of application deadlines. (Please note that it often takes six weeks for test score reports to be received from the testing agency.) For some programs, self-reported test scores, received by the application deadline, may be used for purposes of application review, but no admission decision can be made until official test scores have been received from the testing agency.
- If the applicant is an international student whose first language is not English: Official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or official IELTS test scores of 6.5 or higher. Some graduate programs have higher TOEFL or IELTS requirements. Please check the website of the individual program. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement. Contact the Office of Graduate Admissions for more information on the waiver process.
- Any other materials as defined by the school or college. Please check the Web site of the program to which you are applying, or contact the Graduate Admissions Office at gradstudies@usm.maine.edu.

For additional policies and procedures governing application to a particular school or college at USM, please refer to the program description in this catalog under each of the respective schools or colleges. University policy does not permit the conditional admission of international students to graduate programs or certificates. However, exceptions to this policy may be made on a program by program basis in consultation with the Dean of Graduate Studies and the Graduate Council. Programs planning to seek such a waiver of current university policy must advise the Office of Graduate Admissions and the Graduate Council prior to the implementation of such policies.

Submission of Application

All documents relating to an application for admission to graduate study are to be sent to the Office of Graduate Admissions on the Portland campus. Once all materials are received they will be forwarded to the appropriate graduate unit for review. Final action on the status of the application is taken by the respective graduate program. Notification of final action is made by the Office of Graduate Admissions. All papers relating to an application become the property of the University of Southern Maine. Applicants are responsible for seeing that all application materials are received by the appropriate office and are postmarked by the application deadline. Criteria for application review may be determined by individual schools, colleges, or programs. The Graduate Admissions Office must determine that an application has met the criteria for final admission.

International Student Applications

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the test offered by the International English Language Testing System (IELTS) and submit scores as part of the application documents. Only applicants with TOEFL scores of 550 or higher on the paper-based test, 213 or higher on the computer-based test, or 79 or higher on the Internet-based
test, or an IELTS score of 6.5 or higher will be considered for admission to a graduate program. Individual graduate programs may have
higher score requirements. Please check the program website to determine if a higher score is required. International students who received
their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement. Please contact the Graduate
Admissions Office for more information on submitting a request for a waiver.

Transcripts from universities outside of the United States must be translated into English and, and must be accompanied by verification
that the degree received is equivalent to a United States bachelor’s degree. Please see information for international students on the Graduate
Admissions Web site at http://www.usm.maine.edu/graduateadmissions for a list of agencies that can provide this verification.

Application Deadlines
Applications for admission and all supporting material must be postmarked by the deadlines set by the individual graduate programs.
Please refer to the appropriate program description for specific information.

Deadline for Enrollment
An applicant admitted for full-time or part-time study must register in that semester for which he or she has been admitted unless other
arrangements are formally made with the program to which he or she has been admitted. The Office of Graduate Admissions must receive
written notification of any such arrangements.

Application to Graduate Certificate Programs
Candidates must submit all application materials directly to the Office of Graduate Admission. Candidates for admission must submit:
 • Application for Certificate Program, including a $25 nonrefundable application fee;
 • Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
 • Current resume;
 • Personal statement; and
 • Additional or other special admission requirements specified by program.

The application for certificate programs is available at the Graduate Admissions Web site at http://www.usm.maine.edu/graduateadmissions. Please note, students who are only enrolled solely in a graduate certificate program are not
eligible for Federal financial aid.

Immunization Law
Maine state law requires all individuals born after December 31, 1956, who plan to enroll in a degree program or plan to take twelve or
more credits, to show proof of immunity against measles, mumps, rubella, diphtheria, and tetanus before registering for classes.
Immunization records must be on file with Student Health Services before students will be allowed to register for classes.
Specific information about immunization requirements is sent with admissions packets, and is also available in most departments and at
Student Health Services. The Immunization Hotline number is (207) 780-4504.

Readmission
A student previously registered in a graduate program who has failed to maintain continuous enrollment or who has withdrawn or been
withdrawn from the program, or a student who has failed to matriculate in accordance with the enrollment deadline and who wishes to
resume studies, must file an application for readmission to graduate school by the regularly published deadlines for the semester or summer
session and register during the usual registration period. The application for readmission is to be accompanied by official transcripts of any
work attempted in the interim, a fee of $15.00, and any other relevant or required updated material.
The re-application form is only to be used within two years of the original application. If more than two years have passed, applicants
must complete a new application. The re-application form can be found at http://www.usm.maine.edu/graduateadmissions.

Classification of Admissions
Regular admission is granted a student who has a record of high scholarship and about whom there is no question of ability to carry on
graduate study.

In some instances, conditional admission may be granted to a student who does not meet the established requirements or standards,
provided there is sufficient evidence to show that the student is capable of doing satisfactory graduate work. Prospective students should
consult the specific graduate program for further information. A program that admits a student conditionally determines the conditions that
the student must meet. If a program determines that a student has not met these conditions, the student may be withdrawn from the program.

Transfer Credit
Transfer credit is credit earned for coursework prior to matriculation into a graduate program at the University of Southern Maine. Credit
may be received for coursework completed at the University of Southern Maine or at another institution. Such credit is normally approved
only at the time of admission and request for approval must be included as part of the admissions application. The University of Southern
Maine strongly suggests that no more than nine transfer credits be allowed. However, the amount of transfer credit is determined by each
graduate program. Transfer credit will not be approved for: 1) courses that would not have received graduate credit at the University of
Southern Maine, 2) courses that exceed time limits prescribed for a particular degree program, 3) courses in which a grade lower than a B
was received, and 4) courses that are inappropriate for inclusion in the student’s program of study. Some programs have more specific
policies regarding transfer credit. Please consult the program sections of this catalog for degree program policies. To facilitate the
evaluation of transfer credits for courses taken at institutions other than the University of Southern Maine, the applicant should include a
copy of the course description taken from the institution’s catalog that was in effect the year the course was taken.

Admission of Individuals with Disabilities
The University does not discriminate against qualified applicants on the basis of a physical or mental disability. All classroom buildings
and two dormitories are equipped with ramps for wheelchair access. The University Library contains a Kurzweil Reading Machine to assist
the visually impaired. Most elevator buttons are coded in Braille. An applicant reporting a physical handicap will be advised to schedule an interview with the University Coordinator of Academic Support Services for Students with Disabilities.

**Academic Support for Students with Disabilities**

The Academic Support for Students with Disabilities Office works with students to overcome obstacles they may face and to develop strategies and support services for achieving academic success at the University of Southern Maine.

Any USM student with a physical, hearing, medical, emotional, or learning disability who is taking a credit-bearing course is eligible for services. Students may be asked to provide documentation.

Academic services may include: tutors, note-takers, taped readings, test proctoring, extra time on tests, and interpreters (when appropriate). Students are advised to contact the office before each semester to plan their programs so that appropriate accommodations can be made. A lift-operated van is available upon request to provide transportation between campuses for students with wheelchairs. The Academic Support for Students with Disabilities Office is located in 242 Luther Bonney Hall on the Portland campus. Call (207) 780-4706 (voice) or (207) 780-4395 (TTY) to schedule an appointment.

**Appeal of Admissions Decisions**

Applicants may appeal an admissions decision by submitting a written appeal to the chair or director of the appropriate program within 10 working days of receipt of the admission decision letter. The appeal will be reviewed by the chair or director, or the appropriate graduate program admissions committee, and the chair or director will notify the student of action taken on the appeal, within 10 working days of receipt of the appeal. Should the student wish to pursue the appeal process further, a written appeal may be submitted to the dean of Graduate Studies. The applicant’s appeal letter should include all information she or he believes should be taken into account in reviewing the decision. The applicant will be informed of the decision of the dean of Graduate Studies within 10 working days of the receipt of the appeal.

**Matriculation in a Second Program**

Occasionally students seek to pursue a second program, either after graduating from their first program, or prior to completing the first program. In either case, the student must apply for admission to the new program. All courses, grades, and quality points taken at the graduate level will be recorded on one transcript. The new program will determine which courses will count toward graduation. Typically a maximum of nine credits may count toward both degrees.

**Professional Licensure and Certification Notice**

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

**E-mail Communication Policy**

In order to meet the academic and administrative needs of the University community, the University has established e-mail as an official and primary means of communication to its students, accepted and/or enrolled. In some cases, email may be the only form of communication. Official University-assigned e-mail accounts are created for all accepted and/or enrolled students usually in the form of FirstName.LastName@maine.edu. Students are responsible for reading all information sent to them via their University assigned e-mail account. The University has the right to expect that such communications will be received and read in a timely fashion.

It is imperative that students understand that a majority of University information will be communicated to them via their assigned e-mail account. Confidential information will not be sent via e-mail. If the University needs to convey sensitive information to the student and the information cannot be conveyed using the password-protected student self-service venue, the University will send the information via United States Postal Service. The University reserves the right to notify students via e-mail when any action on the student’s part may be necessary. Some actions can be accomplished using the University’s Student Information Systems, made available through special password-protected links. Students should activate their assigned e-mail accounts at http://mail.maine.edu.

For assistance in activating your University account, visit http://usm.maine.edu/computing/student-email or contact the HelpDesk at (207) 780-4029, or helpdesk@usm.maine.edu. The complete E-mail Communication Policy can be found at http://usm.maine.edu/dot/email-communication-policy.
Financial Information

Each year in May, as part of the annual budget process, the Chancellor shall present recommended tuition, fee, and room and board rates to the Board of Trustees for approval. (Tuition and fee rates become effective after the end of the summer term). The Board may alter any of these rates at its discretion.

There are three types of tuition charged: undergraduate, graduate, and law. The type of tuition charged is usually determined by the level of the course. Tuition charges are calculated by multiplying the number of credit hours attempted by a rate established by the Board of Trustees. Courses being audited are included in this calculation.

### Tuition

Tuition rates for the 2012-2013 academic year

#### Undergraduate Tuition Charges Per Credit Hour

<table>
<thead>
<tr>
<th></th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine Resident</td>
<td>$253.00</td>
</tr>
<tr>
<td>Non-Maine Resident</td>
<td>$665.00</td>
</tr>
<tr>
<td>New England Regional Program</td>
<td>$380.00</td>
</tr>
<tr>
<td>Canadian Resident</td>
<td>$380.00</td>
</tr>
</tbody>
</table>

Graduate Tuition Charges Per Credit Hour

<table>
<thead>
<tr>
<th></th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate*</td>
<td>$380.00</td>
</tr>
<tr>
<td>Law</td>
<td>$743.00</td>
</tr>
<tr>
<td>Non-Maine Resident</td>
<td>$1026.00</td>
</tr>
<tr>
<td>New England Regional Program</td>
<td>$1014.00</td>
</tr>
<tr>
<td>Canadian Resident</td>
<td>$1014.00</td>
</tr>
</tbody>
</table>

Additional information about Law tuition and fees can be found at [http://mainelaw.maine.edu/admissions/tuition-fees.html](http://mainelaw.maine.edu/admissions/tuition-fees.html)

### Fees

Fees below for the 2012-2013 academic year.

#### For All Students

- **Community Standards Fee**  A $35.00 fee is charged to any student who is sanctioned under the Conduct Code.
- **Course Fees**  To defray the costs associated with some courses, additional fees ranging from $5.00 to $360.00 are assessed. These fees are associated with courses requiring additional instructional resources.
- **Distance Learning Technology Fee**  Students registered at University College Centers and sites are charged a $6.00 per credit hour technology fee.
- **Insufficient Funds Fee**  A $25.00 fee is charged when a check is returned due to insufficient funds or when a credit card payment is declined.
- **Payment Plan Fee**  A $30.00 fee is charged to students enrolling in a University three, four, and/or five payment plans.
- **Late Payment Fee**  A $50.00 fee (to a maximum of $200.00) is charged to student accounts not paid when bill is due.
- **Online Course Enrollment Fee**  Students registering for online classes are charged a $25 per credit hour fee for all blended and online courses to help pay for additional student services including tutoring, advising and library services. The fee also provides for faculty support services, and technology infrastructure, maintenance and upgrades.
- **Student Health and Counseling Fee**  A mandatory $80.00 health fee is charged students registered for six or more credits of instructional activities emanating from the Portland and/or Gorham campus for fall and spring semesters. Such activities include independent study, internships, field experiences, etc. Credits for regular classes taken at off-campus locations are omitted when determining this fee.

  Optional coverage is available to students who register for fewer than six credits and/or during the summer. For more information about the services covered by the student health and counseling fee and the cost for enrolling after the four-week open enrollment period, contact University Health Services.

  - **Student Health Insurance (Optional)**  Students may purchase optional insurance plans under policies made available by contract with the University of Southern Maine. These plans can provide coverage for health care costs incurred through University Health Services, family physicians, or other health care providers.

  A 12-month basic insurance plan is available to students registered for six or more credit hours. Students who have enrolled in the prior academic year must re-enroll each year and cannot re-enroll in the basic plan if not a USM student.

- **Summer Session Administration Fee**  $35.00
- **Transportation Fee**  A mandatory semester fee assessed to all students registered for courses that are held on the Portland and/or Gorham campuses. It funds parking and other transportation-related projects, as well as busing between campuses. It eliminates the need to pay for required parking decals.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1-5.99</td>
<td>$55.00</td>
</tr>
<tr>
<td>6.0-11.99</td>
<td>$83.00</td>
</tr>
<tr>
<td>12+</td>
<td>$110.00</td>
</tr>
</tbody>
</table>

- **Lewiston-Auburn College Parking Fee**  A $3.00 per credit hour fee is assessed to students registered for courses held on the LAC campus.
- **Unified Fee**  A mandatory $28.00 per credit hour fee assessed to cover fixed costs of providing educational services not already supported by tuition charges.
**Additional Undergraduate Fees**

- **Activity Fee** Students taking undergraduate courses are assessed a mandatory student activity fee. The amount charged depends on the number of credit hours attempted. Students taking graduate courses are not assessed this charge. Students registering for undergraduate courses taught at Lewiston-Auburn College or University of Maine System Off-Campus Centers are charged $1.50 per credit hour.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5.9</td>
<td>$19.00</td>
</tr>
<tr>
<td>6-11.5</td>
<td>$37.00</td>
</tr>
<tr>
<td>12+</td>
<td>$55.00</td>
</tr>
</tbody>
</table>

- **Administrative Fee**
  - For Study Abroad/National Student Exchange: A one-time $150.00 fee is charged to students applying to study abroad or through the National Student Exchange.
  - **Enrollment Fee**: A mandatory $175.00 fee is charged to newly admitted undergraduate students. This fee is charged only once.
  - **Prior Learning Assessment Fee**: Charges for exams offered by the Office of Prior Learning Assessment can be found at [http://www.usm.maine.edu/pla](http://www.usm.maine.edu/pla).
  - **Reactivation Fee**: A mandatory $10.00 fee is charged to students who have previously applied for admission but did not complete the admission process, or who leave for several years and wish to become degree candidates again.
  - **Specialty Accreditation Fee**: An $26.00 per credit hour fee is charged to students enrolling in upper-level undergraduate courses (300 level and above) offered by the School of Business.

**Additional Graduate Fees**

- **Application Fee**: A mandatory $65.00 fee is charged at the time of application to a graduate program. A mandatory $50.00 fee is charged at the time of application for admission to the School of Law.
- **Distance Learning Course Support Fee**: Students registering for ITV and videoconferencing courses are charged a $12.00 per credit fee to defray mailing costs.
- **Graduate Certificate Application Fee**: A one-time fee charged to applicants to a certificate program.
- **Graduate Student Enrollment Fee**: A one-time $50.00 fee charged to newly matriculated graduate students.
- **Graduate Non-Matriculated Student Fee**: A $25.00 per semester fee charged per semester to non-matriculated graduate students.
- **Law Student Activity Fee**: A $50.00 fee is charged to all students registered for 6 or more credit hours.
- **MBA Orientation Fee**: An $80.00 fee is charged to all students admitted to the M.B.A. program. The fee covers the cost of a one-day experiential learning exercise, required during the first year of enrollment.
- **MFA Graduation Residency**: A $530 fee is charged during the final residency in the MFS (Stone Coast) program.
- **Reapplication Fee**: A $15.00 fee is charged to students who have previously applied for admission to a graduate program but did not complete the admissions process, or who return after an absence and wish to reapply.
- **Specialty Accreditation Fee**: A $67.00 per credit hour fee is assessed to students enrolling in graduate courses offered by the School of Business. The fee will support research and scholarship activities that help assure the school's continued accreditation by an international organization.

**Room and Board**

**USM Meal Plans**

The University offers seven different resident student meal plans. See the Residential Life and Resident Education Web site for details: [http://www.usm.maine.edu/reslife](http://www.usm.maine.edu/reslife).

**Commuter Only Meal Plans**

Commuter meal plans allow students to purchase food at a discount. Information about the plans is available from the Department of Residential Life and Resident Education, Dining Services, and Campus Card Services.

**Room**

University residence halls are located on the Gorham campus. Information about housing is available from the Department of Residential Life and Resident Education, 100 Upton Hall, Gorham (780-5240).

While the student is billed by the semester, the housing contract is for the full academic year. Please see the Residential Life Web site at [http://www.usm.maine.edu/reslife](http://www.usm.maine.edu/reslife) for current room types and rates.

**Other Expenses**

- Books and Supplies: Students are responsible for the purchase of books and supplies. Payment is made at the time of purchase.

**Deposits**

**For Undergraduate Applications**

When a student is notified of acceptance into a University undergraduate degree program, a $100.00 enrollment deposit is due by May 1 for the fall semester and January 2 for the spring semester. If admitted for the fall semester after May 1, a deposit is due within 15 days. The deposit will be applied to tuition charges. The deposit will be forfeited if the student notifies Undergraduate Admissions of their intention to withdraw after May 1 or January 2.
For Law School, Applications

Students admitted to the School of Law must pay a nonrefundable $250.00 tuition deposit by April 15 or within two weeks of acceptance if admitted after April 1. An additional $250.00 deposit is due by June 15. Checks should be mailed directly to the School of Law. This deposit will be applied to tuition charges if the student registers and remains enrolled; otherwise it is forfeited. With permission of the Law School, payment may be postponed in cases of extreme hardship.

For Graduate Applications

Graduate programs requiring a deposit include occupational therapy, creative writing, extended teacher education program, and the nursing option for non-nurses with baccalaureate degrees. Other graduate programs do not require a deposit. Students should consult their letter of admission for deposit due dates.

For students living in campus housing

Students who are approved for on-campus housing must pay a $75.00 room deposit. Usually the deposit is applied to the fall bill. If a student notifies Residential Life in writing that housing is not desired before June 1, the deposit will be refunded. If notification is received after June 1, the deposit is forfeited. Students applying for Spring housing only, should contact Residential Life for payment and refund deadlines.

Payment Policies and Procedures for all students

Billing

Students can access MaineStreet billing statements, specific semester due dates, and other important account information at http://www.usm.maine.edu/studentaccounts. The University is not obligated to mail paper billing statements.

It is critical that official University e-mail accounts are checked often by all students. In many cases, it will be the only means of receiving important information from Student Accounts and other University departments.

It is the student’s responsibility to ensure that all addresses recorded on MaineStreet are correct.

Payment options:

- ACH (electronic check) ACH payments can be made online on MaineStreet.
- Cash Cash payment may be made at the Student Accounts Office or at an off-campus center. Cash should not be mailed.
- Checks Paper checks should be made payable to the University of Southern Maine. The student’s name and student I.D. number should be shown on the check.
- Credit Cards USM uses an outside vendor to process MasterCard, American Express, and Discover card payments. The student is charged a convenience fee by the vendor.
- Financial Aid from USM The University offers eligible students grants, scholarships, loans, and employment opportunities. Grants, scholarships, and loans are credited for payment of University charges. Additional information can be obtained from Student Financial Aid.
- Installment Payment The University offers a variety of payment plans. Information about these plans is available from Student Accounts.
- Outside Scholarships Students must notify Student Accounts of any non-University scholarships, to be used to pay University charges, prior to the date payment is due. Upon receipt of proper documentation, the University may extend the payment due date.
- Third Party Payments A student must give Student Accounts written authorization from the agency/employer prior to the payment due date. No conditional payment offers will be accepted. Please note: If, for any reason, the third party does not pay, the student is liable for all charges.

Each semester, the University establishes specific dates payment is due and notifies students of these dates on bills, through University publications, and on the Student Accounts Web site at http://www.usm.maine.edu/studentaccounts. All charges posted to student accounts after the posted semester or term payment due date must be paid when incurred.

A late fee is charged if payment is not received by the due date. Students with past due charges are not allowed to re-register. Students who show a pattern of late payment may be required to pay all University charges before registration is accepted.

The University reserves the right to cancel a current semester’s registration, preventing a student from receiving grades or credit for courses, if outstanding charges are not paid.

Transcripts, certification of graduation, and other records will be withheld from students who have not paid all bills and loans due the University. This includes bills for damage to University property and unpaid charges or fines owed to other University departments.

Add/Drop

The schedule adjustment period begins with the first day of scheduled University classes and includes weekends and holidays. Students may add a course during the first week of the semester. For late afternoon and evening and weekend courses that meet once a week, adds will be accepted through the day following the second class meeting.

A student who remains registered is not charged for any course that meets for a full semester that is dropped during the first two weeks of the semester. The number of times a class meets is not a factor in this determination. Students who drop after the second week receive no refund. Contact the Registrar or Student Accounts for the drop schedule for courses that meet for less than 15 weeks. Drops do not require an instructor’s signature. They may be processed at the Registrar’s Office, Student Success Center, Lewiston-Auburn College, or a University of Maine System Center. The date the drop form is received at one of these offices is used to determine whether charges should be deducted.

Withdrawal Policy

The charges assessed students who withdraw from all classes are adjusted in accordance with the schedules shown below. The date the Registrar receives written notification of withdrawal is used when calculating refunds. A semester begins with the first day of scheduled University classes and includes weekends and holidays.
Failure to notify the Registrar promptly will increase financial liability. A student who feels the withdrawal was caused by reasons beyond his or her control (extended illness or military service obligations, for example) may petition for special consideration. Such requests will be considered only if received within 90 days of the end of the semester involved. Charges will not be reduced for voluntary absence from classes. Contact the Student Accounts Office for additional information about this procedure.

Tuition Refunds
Student charges will be reduced for those students who are withdrawing from the University of Maine System in accordance with the schedules and provisions set forth below.

For purposes of calculating tuition reductions, the attendance period begins on the opening day of scheduled campus classes, includes weekends and holidays, and ends on the date the student notifies the Registrar in writing that she or he is withdrawing. The following schedule applies for full semester courses only. Contact the Registrar or Student Accounts for the withdrawal schedule for classes that meet for less than 15 weeks:

<table>
<thead>
<tr>
<th>ACADEMIC YEAR (Fall and Spring Terms)</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancellation prior to first day of class</td>
<td>100%</td>
</tr>
<tr>
<td>Withdrawal prior to end of second week</td>
<td>100%</td>
</tr>
<tr>
<td>Withdrawal prior to end of fifth week</td>
<td>50%</td>
</tr>
<tr>
<td>Withdrawal prior to end of eighth week</td>
<td>25%</td>
</tr>
<tr>
<td>Withdrawal after the eighth week</td>
<td>0%</td>
</tr>
</tbody>
</table>

Summer Session
Refer to the Summer Session catalog for summer drop/withdrawal policies. Requests for exemptions to the withdrawal policy must be filed with the director of Student Accounts within 90 days of the end of the semester involved.

Board Refunds
Students who withdraw from the University are charged for meals at an established pro-rated daily rate. Additional information is available from the Department of Residential Life at 207-780-5240, or at http://usm.maine.edu/reslife/faq.

Room Refunds
Students who vacate University housing will be charged in accordance with the terms and conditions of the Residence Hall contract.

Rules Governing In-State and Out-of-State Tuition
There are many factors that will be considered in determining residency for in-state tuition purposes. No one factor can be used to establish domicile; rather, all factors and circumstances must be considered on a case-by-case basis. A domicile or residency classification assigned by a public or private authority neither qualifies nor disqualifies a student for University of Maine System (UMS) in-state status.

A student applying for admission to a degree program is classified as eligible, or not eligible, for in-state tuition at the time of acceptance to the University. A non-matriculated (non-degree) student is classified as eligible, or not eligible, for in-state tuition at the time of registration. The decision, made by the director of Student Accounts, or other officials designated by the campus, (this authority is granted to all Admission directors), shall be made based on information and documentation furnished by the student and other information available to the University. No student is eligible for in-state tuition classification until he or she has become domiciled in Maine, in accordance with University guidelines, before such registration. If the student is enrolled full-time in an academic program, as defined by the University, it will be presumed that the student is in Maine for educational purposes, and that the student is not in Maine to establish a domicile. A residence established for the purpose of attending a UMS campus shall not by itself constitute domicile. The burden will be on the student to prove that he or she has established a Maine domicile for other than educational purposes. An individual who has lived in the state of Maine, for other than educational purposes, one year prior to registration or application to a campus is considered an in-state student.

In general, members of the Armed Forces and their dependents will be granted in-state tuition during such periods of time as they are on active duty within the state of Maine or if their military state of residency is Maine as evidenced by appropriate official documentation. A Maine resident who is absent from the state for military or full-time educational purposes will normally remain eligible for in-state tuition.

A student, spouse, or domestic partner of a student, who currently has continuous, permanent full-time employment in Maine before the student decides to apply for degree status at the University will be considered in-state for tuition purposes.

A student who is dependent on his/her parent(s) and/or legally appointed guardian (or to whom custody has been granted by court order) is considered to have a domicile with the parent(s) for tuition purposes.

In-state tuition is not available to anyone who holds a non-immigrant U.S. visa. If an individual is not a domiciliary of the United States, they cannot be a domiciliary of the state of Maine.

A student who attended an out-of-state educational institution at in-state tuition rates in the immediately preceding semester shall be presumed to be in Maine for educational purposes and not to establish a domicile. Again, the burden will be on the individual to prove that he or she has established a Maine domicile for other than educational purposes.

To change tuition status, the following procedures must be followed:

A "Request of Change in Tuition Status" must be filed with the director of Student Accounts or designee on or before the campus’s first day of classes for the summer session, fall or spring semester for which residency is requested. All applications shall be prospective.

If the director for Student Accounts’ written decision, to be issued within 30 days of the first day of classes, is considered incorrect by the student, the student may appeal that decision in writing, within 30 days, to the chief financial officer of the campus.

In the event that the director of Student Accounts, or other designated official, possesses facts or information indicating a student’s change of status from in-state to out-of-state, the student shall be informed in writing of the change in status and will be given an opportunity to present facts in opposition to the change. The student may appeal the decision of the director of Student Accounts or other designated official as set forth in the preceding paragraph.
Applications for “A Request for Change in Tuition Status” are available on the Student Accounts Web site at http://www.usm.maine.edu/studentaccounts or at the Student Accounts Office, 100 Bailey Hall, Gorham, or the Student Accounts Office, 118 Payson Smith Hall, Portland. Completed applications should be returned to the Student Accounts Office.

New England Regional Program

In cooperation with the New England Board of Higher Education the University offers certain graduate programs of study to qualified candidates from the New England States. Tuition rates for regional candidates approved by the Board of Trustees will be that of in-state tuition plus a surcharge of 50 percent. Because the listing of available programs varies from year to year, candidates should consult the New England Regional Student Program Graduate Catalog Web site at http://www.nebhe.org. Graduate students may also contact the Director of Graduate Admissions at 207-780-4812 or gradstudies@usm.maine.edu.
Financial Aid

The Office of Financial Aid administers, coordinates, and recommends a variety of programs of financial aid to enable students who lack adequate financial resources to attend USM. The U.S. Department of Education offers eligible students low interest student loans. Some employers offer assistance in the form of tuition reimbursement, flexible scheduling, or paid educational sabbaticals. Scholarship assistance may also be available from organizations, clubs, or religious groups of which the student or his or her family is a member. The University is also approved by the Veterans Administration for payment of veteran’s benefits. During the most recent academic year, nearly $85 million in financial aid was available to USM students.

Financial Aid offices are located in Gorham in Bailey Hall, in Payson Smith Hall in Portland, and at Lewiston-Auburn College. For more detailed information about the application process, the funds available and the priority filing dates and deadlines, visit us on the Web at http://www.usm.maine.edu/fin.

Eligibility for Aid

To receive financial assistance, a student must be admitted into a degree program at the University and, in most instances, must be enrolled for at least six credit hours for a semester. Aid can be granted only to U.S. citizens and eligible non-citizens. Students must also be registered with the Selective Service if you are a male, at least 18 years old, and born after December 31, 1959. If you believe you are not required to be registered, please call the Selective Service Office for information regarding exemption.

It is important to remember that financial aid is intended to supplement a student’s resources. A basic principle of financial aid programs is that the student and his or her family are expected to contribute, when able, from income and assets to meet college costs.

The deciding factor in the establishment of a student’s eligibility for most financial aid programs is that of documented financial “need”; that is, when an applicant has been determined to have insufficient family resources to meet the cost of attending the University of Southern Maine, she or he is eligible for assistance. Since the federal government provides most of the funds the University allocates to its students, family resources are assessed in accordance with a formula required by the U.S. Department of Education.

Financial Aid applicants must also meet standards of Satisfactory Academic Progress in their chosen course of study. These standards are set by the University in accordance with federal financial aid regulations and are in addition to the requirements established by the dean or director of an academic program. A full explanation of these standards may be found at the following Web site: http://www.usm.maine.edu/fin.

A student must not owe a refund on a federal grant or be in default on a federal educational loan. Students who are in default or owe a repayment are not eligible for assistance.

No student should fail to apply for admission because she or he cannot pay the full cost of an education. The Office of Financial Aid administers a significant and versatile program. When a student’s financial resources are insufficient to meet educational expenses, then grants, loans or employment can usually be made available. If funds are not available from the University, the Office of Financial Aid helps students explore other potential sources of aid.

Satisfactory Academic Progress for Continued Financial Aid Eligibility

Every school participating in the federal student financial aid programs must monitor its financial aid recipients to ensure that they are meeting satisfactory progress standards. Federal regulations mandate that the school’s satisfactory progress policy must include both a qualitative measure (such as the use of cumulative grade point average) and a quantitative measure (such as a maximum time frame for completion) of the student’s progress. While the qualitative measure is determined and monitored by the academic standards of the institution, the quantitative measure administered by the Financial Aid office is used to determine the number of credit hours completed when compared to those attempted. To quantify academic progress, the school is required to set a maximum time frame in which a student is expected to finish a program. For undergraduate and graduate programs, the maximum time frame may not exceed 150 percent of the published length of the program, as measured in credits attempted.

To ensure that the student is making sufficient progress throughout the course of study, the school must divide the program into equal evaluation periods called increments. Once the school defines the length of each increment, the school must compare the number of hours the student attempted with the number of hours the student successfully completed. This calculation enables the school to determine whether the student is progressing at a rate that will allow him or her to finish the program within the maximum time frame. As is the case in USM’s progress policy, a school is permitted to apply a more lenient completion standard in the student’s first academic year and then gradually increases the completion standard for each subsequent academic semester. USM’s satisfactory progress policy explains how withdrawals, grades of incomplete, courses that are repeated, noncredit remedial coursework, and other attempted coursework that is not completed affect the satisfactory progress determination. Procedures have been established that enable a student to appeal a determination that finds him or her not to be making satisfactory progress. The quantitative and qualitative standards used to judge satisfactory progress must be cumulative and include all periods of the student’s enrollment. Even periods in which the student did not receive financial aid funds must be counted. If the student does not meet the school’s standards for satisfactory academic progress, he or she is not allowed to receive further funds from federal student aid programs. For specific details regarding satisfactory academic progress for financial aid, please refer to the USM financial aid Web site at http://www.usm.maine.edu/fin.

Additional Requirements for Graduate and Doctoral Students

To be eligible for federal financial aid (including deferment of student loans) a matriculated graduate or Ph.D. student must meet one of the following conditions:

- is enrolled in at least 6 academic graduate credits
- has obtained a certificate of adequate academic progress from the chair of the committee, indicating that the student is continuing to actively pursue studies leading to the master’s or doctoral degree, and is registered for GRS 602 or GRS 701. (Note: This applies to students taking anything less than six academic credits.)

GRS 602 is a 1-credit course that permits master’s degree candidates registered for less than six credits to retain eligibility for financial aid. University-funded fellowships, scholarships, graduate assistantships, student health insurance, loan deferment, visa compliance, and access to University services, including USM computers, library, and recreational facilities. This course option is primarily intended for students who have completed coursework for the master’s degree, but have not completed their thesis or capstone. Enrollment in GRS 602
requires that students have certification of adequate academic progress by their program faculty advisor or program chair and approval from the Office of Graduate Studies.

GRS 701 is a 1-credit course that permits doctoral degree candidates registered for less than six credits to retain eligibility for financial aid. University-funded fellowships, scholarships, graduate assistantships, student health insurance, loan deferment, visa compliance, and access to University services, including USM computers, libraries, and recreational facilities. Prerequisites include passing qualifying exams, receiving certification of adequate academic progress from the program chair and dissertation/capstone chair, and obtaining approval from the Office of Graduate Studies.

Application Procedures

To apply for financial assistance from the University of Southern Maine, you should file your Free Application for Federal Student Aid (FAFSA) or your Renewal FAFSA on the Web at http://www.fafsa.gov.

Students are encouraged to apply for assistance as early as possible. To ensure a fair distribution of funds, a priority filing date is established. To meet USM’s deadline, applicants must ensure that their FAFSA data is received at the institution by March 1. Students should submit the FAFSA online at http://www.fafsa.gov by February 15 to meet the USM March 1 deadline.

Applications are accepted after the priority filing dates, although the type and amount of aid offered may be reduced subject to funding limitations. Applicants who file after the priority filing date will probably receive delayed notification and may not have the funds available in time to pay semester bills.

Additional financial records required to verify information reported on the FAFSA may be requested under separate cover.

How Financial Aid is Allocated

The University begins reviewing student aid applications in early spring. Once a student is accepted, all necessary financial aid application materials are received, and the University is told how much federal aid it will have for students, a notice of eligibility is sent. If a student receives outside scholarship funds, the amount of aid from the University may have to be reduced.

The amount a student receives is determined by subtracting the student’s resources from a budget computed by the Office of Financial Aid. This budget is based on typical living and educational costs for students and may be adjusted if unusual non-discretionary expenses exist.

Students are offered aid in a package which may consist of grant and/or loan and/or work-study. Undergraduate students with prior bachelor’s degrees are not eligible to receive grants.

Even after a student is allocated aid, the amount may be adjusted if the student’s financial situation changes. Students and parents must promptly report any of the following to the Office of Financial Aid: a change in the number of credit hours attempted; changes in family circumstances; the receipt of financial aid from sources other than the Office of Financial Aid.

Types of Aid Available

For All Students

- **Federal Work Study** This is a program funded by the University and the federal government. A student’s financial need governs the amount that can be earned.
- **Federal Perkins Loans** Funded by the federal government, the University, and former borrowers repaying loans, this program lends money to needy students. No repayment is required until after the student ceases his or her education or drops to below 6 credit hours of enrollment. Once repayment begins, the student is charged 5% simple interest on the amount borrowed. While the monthly repayment amount varies with the amount borrowed, a minimum of $40 must be repaid each month.
- **Federal Direct Subsidized Loan** This program, administered by the federal government, allows students to secure low-cost loans. Eligibility for subsidized Direct Loans is based on demonstrated financial need.
- **Federal Direct Unsubsidized Loans** This program provides access to borrowing for both students who do and do not qualify for need-based assistance. The student is responsible for the interest as it accrues.
- **Alternative Loans** These are private, credit-based loans which provide long-term financing options for qualified students or families. Additional information about these programs may be obtained from the Student Financial Aid Office or online at http://www.usmaine.edu/fin.
- **North American Indian Programs** Tuition, mandatory fees, and on-campus room and/or board will be waived for qualified and eligible North American Indians residing in Maine. Eligibility is extended to 1) the person whose name is included on the current census of either the Passamaquoddy or Penobscot Tribes; and 2) the person who has resided in Maine for at least one year and whose name, or the name of at least one of their grandparents, was included on the census of a North American Tribe or held a band number of the Maliseet or Micmac Tribes with direct blood lineage. For additional information, contact the Abanaki Center at (207) 581-1417. Visit the Office’s Web site at http://www.naps.umn.edu.
- **Veterans Educational Benefits** Students eligible for educational assistance from the Veterans Administration are encouraged to contact the Veterans Affairs Office thirty days before the start of each semester. The Veterans Affairs Office is located in the Enrollment Services Center.

For Undergraduate Students

- **Federal Pell Grants** This is a federally funded program to help needy students. In 2012-2013 grants will vary between $575 and $5550 per academic year.
- **Federal Supplemental Educational Opportunity Grants** This is a federally funded program to help needy students. Grants range from $100 to $4,000.
- **University and Miscellaneous Scholarships** These are funded by the University and private donors. Awards have ranged from $100 to $4,000 and are given on the basis of financial need.
- **Federal Nursing Student Loans** Funded by the federal government, the University, and loans repaid by former borrowers, money is lent to needy nursing students. Repayment terms are similar to those of the Perkins Loan. Loans range from $400 to $4,000.
- **Federal Direct PLUS Loans for Parents** This credit-based program, sponsored by the federal government, allows parents to secure relatively low-cost loans. Direct Parent Loan for Undergraduate Students (PLUS) application request forms are available.
from the Student Financial Aid Office or can be printed from http://www.usm.maine.edu/fin, under the section entitled Direct PLUS Loans.

- **Merit Scholarships** A limited number of scholarships are available. The awards are based on academic achievement and promise, special talents, potential to make unique contributions to the University community, and USM’s commitment to expanding the pluralistic character of its student body. Further information may be obtained from the Admissions Office.

**For Graduate Students**

- **Graduate Assistantships** These are available in most programs. Graduate assistantships serve three purposes: to provide financial support for students, to enhance students’ professional and scholarly development, and to support faculty scholarship and teaching. The assistant is required to pursue graduate studies (at least 6 hours of credit per semester). In compensation, the assistants are paid a yearly stipend. Some assistantships are accompanied by a limited tuition waiver. Assistantships are awarded by the Office of Graduate Studies on the recommendation of the individual graduate programs. Interested students should first contact their graduate program director or the Office of Graduate Studies at 780-4877.

- **Direct PLUS Loans for Graduate and Professional Degree Students** This program, sponsored by the federal government, allows graduate and law students to secure relatively low-cost, credit-based loans. Graduate and law students are able to borrow up to their cost of attendance minus other estimated and actual financial assistance under the Direct PLUS Loan program. Graduate and law students must file a FAFSA and must have their annual loan maximum eligibility under the Direct Loan program determined before they apply for a Direct PLUS Loan. Direct PLUS Loan request forms for graduate and law students are available at the Student Financial Aid Office or at http://www.usm.maine.edu/fin.

- **University Tuition Waivers** A limited number of tuition waivers are granted to outstanding entering graduate students. Students are nominated by faculty admission committees. Applications for admission to graduate study must be completed and received by January 15 to qualify for these waivers

**For additional information**

Contact the Office of Student Financial Aid, University of Southern Maine, Bailey Hall, College Avenue, Gorham, Maine 04038 or telephone (207) 780-5250, or online at http://www.usm.maine.edu/fin.

Offers of financial aid are conditional upon receipt of funds from all funding sources. The Office of Student Financial Aid reserves the right to revise offers of financial aid at any time during the year based on availability of funds and/or changes in regulations and/or procedures mandated by University, state, or federal authorities.
Student Life and Student Services

The following programs and services are dedicated to supporting student learning and promoting student development. Additional information is available at individual Web sites and/or offices listed below. Questions regarding all areas in this section may be addressed to Craig Hutchinson, Chief Student Affairs Officer at (207) 780-4035, or craigh@usm.maine.edu.

Chief Student Affairs Officer
The Division of Student & University Life, under the leadership of the Chief Student Affairs Officer, supports the academic mission of the university through quality student-centered programming and services that support the emotional, intellectual, personal and ethical growth of the individual student. Students are at the center of our work. The following services and programs are coordinated and managed through the Office of the Chief Student Affairs Officer: Athletics, the Brooks Student Center, the Campus Safety Project, the Center for Sexualities & Gender Diversity, Community Standards, Dining Services, Health & Counseling, Multicultural Student Affairs, Parking & Intercampus Transportation, Public Safety, Recreation, Fitness, & Intramural Sports, Residential Life, Student Life & Activities, Student Government & Organizations, Student Wellness, Veterans’ Resource Center, and the Women & Community Center and the Woodbury Campus Center.

Located on the Second Floor of the Sullivan Complex on the Portland Campus, the CSAO’s office can be reached by phone at (207) 780-4035, by email at craigh@usm.maine.edu, or visit our website at http://www.usm.maine.edu/sul.

Athletics
Athletics is an exciting part of student and university life at the University of Southern Maine. Few institutions can match the success of the Huskies’ nationally recognized non-scholarship athletic program. The Huskies compete in the Little East Conference, an eight-member conference comprised of public institutions in New England and recognized as one of the most competitive Division III conferences in the nation. We have 23 intercollegiate sports including: baseball, basketball, cheerleading, cross-country, field hockey, golf, ice hockey, indoor/outdoor track, lacrosse, soccer, softball, tennis, volleyball, and wrestling. Nine different teams and countless individual performers have participated in national championship competitions, highlighted by the Huskies baseball team that captured the NCAA Division III National Championship in both 1991 and 1997. The women’s basketball team has played in the four-team national championship tournament five times since 1998. Annually, several USM teams achieve a national ranking and qualify for postseason play sponsored by the NCAA or ECAC.

USM student-athletes are supported in their efforts to excel with a strong system of academic support services which include mandatory study hours for first year students and progress checks with University faculty members. The Department of Athletics offers an 18-credit hour coaching certificate program that prepares individuals to coach at all levels.


Campus Safety Project
The Campus Safety Project is a university-wide effort to promote healthy relationships by providing prevention education and response training on sexual assault, stalking, and relationship abuse for students, faculty, and staff and coordinating campus and community-based programs and services.

FMI: http://www.usm.maine.edu/campusafetyproject/overview including details regarding on-campus sexual assault and relationship violence advocacy support.

Community Service & Civic Engagement
The Office of Community Service and Civic Engagement is a clearinghouse and a resource for students, faculty, and the community to promote civic engagement, including community service, service-learning, and certain internship opportunities. Students will find support for community service, including current opportunities based on community needs, project development help, connections for service to academic credit, and work-study jobs and leadership opportunities including an AmeriCorps Service Leaders Program. Faculty can receive support in developing service-learning options, ranging from single assignment projects to semester-long projects. Community organizations and agencies work through the office to access volunteers, interns, and service leadership from the USM student community.

FMI: (207) 228-8091, e-mail community@usm.maine.edu, or visit http://www.usm.maine.edu/community, Alumni House at 23 Brighton Avenue, Portland Campus.

Community Standards
The Office of Community Standards administers the Student Conduct Process. Through the Student Code of Conduct, the office maintains community standards of behavior that support the University’s educational mission, promote students’ academic achievement and protect the rights of University community members. Violations of state or federal law and/or a University policy or regulation will be addressed through student conduct action and/or action through the appropriate criminal/civil process.

FMI (including a copy of the Student Conduct Code): (207) 780-5242, www.usm.maine.edu/ocs, or visit 125 Upton Hall on the Gorham Campus.

Dining Services
Dining facilities are located on all campuses. In Gorham, options include the Residential Restaurant, the Convenience Store, and the Husky Hideaway Snack Bar in the Brooks Student Center, the Ice Arena Kiosk, and the Bailey Hall Cafe. In Portland, options include the Food Court in the Woodbury Campus Center, University of Maine School of Law Cafe, and the Luther Bonney P.O.D. and Mini-Mart. The Lewiston-Auburn campus features Cafe-LA.

Diversity & Inclusiveness

Take advantage of opportunities to celebrate our community and to explore the broad diversity of background, traditions and points of view that makes the USM campuses so vibrant. The work of the Centers and programs below are grounded in an understanding and celebration of our diverse community which includes people of all abilities, ages, ethnicities, genders, nationalities, races, religions & spiritual traditions, socioeconomic classes, and sexual orientations.

The Center for Sexualities & Gender Diversity
132 Woodbury Campus Center, Portland Campus, (207) 780-5767
The Center for Sexualities and Gender Diversity seeks to ensure a University environment that is positive, safe, and supportive for members of the gay, lesbian, bisexual, transgender, questioning, and allied (GLBTQA) community. The Center oversees the USM Safe Zone Project, a program that conveys an inclusive message to the University community. Safe Zone Project volunteers attend a short orientation program and then display a rainbow-striped sticker with the words “safe zone USM.” This shows that they are committed to being identified as safe and supportive contacts for GLBTQA students, faculty, and staff members.

Interfaith Chaplaincy
23 Brighton Ave, Portland Campus, (207) 228-8091
The Chaplaincy offers programs and services to support religious and spiritual life in all its expressions. Associate chaplains sponsored by their respective faith communities offer services to students and student groups in religious or spiritual traditions, and work together to offer programs encouraging spiritual life and interfaith dialogue. A space is provided for reflection, meditation, or prayer for individuals and groups.

Office of Equity & Compliance, 209 Deering Street, Portland Campus
(207) 780-5510
The Office of Equity and Compliance is committed to ensuring that all units of the University foster a respectful, inclusive, and fair campus environment, free from discrimination and harassment. The Office oversees the University’s compliance with affirmative action, sexual harassment, disability, and other civil rights statutes and policies, and assists search committees in conducting equitable processes in the recruitment of faculty and staff. The goal of the Office is to prevent discrimination or harassment from occurring and to provide an effective means of raising and promptly resolving complaints. If an individual has a question, concern, or complaint about discriminatory harassment or to request a copy of the policy or more information, he or she should contact the Office at (207) 780-5510.

Office of Multicultural Student Affairs
Woodbury Campus Center, Portland Campus, (207) 780-4006
Multicultural Student Affairs is the home of the Multicultural Center, the North American Indian Tuition Waiver and Scholarship Program, and the Culture Beat newsletter. The Center helps create community for racially and/or ethnically underrepresented students, where cultural activities and celebrations occur and affiliated student organizations meet. Through its programming, the Center explores critical issues about race, class, ethnicity, nationality, and culture. The Center is open to the entire USM community. However, the Center has a unique role with regard to the support of students from marginalized communities and cultures.

Veterans’ Resource Center
Woodbury Campus Center, Portland Campus, (207) 780-5232
The Veterans’ Resource Center serves veterans, service members, and their families, who are accessing U.S. Department of Veterans Affairs educational benefits, often referred to as the GI Bill.

Women & Community Center
Woodbury Campus Center, Portland Campus, (207) 780-4996
The Women & Community Center offers a safe, comfortable, and relaxing space for women to meet each other, engage in discussion, and explore the numerous resources, programs, activities, and groups available. The Resource Center provides outreach to the diversity of women at USM in the form of programming, consultation, trainings, and leadership development. The Center also is the home of an extensive lending library of books and articles about a variety of issues as well as women’s history, feminist philosophy, fiction by women, and much more.

Health & Counseling
Each semester, students who are enrolled in six or more credits are automatically assessed a health fee. This fee entitles students to unlimited free office visits in the University Health Center and 12 free counseling sessions in University Counseling Services. Students taking three to five credits may opt to pay the health fee in the first four weeks of the fall or spring semester. An optional summer health fee or fee-for-service arrangement is also available. The health fee is not health insurance. To purchase health insurance, contact University Health Services for information about the USM Student Health and Accident Insurance.

Strict standards regarding confidential information is observed in the University Health Center and in the University Counseling Centers. Staffing includes mental health clinicians, professional nurses, certified nurse practitioners, and physicians who understand college health issues and the diversity of the USM community. A broad array of services and programs are available through University Counseling and Health Services. Please utilize the contact information below for more information and/or a referral to off-campus health and counseling services if needed.

Health Services
Counseling Services  

Student Wellness (The Well)  
113 Upton Hall, (207) 780-5375  
The Well is a resource center dedicated to helping USM students develop and increase their awareness of every aspect of wellness including substance abuse prevention and intervention services (BASICS: Brief Alcohol Screening and Intervention for College Students).

Public Safety and Parking & Intercampus Transportation  
USM Public Safety is responsible for keeping the peace, preventing crime, and delivering a variety of public safety related services including: Emergency Response, security and crowd control, crime investigation, 24-hour campus safety coverage, management of Public Safety Services (including parking and transportation), escort services and educational programs.  
The University provides a shuttle bus that runs between Portland and Gorham campuses (Monday-Saturday). Schedules are available at www.usm.maine.edu/police/parking-and-transportation.  
Parking permits are available at the Parking and Transportation Office located inside the parking garage on Bedford Street on the Portland Campus and in Gorham at USM Public Safety and in the USM Card Offices in Upton Hall (Gorham) and Payson Smith Hall (Portland). University motor vehicle rules and instructions to appeal violations are available at http://www.usm.maine.edu/police/parking-and-transportation.  
FMI: EMERGENCY: Call 911 from a campus phone or (207) 780-5211. Non-emergency business 780-5211.  
To register for USMALERT emergency messages, go to http://www.usm.maine.edu/usmalert.

Recreation & Fitness  
Gorham Recreation and Fitness  
The Gorham Recreation and Fitness Center offers many recreational activities regardless of skill level or previous experience. Team sports may include flag football, volleyball, basketball, ultimate Frisbee, six-on-six soccer, softball, volleyball, floor hockey, and arena football. Other activities include tennis, table tennis, darts, badminton, three-point shoot-out, free-throw competition, and nine-ball pool tournament, ice hockey, broom ball, and ice skating. The fitness facility includes universal machines, free weights, and cardiovascular machines. Group exercise classes, personal fitness consultations, and a variety of other workshops are offered as well. White-water rafting, deep-sea fishing, and whale watching activities as well as trips to see the Red Sox, Bruins, and Celtics are frequently organized.  
FMI: (207) 780-5649 or visit http://www.usm.maine.edu/recsports, 102 Hill Gym.

Sullivan Recreation and Fitness Complex  
The Sullivan Recreation and Fitness Complex has three courts lined for basketball, indoor tennis, badminton, volleyball, and indoor jogging. There are squash, wallyball, and racquetball courts, and two multi-purpose rooms for aerobics, dance, yoga, martial arts, and more.  
The Fitness Centers offer Selectorized Power circuit stations, free weight equipment, treadmills, exercise bikes, steppers, climbers, elliptical fitness cross trainers, rowsers, and stability balls. Equipment for wallyball is available for sign-out. A range of programs designed for busy commuters is available: aerobics, yoga, martial arts, racquetball, introductory dance classes, personal fitness consultations, and relaxation workshops. Outdoor recreation clinics and trips include camping, canoeing, cross-country skiing, sea kayaking and more.  
FMI: (207) 780-4939 or visit http://www.usm.maine.edu/sullivancomplex, 104 Sullivan Complex.

Residential Life  
The Department of Residential Life and Resident Education provides clean, safe, and attractive living and learning environments for approximately 1500 students in seven residential facilities on the Gorham Campus. Accommodations are coeducational and offer convenient access to classes and campus events. Students living on campus may choose to apply to live in one of our special interest housing areas or living-learning communities.  
FMI: (207) 780-5240, email reslife@usm.maine.edu, or http://www.usm.maine.edu/reslife, 100 Upton Hall, Gorham Campus.

Student Centers  
Brooks Student Center  
The Brooks Student Center (BSC) serves as the “hub” for student life in Gorham. Whether you want to relax and study, grab a snack, or attend an event, the BSC has something for you. BSC amenities include 24/7 access to a UCU ATM and cash-to-card machines, campus bookstore, student mailboxes, computer stations, lounge space, bulletin boards, and three campus dining locations: the Residential Restaurant, the Husky Hideaway, and the Brooks Convenience Store. BSC is also home to the Office of Student Life & Campus Involvement and Activities.  
FMI: (207) 780-5081 or visit http://www.usm.maine.edu/studentlife.

Woodbury Campus Center  
The Woodbury Campus Center serves as the “living room” of the Portland campus, with campus dining, the USM bookstore, UCU ATM, and many other services available. Also located in the Woodbury Campus Center is the Student Life Office, Area Gallery, the Women and Community Center, the Center for Sexualities and Gender Diversity, Student Government Offices, Student Legal Services Office, the Veterans’ Resource Center, and the Multicultural Student Center. Support services for commuter students including off-campus housing options, parking and transportation information, and more are also available.  
FMI: (207) 228-8200 or visit http://www.usm.maine.edu/studentlife.
Student Government and Student Organizations

Graduate Student Government
http://usm.maine.edu/grad/graduate-student-government

Undergraduate Student Government Association
http://usm.maine.edu/studentlife/sga

USM/LAC Student Government Association
http://www.usm.maine.edu/lac/student-government-association

Student Organizations
http://www.usm.maine.edu/studentlife/studentorgs

Student Legal Services
http://student-groups.usm.maine.edu/sls/

Greek Life
Greek letter organizations offer students the opportunity to participate in a community emphasizing leadership, community service, academic achievement, and self-governance. Several social fraternities and sororities are affiliated with USM.
FMI: visit http://www.usm.maine.edu/studentlife/greek-life

Honor Societies and University Scholarships and Awards
The University is affiliated with several national honor societies. For more information contact the academic area indicated or for general assistance call the Office of the Provost (207) 780-4485..

Partial listing:
- Beta of Maine Chapter of Alpha Kappa Delta (sociology)
- Phi Kappa Phi (a national interdisciplinary honor society)
- Golden Key International Honour Society (an international interdisciplinary honor society)
- Gamma Theta Upsilon (geography)
- Kappa Zeta-at Large Chapter of Sigma Theta Tau (nursing)
- Psi Chi (psychology)
- Phi Sigma Iota (foreign language)
- Eta Mu Chapter of Phi Alpha National Social Work Honor Society
- Phi Sigma Alpha (political science)
- Phi Alpha Theta Chapter of Alpha Gamma Phi (history)
- Phi Delta Kappa (education)
- Chi Tau (biological sciences)
- Beta Gamma Sigma (business/accounting)

General Scholarships and Awards
The University awards a substantial number of grants and scholarships to students continuing their studies at USM. Some are specific to a particular area of study, and others are based on students’ general achievements both inside and outside of the classroom. For more information, visit http://www.usm.maine.edu/fin.

Policies
For additional information about these general student policies or a copy of any policy, please contact the Office of the Chief Student Affairs Officer at (207) 780-4035 or by email at craigh@usm.maine.edu.
- Student Conduct Code
- Academic Integrity Policy
- Annual Safety Report
- Alcohol Policy
- Information about Alcohol and Drugs for Students and Employees of the University of Maine System
- Good Samaritan Policy
- Computer Usage
- Hazing
- HIV/AIDS
- Residence Hall Policies
- Sexual Assault
- Stalking and Relationship Abuse
- Sexual Harassment
- Smoking
- Student Administrative Appeals
- Student Complaints
- Weapons on Campus
Academic Policies

Courses offered for graduate credit are those listed in the graduate catalog or other official publications of the University. The determination of whether or not a particular graduate course fulfills degree requirements, however, is the responsibility of the individual graduate program. Courses numbered 500 through 599 are intended for graduate students and are also available to undergraduate students who have received permission of the instructor and their advisor. Courses numbered 600 through 699 are restricted to graduate students. Courses numbered 700 and above are intended for doctoral students and are also available to master’s-level graduate students who have received permission of the instructor and their advisor.

The following policies apply to all graduate programs.

Grading System

Grades at the University are given in terms of letters, with the option of a plus or minus designation (with the exception of no A+), representing levels of achievement. The basis for determining a grade is the relative extent to which the student has achieved the objectives of the course. The student’s work in each course is graded as follows: A—honors; B—basic competency; C—below competency; D—unsatisfactory; F—failure.

Other letter grades are as follows:
- P: Pass with a grade of B- or better in a pass-fail course.
- LP: Low Pass with a grade of C+ or C in a pass-fail course.
- F: Fail with a grade lower than C in a pass-fail course.
- I: Incomplete: a temporary grade given when the student, because of extraordinary circumstances, has failed to complete course requirements. Incomplete grades must be resolved by the end of the subsequent fall or spring semester. If the incomplete is not resolved by the instructor, the I grade will be converted to an F.
- INC: Permanent Incomplete: When a temporary incomplete (I) grade is not resolved to a normal letter grade, a permanent incomplete may be assigned in extraordinary circumstances as determined by the instructor and the dean. In unusual circumstances wherein the faculty member is no longer available, the dean may exercise this function. The grade of INC has no impact on GPA; no credits awarded.
- L: Stopped attending: The grade of L may be assigned to students who stopped attending a course without officially dropping the course. The grade of L will be computed as an F for purposes of the student’s grade point average.
- MG: Missing Grade: Occasionally, faculty may assign students invalid grades for a course, or may fail to submit a grade for a particular student in a course. In these cases, the Registrar’s Office will note this act by designating a missing grade, or MG, instead of a grade for the course. Missing grades must be resolved by the end of the subsequent fall or spring semester. If the missing grade is not resolved by the instructor, the MG will be converted to an F.
- W: Withdrawal: official withdrawal before 60 percent of the course has been completed, an W will be assigned. The W notation may be obtained after 60 percent of the course has been completed under unusual circumstances if so determined by the instructor and the dean. A threat of failure is not considered to be an unusual circumstance. The grade of W has no impact on GPA.
- DG: Satisfactory progress after one semester of a two-semester course. Grade and credits are to be given upon completion of second semester.
- AU: Student attended courses on a noncredit, audit basis. (No impact on GPA.)

Academic Integrity Policy

Everyone associated with the University of Southern Maine is expected to adhere to the principles of academic integrity central to the academic function of the University. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards of conduct and expectations of academic integrity that apply to academic tasks. Violations of student academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one’s research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy that are contrary to the academic purposes for which the University exists. Acts that violate academic integrity disrupt the educational process and are not acceptable.

Evidence of a violation of the academic integrity policy will normally result in disciplinary action. A copy of the complete policy may be obtained from the Office of Community Standards, 125 Upton Hall, Gorham, (207) 780-5242.

Academic Record Changes

Considerable care is taken to ensure that course registration and grades entered on a student’s permanent record are accurate. Any student who suspects an error has been made should take the matter up immediately with the Registrar’s Office. Records are assumed to be correct if a student does not report to the Registrar’s Office within one year of the completion of a course. At that time, the record becomes permanent and cannot be changed.

Permanent Academic Record

The permanent academic record is maintained by the Office of the Registrar for all students. While the grades may be reported unofficially to the student, academic dean, and advisor, the only true and valid documentation of academic work and student status is an
official transcript of the academic record, stamped with the Registrar’s signature and embossed with the seal of the University. The transcript is available only with the signature of the student and will be released to that student or a designee only if there are no outstanding charges against his or her account with the Student Accounts Office. Other types of transcripts are: Unofficial—Issued Directly to Student; Placement Transcript provided for the student’s placement folder.

Confidentiality Policy
The University complies with the Family Rights and Privacy Act of 1974 (the Buckley Amendment). For the complete University Confidentiality Policy, consult the Office of the Registrar on each campus.

Grade Point Average
The academic standing of each student is computed by the Registrar at the end of every semester. The following table represents the rating scale:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade Points per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C–</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D–</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Grades less than C are not acceptable for graduate work in any program; individual programs may set higher standards. Students receiving such grades will be reviewed for retention in the graduate program.

Add/Drop
Students may add courses during the first week of class with the signature of the instructor. Dropping a course does not require instructor signature. Drops processed during the first two weeks do not have financial penalty. A student dropping a course after the add/drop period through 60 percent of classes will receive the grade notation of W. A student dropping a course after the 60 percent period will receive an F. The W notation may be assigned after 60 percent of the course has been completed under unusual circumstances if so determined by the instructor and the dean. All students who register for a course and neither complete the course objectives nor officially withdraw according to any one of the procedures described above will be graded F in that course and must assume all financial obligations associated with the course.

Enrolling and Auditing
Students who register to audit a course receive no credit for the course but will have an audit grade recorded on their transcripts. Audit courses must be declared at registration.

The following policies apply generally to graduate programs. Consult each degree program for specific policies.

Credit for Undergraduate Work
Except for students enrolled in continuous undergraduate/graduate programs with defined articulation agreements, a graduate student may be able to apply up to six credit hours of undergraduate work to his or her graduate program according to the determination of the particular program of study. In all cases, the following conditions must be met to apply undergraduate credit to a graduate program:

- Coursework must be earned after the student has been granted matriculation status in a graduate program.
- Coursework must add breadth or depth to the student’s program of study.
- Coursework is not of a remedial nature to correct a deficiency.
- No equivalent or comparable graduate course exists at the University of Southern Maine.
- Coursework receives prior approval of the student’s advisor, course instructor, and graduate program director.
- Coursework is earned in upper-level undergraduate courses.
- Grade of B or better is earned for the coursework.
- Coursework meets all existing graduate course requirements except the course number requirement.

Students enrolled in 3+2 or 4+1 programs that have overlapping graduate and undergraduate components should consult their programs for specific policies.

Credit Previously Received for Graduate Coursework
Graduate courses used toward an undergraduate degree cannot be used toward graduate degree requirements unless there is a pre-existing articulation agreement, in which case a maximum of six 500-level credits can be applied toward both undergraduate and graduate degree requirements.

Extramural Course Credit
Courses taken at other institutions and the accompanying grades may be accepted as part of the graduate program provided they are taken after the student has matriculated and that prior approval is granted by the student’s advisor and program director. Extramural credit is not approved for: 1) courses which would not have received graduate credit if taken at the University of Southern Maine, 2) courses which are inappropriate for inclusion in the student’s program of study, 3) courses which exceed time limits prescribed for a particular degree program, and 4) courses in which a grade lower than B was received.
In certain circumstances a degree student may request a substitution or waiver of program requirements. The program director should be contacted if a substitution or waiver of a requirement is requested.

**Requirements of Graduate Study**

**Thesis Requirements**

The requirement of a thesis is determined by each particular graduate program.

**Oral and Written Comprehensive Examination**

The requirement of an oral and/or written comprehensive examination is determined by each graduate program.

**Directed Study**

A master’s degree student may earn up to nine hours of independent study or directed study. Students in a Ph.D. program may earn up to fifteen hours of independent study or directed study. All independent study or directed study must be approved by the appropriate graduate program. Students are encouraged to consult with their faculty advisor regarding regulations governing independent study for particular programs. Non-matriculated students are not eligible for independent study or directed study.

**Continuous Enrollment and Residency**

Continuous enrollment requirements for every graduate student must either be enrolled in coursework in his/her program (six credits per calendar year required); enrolled in GRS 601, 602, 701, or 702; or be on a formal leave of absence, approved by the student’s program chair and on file with the Office of Graduate Studies. The following courses aid students in maintaining continuous enrollment status. Enrollment in any of these courses requires authorization as noted on the approval form and by the Office of Graduate Studies.

**Leaves of Absence**

Leaves of absence may be granted for a variety of reasons, including but not limited to, extracurricular educational activities, illness, study-abroad opportunities, military deployment, maternity, and other personal circumstances. Time devoted to a leave of absence will count toward the authorized time limit for completion of degree requirements at the University of Southern Maine. Students with special circumstances should consult with their respective program to discuss options for revising the time frame needed to complete their study. In all cases, a signed Leave of Absence form must be sent to the Office of Graduate Admissions. Forms are available on the Office of Graduate Studies Web site at www.usm.maine.edu/grad.

**Catalog Year**

Catalog year determines the set of academic requirements that must be fulfilled for graduation from the University of Southern Maine. Students graduate under the catalog in effect when they first enroll as degree-seeking students at USM providing continuous enrollment is maintained. With the approval of their program, students may opt to graduate under the requirements of that catalog or the most recent catalog at the time of graduation, but they must fulfill all graduation requirements from the alternative year. The University will make every reasonable effort to honor the curriculum requirements appropriate to each student’s catalog year. However, courses and program requirements may change as a result of curricular review or actions by accrediting associations and other agencies.

**Time Limit**

The time limit for completion of a master’s degree is dated from the date of first matriculation and is either five or six years, depending on the requirements of the particular graduate program. The time limit for completion of a doctoral program is no more than ten years from the date of first matriculation. In extenuating circumstances a student may petition the director of the graduate program for an extension of the time limit.
Registration Policies

For detailed information regarding registration fees and billing, visit the USM Registrar’s Web site at http://www.usm.maine.edu/reg or contact program offices.

Advance Registration

Matriculated graduate students may register for courses during an advance registration period. Advance registration for the spring semester is conducted in November, and for the fall semester is conducted in April. Matriculated students are encouraged to register during the advance periods to increase the probability that they will obtain desired courses. No payment of tuition or fees is due during advance registration. For information regarding payment of bills, see the Financial Information section.

Full-time registration is for nine or more degree credits; part-time registration is less than nine degree credits.

Note: For the purpose of eligibility for graduate assistantships, financial aid, or veterans benefits, credits required for full-time status may differ. Please consult the Office of Graduate Studies, the Student Financial Aid Office, or the Veterans Services Office for current requirements.

Student Advisement

Each degree student will be assigned a faculty advisor upon admission to a program. Students are encouraged to maintain regular contact with their faculty advisor throughout their program of study.

Degree Progress

The definition of satisfactory progress towards completion of a degree is determined by the particular graduate program. However, at the end of any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation by the Office of Graduate Studies and must bring the cumulative GPA to 3.0 level within the time set by the graduate program (up to two semesters) or the student will be withdrawn from the program.

Plagiarism

The development of original thinking and intellectual honesty are regarded as central to a graduate education. Although in the pursuit of these goals, students will continually consult existing works, it is expected that they will acknowledge the debt owed to others by citing all sources.

Plagiarism, the use without attribution of language, ideas, or the organization of ideas not one’s own, is a fundamental breach of basic academic principles and is prohibited in all courses. Unless group work is assigned, coursework is normally completed independently. If books, journals, magazines, or any other sources are reviewed and the ideas or language therein used, they must be cited. Where specific guidelines are not given, students should consult a reference source on proper notation.

Evidence of plagiarism will result in a grade of F for the assignment and may, at the discretion of the instructor, lead to an F in the course. In addition, further sanctions (i.e., censure, probation, suspension, or dismissal) may be imposed through the Student Conduct Code.

The case of any student who admits to or is found guilty of a violation of academic integrity will be reviewed by the Student Conduct Code Review Board. The student will be subject to appropriate sanctions, including expulsion from the University. A copy of the USM Student Guide to Academic Integrity and/or a copy of the Student Academic Integrity Policy is available from the Office of Community Standards, 125 Upton Hall, Gorham, (207) 780-5242.

Withdrawal

Withdrawal from the University of Southern Maine may be for personal reasons on the part of the student, academic reasons as determined by the program requirements, or by administrative decision.

- Student Withdrawal: To withdraw from the University the student must submit an official Withdrawal Form to the Registrar’s Office and complete an exit interview with his or her advisor.
- Academic Withdrawal: If a student has not made satisfactory academic progress toward fulfilling degree requirements (see above), he or she may be withdrawn from the University.
- Administrative Withdrawal: A student may be withdrawn from a particular graduate program for reasons of a professional nature as determined by the program director or department chair.

Student Appeals and Complaints

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of OGS is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evidence and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.
An appeal under this policy shall be carried out according to the following procedures:

1. The student should present their case, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal.

2. If the student remains aggrieved by the decision of the instructor under Step 1, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the chairperson of the department or program director of the college in which the course or other exercise or activity is offered. The chairperson or program director must respond within fourteen days of receiving the appeal.

3. If the student remains aggrieved by the decision of the chairperson or program director of the department under Step 2, he or she may, within fourteen days after formal receipt of the chairperson’s or program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

4. The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

5. The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the dean of Graduate Studies. The dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The dean of Graduate Studies’ decision shall be final and not subject to further review.

Copies of the decision of the dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal
A graduate student has the right to appeal an academic dismissal or withdrawal by their academic program. Such an appeal of an academic dismissal or withdrawal must follow the appeals process as defined by the graduate program’s school or college, which must include a review by the Dean of the College as part of this process. It is the responsibility of the student to demonstrate a compelling case at each step of the appeal process. On appeal, the decision of a graduate program is presumed to be correct and final unless the student presents sufficient facts to establish that the due process was not followed. The question to be considered in the appeal is whether one or more of the following factors improperly entered into the program decision to dismiss or withdrawal of the student into the program: there was arbitrariness, capriciousness, a constitutional or statutory violation (complaints of discrimination are referred to the Office of Equity and Compliance), a material failure to follow procedures, or a substantial departure from accepted academic norms when the program decision was made, or there is new/additional information that could bear on the program decision. Students must be advised of the decision was made, or there is new/additional information that could bear on the program decision. Students must be advised of the decision made, or there is new/additional information that could bear on the program decision. Students must be advised of the decision made, or there is new/additional information that could bear on the program decision.

If a student remains aggrieved by the decision of the chairperson or program director of the department under Step 2, he or she may, within fourteen days after formal receipt of the chairperson’s or program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered. The chairperson/program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the chairperson or program director of the department under Step 2, he or she may, within fourteen days after formal receipt of the chairperson’s or program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

5. The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the dean of Graduate Studies. The dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The dean of Graduate Studies’ decision shall be final and not subject to further review.

Copies of the decision of the dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Graduation

Graduation Requirements
To be eligible for graduation from a graduate degree program a student must:

- Complete satisfactorily the number of graduate credit hours required in the program with a 3.0 grade average. All courses completed for graduate programs must be passed with a minimum grade of C; individual programs may set higher standards.
- Complete satisfactorily all program degree requirements as defined in the particular graduate program (e.g., thesis, comprehensive examination).
- Submit a completed application for graduation to the Registrar.

Certification for Graduation
Each graduate program is responsible for certifying fulfillment of graduation requirements by a student to the Office of Graduate Studies.

Commencement Ceremony
A master’s degree candidate may participate in a commencement ceremony only if he or she has applied for graduation and been certified to participate. In certain instances, students may participate in commencement prior to completing all the requirements; please check with your program for specific details. Doctoral students in programs requiring a dissertation may participate in commencement ceremonies and events if a defense has been completed and the dissertation has been approved subject to minor editorial revisions. Doctoral students in programs that do not require a dissertation may participate in commencement ceremonies and events if all requirements for the degree have been completed and approved. Applications for graduation may be obtained through the Registrar’s Office.

Students may appeal a decision regarding graduation based on these policies. Contact the Office of Graduate Studies for procedures.
The College of Arts, Humanities, and Social Sciences is dedicated to the ideal of a liberal arts education. Intellectually and administratively, its liberal arts mission at the undergraduate level is connected to graduate programs within the college and the university. The College of Arts, Humanities, and Social Sciences offers three graduate programs leading to the master’s degree and two graduate certificate programs. These are the master of arts (MA) in American and New England studies, the master of fine arts (MFA) in creative writing, the master of music (MM), and certificates of graduate study in Composing Together and the Michael Chekhov Theatre Institute. The faculty of the College’s graduate programs are committed to the preservation and dissemination of fundamental knowledge and dedicated to enhancing this knowledge through creative expression, scholarly interpretation, and research. All of our graduate programs instill in students general attributes such as critical thinking, effective oral and written communication, and creative expression, but this general educational mission is linked to professional achievement.

**Departmental Organization**

The College of Arts, Humanities, and Social Sciences has the following graduate schools and departments:

- American and New England Studies
- Music
- Stonecoast MFA
- Theater

**Teacher Certification**

Students who wish to prepare for a career in teaching at the elementary, middle, or secondary levels work with both the College of Arts, Humanities, and Social Sciences and the School of Education and Human Development. Students can become certified through both undergraduate and graduate pathways. The graduate pathway is the Extended Teacher Education Program (ETEP). Students interested in this option should complete a baccalaureate degree with a major in the liberal arts, in a subject related to the desired teaching level and subject. Additional information on the Extended Teacher Education Program can be found in the School of Education and Human Development section of this catalog.
Master of Arts in American and New England Studies

Director: Kent Ryden
Professors: Cameron, Cassidy, Edney, Ryden

New England, as the publisher of Yankee magazine recently quipped, looks more like New England today than it did 30 years ago. Such observations reflect a new self-consciousness about regional identity in general, and about New England in particular. Popular interest in regionalism also underscores new scholarly attention to the role of cultural institutions, practices, and performances in helping to shape both national and regional identities. Mythic New England embodies some of the most familiar American images and the region has historically held a special place in the American imaginary landscape. Steeped in tradition and the kinds of pastoral images celebrated by Yankee magazine, New England was also the nation’s most urban and Roman Catholic region in the post-Civil War period. It was multicultural from the beginning.

The American and New England Studies program is committed to studying regionalism in the context of contemporary thought and scholarship. It is both a regional and an American studies program. The program’s focus is on New England, but the region is examined in the broad context of American social and cultural experience as a whole. Exploring as well as destabilizing “official” New England, the program offers students a wide range of interdisciplinary approaches and methodologies—including folklore, literary studies, visual culture, landscape and cultural geography, art and architectural history, archaeology, cultural criticism, environmental studies, and ethnography—but stresses the historicity of such practices, and of the culture and society they set out to explore.

The program seeks:
- to offer students a challenging interdisciplinary program focusing on the study of New England and the “new” regionalism;
- to emphasize the critical role of the arts, humanities, and social sciences in understanding New England and in interpreting its history and culture to the public;
- to prepare students for a variety of opportunities that require critical thinking, scholarly analysis, research skills, and the ability to communicate effectively;
- to integrate the study of regionalism into American studies;
- to create new opportunities for exchanges among scholars, professionals, and graduate students with common interests in American and New England studies;
- to act as a cultural and educational resource for the region.

Through courses, lectures, conferences, and internships, the program explores New England’s distinctiveness and examines the region’s contributions to American culture as a whole.

Program Policies
In addition to the general policies described in the Academic Policies chapter, specific policies of this program are as follows:
Admissions Credit Students who have not been officially admitted to the program may take courses for admissions credit. Normally, six admissions credits are the maximum allowed. The director of American and New England Studies must approve all requests for admissions credit.
Transfer Credit
A student may transfer up to six credits into the American and New England Studies Program. To be considered for transfer credit, previous coursework must be interdisciplinary and must focus on America or New England. In addition, only coursework awarded a grade of B or better will be considered for transfer credit. The Admissions Committee will review all requests for transfer credit. Course materials should accompany these requests.
Thesis/Project
Students should have at least a 3.50 GPA by the time they propose a thesis/project for the thirty-hour track.
Time Limit
Students must complete all requirements for the degree within six years from the date of first matriculation.

Admission Requirements
Admission to the American and New England Studies program is selective. The program seeks applicants who have a bachelor’s degree with a record of academic achievement and who are committed to employing interdisciplinary approaches and methodologies. The program welcomes full-time and part-time students; courses are offered in the late afternoon and evening. All applications are reviewed by an admissions committee comprised of the director of American and New England Studies and faculty who teach in the program. Interviews may be required at the discretion of the Admissions Committee.

Application Materials
In addition to the materials described in the Admissions chapter, applicants for this program must submit:
6. Official scores for the Miller Analogies Test (MAT) or Graduate Record Examination (GRE). Only students with an M.A. degree in the humanities or social sciences are exempt from this requirement.
7. Three letters of recommendation on standard application forms or stationery.
8. Please see the special essay instructions at http://www.usm.maine.edu/graduateadmissions/programs

Application Deadline
Applications for the spring semester must be received by October 15. Applications for the fall semester must be received by January 15 to be considered for tuition waivers and by February 15 to be considered for graduate assistantships.
Applications received after these deadlines may be considered on a space-available basis through the end of March. Early acceptance may be considered at the request of the applicant and at the discretion of the Admissions Committee.
Program Requirements

The curriculum is unique; unlike other regional studies and interdisciplinary programs, the curriculum consists of courses that have been created specifically for the American and New England Studies master’s degree and that integrate the arts, humanities, and social sciences. Students may pursue a 30-credit program that includes a thesis or project or they may follow a 36-credit program that does not include a thesis or project. Students who elect the 36-credit program must complete two research papers in elective courses. A third option is also available in Public Culture and History. Students take 27 credits in ANE and 9 credits in nonprofit management and internship. Students in this track also must complete two research papers in elective ANES courses.

30-Credit Program

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANE 600 Creating New England I</td>
<td>3</td>
</tr>
<tr>
<td>ANE 610 Creating New England II</td>
<td>3</td>
</tr>
<tr>
<td>ANE 675 Workshop in Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ANE 690 Project</td>
<td></td>
</tr>
<tr>
<td>or ANE 695 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>ANE 695 Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Elective Courses

Five courses chosen from ANE offerings 15

36-Credit Program

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANE 600 Creating New England I</td>
<td>3</td>
</tr>
<tr>
<td>ANE 610 Creating New England II</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Ten courses chosen from ANE offerings 30

Public Culture and History (36 credits)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANE 600 Creating New England I</td>
<td>3</td>
</tr>
<tr>
<td>ANE 610 Creating New England II</td>
<td>3</td>
</tr>
<tr>
<td>ANE 670 Museums and Public Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Six courses chosen from ANE offerings 18

One of the following 9-credit tracks: 9

Track A

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANE 687 Internship</td>
<td>3</td>
</tr>
<tr>
<td>2 courses in nonprofit management</td>
<td>6</td>
</tr>
</tbody>
</table>

or

Track B

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANE 687 Internship</td>
<td>3</td>
</tr>
<tr>
<td>ANE 687* Internship</td>
<td>3</td>
</tr>
<tr>
<td>1 course in nonprofit management</td>
<td>3</td>
</tr>
</tbody>
</table>

*Internships must be at different institutions or in different areas of museum work (e.g., curatorial, educational).

Both the 30-credit and the 36-credit program offer students opportunities to focus their coursework in particular areas: history, literature, material culture and the visual arts. In addition, the project and thesis offer students opportunities to demonstrate intellectual independence and creativity by developing programs of study that address individual interests.
Course Descriptions

ANE 600 Creating New England I
This required core course examines the development of New England regional identity from the 17th to the mid-19th century. Drawing on interdisciplinary approaches and materials, the course focuses on how regional identity has been both historically grounded and culturally invented. Topics include: the invention of New England as a second England; the Yankee character; the New England town; the creation of regional traditions; and the perspectives of Native Americans and African Americans on narratives of New England identity. Cr 3.

ANE 610 Creating New England II
The second part of the required core sequence, this course continues the examination of New England regional identity from the mid-19th century to the present. Topics include: the colonial revival; New England’s working class and ethnic heritage; nostalgia; the regional revival of the 1920s and 30s; and regional identity and consumer culture. Cr 3.

ANE 612 Documenting America
This course will introduce students to the politics, culture, and history of documentary practices including film, photography, war reportage, television journalism, and storytelling venues such as *Moth Radio* and *This American Life*. The course will be organized chronologically with special attention given to the Progressive Era and WWI, the 1930’s, including oral narratives conducted by Federal Writers Project, photojournalism of 1930’s and 40’s, postwar television documentary, documentary film schools in the 1970’s, and contemporary radio practices. Cr 3.

ANE 615 Folklore and Region
This course will begin by introducing students briefly to the study of folklore, particularly in a regional context, and to the identification and analysis of folkloric “texts” broadly conceived. It will then proceed topically, examining regional folk culture as it relates to various of the elements that help comprise a regional identity: history, economic activity as it is constrained by the region, and the natural and humanly shaped physical environment. Attention will also be paid to variations in regional folk culture according to gender, ethnicity, and class. Each topic will include an extended examination of an example from New England as well as materials from other regions of the country. Cr 3.

ANE 618 African American Historical Archaeology
This course will examine the role of historical archaeology in interpreting African American lifeway and heritage in North America and the Caribbean. Several important topics in contemporary historical archaeology will be focused on including: plantation slavery, urban lifeways, subsistence and foodways, burial practice, ethnicity and social inequality, feminism, African cultural connections and public and museum construction of African identity and representation. Cr 3.

ANE 620 Regional Writing and the Sense of Place
This course focuses on New England literature of place including fictional, historical, poetic, and autobiographical writing. It examines the subjective experience of place and the cultural perception and use of space. The course explores how memory, experience, and nostalgia connect individual and collective identity to place. It also offers some comparative perspectives on the sense of place in other American regions. Cr 3.

ANE 622 Food: History, Culture, Politics
This course will explore the history, culture, and politics of food in America with a special emphasis on New England and regional differences. The course will examine colonial food ways including diet, food theft, trade patterns, and regional diversity; 19th-century health, sanitation, and temperance reforms; the rise of cooking schools, food writing, and regional cuisine; and contemporary issues such as fast and slow food, terminator seeds, organic farming, and the diet industry. Cr 3.

ANE 629 Ethnicity in New England and America
This course explores the historic role of ethnicity in the formation of New England social life and cultural identity. Using a variety of texts and approaches, students will examine immigrant community life (including foodways, housing, leisure, and work), constructions of “race” and “whiteness,” and the relationship between ethnicity and regional identity. Cr 3.

ANE 630 The Culture of Consumption
Focusing on New England and the emergence of industrial society, this course will explore popular forms of leisure, pleasure, and consumer culture in 19th- and 20th-century society. We will explore both popular writers such as P.T. Barnum and Edward Bellamy, as well as theorists as diverse as Thorestan Veblen and C. Wright Mills. Topics include: Victorian identity and consumption; the spa and the health club; rural peddlers; minstrelsy, burlesque, vaudeville, and melodrama; the rise of the department store; working-class style and the culture of wantiing; advertising; the New England woman and the Newport belle; the tourist and the commodification of New England. Cr 3.

ANE 633 Mapping New England
A study of the history of construction and use of cartographic representations of New England and Maine, through the 20th century. Students learn to read maps as cultural texts and to analyze them according to their originating discourses. The basic theme running through the course is therefore that of cartographic literacy and commercialism: who used the maps and for what purposes? The course is structured around spatial discourses which have been relevant for New England and the cartographic practices they have sustained. The scope of the course will expand to address, as necessary, more general issues in European and North American cartographic history. Cr 3.
ANE 635 Art and New England Culture
This course will examine painting, prints, and photography from the 17th through the 19th centuries; it will focus on New England art and its place in American art history. Students will study style and subject matter and their relation to literature, thought, and social history. Central to this course is the consideration of how region is “imaged” in the visual arts and how these images shape regional and national culture. Topics include: “reading” colonial portraits; landscape painting and the commodification of nature; race, ethnicity, and regional types; Winslow Homer and the masculinization of region; and imaging the New England woman at the turn of the century. Cr 3.

ANE 638 Reading the Cultural Landscape
This course will examine the New England and American human landscapes as texts which can be read to reveal cultural attitudes, values, priorities, and experiences. Emphasis will be on the analysis of ordinary landscapes of the sort which surround us every day. The course will focus on typical landscape “settings” or “compositions,” not necessarily on individual components within those landscapes: that is, domestic or residential landscapes, commercial landscapes, industrial landscapes, civic landscapes, historic landscapes, and so on. Cr 3.

ANE 641 Environment and Culture
This course is an interdisciplinary examination of the ways in which occupants of the North American continent, from the pre-contact period to the present, have conceived of and interacted with the natural environment. The history of human use of and attitudes toward the environment will be examined within a cultural context. Course materials will be drawn both from New England and from other regions of the country. Cr 3.

ANE 644 Twentieth-Century New England Politics
This course examines the politics of New England since 1900, with emphasis on conflicts among the distinct subcultures (White Anglo Saxon Protestant, European-American, and African-American) which have given the region’s politics its particular flavor. Special attention will be given to two dramatic political events—the Sacco-Vanzetti case and the Boston busing controversy—in which these conflicts played a significant role. Cr 3.

ANE 645 Women and Popular Culture
The relationship between women and the public realm has always been a source of intense controversy and debate. This course will explore these controversies as they unfolded over the 19th and 20th centuries, beginning with efforts by white and African-American women to speak in public and concluding with debates over female consumption of romance fiction and daytime television. Topics include: prostitution and commercialized leisure, vaudeville and the female spectacle, working class girls and popular culture, youth culture and courtship, celebrity culture, television, women in sports, and the gendered automobile age. Cr 3.

ANE 648 Domestic Architecture and American Culture
This course will examine the physical form as well as the idea and image of “home” from the 17th through the 20th centuries. House designs and styles and their historic changes and diversity across class and geographic boundaries will be examined. Students will also analyze the idea of home in visual culture (paintings, prints, photography, popular illustrations, film) and written texts (prose, architectural pattern books, advice books, magazines). Cr 3.

ANE 650 Topics in American and New England Studies
An in-depth study of a significant aspect of New England or American culture from an interdisciplinary perspective. Topics will vary from year to year. Recent topics have included: Native People of North America, Landmarks in American Nature Writing, and Women’s Captivity Narrative: Traditions and Transformations. Cr 3.

ANE 655 Historical Archaeology of New England
An examination of the role of historical archaeology in interpreting the past. Several important topics in regional contemporary historical archaeology will be examined including: exploration and settlement during the contact period, landscape research and reconstruction, ethnicity and social inequality, subsistence and food-ways, material culture studies, and the relationship between culture and consumption. Cr 3.

ANE 657 Language and Print Culture in America
This course will examine what various groups of Americans have been publishing and reading over time for purposes of education, edification, and entertainment, as well as the larger linguistic context in which those books have been produced. We will focus on questions of both the history of American English and the history of the book in America, while also examining the specific nature of print as a medium of communication. Cr 3.

ANE 658 Visual Culture of 20th-Century America
This course will examine the production and circulation of visual images in twentieth-century American society, with a focus on the years 1900-1960. Students will examine varied image types, with an emphasis on painting, photography, advertising, and film, and how these images shaped the knowledge, experience, and culture of both New England and America. Cr 3.

ANE 660 New England Autobiography
This course examines 19th- and 20th-century New England autobiography; it focuses on works that illuminate aspects of regional experience. The readings represent diverse forms of autobiographical expression as well as essays that introduce contemporary approaches to the study of autobiography. The course emphasizes a historical-cultural reading of autobiography, relating issues of style, self-representation, the life cycle, gender, class, ethnicity, and place to particular historical contexts and cultural needs. Cr 3.
ANE 665 Sex in New England
Perhaps no region has been more identified with sexual reticence and prudery than New England. Famous for its “blue laws” and “Puritanical” values, New England is more recently celebrated as a sexually liberal enclave, a region open to gay-marriage and a destination for gay travel and tourism. This course will explore the shifting history and turbulent politics of sexuality from 17th century New England to the present day. Topics include: marriage, sodomy and Puritan law, 18th century household structure and everyday sexual practices, sex and diet reform, Victorian sexual relations and marriage law, constructions of hetero/homosexuality, abortion, incest, the “Boston Marriage”, New England Vice and Purity campaigns, P-town, and gay marriage. Cr 3.

ANE 668 Writers of Northern New England
This course focuses on literature about the sub region that Robert Frost referred to as “north of Boston.” The course will examine writers who root their work in the landscape, culture, and history of Maine, New Hampshire, and Vermont. Considerable attention will be devoted to contemporary writing. Cr 3.

ANE 670 Museums and Public Culture
This course will examine the role of museums, preservationists, and collectors in shaping cultural identities and public memories in 19th- and 20th-century America. Topics will include: ethnographic collections and displays, fine arts museums and patrons, traditions of human display (such as 19th-century “freak shows”), history, anthropological and natural history museums, festivals, living history sites, and the narrative role of collections, artifacts, and museum design. Cr 3.

ANE 675 Workshop in Research and Writing
This course is a collaborative workshop that focuses on student writing and research needs. Students will read and comment on work in progress or use the workshop to design, research, and begin a thesis, project, or exit paper. This course is required for students writing a thesis or project, but is open to all ANES students. Prerequisite: 6 credit hours, 3 hours of which must be either ANE 600 or ANE 610. Cr 3.

ANE 685 Reading and Research
Open to advanced students with exceptional records in the program, this course offers opportunities for reading and research under the direction of a faculty member. The approval of the ANES Curriculum Committee is required. This course may be taken only once. Cr 3.

ANE 687 Internship
Open to qualified students with exceptional records in the program, required for students in the Public Culture and History track. Internships are by application to the ANES Curriculum Committee. Participating organizations include, but are not limited to, the Portland Museum of Art, Old York Historical Society, Pejepscot Historical Society, and Maine Historical Society. Pass/fail. Cr 3-6.

ANE 690 Project
Completion of a two-semester project that may be an independent project or that may combine independent study and work in a historical society, a museum, a cultural organization, or other public or private institution. In consultation with an advisor, the student defines and develops the project in relation to his or her particular interest in American and New England Studies. Students should have at least a 3.50 GPA by the time they propose a project for the thirty hour track. Cr 6.

ANE 695 Thesis
The product of original research, the thesis should embody an interdisciplinary combination of approaches and/or materials. Students should have at least a 3.50 GPA by the time they propose a thesis for the thirty hour track. Cr 6.
Stonecoast Master of Fine Arts in Creative Writing

Director: Annie Finch
Associate Director: Robin Talbot

The Stonecoast M.F.A. Program in Creative Writing is a low-residency graduate program that brings together a faculty of nationally known writers from across the United States. The M.F.A. is a two-year program, alternating intensive ten-day residencies with six-month independent writing projects supervised by the faculty mentors. The M.F.A. offers an interdisciplinary curriculum, including creative nonfiction, fiction, poetry, and popular fiction, with possibilities for elective work in such areas as writing about nature, scriptwriting, performance, and translation.

Low-residency programs give students significant flexibility in pursuing graduate work as they do not require a day-to-day presence on campus.

Additional Information
The cost of the low-residency graduate writing program is $5,988.00 per semester plus USM’s unified fee and room and board. Tuition is subject to change without notice; however, we will post information about tuition changes as soon as it is available. There are openings in the program for commuter students. The fee structure for this long-distance learning program is separate from the usual USM graduate tuition. The M.F.A. does not charge a higher rate for out-of-state students. Some scholarships are available.

For further information, contact the Office of Graduate Admissions at (207) 780-4386 or gradstudies@usm.maine.edu, or the Stonecoast M.F.A. office at (207) 780-5262.

Admission Requirements
Admission is highly selective; students will be accepted on the basis of manuscript samples and past educational experience in creative writing. Applications for the two annual admissions cycles are due on September 1 and February 1. Later applications may be considered in exceptional cases or until all places are filled.

The application can be found at http://www.usm.maine.edu/graduateadmissions. Application instructions are also at this site.

Program Requirements
The master of fine arts requires attendance at two ten-day residencies per year for two years. These residencies are considered the beginning of each semester. Residencies are held at the historic Stone House on the Maine coast and taught by faculty and visitors of national reputation who meet with students for a series of workshops, presentations, conferences, and readings. The winter residency will be held in January and the summer residency in July.

The Stonecoast M.F.A. also requires students to complete four semesters of intensive long-distance work with a faculty mentor/.writer. Each semester following the residency, at prearranged intervals, students send packets of creative writing and critical essays to their mentors by mail or e-mail. Faculty respond with extensive, in-depth critiques of the student work.

Students complete a third-semester project in one of six emphases (craft, creative collaboration, publishing, social action, teaching, and theory) and write a creative thesis in their third and fourth semesters. Students must also attend a final graduation residency at which they give a reading of their work and participate in a panel or teach a class. Occasionally, leaves of absence will be approved for a maximum of two semesters.
Course Descriptions

Each student must complete four workshop residencies and four semester projects along with a fifth graduation residency.

CRW 501 Residency Course I
An advanced workshop that focuses on the development of the student’s writing through the use of faculty-guided workshops and topical seminars, round tables, panels, and readings, and discussion of major traditional and contemporary work in the genre. Workshop tracks include poetry, fiction, nonfiction, or popular fiction. Students are expected to submit an “in-progress” manuscript in advance of the residency. The manuscript(s) submitted will be analyzed during the faculty-guided workshops. Cr 6.

CRW 510 Poetry Semester Project I
The focus of this course, which immediately follows the first residency, is on the completion of a negotiated study plan developed between the student and the faculty mentor. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 501. Cr 9.

CRW 520 Fiction Semester Project I
The focus of this course, which immediately follows the first residency, is on the completion of a negotiated study plan developed between the student and the faculty mentor. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will then respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 501. Cr 9.

CRW 530 Creative Nonfiction Semester Project I
The focus of this course, which immediately follows the first residency, is on the completion of a negotiated study plan developed between the student and the faculty mentor. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 501. Cr 9.

CRW 540 Popular Fiction Semester Project I
The focus of this course, which immediately follows the first residency, is on the completion of a negotiated study plan developed between the student and the faculty mentor. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 501. Cr 9.

CRW 502 Residency Course II
This course is considered to be the completion of the first year’s residency requirements. See description of Workshop Residency I. Prerequisites: CRW 501 and completion of Semester Project I in student’s chosen genre. Cr 6.

CRW 512 Poetry Semester Project II
The focus of this course, which immediately follows the second residency, is on the completion of a negotiated study plan developed between the student and the faculty mentor. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 502. Cr 9.

CRW 522 Fiction Semester Project II
This course immediately follows the second residency. The course focus is on the completion of a negotiated study plan developed between the student and the faculty mentor. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 502. Cr 9.

CRW 532 Creative Nonfiction Semester Project II
The focus of this course, which immediately follows the second residency, is on the completion of a negotiated study plan developed between the student and the faculty mentor. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 502. Cr 9.

CRW 542 Popular Fiction Semester Project II
The focus of this course, which immediately follows the second residency, is on the completion of a negotiated study plan developed between the student and the faculty mentor. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 502. Cr 9.
CRW 601 Residency Course III
This course is considered to be the first half of the second year’s program. See description of Workshop Residency I. Prerequisite: CRW 502 and completion of Semester Project II in the student’s chosen genre. Cr 6.

CRW 610 Poetry Semester Project III
The focus of this course, which immediately follows the third residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student undertakes a special project under the guidance of the mentor in one of five concentrations: craft, literary theory, interdisciplinary artistic collaboration, publishing, or literacy/community services. Prerequisite: CRW 601. Cr 9.

CRW 620 Fiction Semester Project III
The focus of this course, which immediately follows the third residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student undertakes a special project under the guidance of the mentor in one of five concentrations: craft, literary theory, interdisciplinary artistic collaboration, publishing, or literacy/community services. Prerequisite: CRW 601. Cr 9.

CRW 630 Creative Nonfiction Semester Project III
The focus of this course, which immediately follows the third residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student undertakes a special project under the guidance of the mentor in one of five concentrations: craft, literary theory, interdisciplinary artistic collaboration, publishing, or literacy/community services. Prerequisite: CRW 601. Cr 9.

CRW 640 Popular Fiction Semester Project III
The focus of this course, which immediately follows the third residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student undertakes a special project under the guidance of the mentor in one of five concentrations: craft, literary theory, interdisciplinary artistic collaboration, publishing, or literacy/community services. Prerequisite: CRW 601. Cr 9.

CRW 602 Residency Course IV
This course is considered to be the second half of the second year’s program. See description of Workshop Residency I. Prerequisite: CRW 601 and completion of Semester Project III in the student’s chosen genre. Cr 6.

CRW 612 Poetry Semester Project IV
The focus of this course, which immediately follows the fourth residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student completes a book-length creative thesis, and prepares for the student reading and for the teaching of a seminar or panel presentation during the fifth and final graduation residency. Prerequisite: CRW 602. Cr 9.

CRW 622 Fiction Semester Project IV
The focus of this course, which immediately follows the fourth residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student completes a book-length creative thesis, and prepares for the student reading and for the teaching of a seminar or panel presentation during the fifth and final graduation residency. Prerequisite: CRW 602. Cr 9.

CRW 632 Creative Nonfiction Semester Project IV
The focus of this course, which immediately follows the fourth residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student completes a book-length creative thesis, and prepares for the student reading and for the teaching of a seminar or panel presentation during the fifth and final graduation residency. Prerequisite: CRW 602. Cr 9.

CRW 642 Popular Fiction Semester Project IV
The focus of this course, which immediately follows the fourth residency, is on the completion of a negotiated study plan developed between the student and the faculty member. Each student completes a book-length creative thesis, and prepares for the student reading and for the teaching of a seminar or panel presentation during the fifth and final graduation residency. Prerequisite: CRW 602. Cr 9.

CRW 603 Graduation Residency
This residency is the culmination of the M.F.A. in creative writing degree program. Prior to the residency, a student must have submitted a creative thesis deemed by a faculty committee to be of publishable quality. At the residency, the student must lead a presentation or participate in a panel on an issue of craft, theory, publishing, teaching/pedagogy, interdisciplinary artistic collaboration, or literacy/community services. The student must also give a public reading from the creative thesis. Prerequisite: completion of Semester Project IV in the student’s chosen genre. Cr 0
Certificate of Graduate Study in the Acting Techniques of Michael Chekhov

The graduate certificate, offered by the Department of Theatre, in the acting techniques of Michael Chekhov, is designed to appeal to theatre and drama instructors, professional actors/directors, experienced community actors/directors, and advanced students. The courses provide an intensive overview of the acting techniques attributed to Michael Chekhov and the application of those techniques to performing, directing, auditioning, and teaching. Areas of focus will include image and body, preparing the part, characterization, and improvisation. The graduate certificate program introduces methods of teaching these techniques and provides opportunities for graduate students to teach back to the peer group and faculty, receiving feedback and guidance on their presentations.

Admission Requirements

Candidates for the certificate must attend two summer institutes at USM, and complete a significant one-credit independent project approved by the instructors.

Applications for the certificate can be found at the Graduate Admissions website: http://www.usm.maine.edu/graduateadmissions
School of Music

Director, School of Music: E. Scott Harris
Professors: Fithian, Kargul, Kaschub, Martin, Oberholtzer, Russell; Associate Professors: Chickering, Christiansen, Harris, Lehmann, Keef, Parchman, Sonenberg

The University of Southern Maine School of Music offers music degrees in composition, conducting, jazz studies, music education, pedagogy, and performance. The School of Music is a fully accredited member of the National Association of Schools of Music. With more than fifty-five full-time, part-time, and artist faculty, its impact on the cultural life of New England can be found in all areas of musical activity, from the elementary teacher to the professional performer. One will find USM School of Music graduates teaching on every level from preschool to graduate school. Their expertise as teachers and/or performers is highly regarded and in great demand.

Master of Music in Composition

Admission Requirements
Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://www.usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:
- An application form
- The application fee
- Official transcripts of all previous college and university work
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate program in composition must fulfill the following requirements prior to enrollment:
- A baccalaureate degree or its equivalent in music or music education
- An interview and portfolio review (by invitation only; see details below).
- Applicants in composition must also submit:
  - Scores of three representative works from three different performance media showing originality and technical competence.
  - Recordings (CD, mp3, or url link) of three representative works (to correspond with scores above, if possible).
  - Complete list of works with first performances arranged chronologically.

Music Interview and Portfolio Review
Once the Office of Graduate Admissions application is complete, the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School’s coordinator of graduate studies The program advisor for composition will contact applicants selected for interview.

Each degree program has specific audition requirements. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

Program Requirements
Composition requires a minimum of 30 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 506</td>
<td>Chamber Music (Composer's Ensemble)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 510</td>
<td>Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520</td>
<td>Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUP 603</td>
<td>Applied Music (composition)</td>
<td>12</td>
</tr>
<tr>
<td>MUP 690</td>
<td>Recital</td>
<td>0</td>
</tr>
<tr>
<td>Electives</td>
<td>Any MUS, MUP or MUE 500- or 600-level courses.</td>
<td>8</td>
</tr>
</tbody>
</table>

A two-year residency is required.

Information for Matriculated Students

Graduate Competency Exams
All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 520 Seminar in Music History and MUS 530 Seminar in Music Theory. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.
Special Requirements and Standards

All music graduate programs must be completed within six years from the date of matriculation. Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program.

Each program requires that students demonstrate mastery in their primary area of study. Composition students meet this requirement through the presentation of a recital.

The following conditions will apply to all graduate recitals:

- Required recitals must be performed after successful completion of the comprehensive exams.
- Grading of the recital will be by a committee of no than three jurors. The jurors will be drawn from the graduate faculty, the degree candidate’s graduate advisor, and the degree candidate’s private instructor.
- The candidate must receive a grade of B or higher on the recital. If the grade of B is not achieved, the candidate must perform another recital that contains at least 50 percent new material. If the grade of B or higher is not achieved at this recital retake, the candidate must petition the faculty to remain in the degree program.

Transfer credit

Six graduate credits may be transferred to USM from another NASM-accredited college or university.

Admissions credit

Additionally no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master’s degree.

Residency

Composition requires a two-year residency.

Exit Requirements

Composition majors must present one sixty-minute lecture/recital in which program notes and compositional process are shared with the audience as verbal introductions to each work. The recital comprises forty minutes of original music for a variety of mixed media composed while in residency for the degree. The composer will participate as performer on at least one work on the recital. In addition to the recital, the composer is encouraged to seek performances for his/her work elsewhere; only in exceptional cases might any part of this recital be substituted for outside work.
Master of Music in Conducting

Admission Requirements

Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://www.usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:

- An application form.
- The application fee.
- Official transcripts of all previous college and university work.
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate programs in conducting must fulfill the following requirements prior to enrollment:

- A baccalaureate degree or its equivalent in music or music education
- An audition (by invitation only; see details below). Music education applicants submit additional materials in lieu of an audition.
- One year or its equivalent of full-time teaching or conducting experience.

Applicants in conducting must submit:

- A video recording which contains at least fifteen minutes of conducting, at least half of which should be of a performance.
- A representative repertoire of works performed.
- A Music Audition

Once the Office of Graduate Admissions application is complete, the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School’s coordinator of graduate studies. The program advisor for the specific area of concentration will contact applicants selected for audition. Applicants will take a sight singing exam at the time of the audition.

Each area of conducting specialty has specific audition requirements outlined below. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

The conducting audition requires:

- Choral: prepare a musical score(s) of at least ten minutes duration, know its musical structure and be able both to conduct it and to sing any musical line.
- Orchestral: prepare the first movement of a Beethoven symphony, know its structure, and be able to conduct it.
- Wind: prepare the Ralph Vaughan Williams “Folk Song Suite,” know its musical structure, and be able to conduct it and to sing any musical line.
- Optional for the conducting audition:
  - Choral: play at the piano the following: a five-minute piece of at least the level of difficulty of a Clementi sonatina; all major and minor scales, hands together, two octaves; a Bach chorale at sight; “My Country ‘tis of Thee” in all keys with an improvised accompaniment of I, IV, V chords; sing two art songs, one in Italian and one in English.
  - Instrumental: perform a five-minute piece on an instrument of the applicant’s choice that demonstrates a level of competence equivalent to a Bachelor of Music on that instrument.
  - Preference will be given to conductors who have performance expertise.

Program Requirements

Choral Conducting

Requires a minimum of 31 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 510 Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520 Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530 Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUP 603 Applied Music (choral conducting)</td>
<td>9</td>
</tr>
<tr>
<td>MUP 690 Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 501 Chorale (2 sem.) or</td>
<td>1</td>
</tr>
<tr>
<td>MUS 505 Chamber Singers (2 sem.)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 533 Advanced Analysis of Tonal Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 535 Advanced Aural Skills</td>
<td>3</td>
</tr>
<tr>
<td>Electives—Any MUS, MUP, or MUE 500- or 600-level courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Nine credits of applied music in choral conducting (three 3-credit courses) will be scheduled as private lessons and will be supplemented by rehearsal time with one of the University choral ensembles or other appropriate ensemble. Three substantial topics will be covered during the course of the applied study: choral-orchestral conducting, a research project to create a detailed program note, and a repertoire list.
Orchestral Conducting
Requires a minimum of 31 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 510 Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520 Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530 Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUP 603 Applied Music (orchestral conducting)</td>
<td>9</td>
</tr>
<tr>
<td>MUP 690 Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 500 Orchestra (two semesters)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 533 Advanced Analysis of Tonal Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 535 Advanced Aural Skills</td>
<td>3</td>
</tr>
<tr>
<td>Electives—Any MUS, MUP, or MUE 500- or 600-level courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Nine credits of applied music in orchestral conducting (three 3-credit courses) will be scheduled as private lessons and will be supplemented by rehearsal time with the University Orchestra or other appropriate ensemble. A one-year residency is required.

Wind Conducting
Requires a minimum of 31 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 510 Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520 Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530 Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUP 603 Applied Music (wind conducting)</td>
<td>9</td>
</tr>
<tr>
<td>MUP 690 Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 502 Concert Band (two semesters) or MUS 508 Wind Ensemble (two semesters)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 533 Advanced Analysis of Tonal Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 535 Advanced Aural Skills</td>
<td>3</td>
</tr>
<tr>
<td>Electives—Any MUS, MUP, or MUE 500- or 600-level courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Nine credits of applied music in wind conducting (three 3-credit courses) will be scheduled as private lessons and will be supplemented by rehearsal time with the Concert Band, Wind Ensemble or other appropriate ensemble. A one-year residency is required.

Information for Matriculated Students
Graduate Competency Exams
All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 530 Seminar in Music Theory and MUS 520 Seminar in Music History. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.

Special Requirements and Standards
All music graduate programs must be completed within six years from the date of matriculation.

Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program.

Each program requires that students demonstrate mastery in their primary area of study. Conducting students meet this requirement through the presentation of recitals.

The following conditions will apply to all recitals:
- Required recitals must be performed after successful completion of the comprehensive exams
- Grading of the recital will be by a committee of no less than three jurors. The jurors will be drawn from the graduate faculty, the degree candidate’s graduate advisor, and the degree candidate’s private instructor.
- The candidate must receive a grade of B or higher on each recital. If the grade of B is not achieved, the candidate must perform another recital that contains at least 50 percent new material. If the grade of B or higher is not achieved at this recital retake, the candidate must petition the faculty to remain in the degree program.

Transfer credit
Six graduate credits may be transferred to USM from another NASM-accredited college or university. Admissions credit: Additionally, no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master’s degree.

Residency
A one-year residency is required for wind and orchestral conducting. Residency is not required in choral conducting.

Exit Requirements
Exit requirements are specific to each program. Please consult the faculty advisor in these programs for a list of requirements.
Master of Music in Jazz Studies

Admission Requirements
Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://www.usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:
- An application form
- The application fee
- Official transcripts of all previous college and university work
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate program must fulfill the following requirements prior to enrollment:
- A baccalaureate degree or its equivalent in music or music education
- An audition (by invitation only; see details below).

Applicants in jazz studies must also submit:
- A representative repertoire of works performed.
- A recent recording that contains at least fifteen minutes of a live performance including a demonstration of your improvisational abilities.

Music Audition
Once the Office of Graduate Admissions application is complete, the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School’s coordinator of graduate studies. The program advisor for jazz studies will contact applicants selected for an audition. The jazz studies audition requires a fifteen-minute performance of jazz repertoire that is diverse in style and shows improvisational abilities. Applicants will take a sight singing exam at the time of the audition.

Each degree program has specific audition requirements outlined below. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

Program Requirements
Requires a minimum of 30 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 510</td>
<td>Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520</td>
<td>Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530</td>
<td>Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUP 603</td>
<td>Applied Music (jazz studies)</td>
<td>9</td>
</tr>
<tr>
<td>MUP 690</td>
<td>Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 506</td>
<td>Chamber Music (jazz)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 507</td>
<td>Jazz Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 682</td>
<td>Chamber Jazz Ensemble Evolution and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MUS 683</td>
<td>Large Jazz Ensemble Evolution and Analysis</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives—Any MUS, MUP or MUE 500- or 600-level courses. 6

Nine credits of applied music in jazz studies (three 3-credit courses) will be scheduled as private lessons. These studies will be supplemented with two semesters of performance in a chamber jazz ensemble and two semesters of performance in a large jazz ensemble.

Information for Matriculated Students

Graduate Competency Exams
All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 530 Seminar in Music Theory and MUS 520 Seminar in Music History. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.

Special Requirements and Standards
All music graduate programs must be completed within six years from the date of matriculation.

Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program. Jury reviews are scheduled each semester for majors in performance and jazz studies. Consult the School of Music for policies on jury review.

Each program requires that students demonstrate mastery in their primary area of study. Jazz students meet this requirement through the presentation of a recital. Consult the individual requirements below for more details.

The following conditions will apply to all recitals:
- Required recitals must be performed after successful completion of the comprehensive exams
- Grading of the recital will be by a committee of no less than three jurors. The jurors will be drawn from the graduate faculty, the degree candidate’s graduate advisor, and the degree candidate’s private instructor.
- The candidate must receive a grade of B or higher on each recital. If the grade of B is not achieved, the candidate must perform another recital that contains at least 50 percent new material. If the grade of B or higher is not achieved at this recital retake, the candidate must petition the faculty to remain in the degree program.
Transfer credit
Six graduate credits may be transferred to USM from another NASM-accredited college or university.

Admissions credit
Additionally no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master’s degree.

Residency
A one-year residency is required for jazz studies.

Exit Requirements
Students must present one recital for completion of their degree program. The recital will be comprised of no less than sixty minutes of repertoire that features the candidate as a soloist. The ensemble and the repertoire must be approved by the program advisor and/or the private instructor. Candidates will be tested on topics in jazz studies. Sample questions are available for review and study.
Master of Music in Music Education

Admission Requirements

Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://www.usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:

- An application form.
- The application fee.
- Official transcripts of all previous college and university work.
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate program must fulfill the following requirements prior to enrollment:

- A baccalaureate degree or its equivalent in music education
- Music education applicants submit additional materials in lieu of an audition.

Applicants in music education must submit:

- A video recording that contains a ten- to -fifteen-minute teaching sequence from a classroom or rehearsal setting. Videotapes of concert performances will not be accepted.
- A written, critical analysis of the teaching episode on the video recording.
- An essay of 1,000 words on a current topic in music education.

Music Audition

There is no audition for music education. Once the Office of Graduate Admissions application is complete, the music education program advisor and the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School’s coordinator of graduate studies.

Each degree program has specific audition requirements outlined below. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

Program Requirements

Requires a minimum of 32 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 520 Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530 Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUE 611 Introduction to Research in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUE 612 Philosophical Bases of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUE 613 Psychology of Music Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>MUE 614 Curriculum Development and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MUE 615 The Professional Portfolio or MUS 695 Thesis</td>
<td>2</td>
</tr>
<tr>
<td>Electives—Any MUS, MUP, or MUE 500- or 600-level courses</td>
<td>9</td>
</tr>
</tbody>
</table>

Music Education Professional Portfolio Requirements: All students entering the master’s program in music education are required to develop and maintain a portfolio based on their master’s degree experiences. Portfolios are a way to focus on higher order thinking processes such as finding and solving problems, generating hypotheses, determining adaptations and applications, and relating learning to larger contexts. Furthermore, portfolios function as an extraordinary tool for increasing the efficiency of learning as each entry represents not only accomplishment, but directions for future study.

As such, portions of the portfolio may be viewed at various points throughout the program as individual components are created within core music education courses. The portfolio will be presented in its totality during the final oral examination.

The portfolio will be comprised of three sections:

I. Oral Examination

The oral examination will be scheduled through the coordinator of graduate studies within the School of Music. The student will present the milestones and domain project portions of the portfolio to the examination committee as the capstone experience of the degree program.

II. Milestones

The milestones portion of the portfolio is designed to encourage students to reflect on all coursework completed as part of the master’s program. Students are encouraged to review all coursework and identify three experiences that have been particularly meaningful in shaping a personal understanding of music or music education and in influencing future study and practice. Students should create a one- to two-page description of each milestone and be prepared to discuss the significance of the milestones with the oral examination committee.

III. Domain Projects

In this section student are encouraged to draw upon their experiences within the master of music program to create a set of question and essay projects that evidence knowledge from three different domains of study. Each domain project is organized as a ten- to fifteen-page answer to a question designed by the student in conjunction with their major advisor. Questions should be created and approved during the second summer of study for students following the three-summer master’s plan.

Question One must cover some topic related to one or more of the four core music education courses. Question Two must draw on MUE 595 coursework and relate to the student’s area of professional emphasis (i.e., general music, choral music, instrumental music, technology, composition, conducting, etc.). Question Two material must relate to at least one MUE 595 course and may relate to other coursework as well. Question Three will address a topic that is of particular interest to the student and which
demonstrates the student’s ability to apply knowledge gained in the master of music program to good teaching practice. Each project should be thoroughly researched, organized, and presented in a professional manner.

**Music Education Thesis Requirements**

Students completing thesis work as the capstone project for the M.M. in Music Education degree will formulate a research plan with the program advisor.

**Information for Matriculated Students**

**Graduate Competency Exams**

All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 530 Seminar in Music Theory and MUS 520 Seminar in Music History. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.

**Special Requirements and Standards**

All music graduate programs must be completed within six years from the date of matriculation. Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program. Each program requires that students demonstrate mastery in their primary area of study. Master of Music in music education students meet this requirement through the preparation of a professional portfolio or thesis.

The following conditions will apply to all portfolio and thesis projects:

- Portfolio or thesis work will follow the successful completion of the comprehensive exams
- Grading of the portfolio or thesis will be by a committee of no less than two jurors. The jurors will be drawn from the graduate faculty and the degree candidate’s graduate advisor.
- The candidate must receive a grade of B or higher on the portfolio or thesis. If the grade of B is not achieved, the candidate must revise the project document. If the grade of B or higher is not achieved in this revision, the candidate must petition the faculty to remain in the degree program.

**Transfer credit**

Six graduate credits may be transferred to USM from another NASM-accredited college or university.

**Admissions credit**

Additionally no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master’s degree.

**Residency**

The music education program is designed to be completed in three summers with the exception of the Seminar in Music History and Seminar in Music Theory, which will be offered as evening courses during the academic year. There is no residency requirement.

**Exit Requirements**

Students are required to assemble a Professional Portfolio (MUE 615) or Thesis (MUE 695) as a capstone project for the degree.
Master of Music in Pedagogy

The Masters in Pedagogy is for students who wish to prepare for or are involved in a career in applied studio teaching. The program focuses on the development of teaching techniques and performance skills. Specific areas of pedagogy study include comparison of teaching methods and repertory. The program includes a supervised teaching internship.

Admission Requirements

Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://www.usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:

- An application form.
- The application fee.
- Official transcripts of all previous college and university work.
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate program in pedagogy must fulfill the following requirements prior to enrollment:

- A baccalaureate degree or its equivalent in music or music education
- An audition (by invitation only; see details below).

Applicants in pedagogy must submit:

- A complete repertoire list, specifying those works that have been performed

Music Audition

Once the Office of Graduate Admissions application is complete, the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School’s coordinator of graduate studies. The program advisor for the pedagogy area will contact applicants selected for an audition.

Each degree program has specific audition requirements outlined below. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

In addition to a sight singing exam taken by all students at the time of audition, the pedagogy audition requires:

- Demonstration of the ability to play at the piano: I, IV, V, I chord progressions in keys up to 3 sharps and flats.
- A performance of at least 15 minutes of music containing repertoire that represents various music styles according to the discipline of the student’s applied area.
- Additionally, vocalists must perform in English, Italian and one (1) other language.

Program Requirements

This program requires a minimum of 32 credit hours.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 510</td>
<td>Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520</td>
<td>Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530</td>
<td>Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUP 604</td>
<td>Applied Music, Secondary Area (4 semesters)</td>
<td>8</td>
</tr>
<tr>
<td>MUP 690</td>
<td>Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 521</td>
<td>Literature of the Major Instrument</td>
<td>2</td>
</tr>
<tr>
<td>MUS 522/523</td>
<td>Vocal Literature I or II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 572</td>
<td>Vocal Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUP 575</td>
<td>Pedagogy of the Major Instrument</td>
<td>2</td>
</tr>
<tr>
<td>MUS 565</td>
<td>Topics in Voice/Keyboard/Winds/Brass/Percussion</td>
<td>2</td>
</tr>
<tr>
<td>MUS 694</td>
<td>Internship – field application of applied teaching</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Any MUS, MUP, or MUE 500 or 600 level courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Eight credits of applied lessons (4 semesters of 2 cr. each) will be scheduled as private lessons. Students are required to take jury examinations in each semester of enrollment until the recital or lecture/recital is successfully completed. Students are required to take jury examinations in each semester of enrollment in applied lessons until the final project is successfully completed.

Information for Matriculated Students

Graduate Competency Exams

All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 530 Seminar in Music Theory and MUS 520 Seminar in Music History. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.
Special Requirements and Standards
All music graduate programs must be completed within six years from the date of matriculation. Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program.
Each program requires that students demonstrate mastery in their primary area of study. Students meet this requirement through the presentation of a recital or thesis. Consult the individual requirements below for more details.

The following conditions will apply to all recitals, lecture recitals, and thesis projects in pedagogy:
- Required recitals must be performed after successful completion of the comprehensive exams
- Grading of the recital or thesis will be by a committee of no less than three jurors. The jurors will be drawn from the graduate faculty, the degree candidate’s graduate advisor, and the degree candidate’s private instructor.
- The candidate must receive a grade of B or higher on each recital. If the grade of B is not achieved, the candidate must perform another recital that contains at least 50 percent new material. If the grade of B or higher is not achieved at this recital retake, the candidate must petition the faculty to remain in the degree program.

Transfer credit
Six graduate credits may be transferred to USM from another NASM-accredited college or university.

Admissions credit
Additionally no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master’s degree.

Residency
No residency is required for the pedagogy program.

Exit Requirements
Pedagogy majors must present a sixty (60) minute recital, a forty-five (45) to sixty (60) minute lecture recital, or a thesis based on a pedagogical topic. The selection of an appropriate final project will be made in collaboration with the applied area teacher and program advisor.
Master of Music in Performance

Admission Requirements

Contact the USM Office of Graduate Admissions for an application and instructions. Visit Graduate Admissions online at: http://www.usm.maine.edu/graduateadmissions.

Every applicant for admission must submit:

- An application form.
- The application fee.
- Official transcripts of all previous college and university work.
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition, applicants to the School of Music graduate program must fulfill the following requirements prior to enrollment:

- A baccalaureate degree or its equivalent in music or music education
- An audition (by invitation only; see details below).

Applicants in performance must also submit:

- A complete repertoire, specifying those works that have been performed.
- A recent recording of a live performance.
- Vocal performance applicants must show evidence of completion of two semesters or equivalent of undergraduate Italian and two semesters or equivalent of either undergraduate French or German; show evidence of completion of undergraduate courses in Italian, French, and German diction.

Music Audition

Once the Office of Graduate Admissions application is complete, the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School’s coordinator of graduate studies. The program advisor for the specific performance area (brass, keyboards, percussion, strings, or voice) will contact applicants selected for an audition.

Each degree program has specific audition requirements outlined below. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

In addition to a sight singing exam taken by all students at the time of audition, specific requirements are:

- Organ: perform three major works: one of J. S. Bach and one each from the nineteenth and twentieth centuries; sight read an organ composition at the level of a Rheinberger trio.
- Percussion: Timpani: play either an étude from Solo Timpanist (Vic Firth) or March (Carter); Drum: play an étude from First Twelve Études for Snare Drum (Deleuse); Mallets: play a four-mallet solo and three orchestral excerpts.
- Piano: perform from memory a major work of J. S. Bach (such as a suite, toccata, or prelude and fugue from the Well Tempered Clavier); a complete sonata by either Haydn, Mozart, or Beethoven; a major work from the nineteenth or twentieth century; sight read a piano composition at the level of a Haydn sonata.
- Strings: perform the first movement (or equivalent) of a standard concerto (with cadenza); perform one movement from a nineteenth or twentieth century sonata; perform two contrasting movements from an unaccompanied work by Bach. It is recommended that at least one of the three excerpts be memorized. Harp and guitar performers may substitute an advanced étude of their choice for one of the above categories.
- Winds: perform a complete concerto or sonata from the Classical era; perform one composition each from the nineteenth and twentieth centuries; perform six standard orchestral excerpts.
- Voice: perform a twenty-minute memorized recital of repertoire from various stylistic periods, including selections in Italian, French, German, and English; play at the piano the following chord progression: I, IV, V, I in all keys up to three sharps and three flats.

Program Requirements

Performance—Brass/Percussion

Requires a minimum of 30 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 510 Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520 Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530 Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUP 603 Applied Music (brass/percussion performance)</td>
<td>12</td>
</tr>
<tr>
<td>MUP 690 Recital (two)</td>
<td>0</td>
</tr>
<tr>
<td>MUS 521 Literature of the Major Instrument</td>
<td>2</td>
</tr>
<tr>
<td>MUS 500/501/508 Orchestra/Chorale/Wind Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>Electives—Any MUS, MUP, or MUE 500- or 600-level courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Performance majors in the areas of brass and percussion must present two full-length recitals for completion of their degree program. The recitals will include at least sixty minutes of solo repertoire. Chamber music may be included and must be approved by the graduate advisor (and/or the private instructor). The candidate must be a featured soloist in the repertoire.
Performance—Organ

Requires a minimum of 30 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 510 Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520 Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530 Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUP 603 Applied Music (organ performance)</td>
<td>12</td>
</tr>
<tr>
<td>MUP 690 Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 506 Chamber Music and/or Accompanying</td>
<td>1</td>
</tr>
<tr>
<td>MUS 518 Organ Literature I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 519 Organ Literature II</td>
<td>2</td>
</tr>
<tr>
<td>Electives—Any MUS, MUP, or MUE 500- or 600-level courses</td>
<td>4</td>
</tr>
</tbody>
</table>

*Organ Literature I and II must be taken unless equivalent courses have already been taken at the undergraduate level.

Twelve credits of applied music in organ (four semesters of three credits each) will be scheduled as private lessons. Students are required to take jury examinations in each semester of enrollment in organ until the recital is successfully completed. A one-year residency is required.

Students must present two complete recitals. One must be a lecture-recital, with a thirty-minute lecture and thirty minutes of solo repertoire. The other must include sixty minutes of solo repertoire. Recital programs must be approved by the private instructor and/or the program advisor.

In addition to the general exit examinations in music history and theory, students must pass a proficiency exam in sight reading.

Performance—Piano

Requires a minimum of 30 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 510 Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520 Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530 Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUP 603 Applied Music (piano performance)</td>
<td>12</td>
</tr>
<tr>
<td>MUP 690 Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 506 Chamber Music and/or Accompanying</td>
<td>2</td>
</tr>
<tr>
<td>MUS 524 Piano Literature I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 525 Piano Literature II</td>
<td>2</td>
</tr>
<tr>
<td>Electives—Any MUS, MUP, or MUE 500- or 600-level courses</td>
<td>3</td>
</tr>
</tbody>
</table>

*Piano Literature I and II must be taken unless equivalent courses have already been taken at the undergraduate level.

Twelve credits of applied music in piano (four semesters of three credits each) will be scheduled as private lessons and will be supplemented with studio class participation. Students are required to take jury examinations in each semester of enrollment in piano until the recital is successfully completed. A one-year residency is required.

Students must present one full-length solo recital from memory. The program, which must be approved by the program advisor, must include a minimum of sixty minutes of solo repertoire.

In addition to the general exit examinations in music history and theory, students must pass a proficiency exam in sight reading.

Performance—Strings

Requires a minimum of 30 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 510 Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520 Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530 Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUP 500 Orchestra</td>
<td>1</td>
</tr>
<tr>
<td>MUP 603 Applied Music (strings performance)</td>
<td>12</td>
</tr>
<tr>
<td>MUP 690 Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 521 Literature of the Major Instrument</td>
<td>2</td>
</tr>
<tr>
<td>Electives—Any MUS, MUP or MUE 500- or 600-level courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Performance majors in the area of strings must present two full-length recitals for completion of their degree program. Each recital must include at least sixty minutes of music, one portion of which may include a collaborative ensemble, and must show a range and variety of historical styles (at least one piece must be from the twentieth century). At least one major work on the program must be memorized. This is a graded recital in which a grade of B or better must be earned for credit.

Guitarists and harpists may, in consultation with their program advisor and studio teacher, fulfill the one-credit ensemble requirement by enrolling in other appropriate ensembles.
Performance—Voice

Requires a minimum of 32 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 510 Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520 Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530 Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUP 603 Applied Music (voice performance)</td>
<td>12</td>
</tr>
<tr>
<td>MUP 690 Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 522 Music Literature: Voice I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 523 Music Literature: Voice II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 501/508/505 Chamber Singers or MUS 505 Chamber Singers</td>
<td>1</td>
</tr>
<tr>
<td>Electives—Any MUS, MUP, or MUE 500- or 600-level courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Students are required to take jury examinations in each semester of enrollment in voice until the recital is successfully completed. A one-year residency is required.

During the final semester of graduate study, the student will be required to present one complete recital from memory (minimum requirements: sixty minutes of music with no more than twelve minutes of ensemble performance) demonstrating evidence of interpretive skill and vocal technique in English, French, German, and Italian repertory.

Minimum proficiencies

- Completion of two semesters of undergraduate Italian and two semesters of undergraduate French of German
- Diction pronunciation proficiency exam in French, Italian, and German
- Ability to play at the piano: I, IV, V, I chord progression in keys up to 3 sharps and flats
- Ability to sing a melody

Performance—Woodwinds

Requires a minimum of 30 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 510 Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520 Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530 Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUP 603 Applied Music (woodwinds performance)</td>
<td>12</td>
</tr>
<tr>
<td>MUP 690 Recital (two)</td>
<td>0</td>
</tr>
<tr>
<td>MUS 521 Literature of the Major Instrument</td>
<td>2</td>
</tr>
<tr>
<td>MUS 500/501/508 Orchestra/Chorale/Wind Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>Electives—Any MUS, MUP, or MUE 500- or 600-level courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Performance majors in the area of woodwinds must present two full-length recitals for completion of their degree program. The recitals will include at least 60 minutes of solo repertoire. Chamber music may be included and must be approved by the graduate advisor (and/or the private instructor). The candidate must be a featured soloist in the repertoire.

In addition to the general final examinations in history and theory, candidates must pass an exam on woodwind literature and performance practice.

Information for Matriculated Students

Graduate Competency Exams

All incoming School of Music graduate students must pass competency exams in music theory/ear training and music history and literature prior to enrollment in MUS 530 Seminar in Music Theory and MUS 520 Seminar in Music History. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program.

Special Requirements and Standards

All music graduate programs must be completed within six years from the date of matriculation. Students must maintain a B average in all course work and must have no grade lower than B-. Students who receive grades lower than B- will be reviewed for retention in the graduate program. Jury reviews are scheduled each semester for majors in performance and jazz studies. Consult the School of Music for policies on jury review.

Each program requires that students demonstrate mastery in their primary area of study. Students meet this requirement through the presentation of one or more recitals. Consult the individual requirements below for more details.

The following conditions will apply to all recitals:

- Required recitals must be performed after successful completion of the comprehensive exams
- Grading of the recital will be by a committee of no less than three jurors. The jurors will be drawn from the graduate faculty, the degree candidate’s graduate advisor, and the degree candidate’s private instructor.
- The candidate must receive a grade of B or higher on each recital. If the grade of B is not achieved, the candidate must perform another recital that contains at least 50 percent new material. If the grade of B or higher is not achieved at this recital retake, the candidate must petition the faculty to remain in the degree program.
Transfer credit
Six graduate credits may be transferred to USM from another NASM-accredited college or university.

Admissions credit
Additionally, no more than six graduate credits for work earned at USM in the five years prior to matriculation may be credited to the master’s degree.

Residency
A one-year residency is required for most performance programs.

Exit Requirements
Exit requirements are specific to each performance area. Please see recital descriptions above.
Certificate of Graduate Study (Composing Together)

Program Requirements

Composing Together is a nine-credit certificate of graduate study in teaching music composition. The certificate requires the completion of three courses and may stand alone or may constitute a sub-concentration with the M.M. in music education. The courses within the certificate program, Composing Together: Level I (MUE 621), II (MUE 622), and III (MUE 623), will develop the teacher as a composer and as a facilitator of children’s composition in K-12 music classrooms, private and group lessons, computer laboratories, and rehearsal settings. Teachers will learn to design, implement, and assess composition units that they will be able to teach within their own school systems. See course descriptions below.

Admission Requirements

This certificate program is open to any student possessing an undergraduate degree in music. Applicants are required to submit an application and supporting documents. Please contact the USM Office of Graduate Admissions for an application and instructions.
**Course Descriptions**

**MUE 595 Topics in Music Education**
Course content will vary to represent the strengths of nationally recognized visiting guest faculty. Cr 3.

**MUE 611 Introduction to Research in Music Education**
Systematic research methods in music applied to individualized descriptive and experimental music research topics and critical evaluation of music research. Study of measurement theory, standardized tests, test construction and interpretation for music aptitude, achievement, performance, aesthetic response, preference, and appreciation. Cr 3.

**MUE 612 Philosophical Bases of Music Education**
Investigation of historical and current views on the art of music, the role of music in society, and the role of music in human experience. Cr 3.

**MUE 613 Psychology of Music Teaching and Learning**
Detailed study of topics concerning differential music behavior and perception. This course includes the mechanics of hearing, music memory, learning, and response as well as an overview of researched teaching practices. Cr 3.

**MUE 614 Curriculum Development and Assessment**
Detailed study of catalysts for curricular change throughout all aspects of music education: reform, content and objectives, evaluation, human rights, multiculturalism, technology, and development of a systematic approach to curriculum design and implementation. Cr 3.

**MUE 615 The Professional Portfolio**
Oral examination in music education. The oral examination will be scheduled after the completion of all coursework for the MUE master’s degree. The student will present the milestones and domain project portions of his/her professional portfolio to a master’s examination committee. See details on page 66. Cr 2.

**MUE 621 Composing Together: Level I**
This course assumes no prior experience in composing music and is designed for teachers who would like to learn the basics of music composition and composition instruction. Participants will learn how to design and implement beginner-level composition activities for students of all ages participating in music in general classroom, computer laboratory, lessons, and rehearsal settings. Cr 3.

**MUE 622 Composing Together: Level II**
For those who have taken Level I (or want to repeat Level II and desire reinforcement in the principles of teaching the intermediate-level composer). Participants will learn how to design and implement composition activities for students who already have some compositional skills and who are participating in music in general classroom, laboratory, and rehearsal settings. The Level II course assumes prior experience in teaching music composition to students at the beginner level. This course will prepare teachers to introduce compositional techniques appropriate for students at the intermediate level. Participants will learn how to guide intermediate composers in the study of master composers through active analytical listening. Cr 3.

**MUE 623 Composing Together: Level III**
For those who have taken Level I and II (or want to repeat Level III and desire reinforcement in the principles of teaching the advanced-level composer). Participants will learn how to design and implement composition activities for students with advanced compositional skills who are participating in music in general classroom, laboratory, and rehearsal settings. The Level III course assumes prior experience in teaching music composition to beginner- and intermediate-level student composers. This course will prepare teachers to introduce compositional techniques appropriate for students at the advanced pre-college level. Participants will learn how to guide advanced composers in the creation of larger scale works. Cr 3.

**MUS 509 Dynamic Posture and Movement**
Provides students with theoretical and applied understandings of anatomy, kinesiology, and biomechanics in order to improve ease and freedom of motion while in a stationary position. This course is designed for musicians, as well as other performers and creative artists, athletes, and computer users. Cr 3.

**MUS 510 Bibliography and Research in Music**
A study of music reference and research tools, use of library resources and networks, and bibliographic style and technique. Cr 3.

**MUS 516 Organ Improvisation I**
This course will cover the basics of improvisation at the organ. The goal is to equip students with the skills needed in church situations. Hymns, chorales, and plainsong melodies will form the basis for learning to improvise preludes, postludes, and interludes in a variety of styles. This course will be scheduled as additional applied music time with an organ specialist. Cr 1.

**MUS 517 Organ Improvisation II**
This course is the continuation of MUS 516. It will be scheduled as additional applied music time with an organ specialist. Prerequisite: MUS 516. Cr 1.

**MUS 518 Music Literature: Organ I**
A survey of organ literature up to 1800. For organ majors only, others with permission of the School. Cr 2.
MUS 519 Music Literature: Organ II
A survey of organ literature from 1800 to present. For organ majors only, others with permission of the School. Prerequisite: MUS 518. Cr 2.

MUS 520 Seminar in Music History
In-depth study of one or more topics in music history. A substantial final project will be the culmination of both individual research and a synthesis and application of historical studies and approaches. Cr 3.

MUS 521 Literature of the Major Instrument
Advanced study of the literature for solo instrument. Chamber music will be considered when the performer is a featured soloist. Cr 2.

MUS 522 Music Literature: Voice I
Advanced in-depth study of vocal literature to be determined by the teacher in the areas of German, French, Italian, Russian, or Spanish repertory. For voice majors only or with permission of the instructor. Cr 2.

MUS 523 Music Literature: Voice II
Advanced in-depth study of vocal literature to be determined by the teacher in a contrasting area of study from Music Literature I. For voice majors only or with permission of the instructor. Cr 2.

MUS 524 Music Literature: Piano I
A survey of keyboard literature up to 1830. For piano majors only, others with permission of the School. Cr 2.

MUS 525 Music Literature: Piano II
A survey of keyboard literature from 1830 to the present. For piano majors only, others with permission of the School. Cr 2.

MUS 526 Composition (Twentieth Century Survey)
This survey will cover the major trends, movements, styles, and philosophies that influenced the creation of contemporary concert music in the last century with an overview of current fashion. Cr 3.

MUS 530 Seminar in Music Theory
Advanced study of one or more topics in music theory, including both a reading and an analytical component, and the pedagogy of music. A substantial final project is required. Cr 3.

MUS 532 Counterpoint
Analysis and writing of tonal counterpoint. Emphasis is given to the study of canon, invention, fugue, chorale prelude, and continuous variations, using eighteenth-century works as models for composition. Cr 3.

MUS 533 Advanced Analysis of Tonal Music
Advanced study of analytical approaches to tonal music: parametric analysis, the analysis of phrase rhythm and hypermeter, and Schenkerian analysis. Cr 3.

MUS 535 Advanced Aural Skills
Advanced development of aural skills and the pedagogy of aural skills through the use of contextual listening examples, performance drills, and other ear training and sight singing techniques. Cr 3.

MUS 537 Jazz Composition/Arranging
Detailed study and analysis of music for small and large jazz ensembles including composing and arranging for a variety of instrumental combinations. Cr 3.

MUS 544 Instrumental Conducting
Stylistic study of scores from a variety of periods, advanced baton and left hand techniques, rehearsal techniques, and conducting experience with instrumental ensembles. Cr 3.

MUS 545 Choral Conducting
Advanced development of non-verbal gestures through the art of choral conducting. The course includes musical analysis of choral scores, rehearsal techniques, and performance preparation. A research paper is required. Cr 3.

MUS 556 Diction for Singers 1: Italian and French
A study in the principles of Italian and French diction through the use of the International Phonetic Alphabet (IPA). An application of these basic principles to vocal literature through written, singing, and aural transcription exercises. Cr 2.

MUS 557 Diction for Singers 2: French and German
A continuation of study in the principles of French diction and the principles of German diction through the use of the International Phonetic Alphabet (IPA). An application of these basic principles to vocal literature through written, singing, and aural transcription exercises. Cr 2.

MUS 560 Advanced Keyboard Skills I
This course provides practical instruction in the advanced keyboard skills of score reading, transposition, harmonization of melodies, and realization of continuo. These performance skills will be taught with emphasis on the preparation of examples outside the class as well as the active participation by students in class. Cr 2.
MUS 561 Advanced Keyboard Skills II
The second semester continuation of Advanced Keyboard Skills I. Prerequisite: MUS 560. Cr 2.

MUS 562 Topics in Brass Studies
Critically and analytically pursue a topic of brass instrument study or performance either independently or in a group. Cr 3.

MUS 563 Topics in Keyboard Studies
Critically and analytically pursue a topic of keyboard study or performance either independently or in a group. Cr 3.

MUS 564 Topics in String Studies
Critically and analytically pursue a topic of string study or performance either independently or in a group. Cr 3.

MUS 565 Topics in Vocal Studies
Critically and analytically pursue a topic of vocal study or performance either independently or in a group. Cr 3.

MUS 566 Topics in Woodwind Studies
Critically and analytically pursue a topic of woodwind study or performance either independently or in a group. Cr 3.

MUS 567 Topics in Percussion Studies
Critically and analytically pursue a topic of percussion study or performance either independently or in a group. Cr 3.

MUS 570 Topics in Contemporary Music Technology
Intensive study of one or more areas of music technology in the context of producing music compositions, creating pedagogical multimedia applications, performing music with interactive applications, or recording and editing digital audio/video. A substantial final project is required. Cr 3.

MUS 572 Vocal Pedagogy
A study of the teaching methods and materials for voice. Normally the voice sessions will be offered in alternate years. For performance majors. Other music majors only with permission of the School. Cr 2.

MUS 574 Jazz Pedagogy/Program Administration
Pedagogical approaches to the analysis of jazz ensemble scores, rehearsal techniques, concert planning, public relations, recruiting, promotion, grant writing, and other aspects of the development of a Jazz Studies program. Cr 2.

MUS 575 Pedagogy of the Major Instrument
A study of the teaching methods and materials for instruments, excluding piano. This class will be scheduled as additional applied music time with an instrumental specialist. For performance majors only. Other music majors with permission of the School. Cr 2.

MUS 576 Class Piano Teaching I
This course provides an overview of teaching group piano to adult beginners. Students spend the semester observing the teaching of MUS 150 Piano Class I and meet with the teacher weekly for discussion and additional instruction. Piano majors or permission of the School. Cr 2.

MUS 577 Class Piano Teaching II
This course is the second semester continuation of MUS 576 Class Piano Teaching I. Students observe the teaching of MUS 151 Piano Class II and meet with the teacher weekly for discussion and additional instruction. Students have the opportunity to teach the class under the instructor’s supervision. Piano majors or permission of the School. Cr 2.

MUS 578 Pedagogy of the Major Instrument: Piano I
A study of the teaching methods and materials for piano. This class will be scheduled as additional applied music time with an instrumental specialist. For performance majors only. Other music majors with permission of the School. Cr 2.

MUS 579 Pedagogy of the Major Instrument: Piano II
This course is the second semester continuation of MUS 578 Pedagogy of the Major Instrument: Piano I. Students observe weekly lessons, research and prepare repertoire and lesson plans, and evaluate their peers’ teaching. Each student teaches at least one group lesson. This class will be scheduled as additional applied music time with an instructor. For performance majors only. Other music majors with permission of the School. Cr 2.

MUS 596 Topics in Jazz
Critically and analytically pursue a topic of interest independently or in a group. Cr 3.

MUS 598 Independent Study
A project requiring directed research and readings, culminating in a final document. Consent of the instructor required. Cr 3.

MUS 675 Jazz Chamber Music Coaching
Pedagogical approaches to coaching a chamber jazz ensemble. The ensemble will be under the direct coaching responsibility of the student. Cr 3.
MUS 682 Chamber Jazz Ensemble Evolution and Analysis
Advanced analysis and examination of the historical evolution of the chamber jazz ensemble, including detailed listening and critical
discussion. Cr 2.

MUS 683 Large Jazz Ensemble Evolution and Analysis
Advanced analysis and examination of the historical evolution of the large jazz ensemble, including detailed listening and critical
discussion. Cr 2.

MUS 694 Internship
Afield application of theory and practice. The project will be jointly defined by student, professor, and employer. Graded CR/NC. Cr 3.

MUS 695 Thesis
Credit given on acceptance of thesis. Cr 0-3.

Ensembles

MUS 500 Orchestra
A full symphonic ensemble open to all University students and community members through audition. The ensemble focuses on the skills
required for ensemble performance through a variety of literature. The orchestra performs at least one major concert per semester. Cr 0.5.

MUS 501 Chorale
A large choral ensemble of mixed voices open to all University students by audition. Cr 0.5.

MUS 502 Concert Band
A wind and percussion ensemble open to all University students through audition. The ensemble focuses on the fundamentals of ensemble
performance dealing with a variety of literature. Prerequisite: audition. Cr 0.5.

MUS 503 Percussion Ensemble
A percussion ensemble open to all University students through audition. Prerequisite: audition. Cr 0.5.

MUS 504 Opera Workshop
This ensemble will focus on the union of musical ideas with dramatic situations and will explore the ways in which singers must convey the
essence of a dramatic situation. Performances of scenes from operas, operettas, and musical theater. Prerequisite: audition. Cr 0.5.

MUS 505 Chamber Singers
A small choral ensemble of mixed voices, selected by audition, specializing in a cappella singing. Cr 0.5.

MUS 506 Chamber Music
An instrumental ensemble open to all University students interested in forming chamber groups under faculty supervision. Cr 0.5.

MUS 507 Jazz Ensemble
An instrumental ensemble specializing in the study and performance of jazz for large and small groups from early jazz to the present. Open
to all students by audition. Prerequisite: audition. Cr 0.5.

MUS 508 Wind Ensemble
The Wind Ensemble, based upon the solo performer premise, has established a tradition of performing chamber and large instrumentations,
traditional or experimental combinations, and early through contemporary literature. Prerequisite: audition. Cr 0.5.

MUS 509 Harp Ensemble
A harp ensemble open to all University students by audition. The ensemble focuses on the fundamentals of ensemble performance and plays
literature of contrasting musical periods and styles. Prerequisite: audition. Cr 0.5.

MUS 511 Collegium
An early music ensemble dedicated to the performance of music from the Medieval through the Baroque period. This ensemble is open to
singers and instrumentalists from the University and the general community. Prerequisite: audition. Cr 0.5.

MUS 552 Accompanying
A workshop course in applied accompanying, either under faculty supervision or by applied faculty approval. A half credit is awarded for
each twenty hours of University-approved accompanying with a maximum of two credits per semester. Cr 0.5-2.

Applied Music

MUP 603 Applied Music, Major Area
Private instruction in the major area of study. May be repeated for credit. Fee assessed. Cr 3.

MUP 604 Applied Music, Secondary Area
Private instruction in a secondary area of study. May be repeated for credit. Fee assessed. Cr 2-3.

MUP 690 Recital
Public performance in the area of applied study. May be repeated. Cr 0.
Lewiston-Auburn College

Dean: Joyce T. Gibson, 51 Westminster Street, Lewiston; Associate Dean of Academic Affairs: Whitaker; Associate Dean of Public Relations/LearningWorks: Phillips; Chair: Coste; Professors: Black, Druker, Hitchcock, Levine, Nemeroff; Associate Professors: Caron, Cleary, Coste, Hammer, Mundhenk, Robinson, Rodrigue, Stasko, Turesky, Vazquez-Jacobus, Whitaker; Assistant Professors: Jenkins, Marsh, Silber, Spear; Instructors: Bickmore, Nowinski; Clinical Instructor: Clark

Lewiston-Auburn College (LAC) has several distinguishing characteristics: interdisciplinary majors, student-centered learning, a community atmosphere, and a deep sense of responsibility about its role in meeting regional needs. Faculty and staff are dedicated to engaging students in a transformative process in which self-awareness, content knowledge, relevant skills, and career development are merged in such a way that lifelong learning is an expectation.

The curriculum is marked by integration not only among the various disciplines within the liberal arts, but also between the liberal arts and the professional concentrations, between professional concentrations and the workplace, and between the College and the community. The faculty is dedicated to learning as a shared experience between students and faculty. The interdisciplinary focus combines communication, teamwork, writing, fieldwork, critical thinking, civic engagement, and leadership; and uses service learning, career seminars, and internships to help students apply, synthesize, and integrate their learning.

The College offers master's degrees in:
- Occupational Therapy
- Leadership Studies

A Master of Science in Education degree in literacy education is offered by the School of Education and Human Development.

Academic Support Services

The University offers students a wide range of academic support services to facilitate and enhance their education. The breadth of these services is designed to accommodate the needs of a diverse student population. For a description of all available programs turn to the Academic Support Services section at the front of this catalog.

Academic Advising and Career Development

The Student Success Centers offer USM students an integrated approach to academic advising and career development.

Student Success Advisors provide academic advising and career planning assistance to support the development and achievement of students educational and career goals.

Following orientation and initial registration, students, are assigned a permanent Student Success and faculty advisor within their respective academic departments. Students are encouraged to maintain close contact with their advisors once this assignment has been made.

Non-matriculated students are students who are enrolled in courses at the University on a space available basis and who have not applied for admission. They are advised by the advisors in the Student Success Centers.

Students who have questions regarding general academic policies and procedures, as well as about other aspects of University programs, are encouraged to contact one of USM’s Student Success Centers in 119 Payson Smith Hall on the Portland campus (780-4040), 119 Bailey Hall on the Gorham campus (780-5652), and 119 Lewiston-Auburn College in Lewiston (753-6536). The Internship and Career Placement office is located in 122 Payson Smith Hall on the Portland campus.

Support for Students with Disabilities

The Office of Support for Students with Disabilities (OSSD) provides a wide range of services to qualified students with sensory, mobility, physical, psychological, cognitive, learning and attention disabilities enrolled in USM credit and noncredit bearing courses and programs. Contact OSSD for information regarding particular needs. Documentation may be required. The office is located in 242 Luther Bonney Hall, Portland; 207-780-4706 or TTY 207-780-4395 or visit our Web site: http://www.usm.maine.edu/oassd.
Master of Arts in Leadership Studies

Program Director: Tara Grey Coste
Professors: Druker; Associate Professors: Coste, Hammer, Robinson, Turetsky; Assistant Professor: Jenkins

The Master of Arts in Leadership Studies supports the development of organizational and community leaders who seek to build a deeper understanding of the dynamics of leadership, the convergence of leadership with other human relations, and the role of the individual as leader in society. The master’s in leadership studies is an interdisciplinary professional program that blends the social and behavioral sciences and the humanities to explore the complex set of leadership issues and challenges that go beyond a particular subject or field of work. Graduates of the program will attain a mastery of leadership theory and skills that will enable them to perform successfully in leadership roles in organizations in which they work, their communities, and the world. In addition to developing new competencies, the program aims to develop behavioral orientations so that students may approach their leadership roles with a sense of social responsibility, a concern for ethics, and a commitment to the public good. The leadership studies program will foster understanding of the impact individuals can have on society and of the multidimensional nature of human relationships. Graduates will be prepared to exercise socially responsible leadership in service to organizations and communities.

The leadership studies program assumes that entering students possess a general understanding of the workings of organizations and come from a wide variety of professions and sectors. From this base, the degree program takes students through a rigorous course of study that will develop their skills in integrative analytic thinking, allowing them to function with increased expertise at work, in the community, and in their personal lives. The study of leadership explores significant questions through critical thinking, continual reflection, and examination of the self.

Admission Requirements

The program is primarily designed for part-time students who are already employed. Classes are offered in the evenings in a blended format with half the class work occurring online and half occurring in class sessions that students may attend either on campus or online. Admissions procedures for the degree program are designed to balance considerations of preparedness, high-quality standards, and access for mid-career adults. All graduate applications are submitted online via USM’s graduate applications portal at: http://www.applyweb.com/apply/usmaine. The application must include transcripts of previous undergraduate and graduate work; an essay explaining the candidate’s interest in the program, qualifications, and goals; two professional recommendations from those able to comment on the applicant’s academic preparation, ability to pursue graduate education, and take on leadership responsibilities; TOEFL or IELTS scores where appropriate; and the required fee.

In addition, applicants to the degree program must demonstrate:

- A basic understanding of how organizations work through a combination of prior undergraduate or graduate course work and at least two years of organizational or community leadership experience. Applicants should have taken an organization theory course.
- Knowledge of quantitative research methods and analysis through prior undergraduate or graduate course work and/or submission of a research product completed substantially by the applicant that demonstrates knowledge of quantitative research (to be reviewed by the admitting faculty committee).
- Computer literacy at the LAC 150 Microcomputer Applications level.
- A strong record of success (a GPA of 3.0 or better on a 4.0 scale) in the last thirty credits of prior academic course work or, when prior academic work was completed more than five years ago, a prior learning portfolio of recently completed professional work that demonstrates the candidate’s ability to successfully complete graduate-level work. For students whose native language is not English, a score of at least 550 on the paper-based Test of English as a Foreign Language (TOEFL) or 213 on the computer-based TOEFL, or an IELTS score of 6.5 or higher is required.

All applicants who meet the above requirements will be scheduled for a writing sample and interview.

Completion of the application requirements does not guarantee admission into the program. Admission will be based on a comparative evaluation of the applicants’ materials as they relate to academic achievement, writing and interviewing skills, and work experience. Based on the applicant’s performance on the criteria above the admissions committee will make a decision to accept or reject the application.

Students who may lack some of the above requirements, but who show potential through work experience, a presentation of past work, and current writing skills, may be conditionally admitted and allowed to take two courses. If these students earn grades of B or better in their leadership studies program coursework, they will be assigned regular student status.

The LAC admissions committee will review all applications for admissions, and candidates will be ranked for order of acceptance into the program. Admissions are competitive, and each class is limited to twenty students. A five-person waiting list will be maintained for one semester. If a new class does not fill, a student may be admitted conditionally with a learning contract created by an LOS advisor. This plan must be completed before he or she may progress into the second year of the program.

The degree program curriculum provides students with a solid background in the history and theories of leadership, together with an examination of relevant cultural issues. Several competency areas will specifically focus on students strengthening their ability to gather and analyze information, on communication and relationship building skills, and on creativity and the ability to produce innovative results. It will also provide students with an appreciation of the contexts in which leaders operate, including different cultures, technological realms, politics, ethics, and globalization. Finally, students will integrate these theoretical and conceptual approaches with an applied capstone project or thesis. Above all, the degree program will emphasize development of the skills and orientations necessary for successful leadership. The curriculum has been designed so that specific threads run through all courses. These threads (listed in the detailed description of the curriculum to follow) will allow ongoing development of the higher order skills necessary for effective leadership.

Program Requirements

The master’s in leadership studies requires thirty-six credit hours of graduate work for completion. This is divided into thirty credits of course work and six credits for a capstone thesis/project that will allow students to complete their studies by applying their knowledge and skills to specific situations. Many of the courses in the program will require service-learning through field projects, experiences with technology, and extensive writing.
Curriculum Threads
- Learning about societal and individual differences in diverse contexts
- Evaluating information critically and reflectively
- Applying values-based creative problem solving
- Determining effective communication strategies
- Engaging in service-learning activities
- Reflecting on one’s own role in organizations and the community

Curriculum Components
- Cornerstones
- Competencies
- Contexts
- Capstone

Cornerstones (6 credits) required
- Foundations of Leadership Studies I: History and Theory
- Foundations of Leadership Studies II: Understanding and Leading Individuals and Groups

Competencies (9 credits) required
- Methods of Inquiry
- Communication and Relationship Building
- Deliberate Creativity and Innovation

Contexts (6 credits) required
- Cultural Contexts (required)
- Students may select one of the following to complete the contexts requirement:
  - Ethical and Spiritual Dimensions of Leadership
  - Technology in Society
  - Leadership Study Abroad

Capstone (6 credits) required
- Capstone Seminar (3 credits)
- Capstone Project/Thesis (3 credits)

Electives (9 credits)
- The Conflict Process
- Community Leadership
- Organizational Consulting
- Special Topics

Electives or concentrations may also be selected from approved courses in other USM graduate programs, such as:

Social Work
- SWO 501 Multicultural Social Work
- SWO 502 Critical Thinking About Human Behavior I
- SWO 552 Critical Thinking About Human Behavior II

Health Policy and Management
- HPM 530 Fundamentals of Leadership in Health Care
- HPM 570 The American Health Care System
- HPM 672 Politics of Health Care Policy

Adult Education
- HRD 635 Training and Development
- HRD 637 Community Education
- HRD 643 Multicultural Adult Development
- HRD 653 Consulting: Fundamentals and Practice
Certificate of Graduate Study in Leadership Studies

This graduate studies certificate provides a sound, advanced level grounding in leadership theory and research and the skill sets required to work effectively in multiple contexts.

Program Requirements

It requires twelve credit hours of specific graduate-level leadership courses offered in the evenings in a blended format with half the class work occurring online and half occurring in class sessions that students may attend either on campus or online. This program draws professionals from corporate, nonprofit, and civic sectors. It is an attractive option for those seeking additional education in leadership skills, but who are unable to commit to a full degree program. FMI contact LAC’s Coordinator of Graduate Programs at (207) 753-6523.

Applications to the certificate program are available at http://www.usm.maine.edu/graduateadmissions.

Required courses include:
- LOS 500 Foundations of Leadership Studies I: History and Theory
- LOS 501 Foundations of Leadership Studies II: Understanding and Leading Individuals and Groups
- LOS 611 Communication and Relationship Building
- LOS 614 Leading through Conflict
Certificate of Graduate Study in Creative Leadership and Global Strategy

This unique post-baccalaureate certificate draws professionals interested in improving their understanding of the societal, cultural, historical, and philosophical aspects of creative leadership from a global perspective.

Program Requirements

Requiring twelve credit hours of specific graduate-level leadership courses offered in the evenings in a blended format with half the class work occurring online and half occurring in-class sessions that students may attend either on campus or online. The certificate provides a solid, advanced-level grounding in leadership theory, the research and practice of deliberate creativity and innovation, and in working effectively in multicultural and multi-national environments. FMI contact LAC’s Coordinator of Graduate Programs at (207) 753-6523. Applications to the certificate program are available at [http://www.usm.maine.edu/graduateadmissions](http://www.usm.maine.edu/graduateadmissions).

Required courses include:
- LOS 500 Foundations of Leadership Studies I: History and Theory
- LOS 512 Deliberate Creativity and Innovation
- LOS 550 Cultural Contexts
- LOS 670 Leadership Study Abroad
4+1 Program in Leadership Studies

The Leadership Studies 4+1 curriculum allows students to earn both a bachelor’s degree and a master’s degree in five years (depending on students' full- or part-time attendance). Students focus on their bachelor degree requirements during their first three years; a mix of bachelor and graduate requirements in the fourth year; and exclusively graduate requirements in the fifth year.

Program Requirements

Students in the 4+1 program may use up to twelve credits of graduate work for both the undergraduate and graduate degrees (taking the place of general elective credit). Although formal organizational experience is required, students from any undergraduate major may apply for the program. FMI contact your faculty advisor or a student success coach in the Student Success Center at (207) 753-6536.
Course Descriptions

LOS 500 Foundations of Leadership Studies I: History and Theory
The course provides an overview of leadership theory and intellectual history using disciplinary and interdisciplinary approaches from philosophy, social science, the humanities (e.g., literature and history), and science. We explore the wealth of interpretive frameworks for leadership with the task of increasing our understanding of this complex and multifaceted phenomenon. The study of leadership can be applied across disciplinary fields and to examine critical issues emerging today. Questions considered include: Are leaders different from followers? What are the ends of leadership? What sort of leadership is needed today? Cr 3.

LOS 501 Foundations of Leadership Studies II: Understanding and Leading Individuals and Groups
The goal of this course is to further the development of students' knowledge of leadership theory and practice, with a special emphasis on the individual and group levels of analysis. Throughout this interdisciplinary exploration of the diverse factors that impact leadership, students will engage in a variety of readings, discussions, writings, and exercises designed to demystify the connections between theory and practice. Cr 3.

LOS 512 Deliberate Creativity and Innovation
Deliberate creativity studies investigate the theory and practice of facilitation methods that enable people, processes, products, and environments to be innovative. After exploring the numerous and diverse facets of this area of study, students should be able to demonstrate (both in discussion and practice) their ability to use their learning in an applied setting. Cr 3.

LOS 550 Cultural Contexts
This course provides an analysis of the role that culture and cultural differences play in contemporary occupational, social/civic, and interpersonal life. The essential question for the course is: how does one show leadership in creating and supporting multicultural relationships, organizations, institutions, and socio-political and economic systems? Cr 3.

LOS 610 Methods of Inquiry
This course considers the concepts, principles, and methods that may be used in research for organizational and leadership studies. Quantitative and qualitative research methods that can be used in organizational planning and decision making and in the social and behavioral sciences will be considered. The course will cover topic areas related to the application of appropriate methods of inquiry. Cr 3.

LOS 611 Communication and Relationship Building
This course investigates the communication and behavioral theories and techniques that mediate interpersonal dynamics. Students will engage in a course of study designed to help them develop awareness of their communication abilities and difficulties and tools to effectively address the interpersonal challenges they face now and will face in the future. Cr 3.

LOS 614 The Conflict Process
Developing skills in framing conflicts and facilitating the communication processes that help groups mediate differences is key to successful leadership. The course examines research on leadership behaviors encountered in a variety of situations including small groups, organizations, communities, and internationally. Cr 3.

LOS 651 Technology in Society
Technology and society studies investigate the social implications of technology, the values expressed in uses of technology, and the policy decisions that affect and are affected by technological change. Students will analyze various arguments surrounding how technological change has affected the manner in which we live and how we as leaders should utilize technology in the future. Cr 3.

LOS 661 Ethical and Spiritual Dimensions of Leadership
What are the roles of ethics and spirituality in leadership? Where does ethics end and spirituality begin? This course approaches the study of leadership from the perspectives of meaning, values, and human connectedness. The hunger to understand our lives, be part of a larger whole, be complete, and serve are examined as they relate to the leadership process. Cr 3.

LOS 662 Community Leadership
This course studies how leadership principles and theories apply to the building of community. Consideration will be given to developing citizenship, volunteerism, and social equity among formal and informal leaders in communities. Cr 3.

LOS 665 Organizational Consulting: A Perspective on Leadership
In this course students learn what consultants do and how they do it effectively, including work in a local organization with a client leader who has a need. Topics include self-assessment, phases of consulting, system frameworks, intervention strategies, and ethical standards and practices. Cr 3.

LOS 670 Leadership Study Abroad
This course investigates the study and practice of leadership in other countries. Students will travel to other countries and examine leadership issues in different contexts. Cr 3.

LOS 688 Capstone Seminar
The seminar allows students the opportunity to work with faculty to develop their master’s project or thesis. Seminar meetings will include collegial (student) as well as faculty critique and assistance in developing research and projects. Questions posed by both projects and theses will be discussed. The capstone advisor must approve all projects. The capstone advisor and, when appropriate, an outside reader in an area of concentration must approve thesis topics. The seminar will conclude with students identifying the key questions for their continued study of leadership. Prerequisite: LOS 610. Cr 3.
LOS 689 Master’s Project/Master’s Thesis
The project option requires students to design an intensive theory-based, applied project that explores the role of leadership in developing and/or implementing meaningful change in an organization or community. Each student will work with a faculty advisor. When appropriate (e.g., when students have a concentration from another graduate program), an outside reader will also be selected jointly by the student and advisor. Written analysis of the project will include a survey of relevant literature, a detailed description of the situation or change being studied, presentation of the method(s) of inquiry and data, and an analysis of the data and other outcomes. The written presentation will include an executive summary and complete bibliography. Projects will also be formally presented to other students, community members, and LAC faculty. Students will be evaluated on both their verbal and written presentation skills.

The thesis option requires students to select a topic for intensive library research, reading, and analysis. It may, for example, summarize and analyze work in new methods or contribute a new theoretical proposal that calls for further testing or research. This work will be designed to produce an article of interest for the field of leadership studies. With a thesis advisor, the student will identify an appropriate professional or academic outlet for publication, and the paper will be prepared and submitted to this outlet. Students will formally present their theses to students, community members, and LAC faculty. Students will be evaluated on both their verbal and written presentation skills. Cr 3.

LOS 698 Independent Study Cr 3.
Admission Requirements

Admission to the master of occupational therapy program is selective and limited to 30 spaces. The program seeks applicants who have a bachelor’s degree in a field other than occupational therapy with a record of academic achievement and who are committed to employing interdisciplinary approaches and strategies in the study of occupational therapy. The program also seeks candidates who are committed to self-development as a necessary foundation for assisting others. Academic coursework and clinical experiences require that students be available throughout the day and some evenings. A part-time option is also available where students may complete their academic work in three years. In addition to four semesters of academic coursework, students are required to complete six months of full-time fieldwork in an occupational therapy setting.

Students should submit an on-line application to: Office of Graduate Admissions, USM, P.O. Box 9300, Portland, ME 04104-9300. The deadline for completed applications is October 1st for matriculation the following fall semester.

The following criteria are used in the selection process:

Baccalaureate degree from an accredited college or university.

A cumulative grade point average (GPA) of 3.0 on a 4.0 scale or a B average is highly recommended. If you have a graduate degree, your graduate cumulative GPA will be used. If your cumulative GPA is not 3.0 or better, the likelihood of acceptance is significantly diminished. Your application will not be considered if you have a cumulative GPA lower than 2.75.

Prerequisite courses: Either as part of your baccalaureate degree or subsequent to receiving it, you must have completed the following courses or have a plan to complete them with a grade of B (3.0) or better. All of the science prerequisites must have been taken within six years prior to the fall semester for which you are applying. If science courses were completed with a B or better more than six years ago, you may do one of the following: 1) use more current upper division courses in the discipline to satisfy the requirement, 2) retake the course, or 3) take a CLEP or equivalent exam if one is available. If you have questions regarding the prerequisite requirements, contact the MOT director.

<table>
<thead>
<tr>
<th>Prerequisite Courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics (such as MAT 120D or SBS 328 or equivalent)**</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra (such as MAT 108 or equivalent)*</td>
<td>3</td>
</tr>
<tr>
<td>English-writing</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Sociology*</td>
<td>3</td>
</tr>
<tr>
<td>or an upper level SOC or SBS course</td>
<td></td>
</tr>
<tr>
<td>Abnormal Psychology or Psychopathology***</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development or Developmental Psychology (Life span course)**</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Physics with lab (or Biomechanics at LAC)</td>
<td>4 (3)</td>
</tr>
<tr>
<td>Human Anatomy and Physiology I***</td>
<td>4</td>
</tr>
<tr>
<td>or equivalent</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy and Physiology II***</td>
<td>4</td>
</tr>
<tr>
<td>or equivalent</td>
<td></td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>1-3</td>
</tr>
</tbody>
</table>

* There are CLEP exams available for these courses.
** There are DANTES exams available for these courses.
*** There are Excelsior College Exams available for these courses.

Students may apply to the program even if not all of the prerequisite courses are yet completed.

If you have not already completed the English and math course requirements, please register to take Lewiston-Auburn College’s placement exam in reading, writing, and math. The exam will determine whether you need to take any developmental courses in preparation for the college level math and English courses.

All applicants must complete a minimum of 15 hours of job shadowing or work experience with an occupational therapy practitioner. An evaluation form, found in the application materials must be submitted.

All applicants who meet the above requirements will be scheduled for a writing sample and interview.

Completion of the application requirements does not guarantee admission into the program. Admission will be based on a comparative evaluation of applicants’ materials as they relate to academic achievement, writing skills, and interviewing. If two or more applicants are
otherwise equally qualified, additional consideration will be given for work experience in a related field (e.g., education, recreation, or other health related profession).

Based on the applicant’s performance on the first six criteria, and other conditions noted in the MOT admissions information, the admissions committee will make a decision and inform the applicant of that decision within one month of acceptance.

Upon being accepted into the program, students must submit documentation that they are in good health as evidenced by a physical examination, including specific immunizations, prior to beginning the fall semester. Forms will be sent with acceptance letters.

The MOT admission deadline is October 1st prior to the fall semester to which one is applying. Unconditional acceptance to the MOT program will be extended only to students who are competitive and who have submitted documentation that all of their requirements have been completed at the time of their application. Successful candidates who are in the process of completing prerequisite courses will receive conditional acceptances until all their requirements have been completed. Full-time students must have completed all prerequisites before the start of classes in September, while part-time students may take until the following fall to complete select courses. Students must select those courses in collaboration with the MOT program director.

Application Materials

In addition to the general policies described in the Academic Policies chapter, specific policies of this program are as follows.

Time Limit:

Unless applying for a part-time option, the program’s academic work is designed to be completed within five semesters of being admitted to the program. To ensure continuity of application of academic concepts and to meet accreditation standards, all fieldwork MUST be completed within 24 months following completion of academic preparation.

Grade Policy:

All courses in the occupational therapy curriculum must be completed with a minimum of B- (2.67) in order to carry graduate credit. If a student receives a grade below B-, the student must repeat the course in the next semester that it is offered. Given that occupational therapy courses are only offered once a year, it will be necessary for the student to receive permission from the faculty committee in order to take any other courses in the curriculum prior to repeating the course. A student is only permitted to repeat a course one time. If a student gets a grade below B- in a repeated course, he or she will be dismissed from the program.

Students must maintain a cumulative grade point average of 3.0 in each semester in order to progress in the program. A student whose grade point average falls below a 3.0 in the first, second, or third semester will be placed on academic probation and will have one semester to bring the grade point average up to at least a 3.0. Students who fail to do this will be dismissed from the program. A student may not be placed on probation more than once.

Any student whose cumulative GPA is below 3.0 in their final semester will be dismissed and will not be permitted to graduate. Students must also demonstrate satisfactory professional behaviors. Unsatisfactory ratings of professional behaviors in two semesters may result in termination from the program.

Transfer Policy:

The MOT Program abides by the transfer policy outlined in the graduate catalogue. In addition, all transfer courses must be evaluated by the MOT Program Director to determine whether they meet the content requirements of the appropriate ACOTE standard. Only those courses which meet the standards will be accepted for transfer.

ACOTE and NBCOT:

The MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA’s phone number is (301) 652-AOTA. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR) and will be eligible to practice. Most states require licensure in order to practice. In Maine, the license is based upon initial certification from the NBCOT certification examination. NBCOT is located at 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150.

Health Requirements

Students must comply with the University’s immunization requirements. In addition, students must comply with the MOT program’s health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical practice. Students must show evidence of completion of the following immunizations:

- PPD
- Lab test (titer) providing immunity to:
  - Rubella
  - Rubella
  - Mumps
  - Tetanus
  - Chicken Pox
  - Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records must be on file with University Health Services and the MOT program prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and CPR certification is required prior to beginning clinical coursework.
Program Requirements

Students in the MOT program will complete seventy-nine graduate credits consisting of four semesters of full-time coursework and six additional months of full-time fieldwork.

Students are required to complete three Level I Fieldwork experiences; one each in mental health, physical disabilities, and developmental disability settings. The Level I fieldwork is completed concurrent with the semester in which the relevant coursework is taken.

Personal health insurance is required for all students in this program. Students may select the University insurance coverage or a private company as long as the coverage meets that of the University policy.

Students are required to have a current criminal background check. People with felonies must check with NBCOT and the Maine state licensure bureau regarding certification and licensure eligibility. Because of requirements from field sites, all MOT students are required to be fingerprinted prior to entering the MOT program and have evidence of such available for their field placements.

Students are required to become members of the American Occupational Therapy Association (AOTA) and the Maine Occupational Therapy Association (MeOTA).

Jump Start Option

Students may complete their undergraduate and graduate education in five (5) years by selecting this option. Students (WHO IDENTIFY AS MOT JUMPSTARTERS AND) who are matriculated into an LAC undergraduate program (OR THE HEALTH SCIENCE UNDERGRADUATE PROGRAM IN GORHAM) must apply to the MOT program in fall of their junior year. They must complete the following by August of the year they plan to enter the program:

1. USM Core curriculum requirements;
2. Academic major requirements; and
3. MOT prerequisite requirements.

The Jump Start option does not guarantee admission to the MOT program. Students must qualify in the same manner as any other applicant to the MOT program. Contact the Student Success Center for an advising appointment or more information at (207) 753-6536.

Program of Study

FIRST YEAR

<table>
<thead>
<tr>
<th>Fall Semester Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTH 501 Occupational Therapy Foundations</td>
<td>3</td>
</tr>
<tr>
<td>OTH 502 Introduction to Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OTH 503 The Reflective Practitioner</td>
<td>2</td>
</tr>
<tr>
<td>OTH 513 Applied Concepts of Movement</td>
<td>3</td>
</tr>
<tr>
<td>OTH 514 Human Anatomy: Structure and Function</td>
<td>4</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTH 504 Applied Research I</td>
</tr>
<tr>
<td>OTH 505 Mental Health and Occupational Performance</td>
</tr>
<tr>
<td>OTH 507 Ethics and Social Justice</td>
</tr>
<tr>
<td>OTH 509 Level I Fieldwork: Mental Health</td>
</tr>
<tr>
<td>OTH 517 Occupational Well-Being</td>
</tr>
</tbody>
</table>

Summer

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTH 601 Neuroscience</td>
</tr>
<tr>
<td>OTH 605 Leadership and Management</td>
</tr>
</tbody>
</table>

SECOND YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTH 510 Level I Fieldwork: Physical Dysfunction</td>
</tr>
<tr>
<td>OTH 512 Applied Research II</td>
</tr>
<tr>
<td>OTH 518 Group Process</td>
</tr>
<tr>
<td>OTH 603 Occupational Performance in Adulthood</td>
</tr>
<tr>
<td>OTH 614 Adult Conditions</td>
</tr>
</tbody>
</table>

Winter/Spring Semester

<table>
<thead>
<tr>
<th>Winter (8-week session)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTH 511 Level I Fieldwork: Developmental Disabilities</td>
</tr>
<tr>
<td>OTH 604 Occupational Performance in Infancy through Adulthood</td>
</tr>
<tr>
<td>OTH 615 Childhood Conditions</td>
</tr>
</tbody>
</table>

Spring (April/May/June)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTH 620 Level II Fieldwork*</td>
</tr>
</tbody>
</table>

THIRD YEAR

<table>
<thead>
<tr>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTH 608 Reflections on Practice: Cognition and Perception</td>
</tr>
<tr>
<td>OTH 616 Professional Presentations</td>
</tr>
<tr>
<td>OTH 618 Contextual Considerations in Practice</td>
</tr>
</tbody>
</table>

Fall/Winter

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTH 621 Level II Fieldwork*</td>
</tr>
<tr>
<td>Total credit requirements</td>
</tr>
</tbody>
</table>

*All students must complete two Level II Fieldwork experiences.
Certificate of Graduate Study in Occupational Therapy: Return to Practice

At the completion of this certificate students will:
- Recognize and apply occupation-based models of practice
- Understand current trends within occupational therapy theory and practice
- Regain comprehension of and skill in a chosen area of practice
- Feel confident in returning to occupational therapy practice

**Program Requirements**

<table>
<thead>
<tr>
<th>Program Content</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTH 502 – Introduction to Occupation*</td>
<td>3</td>
</tr>
<tr>
<td>OTH 503 – The Reflective Practitioner*</td>
<td>2</td>
</tr>
<tr>
<td>OTH 507 – Ethics and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>Choice of 1 Theory and Practice Course:</td>
<td>7</td>
</tr>
<tr>
<td>OTH 505 – Impact of Mental Health on Occupational Performance and OTH 518 – Group Process for Practice</td>
<td></td>
</tr>
<tr>
<td>or OTH 603 – Occupational Performance in Adulthood</td>
<td></td>
</tr>
<tr>
<td>or OTH 604 – Occupational Performance: Infancy through Adolescence</td>
<td></td>
</tr>
<tr>
<td>Level II Fieldwork in Practice Area of Interest – 6 weeks</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

*These courses are offered in the fall semester and are prerequisites to OTH 507 and the theory and practice course which are offered in the spring.

**General Guidelines:**
- Program Length: Students will have four years to complete this MOT Graduate Certificate.
- Program Delivery Mode: All courses will be offered at USM at LAC
- Program Audience: Occupational therapy practitioners who have not practiced for several years and who want to return to practice
Course Descriptions

OTH 501 Occupational Therapy Foundations
This course introduces students to the profession of occupational therapy by studying its history, philosophy, and standards. Students will examine the multiple contextual factors that influence the practice, professional behaviors, responsibilities of practitioners, and evidence-based practice. Additionally, students will learn about the role and functions of OT practitioners; local, national, and international associations; the OT process; activity and occupational analysis; and OTR and OTA collaboration. Cr 3.

OTH 502 Introduction to Occupation
Introduces students to the theory of occupation and the relationship between occupation and occupational therapy practice. Several occupational performance models of practice in OT will be introduced, and students will thoroughly explore the OT Practice Framework. Students will begin to reflect on their “occupational selves” in this course. Cr 3.

OTH 503 The Reflective Practitioner
Provides an understanding of human behavior, therapeutic use of self, and development of interpersonal communication both personally and professionally. Cr 2.

OTH 504 Applied Research I
This course introduces the student to the spectrum of investigative strategies that can be used to answer questions of concern to occupational therapists. Students will learn to critically examine current research and to master basic research skills. Students will practice basic research skills through targeted assignments and the development of research questions, a literature review, and a research project proposal. Cr 3.

OTH 505 Mental Health and Occupational Performance
Emphasis is on occupational therapy theory, evaluation, planning, and intervention commonly used with individuals who have psychosocial impairment across the life span. The etiology, symptoms, and course of each condition are reviewed, as is the analysis of occupational performance as it relates to psychosocial dysfunction. Students will examine the importance of multiple contexts and their influence on occupational choice. Students problem solve using activity analysis and the selection of assessment tools to produce and evaluate occupation-based interventions. Prerequisite: OTH 502. Cr 5

OTH 507 Ethics and Social Justice
This course is designed to assist students to understand the larger social, ethical, professional, and systematic issues that impact health care and occupational therapy practice. The course will focus on ethical issues, dilemmas, and decision making, as well as the OT Code of Ethics. Health disparities, occupational justice, sociopolitical pressures and legal issues, and their impact on ethical practice, will also be explored. Cr 3.

OTH 509 Level I Fieldwork: Mental Health
Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a psychosocial setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Corequisites: OTH 505, OTH 507, OTH 517. Cr 1.

OTH 510 Level I Fieldwork: Physical Dysfunction
Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a physical disabilities setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Prerequisites and corequisites: OTH 601, OTH 603, OTH 614. Cr 1.

OTH 511 Level I Fieldwork: Developmental Disabilities
Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a pediatric/developmental setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Prerequisites and corequisites: OTH 604, OTH 615. Cr 1.

OTH 512 Applied Research II
This course provides the opportunity for students to expand their application of research concepts to the investigation of an occupational therapy question, need, or evaluation of occupational therapy practice. Students will conduct a research project, collecting and analyzing data, culminating in a full research paper and presentation. Course sessions and assignments will be devoted to guiding students through the research process. Cr 3.

OTH 513 Applied Concepts of Movement
This course will cover the basic science needed to understand normal body movement. The student will gain an understanding of the functional anatomy of the musculoskeletal system and how it relates to the biomechanics, kinematics, and kinetics of human motion. In addition, the student will learn skills in assessment of musculoskeletal functioning from a biomechanical frame of reference. The course will include hands-on laboratory experiences that will facilitate the learning of concepts and skills. Corequisite: OTH 514. Cr 3.

OTH 514 Human Anatomy: Structure and Function
This course provides an in-depth study of the structure and function of the systems of the human body. Emphasis will be placed on the neurological, skeletal, and muscular systems. Labwork will consist of independent study with models, CD-ROM, and online programs. Cr 4.
OTH 517 Occupational Well-Being
The profession of occupational therapy and the World Health Organization identify wellness as an important aspect of health status. Occupation, the engagement in meaningful activity, is necessary for health and wellness. This course explores the concept of wellness as it is understood in occupational science and practiced in occupational therapy. Cr. 3

OTH 518 Group Process in Practice
This two-credit course introduces students to group process principles, including the major characteristics of groups, group norms, and group development. Students will have an opportunity to lead a group as well as apply the group process to multiple areas of practice. Cr. 2

OTH 601 Neuroscience
This course will provide foundational knowledge in neuroanatomy and neurophysiology as it relates to human occupation. Emphasis will be on understanding the concepts of neuroscience that are the underpinnings of theory and treatment applications of occupational therapy. Prerequisites: OTH 514. Cr. 3

OTH 603 Occupational Performance through Adulthood
This course integrates occupational therapy theory and practice in the occupations of adults with physical impairments. The class format provides students with an opportunity to apply occupational therapy and new knowledge to clinical cases, develop clinical reasoning abilities, and learn hands-on skills needed for entry-level practice. Learning strategies involve applying the OT Practice Framework to practice as well as integrating OT in a variety of practice settings with a variety of team members. Written and verbal skills are highlighted, and role playing/modeling of interdisciplinary teamwork is stressed. It is expected that students are able to do professional research by accessing information on the Internet via relevant databases. Prerequisites and corequisites: OTH 510, OTH 514, OTH 601 and OTH 614. Cr. 7.

OTH 604 Occupational Performance in Infancy through Adulthood
This course integrates OT theory and practice in the occupations of individuals, birth to 21. The format of the class includes weekly lectures, class discussions, and lab experiences. Students will apply new knowledge to clinical cases, develop clinical reasoning skills, and learn hands-on skills needed for entry-level practice. Pre- or co-requisites: OTH 511, OTH 513, OTH 514, OTH 601, OTH 615. Cr. 7.

OTH 605 Leadership and Management
This course will introduce content and simulate skills needed for understanding organizations and leadership in occupational therapy. Exposure to leadership styles will be provided in an interactive and collaborative format. Legislation and policy of health care are discussed with emphasis on the importance of being involved. Students should complete the course with a thorough appreciation for the finesse needed in strong leadership, as well as specific working knowledge which will assist them in navigating the fluctuating health care arena. Cr. 3

OTH 608 Reflections on Practice: Cognition and Perception
This course explores integration of brain function and its relationship to occupational performance across the life span. Emphasis is on how human beings learn and participate in their environments, with respect to the perceptual and cognitive functions of the brain that are most pertinent to occupational performance. Reflecting on their previous fieldwork experiences, the class examines the relationship of states of damage and dysfunction to engagement in occupations. Students will discuss the psycho-social, physical, and developmental practice domains of occupational therapy as they relate to brain functions. Students will understand assessments, and begin to design preparatory and occupation-based interventions for people, regarding perceptual and cognitive issues. Cr. 3

OTH 614 Adult Conditions
Clinical conditions and diagnoses for adults with physical dysfunction will be examined. Emphasis will be on understanding medical conditions as they relate to occupational therapy practice. Prerequisites or corequisites: OTH 510, OTH 601, OTH 603. Cr. 2.

OTH 615 Childhood Conditions
Medical and developmental conditions from birth, early childhood, and adolescence will be described and identified in this course. The impact of these conditions on occupational performance will also be addressed. Prerequisites or corequisites: OTH 511, OTH 513, OTH 514, OTH 601, OTH 604. Cr. 2

OTH 616 Professional Presentations
This course provides students with the opportunity to disseminate their research results in a professional forum. Students will work with a faculty advisor to prepare their research projects for professional presentation to the community. Course sessions and assignments will be devoted to guiding students through the research dissemination process and transition to the role of a professional. Prerequisites: OTH 504 and OTH 605. Cr 1

OTH 618 Contextual Considerations in Practice
This course utilizes and builds on the fieldwork experiences of students as they gain knowledge and reflect on observed practice skills needed for basic management. An examination of the context of practice will incorporate readings, assignments, and class discussions of effective supervision, reimbursement mechanisms, accrediting agencies, and their impact on departmental operations. Regulation, politics, and changing policies of service provision will be studied, as well as the ethical considerations, program evaluation, and communications necessary for managing people. Students will be taught to consider alternatives, advocate for change, and influence policy decisions. Cr. 2

OTH 620 Level II Fieldwork
This fieldwork requirement is a 12-week, full-time, 40-hours per week supervised experience in an occupational therapy setting, or emerging practice area. Students apply theoretical knowledge and practice skills with clients who are experiencing a variety of disorders, taking on an ever-increasing caseload throughout the 12 weeks. Cr 6.
OTH 621 Level II Fieldwork
This fieldwork requirement is a 12-week, full-time, 40-hours per week supervised experience in an occupational therapy setting, or emerging practice area. Students apply theoretical knowledge and practice skills with clients who are experiencing a variety of disorders, taking on an ever-increasing caseload throughout the 12 weeks. Cr 6.
College of Management and Human Service

Dean: Joseph W. McDonnell; Finance: Brian Conklin-Powers; Student Affairs: Alice B. Cash and Kimberly Warren; Administration: Sondra Bogdonoff; Communications: Sara Litwiller; Human Resources: Judy Letarte

The College of Management and Human Service brings together dedicated faculty and staff from four professional schools at the University: the School of Business, School of Education and Human Development, School of Social Work, and the Muskie School of Public Service, including more than 200 research staff in the Muskie School’s Catherine E. Cutler Institute for Health and Social Policy and additional research centers throughout the College. Through their dedicated teaching, applied research, and engagement within the community, our faculty offers students unique opportunities to engage in socially relevant studies that address today’s most pressing issues in education, public policy, management, and social services.

The College offers a wealth of both undergraduate and graduate degree programs, as well as teacher education, professional development tracks, and certificate options. Unique to the College is cross-cutting curricula that allow students to engage in coursework from more than one school or program, an approach that best prepares students for today’s challenging and complex work environment. Additionally, partnerships with area businesses, organizations, and agencies create opportunities for students to gain knowledge and skills through experiential learning, preparing them for leadership roles within their respective fields.

Schools within the College
- The Muskie School of Public Service
- The School of Business
- The School of Education and Human Development
- The School of Social Work

Undergraduate Programs
The College of Management and Human Service offers the following undergraduate degree programs:
- Bachelor of Arts (BA) in geography-anthropology
- Bachelor of Arts (BA) in social work
- Bachelor of Arts (BA) in tourism and hospitality
- Bachelor of Science (BS) in business administration with majors in accounting, finance, general management, marketing, and sport management

Undergraduate Teacher Education Programs at USM
With an historic dedication to teacher education dating back to 1878, the School of Education and Human Development, in partnership with colleges throughout the University, offers students the opportunity to earn a teaching certificate while still pursuing their specific major and academic goals. USM undergraduate students pursue their major through a college and then choose the content area for their teaching based on the major. The colleges that offer this teacher education option are Lewiston-Auburn; Management and Human Service; Arts, Humanities and Social Sciences; and Science, Technology and Health. In addition to completing the major, students take the courses defined by their content area. This includes introduction to education, teaching methods, and student teaching. Students identify early in their major if they also want to pursue teacher certification. At the end of the student's undergraduate career at USM, he or she will have a bachelor's degree, major, and teacher certification in a content area related to his or her major.

Graduate Programs
The College of Management and Human Service offers the following graduate degree programs:
- Master of Business Administration (MBA)
- Master of Science (MS) in adult and higher education
- Master of Science (MS) in counseling
- Master of Science (MS) in educational psychology
- Master of Science (MS) in abilities and disabilities studies
- Master of Science in Education (MSEd) in applied literacy
- Master of Science in Education (MSEd) in educational leadership
- Master of Science in Education (MSEd) in literacy education
- Master of Science in Education (MSEd) in professional education
- Master of Science in Education (MSEd) in teaching and learning
- Master of Social Work (MSW)
- Master of Community Planning and Development (MCPD)
- Master of Public Policy and Management (MPPM)
- Master of Public Health (MPH)
- Doctor of Philosophy (PhD) in public policy
- Doctor of Psychology (PsyD) in school psychology

The College also offers certificates of graduate study and certificates of advanced study in several areas.
Admission and Academic Policies and Requirements

Admission and academic deadlines, policies, and requirements reside with the programs that are housed within the four schools of the College of Management and Human Service. Please see individual programs listed under each school section for these policies and requirements.

Scholarships and Assistantships

The schools within the College of Management and Human Service offer a limited number of scholarships and/or graduate assistantships to help fund a student’s education. See the individual schools or programs for more information.

Accreditation

Our programs are characterized by quality and integrity. They meet the highest standards set by professional accreditation bodies. The College of Management and Human Service has specific degree programs that are accredited by the following agencies or bodies:

- Association to Advance Collegiate Schools of Business (AACSB International)
- Commission on Accreditation of Healthcare Management Education (CAHME)
- Council for Accreditation of Counseling and Related Education Programs (CACREP)
- Council on Rehabilitation Education (CORE)
- Council on Social Work Education (CSWE)
- National Association of School Psychologists (NASP)
- Teacher Education Accreditation Council (TEAC)

Professional Licensure and Certification Notice

Professional licensure and certification is regulated by various State of Maine credentialing offices. Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.
School of Business

Associate Dean: TBD, 113 Luther Bonney Hall, Portland Campus
Associate Director for Community Partnerships and Economic Development: Valarie C. Lamont; Assistant Director for Student Affairs: Alice B. Cash; Coordinator of Career Services and Internships: Melissa Burns
Professors: Andrews, Artz, Gramlich, Manny, Violette, Voyer; Associate Professors: Bennett, Chinn, Grover, Heiser, Kerr, Kohli, Munger, Pryor, Shields, Smolak, Suleiman, VanderLinden, Williams; Assistant Professors: Chen, Chene, Dean, Parker

Mission
The School of Business at the University of Southern Maine prepares and inspires current and future leaders, and stimulates economic growth by providing quality learning opportunities, valuable research, and professional service, all in partnership with the business community.

Program Description
The School of Business is a community of educators and professionals dedicated to the development of the people and economy of Maine. Our foremost responsibility is to encourage students and help them learn. The School of Business master of business administration program is designed for part-time, working professionals. The program also accommodates students who wish to pursue full-time study.

The master of business administration program is designed for students who wish to advance their careers and contribute to their companies. Partnering with the business community, the program emphasizes the skills needed to inform and guide organizational change. Students in the program develop cross-functional business solutions to “real world” problems, and cultivate a broad critical perspective, interpersonal skills, and the analytical tools of management. The program also emphasizes an appreciation of the international and ethical contexts of professional practice. Students are encouraged to apply to the program regardless of their undergraduate academic specialization.

Admission Requirements
At the University of Southern Maine, several factors are evaluated in determining a candidate’s admissibility to the M.B.A. program. Included in the assessment of a candidate’s potential to perform satisfactorily in the M.B.A. program are:

- the undergraduate grade point average (GPA),
- the rigor of the undergraduate’s field of study,
- the reputation of the institution awarding the baccalaureate degree,
- academic performance in any previous graduate coursework taken,
- demonstrated potential for successful completion of the program,
- qualities likely to enhance the educational environment at USM,
- demonstrated leadership,
- the Graduate Management Admission Test (GMAT) score (Note: Candidates with terminal degrees, including the PharmD, normally are not required to take the GMAT. Students who have successfully passed all four parts of the CPA exam are not required to submit the GMAT. Note that the LL.B. from outside the United States is not an acceptable terminal degree, a condition which may also exist for other non-U.S. degrees.)
- three letters of recommendation, and
- a candidate’s record of successful business or professional experience.

Although the admissions committee has no affirmative duty to seek this information, it will consider other information about the applicant including:

- professional knowledge of faculty members, administrators, and staff at USM,
- information within the files at USM, and
- publicly available information about the applicant.

To be admitted either fully, conditionally, or as special or transient student, students must have no evidence of past conduct incompatible with the educational environment at USM. This is defined as conduct which, if it occurred at USM, would have a detrimental effect on: (1) the ability of fellow students to learn, (2) the ability of instructors to teach effectively, or (3) the ability of administrators and staff to engage in their normal professional activities. Examples of such conduct include, without limitation: commission of a crime, other than a minor traffic offense; commission of an intentional act resulting in physical or psychological injury or threat thereof; intentional misrepresentation; and violation by the applicant of a code of conduct at any educational institution, employer, military organization, or professional association. An applicant who has engaged in such conduct may, at the discretion of the admissions committee, be admitted based upon its judgment (e.g., because of the passage of time) that there is little likelihood that the conduct will recur in the future.

In addition to receiving strong recommendations, fully admitted students must have a formula score of 1,100 or higher and absence of evidence of past conduct that is incompatible with the educational environment at USM. (The formula is [GPA x 200] + GMAT. The GPA will be computed twice—overall GPA and GPA of the last sixty credit hours. The higher of the two scores will be used in the calculation.) For the purposes of computing this score, all undergraduate-level coursework, including courses taken after receipt of the bachelor’s degree, is counted. Fully admitted students should have a minimum GMAT score of 500. Applicants whose formula score falls below 1,100 or whose GMAT is lower than 500, but who show evidence of exceptional:

- performance in outside activities,
- evidence of creativity and leadership, or
- accomplishment in business, and
- who show absence of evidence of past conduct that is incompatible with the educational environment at USM, may be granted full admission.
Conditional Admission

Applicants whose formula score is between 950 and 1,100 but who show evidence of very good:

- performance in outside activities,
- evidence of creativity and leadership, or
- accomplishment in business and
- who show absence of evidence of past conduct that is incompatible with the educational environment at USM, may be granted conditional admission.

Applicants who would normally be granted full admission but about whom the Admissions Committee has questions regarding some aspect of the applicant’s background (e.g., weak recommendations, low grades in key undergraduate courses) may be granted conditional admission. Applicants whose formula score is below 950 but whose GMAT score is 500 or greater and who show evidence of exceptional:

- performance in outside activities,
- evidence of creativity and leadership, or
- accomplishment in business and
- who show absence of evidence of past conduct that is incompatible with the educational environment at USM may be granted conditional admission.

Only a limited number of applicants will be admitted with conditional admission status in any one academic year. Applications received by the recommended admissions deadlines that fall into the conditional acceptance category will be put on a waiting list and will be considered shortly after the admission deadline. Applications received after the recommended admissions deadlines and that fall into the conditional category will be put on a waiting list and considered during the next admission cycle. Applicants admitted conditionally will be required to complete a specified set of courses (either foundation, regular, or both). Successful completion of the conditions will result in full admission to the program. Failure to complete the required conditions will result in dismissal from the program, unless there are extenuating circumstances. Under exceptional circumstances, a conditionally admitted student who fails to meet one or more condition(s) and is dismissed from the M.B.A. program may be invited by the director to reapply for regular admission.

Decisions about which courses conditionally admitted students must take will be made by the Admissions Committee, in consultation with appropriate faculty members. In some circumstances, conditionally admitted students may be counseled to take undergraduate equivalents either in lieu of or in addition to foundation courses.

Transient Students

Students must send a written request to enroll in a course, including the rationale for taking the particular course. Students must:

- submit transcripts from
  - all undergraduate institutions attended and
  - the graduate program in which she or he is enrolled
- have necessary prerequisites for the desired course,
- submit a GMAT score. (This requirement is waived for students in good standing enrolled in programs at AACSB accredited schools. Students whose programs use GRE, LSAT, MCAT, or MAT (Miller Analogies Test) scores may submit those. Note: MAT scores are acceptable only for special students or non-matriculated student purposes, and may never be used as a substitute for the GMAT in the regular admission process.)
- submit a letter of “good standing” from the head of the student’s home program (letter should also state the course will count toward the student’s degree), and
- submit a signed non-degree release form.

Pursuant to USM policy, special students, like regular students, are expected to provide the program with a score from a standardized test. Students from programs that do not require any standardized test may be allowed to enroll, subject to very close scrutiny by the director. However, this will be done only in exceptional circumstances. Students in this situation may be asked to take the GMAT prior to being allowed to enroll, or may submit valid scores from other standardized tests they may have taken.

The program office will compute a formula score as in the case of regular applicants. Students following these procedures whose formula scores are 950 or higher, who have a “B” average in their home programs, and who show no evidence of past conduct that is incompatible with the educational environment at USM will be allowed by the director to enroll in courses, subject to permission of the instructor.

Non-matriculated Students

All students wishing to enroll in M.B.A. courses on a non-matriculated basis must follow the application process described for full admission, including submission of a GMAT or other standardized test score. However, consistent with that process, people who hold terminal degrees will not have to submit a standardized test score. (Note that the LL.B. from outside the United States is not an acceptable terminal degree, a condition which may also exist for other non-U.S. degrees.) Holders of terminal degrees normally will be allowed to enroll in M.B.A. courses with few restrictions, subject to permission of the instructor and having taken the appropriate prerequisites. Decisions on this type of study may be made by the director, alone or in consultation with the Admissions Committee.

Others seeking to enroll in M.B.A. courses will not normally be allowed to do so. Exceptions may be made if these prospective enrollees provide evidence of exceptional:

- performance in outside activities,
- creativity and leadership, or
- accomplishment in business.

Decisions will be made by vote of the Admissions Committee. All students in this group must sign a non-degree release.
Other USM Graduate Students

Students matriculated in other graduate programs at the University of Southern Maine may enroll in School of Business graduate-level courses on a space-available basis providing that appropriate course prerequisites or other equivalents as approved by the director, have been satisfied. All students in this group must sign a non-degree release. This privilege does not extend to graduate students conditionally admitted to other USM graduate programs.

Application Material

In addition to the materials described in the Admissions chapter, applicants must submit:

- A completed application. In the required essay applicants should, in addition to stating their reasons for wanting an M.B.A., make sure to touch on the following points, as applicable:
- Performance in outside activities
- Evidence of creativity and leadership
- Record of accomplishment in business
- Official scores from the Graduate Management Admission Test (GMAT). (Note: Candidates with terminal degrees, including the PharmD, normally are not required to take the GMAT. Students who have successfully passed all four parts of the CPA exam are not required to submit the GMAT. Note that the LL.B. from outside the United States is not an acceptable terminal degree, a condition which may also exist for other non-U.S. degrees.)
- Three letters of recommendation.
- Test of English as a Foreign Language (TOEFL) score of at least 550 on the paper-based TOEFL, 213 on the computer-based TOEFL, or 79 on the Internet-based TOEFL (iBT), or an IELTS score of 6.5 or higher for students whose native language is not English.
- A résumé that includes post-baccalaureate, full-time work experience including military experience.

Application materials may be obtained online (http://www.usm.maine.edu/grad) or from the USM Office of Graduate Admissions. All application materials should be submitted to the USM Office of Graduate Admissions.

Application Deadline

Applications are reviewed on a rolling basis. Candidates are encouraged to complete applications by August 1 (for fall admission consideration) and December 1 (for spring admission consideration). International applicants and applicants seeking financial assistance should complete applications by March 1. Applicants wishing to be considered for merit scholarships in graduate programs beginning in September are encouraged to submit completed applications by early January.

Additional Information

Accreditation

The School of Business is accredited by the AACSB International—the Association to Advance Collegiate Schools of Business. AACSB International assures quality and promotes excellence and continuous improvement in undergraduate and graduate education for business administration and accounting.

Program Policies

In addition to the general policies described in the Academic Policies chapter, specific policies of the M.B.A. program are as follows.

Deferred Admission

An applicant admitted for full-time or part-time study must register for that semester for which he or she has been admitted. In certain circumstances, with a written request received prior to the start of the semester in which the student has been admitted, deferred admission will be granted to regularly admitted applicants upon the approval of the director. In the event that no written request is received, a student is considered to have withdrawn from the program.

Transfer Credit

A student admitted to the M.B.A. program may apply to have graduate credits transferred from other regionally accredited institutions of higher education. Transfer credit is not granted until a student has earned nine graduate credit hours from the University of Southern Maine. A grade of B (3.00) or higher must be received in each course requested for transfer credit. To be accepted, the course also must be judged applicable to a student’s program of study. A maximum of nine semester hours of transfer credit may be accepted and applied toward the M.B.A. When possible, students should ascertain whether or not transfer credit will be granted by the School of Business before enrolling in a course at another institution.

Time Limit

In order to be counted toward the M.B.A. core and elective requirements, graduate coursework must be completed within six years of the date a student enrolls in his or her first 600-level course. Graduate courses completed more than six years prior will be reviewed and may or may not be allowed. Courses considered outdated must be repeated or replaced for use toward the M.B.A.

Non-Degree Release

Students enrolling in courses on a non-matriculated basis must sign a release stating that they will not pursue an M.B.A. from USM on the basis of accumulated non-matriculated courses, unless they gain admission through the formal admissions process described earlier.

Grade Policy/Minimum Grade Point Average

All graduate courses numbered MBA 610 or higher must be completed with a minimum grade of C (2.0) in order to carry graduate degree credit. If a student receives a grade below C (2.0) in a required graduate course, the student must repeat the course and has only one
opportunity to raise the grade for that course to C (2.0) or higher. A student receiving two grades below C (2.0) will be dismissed from the program.

A student whose grade point average falls below 3.00 will be placed on probation. The student will have 12 semester hours in which to bring the grade point average back to at least a 3.00. Students who fail to do this may be dismissed by the director. Any student may appeal any dismissal decision in writing to the M.B.A. Admissions Committee.

A student who has completed the program of study must have a cumulative grade point average of 3.00 to receive the M.B.A. degree. If a student has completed all requisite courses with a cumulative grade point average below a 3.00, a maximum of six additional credits of 600-level courses may be attempted in order to raise the cumulative grade point average to at least a 3.00.

**Readmission**
A regularly admitted student who is dismissed from the M.B.A. program may not be readmitted. Under exceptional circumstances, a conditionally admitted student who fails to meet one or more conditions and is dismissed from the M.B.A. program may seek permission to reapply for regular admission.

**Special Policies**
In order to receive graduate credit toward the M.B.A. degree, a student must be registered in a graduate course as a graduate student. Please refer to the transfer credit policy for possible use of prior graduate credit.

**Dual Degree Options**

*M.P.H. and M.B.A.*
The joint degrees program in business administration and public health offers the master’s of business administration (M.B.A.) through the USM School of Business, and the master’s degree in public health (M.P.H.) through the Muskie School of Public Service. The program allows students to earn both the M.B.A. and M.P.H. simultaneously by designating a certain number of crossover courses that satisfy the graduation requirements of each degree. Full-time students may thus complete both degrees in three years instead of the four years that would ordinarily be required. Separate admission is required.

*J.D. and M.B.A.*
The joint degrees program in law and business administration offers the juris doctor degree (J.D.) through the University of Maine School of Law, and the master’s degree (M.B.A.) through the USM School of Business. The program allows students to earn both the J.D. and the M.B.A. simultaneously by designating a certain number of crossover courses that satisfy the graduation requirements of each degree. Students may thus complete both degrees in four years instead of the five years that would ordinarily be required. Separate admission is required.

*M.S. in Nursing and M.B.A.*
The dual master’s degree in nursing and business administration at USM is designed for students in the health professions who wish to combine advanced nursing skills with the analytical tools of business. See the College of Nursing and Health Professions section of this catalog for more information on this option.

**3-2 Program**
The master of business administration (M.B.A.) program allows interested and qualified students to complete a bachelor’s degree and an M.B.A. in five to six years depending on the undergraduate major. (Degree requirements for some majors necessitate a longer completion time.) Generally, students in the 3-2 program focus on their bachelor’s degree requirements during their first three years, a mix of bachelor’s and M.B.A. requirements in the fourth year, and mostly M.B.A. requirements in the fifth and sixth year. Each degree is awarded once the specific degree requirements are successfully met.

**Admission Requirements**
Students may enroll in the 3-2 program either directly or after the end of their first semester of undergraduate studies. Students entering directly need an SAT combined score of 1,200 or higher. Students currently enrolled in a baccalaureate degree program may enter the 3-2 program by meeting the regular M.B.A. admission criteria of a formula score of 1100 or higher with a minimum GMAT score of 500. (The formula is: undergraduate GPA x 200, plus the GMAT total score.) Students entering the 3-2 program will be required to attain a GPA of 3.0 or higher after 90 credit hours of undergraduate coursework to remain in good standing and be allowed to continue in the program.

**Enrollment in M.B.A.-level courses**
In either admission path, a 3-2 student may not enroll in M.B.A.-level courses until they have accumulated 90 credit hours of undergraduate coursework.

**Internship Programs**
Students are encouraged to participate in an internship to experience on-the-job learning. Employment in a professional setting provides opportunities to apply and evaluate classroom learning, develop work-related skills, and explore careers. Credit may be received for paid or non-paid positions with new employers, or for new responsibilities with current employers. Credit is not granted for past work experience. Students are encouraged to contact employers to develop internship positions, or they may learn of positions through the program manager and by contacting the School of Business internship coordinator. In a typical three-credit internship, a student works a minimum of 140 hours on-site and will be advised by a faculty member during the internship process. With the faculty sponsor, the student negotiates a learning contract that contains a job description, the student’s learning goals, self-directed learning activities, and the evaluation process. Grading is pass/fail. Refer to MBA 695 for prerequisites and restrictions. For further information, contact the program manager or the School of Business Internship Office at (207) 780-4020.
Centers

Center for Entrepreneurship
Director: Valerie C. Lamont

In November 1996 the Board of Trustees of the University of Maine System approved the creation of the Center for Entrepreneurship. Housed within the School of Business, the Center is simultaneously developing academic courses for undergraduate students and non-credit offerings to serve the needs of start-up and existing small businesses statewide. The Center administers both the FastTrac and NxLevel business development programs in Maine. The Center also sponsors participation in the Price-Babson Fellows Program at Babson College and hosts the USM Student Business Plan Competition. More information can be found on the Center’s Web site at http://www.usm.maine.edu/cesb or by contacting the Center for Entrepreneurship Office at the University of Southern Maine, 118 Bedford Street, Portland, ME 04104, (207) 780-5919.

Maine Center for Business and Economic Research
Director: Bruce H. Andrews
Associate Director: Charles S. Colgan

The Maine Center for Business and Economic Research (MCBER) was originally formed in 1974 as an EDA University Center, and now serves as a conduit for bringing the expertise and skills of faculty from the School of Business, the Muskie School, and other academic units at USM, to the challenges and opportunities facing the public and private sectors in Maine. As a joint center managed by the Business School and the Muskie School, MCBER is dedicated to helping the state prosper.

Supported by both public and private sources, the Center offers applied research and technical assistance services to Economic Development Districts, profit and nonprofit organizations, and individuals. These services include: survey-based research, economic impact analysis, forecasting, strategic planning, program evaluation, statistical/quantitative analysis, simulation modeling, feasibility studies, risk management, market research, financial/economic modeling, and other forms of customized business/economic analysis. For additional information, contact the Maine Center for Business and Economic Research, University of Southern Maine, P.O. Box 9300, Portland, ME 04104-9300, (207) 780-4187, http://www.usm.maine.edu/cber.

Maine Small Business Development Centers
State Director: Mark Delisle
Associate State Director, Finance: Carol Papciak
Associate State Director, Communications: Maria McIntyre

Maine Small Business Development Centers (Maine SBDC) provide comprehensive business management assistance, training, resource, and information services to Maine’s micro, small, and technology-based business communities. Professional certified counselors, who meet rigorous education and business experience standards, provide business assistance at no cost to Maine’s existing and prospective business owners.

Maine SBDC is a partnership program of the U.S. Small Business Administration (SBA) in association with the SBA/OSBDC, Maine Department of Economic and Community Development (Maine DECD), the University of Southern Maine, and leading economic and/or community development hosting organizations, with support from other contractors, allies, and stakeholders. Accredited by the Association of Small Business Development Centers (ASBDC) and administered by USM’s School of Business for over 30 years, Maine SBDC operates a network of nine service centers and numerous outreach offices located conveniently throughout the state.

Maine SBDC’s mission is to engage itself and others in development activities that contribute to the improvement of the economic climate for and the success of micro, small, and technology-based businesses in the state of Maine. Its focus is to assist in the creation, growth, and maintenance of viable small businesses and the jobs these businesses provide. Maine SBDC serves those seeking assistance who are willing and able to build, sustain, and/or expand their business. More information about the Maine SBDC can be found at http://www.mainesbdc.org or by calling (207) 780-4420. Maine SBDC state administrative offices are at 501 Forest Avenue, Portland. Mailing address: P.O. Box 9300, Portland, ME 04104-9300.
Master of Business Administration

Program Requirements
The master of business administration program at the University of Southern Maine is composed of thirty credit hours of core courses and nine credit hours of elective or concentration courses. In addition, up to fifteen credit hours of foundation courses may be required depending on the student’s previous academic background.

Orientation
All admitted students are required to participate in the orientation session during the first year of enrollment. The orientation session is held in the fall semester. The session is geared toward developing a sense of community and enhanced communications and trust among the M.B.A. students and faculty. Information on the orientation session will be provided. There is a mandatory fee assessed once for this orientation.

MBA Grade Policy
All graduate courses numbered MBA 610 or higher must be completed with a minimum grade of C (2.0) in order to carry graduate degree credit. If a student receives a grade below C (2.0) in a required graduate course, the student must repeat the course and has only one opportunity to raise the grade for that course to C (2.0) or higher. A student receiving two grades below C (2.0) will be dismissed from the program.

Foundation Courses (0-15 credits)
M.B.A. courses numbered below MBA 610 are not applicable toward the thirty-nine credits needed for graduation. Admitted students whose educational background is lacking the foundation courses are required to satisfactorily complete each of these courses or their equivalents as stipulated in their letter of admission.

Grades earned in M.B.A.-level foundation courses are included in the student’s grade point average. Any foundation courses in which a student earns less than a C grade (2.0) must be repeated.

Faculty strongly recommend that students, who do not have a solid recollection of foundation course content, retake or, at a minimum, review content material independently prior to enrolling in core courses. Students may consult the School of Business web site or faculty for information on course content.

A minimum grade of C (2.0) from a regionally accredited institution of higher education or successful completion of an equivalent CLEP exam or departmental exam (if available) is needed to meet a foundation course requirement. Coursework from non-accredited institutions will be evaluated on an individual basis. After admission students needing foundation courses are expected to enroll in the graduate courses to meet the requirement. In extenuating circumstances a student may petition the director for permission to enroll in undergraduate equivalent courses to meet M.B.A.-level foundation course requirements. Any undergraduate courses taken will not be included in the computation of the student’s graduate grade point average.

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 671 Organizational Behavior or BUS 340</td>
<td>3</td>
</tr>
<tr>
<td>MBA 501 Economic Analysis: An intensive survey</td>
<td>3</td>
</tr>
<tr>
<td>MBA 502 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 504 Probability and Statistics for Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 505 Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Computer application skills
All students are expected to have basic computer skills in word processing and spreadsheet usage, either through prior experience or education. Students lacking in computer application skills are responsible for seeking coursework that will fulfill these expectations.

Core Courses (30 credits)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Accounting

| ACC 630 Management Accounting Systems | 3 |

Ethical and Legal Issues

| MBA 615 Ethical and Legal Issues in Business | 3 |

Finance (choose one)

| MBA 623 Derivatives                     | 3 |
| MBA 625 International Finance (may not  | 3 |
| double count in International)          |
| MBA 626 Strategic Valuation             |
| MBA 627 Investment Management           |
| MBA 629 Financial Modeling              |

Information Systems

| MBA 674 Topics in Information Systems    | 3 |
| Management                            |

78 USM Graduate Catalog 2012-2013
International (choose one) 3
- MBA 612 Topics in International Business
- MBA 625 International Finance (may not double count in Finance)

Marketing 3
- MBA 660 Managerial Marketing

Management Science 3
- MBA 670 Management Science

Operations Analysis (choose one) 3
- MBA 672 Supply Chain Management
- MBA 675 Production/Operations Management

Capstone 3
- MBA 698 Practicum

Electives (9 credits; choose three) 9
Courses used to fulfill core requirements above may not be used to fulfill elective choices. Students may elect a concentration in one of four areas: accounting, finance, health management and policy, or sustainability. Please refer to the concentration areas below for specific course requirements. Student preferring not to concentrate may select elective courses from the following list.

- ACC 631 Current Issues in Accounting
- ACC 633 Tax Policy and Administration
- ACC 634 Advanced Business Taxation
- ACC 635 Advanced Individual Taxation
- ACC 641 Advanced Financial Accounting Topics
- MBA 612 International Business
- MBA 623 Derivatives
- MBA 625 International Finance
- MBA 626 Strategic Valuation
- MBA 627 Investment Management
- MBA 629 Financial Modeling
- MBA 642 Leadership
- MBA 643 Creative Problem Solving
- MBA 644 Strategic Management of Technology and Innovation
- MBA 646 Negotiation and Conflict Management
- MBA 647 Organizational Strategy
- MBA 649 Special Topics in Management: Introduction to System Dynamics
- MBA 657 Triple Bottom-Line Marketing
- MBA 665 Consumer Behavior
- MBA 669 Multivariate Methods for Marketing
- MBA 672 Supply Chain Management
- MBA 675 Production Operations Management
- MBA 691 Independent Study
- MBA 695 Internship

Accounting Concentration
The scope of services performed by accountants is continually broadening as business activities become more complex. The USM MBA with an accounting concentration provides a means to obtain an expanded foundation of core business concepts with a self-selected deepening of accounting knowledge.

The accounting concentration is intended for students who have completed an undergraduate degree in accounting or equivalent accounting coursework, such as in our Certificate of Study in Accounting program. (See undergraduate catalog for details.)

To be admitted to the accounting concentration, a student must successfully complete the following University of Southern Maine undergraduate accounting courses or their equivalent, including any prerequisite courses:

- ACC 301 Financial Reporting I
- ACC 302 Financial Reporting II
- ACC 329 Accounting Information Systems
- ACC 410 Auditing and Assurance
- ACC 413 Concepts and Strategies of Taxation

In order to fulfill the Accounting Concentration and develop a deeper knowledge in accounting, in lieu of general electives, a student will choose three accounting courses from the list which follows:

- ACC 631 Current Issues in Accounting
- ACC 633 Tax Policy and Administration
- ACC 634 Advanced Business Taxation
- ACC 635 Advanced Individual Taxation
- ACC 641 Advanced Financial Accounting Topics
- ACC 695 Internship in Accounting
- ACC 699 Special Topics in Accounting
Finance Concentration

The finance concentration offers advanced financial training to professionals who want to specialize in the field of finance. Students choose concentration courses from the areas of financial modeling, investments, international finance, valuation or current issues. The finance concentration focuses on the application of financial tools to real world problems, technical competence in the various functions of finance, and professional responsibility and ethics.

All MBA students are required to take at least one 600-level MBA finance course. Students are able to earn a concentration in finance by taking three additional 600-level MBA finance courses.

- MBA 623 Derivatives
- MBA 625 International Finance
- MBA 626 Strategic Valuation
- MBA 627 Investment Management
- MBA 629 Financial Modeling
- MBA 699 Special Topics in Finance
* MBA 691 Independent Study in Finance
* MBA 695 Internship in Finance
*Students may select either MBA 691 or 695, but not both.

Health Management and Policy Concentration

Health management is a growing field in Maine and elsewhere. The concentration in Health Management and Policy provides MBA students with a broad understanding of the American health care system, the public and private financing structures attendant to the massive investment in this sector, the policy and social context of health and healthcare, and the challenges and opportunities awaiting those working in or preparing for careers in the health field. Please see course descriptions in the Muskie School of Public Service section of this catalog.

- Required courses:
  - MPH 525 American Health Care System
  - MPH 670 Quality Improvement
- Electives (choose one):
  - MPH 565 Social and Behavioral Foundations of Public Health
  - MPH 635 Health Law & Ethics
  - MPH 660 Public Health Policy
  - MPH 675 Health Information Management

Sustainability Concentration

Sustainability in business acknowledges the value of managing financial, environmental, and social performance to achieve resiliency and provide long term returns to investors. Students select from a variety of courses offered within the School of Business and through course offerings at the Muskie School of Public Service (Community Planning and Development), the University of the Maine School of Law and the University of Maine Business School.

Students select nine credits (3 courses):

- CPD 602 - Sustainable Communities (USM Muskie)
- CPD 665 - Transportation Planning (USM Muskie)
- CPD 668 - Local Environment Planning (USM Muskie)
- CPD 674 - Social Equity & Sustainability (USM Muskie)
- LAW 637 - Environmental Law (UMaine Law: requires special permission)
- MBA 657 - Triple-Bottom-Line Marketing (USM)
- MBA 699 - Sustainability Reporting & Analysis (USM)
- BUA 527 - Business & Sustainability (UMO: requires special permission)
Course Descriptions

* For MPH course descriptions, see Muskie School - Master of Public Health
* For EDU course descriptions, see School of Education and Human Development

ACC 630 Management Accounting Systems
This course examines how management accounting systems can be used to establish and maintain competitive advantages in an increasingly competitive global economy. Emphasis is on designing management accounting systems which: (1) support both the operational and strategic goals of the organization, (2) provide feedback to senior management about organizational units' performance, and (3) serve as the linkage between the strategy of the organization and the execution of that strategy in individual operating units. A blend of contemporary theory with practical applications and actual company experiences will be utilized to accomplish the course objectives. Prerequisites: MBA 501, MBA 502. Cr 3.

ACC 631 Current Issues in Accounting
This course examines current issues and developments in the accounting profession. Coverage includes discussion of issues in auditing and assurance, financial accounting, taxation, and other relevant areas. Prerequisite: ACC 410 and ACC 413. Cr. 3.

ACC 633 Tax Policy and Administration
This course examines tax policy, including such topics as how taxes affect the economy, guidelines for evaluating tax systems, and proposals to replace or reform tax systems. Tax administration process and professional tax practice will also be discussed. Course emphasis will be on federal taxes, with some exposure to state taxes. Prerequisite: MBA 501 or equivalent. Cr 3.

ACC 634 Advanced Business Taxation
This course begins with concepts of Federal tax research methodology including communication of research results. The second section of the course considers corporate tax topics including income taxation of corporations, pass-through entities (S corporations and partnerships), multistate taxation and tax-exempt organizations. Students will write tax research memoranda and client letters as well as prepare relevant tax returns. Prerequisite: ACC 413 or equivalent. Cr 3.

ACC 635 Advanced Individual Taxation
This course begins with a review of Federal tax research methodology including the communication of research results. Then, the course considers topics in advanced individual taxation such as AMT issues, like-kind exchanges, and installment sales. The final section of the course considers family tax planning issues including federal estate and gift taxation and the income taxation of trusts and estates. Students will write tax research memoranda and client letters as well as prepare relevant tax returns. Prerequisite: ACC 413 or equivalent. Cr 3.

ACC 641 Advanced Financial Accounting Topics
This course explores a variety of advanced financial accounting topics such as the theoretical and practical concepts of business combinations, partnerships, foreign currency, and other issues. Prerequisite: ACC 302. Cr. 3.

ACC 691 Independent Study in Accounting
Selected topics in the areas of accounting may be studied and researched on an independent basis. Enrollment is normally limited to degree candidates concentrating in accounting. Prerequisites: permission of instructor and curriculum chair. Cr 1-3.

ACC 695 Internship in Accounting
This internship education course is described in the preceding text. Prerequisites: completion of foundation courses, 3.0 GPA or higher, and permission of instructor and curriculum chair. Enrollment is normally limited to degree candidates concentrating in accounting. A maximum of three credits of ACC 695 may be used toward the degree. Cr 1-3.

ACC 699 Special Topics in Accounting
Prerequisites vary. Cr 3.

BUS 340 Managing Organizational Behavior
A survey of the disciplines of management and organizational behavior and the practices managers employ in planning, organizing, leading, and controlling organizations. Topics include self-awareness, perception and decision making, individual differences and diversity, motivation, group dynamics, communication, stress, power and politics, organizational design, and change. The environmental context, workforce diversity, the global economy, and managerial ethics are core integrating themes. Prerequisite: junior standing. Cr 3.

MBA 501 Economic Analysis
An intensive survey of microeconomic theory and macroeconomic theory. Economic problems such as price and output decisions, resource allocations, inflation, and unemployment are analyzed. Cr 3.

MBA 502 Financial Accounting
This course offers an opportunity to gain a firm understanding of basic financial accounting concepts and issues including debits and credits, journal entries, and knowledge of the balance sheet, income statement, and statement of cash flows. This course will include insights into the fundamental strengths and limitations of the financial reporting process. This course covers the nature of the financial reporting process and the basic accounting principles, conventions, and concepts underlying the current reporting environment of GAAP basis financial statements. No prior knowledge of accounting is assumed. Cr 3.

MBA 504 Probability and Statistics for Business Decision Making
An introduction to the concepts and use of probability and statistics as tools for business decision making. Cr 3.
MBA 505 Financial Management
The primary objective of this course is to provide a balanced introduction to the theory and practice of financial management. Emphasis is placed on the management of capital to enhance shareholder wealth. Topics include time value of money, risk and return, stock and bond valuation, capital budgeting, and cost of capital. Prerequisites: MBA 501, MBA 502, MBA 504. Cr 3.

MBA 611 Introduction to Organizational Change
This course focuses on understanding the nature of organizational change. Process consulting forms the basis for much of the course. Prerequisite: EDU 671 or BUS 340. Cr 3.

MBA 612 Topics in International Business
This course is taught by professors with different specialties and consists of two parts: (1) core topics that are included every time the course is taught, and (2) coverage of other topics in international business using either: (a) a multidisciplinary approach, (b) a legal approach, or (c) a marketing approach. Prerequisites: legal approach—none; multidisciplinary approach—MBA 501; marketing approach—MBA 660. Cr 3.

MBA 615 Ethical and Legal Issues in Business
This course examines business ethics and attempts to develop practical solutions to ethical issues that confront today’s global managers. This course also examines legal issues including such topics as drug testing in the workplace, an employee’s right to privacy, sexual harassment, and the rights and responsibilities of officers and directors. Cr 3.

MBA 623 Derivatives
This course explores the markets and valuation for options, futures, and swap contracts. Hedging and speculating techniques using derivatives are stressed. Financial engineering techniques are developed that can adjust the risk and return offered by traditional assets. Cash and carry, binomial option pricing, and the Black-Scholes option pricing models are covered. Topics include: Forward contracts, stock futures, interest rate futures, stock index futures, stock options, interest rate options, and various swap contracts. Prerequisite: MBA 505. Cr 3.

MBA 625 International Finance
This course is intended to give students a solid introduction to the very important field of international finance. It offers a rigorous examination of and the financial management of the multinational corporation and of international financial markets. Intensive coverage of foreign exchange markets and methods of managing exchange rate risk are emphasized. Topics include currency derivative markets and risk management, arbitrage and international parity conditions, market efficiency, short- and long-term asset management, and capital budgeting. Prerequisite: MBA 505 or equivalent. Cr 3.

MBA 626 Strategic Valuation
This is the M.B.A. corporate finance course, focusing on strategic and quantitative analyses of complex, real asset investments. It prepares students for making investment decisions and evaluating investment decisions made by others. Topics include incremental cash flows, traditional capital budgeting, capital structure, required rates of return, real options, and valuation of business entities for purposes of acquisition or divestiture. Prerequisite: MBA 505. Cr 3.

MBA 627 Investment Management
An introduction to the various investment media and financial markets from the viewpoint of institutional investors. The course provides an in-depth analysis of the nature, problems, and process of evaluating securities and managing portfolios. Emphasis is placed on the structure of the securities markets, portfolio theory, and trading strategies of portfolio managers. Theoretical and empirical research addressing recent developments in portfolio management will be examined. Prerequisite: MBA 505. Cr 3.

MBA 629 Financial Modeling
Introduces principles and techniques for building financial models, in an uncertainty framework. Finance topics are drawn from a variety of areas: personal financial planning, investments, derivatives, and corporate finance. The course will integrate financial, accounting, and statistical concepts and techniques to construct financial models and to perform analyses using MS Excel. Emphasizes the application of financial modeling techniques in identifying and implementing business solutions. The course will be of special interest to students seeking more hands-on experience in constructing financial models. Prerequisite: MBA 505. Cr 3.

MBA 642 Leadership
The course integrates five perspectives of leadership: individual differences and diversity; transactional leadership; power and politics; transformational leadership; and the physical, psychological, and spiritual dimensions of leader well-being. Prerequisite: EDU 671 or BUS 340. Cr 3.

MBA 643 Creative Problem Solving
This course provides an applications-oriented understanding of the creative problem-solving process. Students will learn how to be more creative at the individual, group, and organizational levels. This course focuses on divergent and convergent creativity techniques together with various models of creativity. Prerequisite: EDU 671 or BUS 340. Cr 3.

MBA 644 Strategic Management of Technology and Innovation
Focuses on the strategic management of technology-based innovation in the firm. Specific topics include assessing the innovative capabilities of the firm, managing the corporate R&D function, managing the interfaces between functional groups in the development process, managing the new business development function in the firm, understanding and managing technical entrepreneurs, building technology-based distinctive competencies and competitive advantages, technological leadership versus followership in competitive strategy, institutionalizing innovation, and attracting and keeping corporate entrepreneurs. Prerequisite: EDU 671 or BUS 340. Cr 3.
MBA 646 Negotiation and Conflict Management
This course focuses on negotiation and conflict management theory and practice. Students are expected to develop negotiation and conflict management skills by participating in experiential exercises both inside and outside of class as well as to develop a personal negotiation and conflict management style designed to successfully meet the challenges of common conflict and negotiation situations. Cr 3.

MBA 647 Organizational Strategy
Using strategic tools such as competitive analysis and the value chain, this course provides an in-depth examination of the resource-based view of the firm. Emphasizes entrepreneurial strategy approaches in high-velocity business environments. Prerequisites: MBA 615 (or concurrent), MBA 505 and EDU 671 (or BUS 340). Cr 3.

MBA 649 Special Topics in Management: Introduction to System Dynamics
An examination of how the world can be understood through dynamic processes controlled by positive and negative feedback links. A general introduction to systems thinking that draws on system dynamics, a computer-based technique for modeling systematically created problems. Requires an understanding of algebra. Prerequisite: EDU 671 or BUS 340. Cr 3.

MBA 657 Triple Bottom-Line Marketing
How can marketers manage for the triple bottom line of financial, environmental, and social performance? This asynchronous, online course begins with an exploration of sustainable business (i.e., the pursuit of profits without causing pollution or social inequity). The course ends by examining green consumer behavior and the interrelationship between environmental issues and marketing strategy. Prerequisites: an introductory marketing class (BUS 260, or MBA 660) or instructor permission. Students will benefit if they have prior knowledge of economics (MBA 501) and cost accounting (ACC 211). Cr 3.

MBA 660 Managerial Marketing
This course has a decision-based perspective, relying heavily on the case approach. It focuses on the logical development of market-driven strategies and assessment of their impact on other marketing functions within the organization. Students will gain experience in analyzing complex market behavior, recommending changes in marketing strategy, and articulating the development, implementation, and control of marketing plans. Prerequisite: MBA 502. Cr 3.

MBA 665 Consumer Behavior
Examines three aspects of consumer behavior: 1) cultural, sociological, and psychological influences on consumer motivation; 2) consumer acquisition of product information and formation of attitudes; and 3) the process consumers use to make consumption decisions. Implications for marketing strategy and segmentation will be discussed and students will apply marketing research techniques to analyze consumer behavior. Prerequisite: basic marketing course or instructor permission. Cr 3.

MBA 669 Multivariate Methods for Marketing
This course focuses on the application of multivariate statistical methods in the development of marketing strategy and the investigation of marketing problems. Building of descriptive and predictive models using multi-dimensional techniques such as factor analysis, regression analysis, cluster analysis, analysis of variance, conjoint analysis, and perceptual mapping. Use of statistical packages. Prerequisite: MBA 504. Cr 3.

MBA 670 Management Science
This course examines the role, perspective, and commonly used tools of quantitative analysis in business decision making. Emphasis is placed on developing students' abilities to recognize the need for quantification, to formulate business problems quantitatively, to select and test computer-based decision-support system models, to collect meaningful data, and to interpret the implications of analysis results. Prerequisite: MBA 504. Cr 3.

MBA 672 Supply Chain Management
This course examines supply chain concepts and current practice in the context of just-in-time production, total quality management, and continuous productivity improvement. Using practical applications, the focus is on the proactive management of movement and coordination of goods and services, and information, from raw material to end user through the value chain. Other topics include understanding the nature of demand for goods and services within business markets and the process of building relationships with suppliers. System-oriented managerial tools, models, and techniques are considered for their value-adding potential. Directed projects of the students' choosing are used to address specific, company-based supply-chain problem situations. Prerequisites: MBA 670. Cr 3.

MBA 674 Topics in Information Systems Management
A topics course exploring major issues in the management of information technology. Students completing this course should have acquired an understanding of the strategic, tactical, and operational importance of information systems within an organization, and an understanding of how to leverage information technology in the management of an organization. Topics include, but are not limited to: strategic use of information technology, emerging technologies, systems development and project management, managing information systems resources, and knowledge management. Cr 3.

MBA 675 Production/Operations Management
An examination of the role of operations within manufacturing and service organizations. Emphasis is placed upon recognizing operational opportunities and tradeoffs, and employing computer simulation and other quantitative tools and decision support systems to assist strategic and operational decision making. Topics include: quality management, capacity management, process design, facility location, layout, production planning, and manufacturing philosophies such as group technology, the theory-of-constraints, and just-in-time. Prerequisite: MBA 670. 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. Enrollment is normally limited to M.B.A. degree candidates. Prerequisites: permission of the instructor and curriculum chair. Cr 1-3.

MBA 695 Internship
This internship education course is described in the preceding text. Prerequisites: completion of foundation courses, 3.0 GPA or higher, and permission of the instructor and curriculum chair. Enrollment is normally limited to M.B.A. majors who have not completed their degree requirements. A maximum of three credits of MBA 695 may be used toward the degree. Cr 1-3.

MBA 698 Practicum
This course is organized around projects provided by organizations in the southern Maine business community. Working with a faculty coach, teams of three to five MBA students work in organizations as consultants. The student teams analyze their assigned projects and recommend courses of action. Business leaders help with the identification of problems and evaluate the team’s analysis and recommendations. In addition, students attend discussion sessions designed to allow all the teams to discuss with and seek advice from other teams. This course is usually taken in a student’s final semester. Prerequisites: MBA 611, MBA 674, and any MBA marketing course. Cr 3.

MBA 699 Special Topics
Prerequisites vary. Cr 3.
School of Education and Human Development

Director: Catherine Fallon; Assistant Dean for Finance and Administration: Robin Day; Director of Student Affairs: Kimberly Warren; Director of Educator Preparation: Jean Whitney; Director of Center for Education Policy, Applied Research, and Evaluation: David L. Silvernail; Director of Outreach and Professional Learning: TBD

Administrative Office, 8 Bailey Hall, Gorham, ME 04038
USM Graduate Admissions, 39 Exeter Street, Portland, ME 04104-9300
Center for Educational Policy, Applied Research, and Evaluation, 140 School Street, Gorham, ME 04038
Professional Development Center, 8 Bailey Hall, Gorham, ME 04038
Southern Maine Partnership, 222C Bailey Hall, Gorham, ME 04038

The School of Education and Human Development is a division of the College of Management and Human Service. It comprises five departments: the Counseling, and Adult and Higher Education Department, which includes adult and higher education and counseling; The Educational Psychology and Exceptionalities Department which includes abilities and disabilities studies, educational psychology and school psychology; the Educational Leadership Department, which includes Educational Leadership and Professional Educator; the Literacy, Language, and Culture Department which includes applied literacy, literacy, and English as a Second Language; and the Teacher Education Department that includes the Extended Teacher Education Program (ETEP) and Teachers for Elementary and Middle Schools (TEAMS).

Education today occurs in a dynamic and demanding arena with many external pressures—financial constraints, public concern about the quality of life and learning in schools, changes in family lifestyles, and demands for services to meet the needs of various populations. For professionals in schools and human service agencies, this context calls for a unique combination of initiative and responsiveness as well as careful reflection on purposes and strategies. Such a setting highlights the importance of the professional as a lifelong learner.

Since the introduction of graduate courses in 1964, the School of Education and Human Development has been engaged in developing programs of study that prepare educators and human development practitioners for America’s future. The School and allied programs in art, music, mathematics, and applied science at the University of Southern Maine prepare professionals for teaching, counseling, school psychology, administration, and teacher leadership. The content knowledge, skills, and understandings needed for these areas form the heart of our programs. Common to all of these fields is an emphasis on connections and partnerships, reflection and critical inquiry, diversity, and performance assessment.

USM’s School of Education and Human Development degree programs are accredited by the Teacher Education Accreditation Council (TEAC), the Council for Accreditation of Counseling and Related Education Programs (CACREP), the Council on Rehabilitation Education (CORE), and the National Association of School Psychologists (NASP).

Admission and Academic Policies and Requirements

In addition to the general policies described in this chapter of the catalog, specific policies for individual programs reside with the program section.

Admissions Appeals

Applicants may appeal an admissions decision by submitting a written appeal to the department chair for the appropriate program within thirty days of notification of rejection. The appeal will be reviewed by the appropriate program faculty and the chair will notify the applicant of action taken on the appeal. Should the applicant wish to pursue the appeal process further, a written appeal should be submitted to the director of the School of Education and Human Development. Further appeals may be made to the associate provost and dean of Graduate Studies.

Undergraduate Credits

Graduate credit will not be given for courses taken to fulfill undergraduate degree requirements. Any other advanced undergraduate-level courses must be approved in advance by appropriate School of Education and Human Development graduate faculty if those credits are to be applied to fulfill graduate program requirements.

Course Waivers

Should a student wish to waive course requirements or request course substitutions, he or she must contact his or her faculty advisor to work out program changes. No more than six hours of academic credit may be waived or substituted. Waived courses must be substituted with elective credits. Please see course waiver policy under Special Admission Requirements for individual programs.

Comprehensive Examination/Portfolio/Practicum/Capstone Project

All degree students must complete a comprehensive examination/portfolio/practicum/capstone project that will assess the student’s breadth and depth of knowledge of the program field. Please consult each program of study for specific information regarding comprehensives, portfolios, practica, or capstone projects.

Degree students will have an opportunity to receive an examination briefing at least two weeks prior to the examination date, and the criteria to be used in evaluating the examination will be available in written form. In addition, students have the right to receive an explanation of the examination results.

Master’s Thesis

A degree student may earn up to six credit hours for completing a master’s thesis. Students are encouraged to consult with their faculty advisor regarding thesis requirements.
Governance
The Leadership Council, comprised of Department chairs and selected faculty and staff from the School, is the governing body for program review and evaluation for all advanced level professional education programs at USM. The Professional Education Council, comprised of deans, department chairs, faculty, and school representatives from all programs offering initial teacher preparation, is the governing body for program review and evaluation for initial level teacher education programs at USM.

Technology Standards
Recommended Entry Standards for Students in SEHD
In order to engage successfully in program and department communication and in course learning activities, students should be able to:

- operate a computer system in order to use software successfully;
- use e-mail communication applications, e.g., attachments, nicknames, signature, sending, replying, forwarding, cutting and pasting from documents, utilizing a listserv, organizing messages;
- access and use appropriate library databases;
- use word-processing productivity tools;
- access and use the World Wide Web; and
- use remote access to the University (if applicable).

Students admitted into programs in CEHD who need further training in any of the above areas should use the following resources for computer support:

- USM computer workshops (Call [207] 780-4029 for more information.)
- USM computer labs (Portland, Gorham, and Lewiston-Auburn College campuses)
- USM HelpDesk: (207) 780-4029

Additional Information
Graduate Assistantships
A limited number of graduate assistantships are available for graduate students. Assistants must carry a minimum of six graduate credit hours per semester. Duties may involve teaching, research, advising, office administration, and supervision of students/interns. Applications for assistantships are available from the SEHD Dean’s Office, 8 Bailey Hall. The recommended application deadline is March 1.

Graduate Scholarships
The School of Education and Human Development has limited tuition scholarships available for continuing SEHD graduate students. Awards are based on academic merit, professional promise, and financial need. Recipients must be currently matriculated students or applicants intending to take six or more graduate credits per semester during the following year. Applications for graduate scholarships are available each January from the SEHD Dean’s Office, 8 Bailey Hall, and are due March 1.

Assessment Center Lab Fees
The Assessment Center lab fees will be charged to all students who enroll in the specified classes for which Assessment Center materials are required. All students, regardless of campus or location, are expected to pay the fees because the tests are mailed to students who take the courses from a distance. If a course instructor decides to require use of the Assessment Center as part of a course, and that course does not have a lab fee collected at the time of registration, the Assessment Center reserves the right to charge each student in the class a one-time lab fee of no more than $50 to cover the costs associated with his or her use of Center materials for that class.

Professional Licensure and Certification Notice
Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

Graduate Programs
The School of Education and Human Development offers degrees and certificate programs in the following areas (programs are arranged alphabetically by master’s programs, doctoral programs, post-master’s certificate of advanced study, and certificates of graduate study):

Abilities and Disabilities Studies
- Master of Science in Abilities and Disabilities Studies, with concentrations in:
  - Gifted and Talented
  - Self-Design in Special Education
  - Teaching ALL Students
  - Teachers for Students with Disabilities
- Certificate of Graduate Study in Gifted and Talented
- Certificate of Graduate Study in Teaching ALL Students
- Certificate of Graduate Study in Youth with Moderate to Severe Disabilities
Adult Education
- Master of Science in Adult and Higher Education
- Post-Master’s Certificate of Advanced Study in Adult Learning Counseling
- Master of Science in Counseling with concentrations in:
  - Clinical Mental Health
  - Rehabilitation
  - School
  - Substance Abuse Counseling Expertise Area
- Post-Master’s Certificate of Advanced Study in Counseling
- Mental Health Rehabilitation Technician/Community Certificate (MHRT/C)

Educational Leadership
- Master of Science in Education in Educational Leadership
- Post-Master’s Certificate of Advanced Study in Educational Leadership
- Certificate of Graduate Study in Assistant Principal
- Certificate of Graduate Study in Athletic Administration

Literacy Education and English as a Second Language
- Master of Science in Education in Applied Literacy (for M.S.Ed. Teaching and Learning only)
- Master of Science in Education in Applied Literacy with a concentration in English as a Second Language
- Master of Science in Education in Literacy Education
- Master of Science in Education in Literacy Education with a concentration in English as a Second Language
- Post-Master’s Certificate of Advanced Study in Literacy Education
- Post-Master’s Certificate of Advanced Study in English as a Second Language
- Certificate of Graduate Study in English as a Second Language
- Certificate of Graduate Study in Literacy
- Post-Master's Certificate of Advanced Study in Literacy
- Post-Master's Certificate of Advanced Study in English as a Second Language
- Certificate of Graduate Study in Literacy
- Certificate of Graduate Study in English as a Second Language

Professional Educator
- Master of Science in Education: Professional Educator

School Psychology and Educational Psychology
- Master of Science in Educational Psychology with a concentration in Applied Behavior Analysis
- Master of Science in School Psychology
- Doctor of Psychology in School Psychology
- Certificate in Applied Behavior Analysis (Post-master’s)
- Certificate of Graduate Study in Response to Intervention: Academic
- Certificate of Graduate Study in Response to Intervention: Behavior

Teacher Education
- Master of Science in Education in Teaching and Learning (ETEP, TEAMS)
- Extended Teacher Education Program (ETEP)

School-Wide Certificate Program
- Certificate of Graduate Study in Culturally Responsive Practices in Education and Human Development

Departments
The School of Education and Human Development is made up of the following departments:

Department of Counseling, Adult & Higher Education
Co-Chairs: E. Michael Brady/Bette Katsekas
Adult and Higher Education—Professor: Atkinson, Brady; Lecturer: Day Counseling—Professor: VanZandt; Associate Professors: Baruch, Katsekas, Stevens; Assistant Professor: Bernacchio, Schnieders; Clinical Lecturer: Jones; Educator Preparation Certification and Placement Coordinator: Linda Evans

The Department of Counseling, Adult & Higher Education aims to improve the individual practices of human services professionals and to enhance school, community, organizational, and agency practices through education, research, and public service.

Two graduate programs are offered by the Department: adult and higher education and counselor education, and . The adult and higher education program offers focus areas in adult development, training and development, educational gerontology, community/international education, teaching adult learners, student affairs in higher education, public school adult-education director certification, and self-designed.

The counselor education program offers specialties in school counseling, rehabilitation counseling, and clinical mental health counseling. Post-Master’s Certificate of Advanced Study programs in adult learning and counseling are also available.

Department of Educational Leadership
Chair: Thomas Edwards
Educational Leadership—Professors: Capelluti, Miller, Silvernail; Associate Professors: Beaudy, Curry

The Department of Educational Leadership provides opportunities for educators to earn advanced degrees and certifications. In addition, the department offers an interdisciplinary master’s degree, the Professional Educator, which draws on courses from several departments in the College of Education and Human Development. The Educational Leadership program offers a master’s degree in school administration, special education administration and curriculum administration, as well as a post-master’s Certificate of Advanced Study. It also offers a Certificate of Graduate Study in the areas of assistant principal and athletic administration. The Professional Educator program offers a
master’s degree for educators who want to deepen their practices as classroom teachers, explore individual interests, and expand their professional horizons as teacher leaders.

Department of Educational Psychology and Exceptionality
Chair: Walter Kimball
Educational Psychology and School Psychology—Professor: Steege; Associate Professor: Brown-Chidsey; Abilities and Disabilities Studies—Professor: Kimball; Associate Professors: Alexandrin, Curry; Lecturer: Red

The Department of Educational Psychology and Exceptionality provides opportunities for students to prepare for professional careers as school-based and agency-based service providers, special educators, special education consultants, behavior analysts, and school psychologists. The Abilities and Disabilities Studies program offers a master’s degree that includes inservice Special Education options in Teaching ALL Students, Self-Design in Special Education, and Gifted and Talented Education and a preservice Special Education option. In addition, the Abilities and Disabilities Studies program offers a Certificate in Graduate Study in Gifted and Talented Education, Youth with Moderate to Severe Disabilities, and in Teaching ALL Students The Educational Psychology and School Psychology program offers a Certificate of Graduate Studies in Applied Behavior Analysis, Response to Intervention: Academic, Response to Intervention: Behavioral, Master of Science in Educational Psychology, and a Doctorate of Psychology in School Psychology

Department of Literacy, Language and Culture
Chair: Andrea Stairs
Associate Professors: Fallona, Stairs; Assistant Professor: Lapidus; Lecturer: Enrico

The Literacy, Language and Culture Department offers the following:
- Master of Science in Education in Literacy Education (thirty-six credit hours of coursework and successful completion of a synthesizing project)
- Master of Science in Education in Literacy Education with a concentration in English as a Second Language (thirty-six credit hours of coursework and successful completion of a synthesizing project)
- Master of Science in Education in Applied Literacy (an option only for MTL students)
- Master of Science in Education in Applied Literacy with a concentration in English as a Second Language (an option only for MTL students)
- Post-Master’s Certificate of Advanced Study in Literacy Education (thirty credit hours of coursework including a capstone experience)
- Post-Master’s Certificate of Advanced Study in English as a Second Language (thirty credit hours of coursework including a capstone experience)
- Certificate of Graduate Study in Literacy (twelve credit hours of coursework)
- Certificate of Graduate Study in English as a Second Language (fifteen credit hours coursework).

For advising purposes, it is recommended that students take no more than two courses before applying to a program. Individuals seeking Maine certification as a literacy specialist or an ESL endorsement through this program must also pass the Praxis II exam required by the state. The Literacy Education programs are designed to provide educators with a thorough understanding of literacy development, process, and instruction. Because literacy is the foundation for school success in every curricular area, and it profoundly affects personal lives of all citizens, the importance of effective literacy teaching and learning cannot be overemphasized. The programs aim to develop and support leaders in literacy and language education. The department’s commitment to the promotion of multicultural literacy is reflected in an ESL concentration, the only one of its kind in Maine. Acquisition of English is a major factor in successful acculturation of immigrants and refugees into our communities and is critical to success in our schools and workforce. This concentration is dedicated to meeting the growing demand for qualified individuals to provide ESL instruction within our schools and social service agencies.

Department of Teacher Education
Chair: Melody Shank
Associate Professors: Canniff, Jones, Kuech, Ross, Shank, Whitney; Assistant Professors: Hitchens; Lecturer: Needleman

The Department of Teacher Education offers a master’s degree pathway for students pursuing initial teacher certification at the elementary and secondary school levels. The teacher education faculty is dedicated to ensuring that USM’s teacher candidates have the knowledge, skills and dispositions to teach in the increasingly diverse and demanding schools of today. We are committed to providing our teacher candidates simultaneous classroom experiences and course work that help them connect the theories and research of education with everyday work with students. Through both an articulated undergraduate-graduate pathway, and a post baccalaureate pathway, the Extended Teacher Education Program (ETEP), students engage in an intense graduate level internship and post-internship course work to complete the Masters in Teaching and Learning ETEP, a nationally recognized teacher certification program, includes options for an intensive one-year program, a unified (dual certification) K-8 general and special education option, and a unified 7-12 general and special education option, completion of certification requirements, and optional completion of a master’s degree in teaching and learning. Students may also opt to pursue the Applied Literacy Degrees options upon completion of their certification requirements. For more information, see the Teacher Education Department Web site at http://www.usm.maine.edu/teacher-education.
Centers/Programs
The School of Education and Human Development houses the following centers:

**Assessment Center**
Coordinator: Rachel Brown-Chidsey

The Assessment Center is a resource for SEHD faculty, students, and affiliated educators. Staffed by a graduate assistant, under the supervision of faculty from the counselor education, school psychology, and special education programs, the Assessment Center lends assessment materials to students, faculty, and affiliated educators who possess the prerequisite training and expertise to administer and interpret them. The Assessment Center has a collection of over 475 achievement, behavior, cognitive, and personality tests. For additional information and hours of operation, contact the Assessment Center at 407 Bailey Hall, Gorham, ME 04038; (207) 780-5671 or (207) 780-5220; assessment.center@maine.edu.

**Center for Education Policy, Applied Research, and Evaluation**
Director: David L. Silvernail

The mission of the Center for Education Policy, Applied Research, and Evaluation (CEPARE) is to provide independent, not partisan research to inform education policy and practice, and to systematically identify, analyze, and continually evaluate education strategies that significantly improve education outcomes. CEPARE assists school districts, agencies, organizations, and University faculty by conducting studies on contemporary issues. In addition, CEPARE co-directs the Maine Education Policy Research Institute (MEPRI), an institute jointly funded by the Maine State Legislature and the University of Maine System. This institute was established to conduct studies on Maine education policy and the Maine public education system for the Maine Legislature.

More information can be found on the Center’s Web site at [http://www.usm.maine.edu/cepare](http://www.usm.maine.edu/cepare) or by contacting CEPARE at the University of Southern Maine, 140 School Street, Gorham, ME 04038; (207) 780-5044.

**Professional Development Center & Outreach Collaborative**
Director: Nancy Martz

The Professional Development Center (PDC) is the administrative unit for outreach and professional development services of the School of Education and Human Development (SEHD). Its mission is to provide sustained, high-quality professional development that enables K-12 educators and human resource professionals to continue learning throughout their careers. The PDC works collaboratively with SEHD departments, programs, and other centers to complement their outreach missions and support coordinated efforts; the Maine Department of Education to provide resources for teacher re-certification and endorsement; K-12 schools to design and deliver professional development tailored to school district’s specific needs; human resource organizations to offer professional development opportunities for counselors, school psychologists, and adult educators; and nonprofit organizations and professional associations. The PDC works with SEHD and school partners to develop, deliver, and administer credit and noncredit courses, workshops, and conferences. To learn more about services provided by the Professional Development Center, visit the PDC web site at [http://www.usm.maine.edu/pdc](http://www.usm.maine.edu/pdc) or call (207) 780-5326. The PDC offices are located on the USM Gorham campus in 8 Bailey Hall. The mailing address is: 37 College Ave, Gorham, ME 04038.
Master of Science in Abilities and Disabilities Studies

The Master of Science in Abilities and Disabilities Studies is designed for people teaching exceptional children, whether new to the profession or already having experience. The ADS Master’s provides:

- courses and internships for initial teacher certification in teaching students with mild to severe disabilities,
- coursework in various specialty areas such as teaching students who are gifted and talented and those on the autism spectrum, and
- preparation to collaborate effectively in school-wide multi-tiered systems of support, e.g., RTI.

Current general education teachers, specialty area professionals such as occupational therapists, special education teachers, paraeducators, and people with Bachelor’s seeking a new teaching career in special education are among those for whom the program is intended.

The program has two strands:

- Pre-Service: Teaching Students with Mild to Moderate Disabilities. The strand includes the coursework for two initial special education teaching certificates: teacher of students with disabilities K-8 and 7-12 (Maine 282) or teacher of students with severe disabilities K - 12 (286). Maine initial special education teacher certification requires student teaching. Student teaching in both areas will be available.
- In-service: special education and gifted talented education. The three in-service concentrations require teacher certification for entrance and comprise of a core of courses and a professional portfolio. All core courses include educators in all three in-service concentrations, creating an interdisciplinary conversation and understanding. There are concentrations in Gifted and Talented, Self-Design in Special Education, and Teaching ALL Students.

Abilities and Disabilities Studies Program Core Values

- Educators interact with others based on a belief in the infinite possibilities of and for human growth and development; all youth have the potential to learn and express knowledge through their unique styles of acquiring and demonstrating knowledge.
- Educators are responsible for supporting and guiding each student on his/her journey from potentials to performances through personally meaningful, respectful, and accessible pathways.
- Educators create learning opportunities that honor and enhance the gifts and talents of each individual and make possible the contributions of each student to self and to society.
- Educators create learning environments where every child feels welcome and accepted for his/her attributes, including cultural background, strengths, and weaknesses.
- Educators always use person-first language and thinking; everyone is valued and viewed as a whole person, not strictly by a label or one characteristic.
- Educators use multiple assessments and evaluations when measuring students’ successes and abilities and in understanding their needs.
- Educators are collaborative, respectful, and supportive with all educators they come in direct and indirect contact with, including parents, maintenance workers, and administrative assistants.
- Educators base all of their behaviors on the belief that each individual has intrinsic and global value to the evolution of human kind.

Admission Requirements - Both Strands

Minimum Requirements: Applicant must have a bachelor’s degree, from a regionally accredited college or university, and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program.

Applications who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied. The applicant must also have attained teacher certification in any subject and in any state.

Application Deadline

See individual strands for admission application deadline.

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant’s knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of success in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in a sealed envelope with the recommender’s signature over the seal;
- Essay: see essay question below;
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not the applicant’s first language);
- Syllabi and course descriptions for courses asking to transfer in; and
- Current resume.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.
For those applying to the In-Service strand, additional admission requirements include:

- Completed and signed Teacher Credential Summary form
- Special Essay Question (for In-Service strand)
  Describe why you are enrolling in this program.
  a. What goals do you have for yourself by obtaining a master's in Abilities and Disabilities Studies in this concentration?
  b. What is at least one aspect of your teaching that you feel you will strengthen through earning this master's degree?
- Describe your past experience with youth, either in teaching or in another capacity.
  a. What did you learn about youth through this experience?
  b. What did you learn about yourself through this experience?

Please note the Application Deadline for the In-Service Strand is: Rolling with priority deadlines May 1 for fall matriculation and October 15 for spring matriculation

For those applying to the Pre-Service strand, additional admission requirements include:

- Praxis I exam passed based on Maine’s standards
- Special Essay Question (for Pre-Service Strand)
  A free appropriate public education for students with disabilities represents our democratic society’s commitment to educating all its children. A teacher lives out this commitment in his/her daily instruction and professional activities as an educator. Please describe what you think it means as a teacher to provide equitable learning opportunities for all students, including those with disabilities.

Please note the Application Deadline for the Pre-Service Strand: Rolling with priority deadlines: March 1 for summer matriculation, May 1 for fall matriculation

Transfer Policies

Transferring courses into the degree: Non-matriculated students may take two graduate-level courses (six credit hours) that they pass with a grade of ‘B’ or better prior to applying. Students may enroll in up to two graduate-level courses for the semester in which they apply (six graduate credit hours). This has a possible total of twelve graduate-level credits before matriculating in the program. Only courses taken within five years of application will be considered. Transfer credits are evaluated during the admissions process, so syllabi and course description of courses you want transferred in should accompany your application. If an applicant has questions on whether courses will transfer into a program or not, s/he should discuss the credit transfer with the Program Coordinator.

Transferring to a different strand after matriculation: A candidate must apply to the new strand using a Re-Application form with a processing fee of $15. The application and supporting materials are sent to the Office of Graduate Admissions. The application will be reviewed by faculty for approval. (Students matriculated before Spring 2013, can transfer to a different strand with no reapplication and processing fee.)

Program Requirements – Pre-service Strand

Teaching Students with Mild to Moderate Disabilities

The special education teacher certification and master’s degree program integrating the requirements for Maine certification as a Teacher of Students with Disabilities (K-8 and 7-12) and a Teacher of Students with Severe Impairments (K-12).

The 42 credit Master’s degree program will have three outcomes:

1. Recommendation for Maine 282 provisional special education teacher certification in one of two areas: (1) K-8 and 7-12, for mild to moderate disabilities, or (2) Maine 286 provisional special education teacher certification, K-12, for severe disabilities. Candidates choose which certificate they wish to pursue first.
2. The content coursework needed for the other certificate with only student teaching for the second certificate remaining. A supported internship for the second certificate will be available post-Master’s.
3. Master of Science in Abilities and Disabilities Studies.

Teacher of Students with Disabilities: 282 Certification Concentration (42 credits)

Prerequisite: Maine certification Exceptionality Course- SED 540, EDU 335, or approved transfer credit
SED 615 Positive Behavior Interventions and Supports
SED 653 Assessment in Special Education
SED 682 Special Education Law
SED 693 Transitions Among Agency, School, and Community
SED 518 Instructional Strategies for Learners with Special Needs
SPY 620 Introduction to Multi-Tier Systems of Student Support
SPY 625 Multi-Tier Mathematics Instruction for General and Special Education
SPY 627 Multi-Tier Reading Instruction for General and Special Education
SED 688 Internship in Special Education for Students with Mild to Moderate Disabilities

Recommended for 282 Certification following completion of internship, above coursework, and meeting Maine passing score for Praxis I Test of Basic Skills and Praxis II Special Education: Core Knowledge and Applications.

Continuing coursework for Master’s degree and 286 certification:
SED 612 Youth with Moderate to Severe Disabilities
SED 621 Teaching Functional Life Skills
SPY 629 ABA and Developmental Disabilities
SPY 676 Behavioral Principles of Learning
EDU 600 Research Methods
After degree completion students have the option of pursuing 286 certification. The content coursework and Praxis I & II for the 286 Severe Disabilities certificate will be completed with student teaching the only certification requirement remaining post-Master’s. A supported internship, SED 695, Internship in Special Education for Students with Severe Disabilities, will be available.

**Teacher of Students with Severe Disabilities: 286 Certification Concentration (42 credits)**

Prerequisite: Maine certification Exceptionality Course- SED 540, EDU 335, or approved transfer credit

- SED 612 Youth with Moderate to Severe Disabilities
- SED 615 Positive Behavior Interventions and Supports
- SED 621 Teaching Functional Life Skills
- SED 653 Assessment in Special Education
- SED 682 Special Education Law
- SED 693 Transitions Among Agency, School, and Community
- SPY 629 ABA and Developmental Disabilities
- SPY 676 Behavioral Principles of Learning
- SED 695 – Internship in Special Education for Students with Severe Disabilities

Recommended for 286 Certification following completion of internship, above coursework, and meeting Maine passing score for Praxis I Test of Basic Skills and Praxis II Special Education: Core Knowledge and Applications.

Continuing coursework for Master’s and 282 certification:

- SED 518 Instructional Strategies for Learners with Special Needs
- SPY 620 Introduction Multi-Tier Systems of Student Support for General and Special Education
- SPY 625 Multi-Tier Mathematics Instruction for General and Special Education
- SPY 627 Multi-Tier Reading Instruction for General and Special Education
- EDU 600 Research Methods

After degree completion students have the option of pursuing 282 certification. The content coursework and Praxis I & II for the 282 Mild to Moderate Disabilities certificate will be completed with student teaching the only certification requirement remaining post-Master’s. A supported internship, SED 688, Internship in Special Education for Students with Mild to Moderate Disabilities, will be available.

**Program Requirements – In-Service Strand (certified educators): Gifted and Talented, Self-Design in Special Education, and Teaching ALL Students**

Students in the in-service concentrations will create, in SED 601, the goals and objectives they plan to accomplish through their plan of study and their teaching philosophy statement. Goals and objectives can be an expansion of the admissions essay they write for matriculation into the program.

The professional portfolio will consist of the student’s reflection of their goals and objectives and teaching philosophies created in SED 601 and on her/his evidence of meeting four of the Council for Exceptional Children’s Teaching Standards. The purpose of the portfolio is to provide an opportunity for students to demonstrate and reflect upon what they have gained in the program. It is expected that the goals and objectives will integrate the principles of one’s concentration, the application of knowledge to practice, an understanding of research methodology, and the ability to communicate effectively.

Students are responsible for compiling the elements of their portfolio throughout their program of study. Completion of portfolios will occur during SED 698, after all their other courses are completed. The portfolio will demonstrate how students have met the goals and objectives they planned at the beginning of their program, and the new and unexpected knowledge that they gained in their program. Students will then present live, or via video, their portfolios. If a student fails all or part of the portfolio, the student will meet with program advisors and coordinator to discuss the results. Note that students are permitted to resubmit their portfolios only once.

For course descriptions, please click here: [http://www.usm.maine.edu/sehd](http://www.usm.maine.edu/sehd)

**Gifted and Talented Education Concentration (36 credits)**

This concentration is especially designed for educators who are interested in working with students who have gifts and talents, either in general education classrooms and/or in special resource programs. Through the G/T concentration, educators can apply, through the state, for an endorsement in Gifted and Talented Education after completing the twelve specialization credits of the concentration.

**Core (12 Credits)**

- EDU 600 Research Methods and Techniques
- SED 653 Assessment of Academic Achievement
- SED 601 Introduction to Student Programming and Master’s Goal Setting (1 credit)
- SED 698 Capstone Seminar and Portfolio – last course (2 credits)
- SED 699 Directed Study

**Specialization (12 Credits)**

- SED 659 Education of the Gifted/Talented
- SED 660 Curriculum and Methods for Teaching the Gifted OR
- SED 618 Programming for Learners with Special Needs
- SED 662 Productive Thinking and the Gifted Learner
- SED 666 Models in Education of the Gifted
Electives (12 Credits)
- SED 550 Teaching Gifted Students in the Regular Classroom
- SED 664 Gifted Students in Special Populations
- SED 665 Institute for the Program Planners in Education of the Gifted/Talented
- SED 667 Social/Emotional Needs of the Gifted
- SED 670 Secondary Programs in the Gifted and Talented
Other courses may be taken from within USM with advisor’s approval.

Self-Design in Special Education (36 Credits)
This concentration is especially designed for educators who are interested in working with students who have disabilities. The flexibility of twenty-four credits makes this program unique, as students can take courses that are geared towards the special education environment in which they are working. Through this concentration, students can also complete the Applied Behavior Analysis Certificate (ABAC) of Graduate Study or one of the Certificates of Graduate Study in Response to Intervention in the Educational Psychology Program. In addition, the courses that graduate students may select for their electives range from working with students with mild disabilities in a general education classroom to working with students in a life skills classroom who have severe disabilities. Many educators in this concentration apply for cross certification in special education for students with mild-to-moderate disabilities (282) or special education for students with moderate-to-severe disabilities (286) while in the program, through the state.

Core Courses (12 credits)
- EDU 600 Research Methods and Techniques (3 credits)
- SED 601 Introduction to Student Programming and Master’s Goal-Setting (1 credit)
- SED 697 Universal Design Implemented (3 credits)
- SED 698 Capstone Seminar and Portfolio (must be taken last) (2 credits)
- SED 699 Directed Study (3 credits)

Electives (24 credits)
The elective courses allow students to tailor their master’s programs to their interests and the areas they feel they need further study in to become better teachers for students with exceptionalities. These courses will be discussed with the student’s advisor and written in an agreement between the student and his/her advisor. Any course changes from this agreement will need to be approved, in writing, by the student’s advisor.

At least fifteen of these credits need to be directly related to working with students with disabilities. All courses need to be graduate level. They can be taken from any graduate department at USM or through the Professional Development Center at USM with prior approval by the advisor.

Teaching ALL Students (39 credits)
This concentration is especially designed for educators who are working in general education, classroom teachers, and specialty teachers who would like to better educate and interact with students with disabilities, who are gifted and talented, and/or are English language learners. The interdisciplinary nature of this concentration is unique, and also incorporates Universal Design and differentiated instruction, so educators can become more effective in working with all of their students.

Core Course (7 credits)
- EDU 600 Research Methods and Techniques
- SED 601 Introduction to Student Programming and Master’s Goal Setting (1 credit)
- EDU 562 Linguistic and Cultural Diversity in the Classroom

Special Education (12 credits)
- SED 614 Methods of Teaching Mathematics for Students with Special Needs
- SED 615 Positive Behavioral Interventions and Supports
- SED 618 Programming for Learners with Special Needs
- SED 679 Consultation and Special Education (6 credits)

Gifted and Talented (6 credits)
- SED 550 Teaching Gifted Students in the Regular Classroom
- SED 662 Productive Thinking and the Gifted Learner (9 credits)

English Language Learners (9 credits)
- EDU 559 Aspects of Reading for Multilingual Learners
- EDU 561 Aspects of the English Language
- EDU 563 ESL Testing and Assessment

Capstone (5 credits)
- SED 697 Universal Design Implementation
- SED 698 Capstone Seminar and Portfolio—last course only (2 credits)
Certificate of Graduate Study in Gifted and Talented

This certificate is a subset of courses from the gifted and talented master’s concentration within the Abilities and Disabilities Studies program, especially designed for educators who are interested in working with students who have gifts and talents, either in general education classrooms or in special resource programs. After completing the G/T certificate, educators can apply, through the state, for an endorsement in Gifted and Talented Education.

Admission Requirements

Criteria for admission include successful completion of a bachelor’s degree from a regionally accredited college or university and teacher certification in any area from any state. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application Deadline

Rolling with priority deadlines: May 1 for fall matriculation, October 15 for spring matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement describing why you are applying to the program; and
- Completed and signed Teacher Credential Summary Form.

Acceptance to a certificate program does not constitute acceptance to a master’s or post-master’s certificate of advanced study program. Applications for degree status must be made under separate cover.

Program Requirements

Total Required Credits: 12

Required Course

SED 550 Teaching Gifted Students in the Regular Classroom

3 Electives, resulting in 9 credits, selected from the following:

- SED 659 Education of the Gifted and Talented
- SED 660 Curriculum and Methods for Teaching the Gifted
- SED 662 Productive Thinking and the Gifted Learner
- SED 664 Gifted Students in Special Population
- SED 665 Institute for Program Planners in Education of the Gifted and Talented
- SED 666 Models in Education of the Gifted
- SED 667 Social/Emotional Needs of the Gifted
- SED 670 Secondary Programs for the Gifted and Talented

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Certificate of Graduate Study in Teaching ALL Students

This concentration is a subset of courses from the Teaching ALL Students master’s concentration within the Abilities and Disabilities Studies program. It is especially designed for educators who are working in general education; classroom teachers; and specialty teachers who would like to improve their skills and knowledge in working effectively with students with disabilities, who are gifted and talented, and/or are English language learners. The interdisciplinary nature of this concentration is unique, and also incorporates differentiated instruction, so educators can become more effective in working with all of their students.

Admission Requirements

Criteria for admission include successful completion of a bachelor’s degree from a regionally accredited college or university and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application Deadline

Rolling with priority deadlines: May 1 for fall matriculation, October 15 for spring matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement describing why you are applying to the program; and
- Completed and signed Teacher Credential Summary Form.

Acceptance to a certificate program does not constitute acceptance to a master’s or post-master’s certificate of advanced study program. Applications for degree status must be made under separate cover.

Program Requirements

Total Required Credits: 12
- EDU 562 Linguistic and Cultural Diversity in the Classroom
- SED 550 Teaching Gifted Students in the Regular Classroom
- SED 615 Positive Behavioral Interventions and Supports
- SED 618 Programming for Learners with Special Needs

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Certificate of Graduate Study in Youth with Moderate-to-Severe Disabilities

This certificate includes a set of courses especially designed for educators who are working with youth who have moderate-to-severe disabilities and would like to improve their skills and knowledge in working effectively with these youth. This concentration supports educators who work in both inclusionary and non-inclusionary settings.

Admission Requirements

Criteria for admission include successful completion of a bachelor’s degree from a regionally accredited postsecondary institution and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application Deadline:
Rolling with priority deadlines: May 1 for fall matriculation, October 15 for spring matriculation.
- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:
- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement describing why you are applying to the program; and
- Completed and signed Teacher Credential Summary Form.

Acceptance to a certificate program does not constitute acceptance to a master’s degree or post-master’s certificate of advanced study program. Applications for degree status must be made under separate cover.

Program Requirements
Total Required Credits: 12 Credits
- SED 612 Youth with Moderate to Severe Disabilities (3 credits)
- SED 621 Teaching Functional Life Skills (3 credits)
- SED 692 Transition from School to Adult Life (3 credits)
- or SED 622 Within School Transitions (3 credits)
- Elective Course (3 credits) – approved by program coordinator

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Master of Science in Adult and Higher Education

The University of Southern Maine’s Master of Science in Adult and Higher Education program was established in 1972 to meet the region’s need for trained adult education public school administrators. Since those early days it has expanded its role in the state and region to prepare professional adult educators for positions in a wide variety of sectors including public K-12 schools, institutions of higher education, large and medium-sized corporations, and community not-for-profit agencies. Specific jobs graduates fill include director of adult education, dean, academic advisor, corporate trainer, staff development specialist, program designer, research associate, and adult education teacher. The thirty-six-credit hour degree may be earned entirely online although several elective courses are offered either in a blended format or on campus.

Admission Requirements

Minimum Requirements: Applicant must have a bachelor’s degree, from a regionally accredited college or university, and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program. Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

Application Deadline

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant’s knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal;
- Essay (see below);
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Question

- Candidates should provide an integrated essay of approximately 1,000 words that includes:
  - Brief autobiography, referencing study in master’s degree and related experience, professional training and credentials,
  - Overall goal to be accomplished through the program,
  - Future aspirations and professional development needs,
  - Tentative list of proposed coursework for the thirty-six credit credential,

The admissions process requires a formal interview. Candidates to be interviewed will be selected on the basis of the above information. During the interview, issues relating to the following topics will be covered: a) self-awareness, b) awareness of social issues, c) awareness of others as persons, d) communication skills, and e) commitment to the field.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Credit

A maximum of twelve credit hours of graduate-level study may be approved as transfer credit provided these credits were not used as part of another degree or certificate program, were earned no more than five years prior to matriculation, are in subject areas related to adult education, and that students received grades of B or better in the classes. In rare situations and when compelling evidence is provided, the program faculty reserves the right to expand the number and age of credits transferred into the M.S. in adult and higher education program beyond the twelve credit, five-year rule.

Graduate students in master’s level adult education programs at other universities may transfer into the program if they take their final twelve hours, including directed study or internship and graduate seminar, in USM’s adult education program. A maximum of nine credits in self-designed coursework may be counted toward this degree.
**Program Requirements**

The master of science in adult and higher education requires thirty-six credits of coursework. Students must also submit a professional portfolio to complete the degree.

**Basic Core (15 credits)**
- EDU 600 Research Methods and Techniques
- HRD 600 History and Philosophy of Adult Education
- HRD 604 Self-Directed Education: Orientation (1 credit)
- HRD 605 Self-Directed Education: Review and Focus (1 credit)
- HRD 606 Self-Directed Education: Comprehensive Exam (1 credit)
- HRD 631 The Adult Learner

**Middle Core (9 credits required from the following)**
- HRD 601 Marketing Training and Adult Education
- HRD 630 Facilitating Adult Learning
- HRD 633 Managing Adult Education and Human Resource Development
- HRD 636 Planning Programs for Adult Learners
- HRD 653 Consulting: Fundamentals and Practice
- HRD 667 Action Research and Evaluation Methodologies

**Field-Based Practice Courses (3 credits)**
- HRD 687 Internship in Adult Education and Human Resource Development
  or HRD 698 Directed Study in Adult Education and Human Resource Development

**Senior Course (3 credits)**
- HRD 649 Seminar in Adult Education and Human Resource Development

**Electives (9 credits)**
Students may cluster their electives into a concentration in consultation with their faculty advisor
- EDU 559 Aspects of Reading for Multilingual Learners
- EDU 561 Aspects of the English Language
- EDU 562 Linguistic and Cultural Diversity in the Classroom
- EDU 671 Organizational Behavior
- EDU 678 School Law (state director certification)
- EDU 679 Evaluation and Supervision of School Personnel (state director certification)
- EDU 683 School Finance (state director certification)
- HCE 604 Career Development
- HRD 510 Aging and the Search for Meaning
- HRD 551 Spirituality in Adult and Higher Education
- HRD 545 Gender and Learning
- HRD 555 Introduction to Student Affairs in Higher Education
- HRD 556 Summer Institute in Student Affairs
- HRD 557 The Older Learner
- HRD 558 Aging and Life Review
- HRD 559 Aging, Death, and Bereavement
- HRD 637 Community Education
- HRD 639 The Heart of Teaching
- HRD 643 Multicultural Adult Development
- HRD 646 Global Perspectives of Adult Education and Practices
- HRD 699 Independent Study

For course descriptions, please click here: [http://www.usm.maine.edu/sehd](http://www.usm.maine.edu/sehd)
Post-Master’s Certificate of Advanced Study in Adult Learning

The post-master’s certificate of advanced study in adult learning is designed for the experienced educator—teacher, counselor, administrator, program planner, or policy maker—who works with adults in any educational setting, or seeks to explore the use of adult learning strategies as an alternative educational approach for working with younger learners. The thirty-credit program emphasizes personal learning as a central theme, both as an approach to educator development and as a set of concepts and tools for working with adults in schools, businesses, social service agencies, hospitals, and other community organizations where adult education programs are planned and delivered. This is an individualized, flexible program which permits students to apply their learning to field-based projects.

Admission Requirements

Minimum Requirements: Criteria for admission include successful completion of a master’s degree from a regionally accredited college or university, strong recommendations, documentation of excellent written communication skills, and clarity and strength of professional goals.

Application Deadline

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant’s knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal;
- Essay (see below);
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language);
- Current resume.

Special Essay Question:

- Candidates should provide an integrated essay of approximately 1,000 words that includes:
  - Brief autobiography, referencing study in master’s degree and related experience, professional training, and credentials.
  - Overall goal to be accomplished through the program.
  - Future aspirations and professional development needs.
  - Tentative list of proposed coursework for the thirty-credit credential.

Note: Candidates whose master’s degree and/or work experiences are not strongly related to adult education will be advised to apply to the master’s in adult and higher education program.

Transfer Credit

Candidates may transfer up to fifteen credit hours of graduate-level study earned at other universities into the CAS in adult learning if these credits were not used as part of another degree or graduate certificate, relate to the subject of adult education/learning, were earned no more than five years prior to admission, and that students received grades of B or better in the classes. In rare situations and when compelling evidence is provided, the program faculty reserves the right to expand the number and age of credits transferred into the CAS in adult learning program beyond the fifteen-credit, five-year rule.

Program Requirements

Total Required Credits: 30

Required Courses (9 credits)

HRD 600 History and Philosophy of Adult Education
HRD 631 The Adult Learner

The HRD courses will be waived for students who have a master’s degree in adult education or who have taken them previously. These students will take six credits of advisor-approved coursework instead.

HRD 685 CAS Completion Project in Adult Learning (3 credits)

This field-based capstone project will be completed as one of the following: a field-based study, a public policy initiative, a publishable empirical research and/or theory paper, or a personal learning curriculum for adults. Students will present their projects in a seminar of faculty and peers.

Electives (21 credits)

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Master of Science in Counseling

Within the area of counselor education, the School offers a master’s degree, certificate programs, and a post-master’s certificate of advanced study. The master of science in counseling degree provides its graduates with the counseling knowledge and skills used in school, clinical mental health, and rehabilitation settings. Students study human development and behavior, individual counseling theory, group theory and dynamics, research methodology, and psychological measurement and evaluation, in addition to courses in individual specialties—school counseling, clinical mental health counseling, and rehabilitation counseling. The Mental Health Rehabilitation Technician/Community (MHRT/C) Certificate Program may be taken independently of the master’s degree. The certificate of advanced study in counseling is a post-master’s program for current counselors who are interested in pursuing advanced coursework.

The mission of the counselor education program is to prepare counselors for ethical practice. The program prepares its graduates to act as facilitators of change in the lives of individuals at all developmental levels. By modeling high standards of professionalism and offering a foundation of knowledge, skills, self-awareness, and practice, the program aspires to prepare counselors of the highest quality to work in schools, mental health agencies, businesses, hospitals, rehabilitation organizations, private practice, and other settings.

Program training includes traditional university-based courses, distance education, and clinical instruction. The program provides an integrated and conceptually sound framework of knowledge, skills, and self-awareness as a foundation for ethical practice in the fields of counseling and rehabilitation. In addition, the program provides leadership for the counseling profession at the state, regional, and national levels.

Students in the counseling program will be able to:

- demonstrate knowledge of core curriculum;
- demonstrate an integration and application of their knowledge and skills in the specialty areas in counseling (school, clinical mental health, and rehabilitation);
- demonstrate knowledge and skills in addressing issues of diversity;
- apply individual and group counseling skills and techniques;
- reflect on their personal and professional strengths, weaknesses, abilities, and challenges to identify professional development needs;
- analyze and apply relevant technologies for the growth and practice of counseling and rehabilitation;
- apply ethical decision-making in counseling situations; and
- articulate how their professional identity is grounded in their personal identification with the standards and ethical practices of the counseling profession.

The master of science in counseling degree is divided into three specialty areas: school counseling, clinical mental health counseling, and rehabilitation counseling. Depending on the specialty area, the counselor education program requires fifty-four to sixty-three credit hours of coursework, which includes core courses, required specialty courses, and electives. In addition to coursework, each student must successfully pass the Counselor Preparation Comprehensive Examination (CPCE).

The counselor education program holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP) for the clinical mental health and school counseling specialties, and from the Council on Rehabilitation Education (CORE) for the rehabilitation specialty.

Admission Requirements

Minimum Requirements

Applicant must have a bachelor’s degree, from a regionally accredited college or university, and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program; Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied

Application Deadline

November 15

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Test scores from either GRE or MAT (see below);
- Three letters of recommendation attesting to the applicant’s knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal;
- Essay (see below);
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language);
- Program Selection Sheet; and
- Current resume.
Special Essay Question

In addition to the general requirements of the program, candidates for the counseling master’s program should provide a narrative, preferably typed, in the form of a brief autobiography that relates the applicant’s experiences that have led to an interest in counseling and application to the counselor education program.

Candidates are also asked to address the following statement: “As counseling professionals, we are constantly seeking areas in ourselves that bear examination and change. As future practitioners, you will be witness to a wide variety of client experiences.” Please discuss areas in yourself that may block your ability to empathically listen to client experiences that are different from your own. The entire narrative, including the autobiography and the statement, should be limited to three typewritten, double-spaced pages which will be evaluated in terms of clarity of expression, grammatical construction, and other facets of English composition, as well as the quality of responses.

The admissions process requires a formal interview. Candidates to be interviewed will be rated on three areas of personal criteria:

- understanding of and commitment to the counseling field,
- self-awareness, and
- thinking skills/decision making ability.

As part of the interview, applicants will be required to provide a brief, spontaneous writing sample.

Testing Requirement

Applicants to the counseling program must take the MAT or GRE. One of the tests must be taken within five years of application. For those taking the Miller Analogies Test (MAT) you must have earned a score of 390 or above. For the GRE (Graduate Record Exam) you must have earned a score of 900 or above combined verbal and quantitative scores, or equivalent for candidates who take the exam after September 1, 2011 (this requirement is waived for applicants already holding a graduate degree). Please note: Starting August 1, 2011, the GRE® revised General Test will replace the current GRE General Test. Please consult the program Web site for information on score requirements from the revised GRE. You must have earned a score of at least 550 on the paper-based Test of English as a Foreign Language (TOEFL), 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher for students whose native language is not English.

Applicants who did not score 390 or equivalent, on the MAT or 900 combined on the verbal and quantitative sections of the GRE must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

Transfer Credit

A maximum of six credit hours may be approved as transfer credit, provided these credits were earned no more than three years prior to matriculation and grades of B or better were received. Additional transfer credit may be approved by the program chair in exceptional circumstances, including certificates of graduate study program courses.

Graduate students in master’s level counseling programs at other accredited universities may transfer into the program if they take their final 21 hours, including the internship requirement, in USM’s counselor education program.

Professional Licensure and Certification Notice

Students with a criminal record who are pursuing degrees leading to application for professional licensure or certification should contact the appropriate licensure or certification body prior to matriculation to ensure eligibility.

Program Requirements

I. Clinical Mental Health Counseling Concentration

The clinical mental health counseling specialty requires a total of sixty-three credit hours of coursework. The specialty offers students a comprehensive array of studies which integrates the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health and human service system with the roles, functions, skills, and professional identity of clinical counselors. Coursework will focus on the diagnosis, treatment, and prevention of mental and emotional disorders, and the general principles and practices for the promotion of optimal mental health. During the final portion of their coursework, students will intern under the supervision of a licensed mental health worker. An individual graduating from this specialty will be eligible to sit for the National Counselor Examination (NCE) and it will also prepare them to be licensed as a clinical professional counselor (LCPC) in Maine. The clinical mental health counseling specialty holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

Core Courses (36 credits)

- EDU 600 Research Methods and Techniques
- HCE 500 Orientation to the Counseling Profession
- HCE 604 Career Development
- HCE 605 Psychological Measurement and Evaluation
- HCE 620 Fundamentals of Counseling Theories
- HCE 621 Fundamentals of Counseling Skills
- HCE 626 Group Process and Procedures
- HCE 627 Group Counseling Practicum
- HCE 690 Individual Counseling Practicum Seminar
- HCE 691 Individual Counseling Practicum Laboratory
- HRD 664 Culture, Tradition, and Diversity
- HRD 668 Human Development

Required Specialty Courses (21 credits)

- HCE 640 Professional Issues for Mental Health Counselors
- HCE 642 Perspectives in Chemical Dependency
- HCE 644 Crisis Intervention
- HCE 645 Diagnosis and Treatment Planning
- HCE 686 Internship in Counselor Education (9 credits - 900 hours)

Electives (6 credits)
Substance Abuse Counseling Expertise Area

For those students interested in working in the area of substance abuse, the counselor education program offers coursework which will enable students to obtain a Substance Abuse Counseling expertise area within their master’s degree. This expertise is available as part of the clinical mental health counseling specialty. Students who complete this expertise area as part of their master’s degree meet all academic requirements necessary to become a licensed alcohol and drug counselor (LADC) in Maine. The following courses are required for the expertise area:

- HCE 642 Perspectives on Chemical Dependency
- HCE 643 Psychopharmacology and Substance-Related Disorders
- HCE 644 Crisis Intervention
- HCE 650 Basic Concepts in Couple and Family Counseling
- HCE 686 Internship in Counselor Education (6 credits - 600 hours in an in-patient/out-patient substance abuse treatment facility)

II. Rehabilitation Counseling Concentration

The rehabilitation counseling specialty requires a total of fifty-four credit hours of coursework. The specialty is intended to promote quality rehabilitation services to persons with disabilities through the education of rehabilitation professionals, providing services to rehabilitation organizations, and sponsorship of rehabilitation-related research and training. The graduate program’s primary goal is to help students acquire the basic foundation, knowledge, skills, and experiences necessary to enter the profession of rehabilitation counseling and practice effectively as rehabilitation counselors.

The program’s mission is achieved through pursuit of the following objectives:

- To teach students the basic philosophic tenets of rehabilitation, specifically:
  - the value, worth, dignity, and capabilities of all people;
  - the right of all people to full societal participation with individuals in settings of their choice;
  - the treatment of persons with disabilities as equal partners in the rehabilitation process;
  - the emphasis on societal, community, and professional change as much as individual change;
  - the importance of hope, individual capacity, community inclusion, support, and education; and
  - the adherence to the Code of Professional Ethics for Rehabilitation Counselors.
- To provide the practical knowledge and skills so that students become competent rehabilitation counselors in a wide variety of settings through:
  - the use of class and community experiences to acquaint students with rehabilitation philosophies, methods, and organizations; and
  - the exposure to varied, experiential, and field-based learning in rehabilitation counseling.
- To offer services, training, and research to area rehabilitation agencies, consumer groups, and professional organizations through faculty and students:
  - participation on local professional and consumer boards and committees,
  - presentation at local and regional conferences, and
  - provision of local in-service training and consultations.

This program is designed to provide students with the basic competencies to provide rehabilitation counseling to a broad range of individuals with disabilities in a variety of settings, such as state vocational rehabilitation facilities, independent living centers, rehabilitation hospitals, employment assistance programs, private industry, the veteran’s administration, and private-for-profit rehabilitation companies. The rehabilitation counseling specialty holds accreditation from the Council on Rehabilitation Education (CORE).

The rehabilitation counseling specialty focuses on the medical, psychological, vocational, and societal issues that surround people with disabilities and the practice of rehabilitation. Students are also offered practicum and internship experiences in community agencies that promote equity and empowerment of people with disabilities. Upon completion of their degree, students are eligible to take a national exam to become certified rehabilitation counselors (CRC). Graduates of this specialty become employed in public, private, and nonprofit rehabilitation agencies in Maine and across the country. The graduate program’s primary goal is to help students acquire the basic foundation, knowledge, skills, and experiences to enter the profession and practice effectively and ethically as rehabilitation counselors.

Students are eligible to receive the MHRT/community certificate from the state of Maine upon completion of the degree program.

Core Courses (27 credits)

- EDU 600 Research Methods and Techniques
- HCE 605 Psychological Measurement and Evaluation
- HCE 620 Fundamentals of Counseling Theories
- HCE 621 Fundamentals of Counseling Skills
- HCE 626 Group Process and Procedures
- HCE 627 Group Counseling Practicum
- HCE 690 Individual Counseling Practicum Seminar
- HCE 691 Individual Counseling Practicum Laboratory
- HRD 668 Human Development

Required Specialty Courses (24 credits)

- HCE 510 Introduction to Rehabilitation Counseling and Services
- HCE 611 Medical and Psychological Aspects of Disability and Rehabilitation
- HCE 612 Multicultural Counseling: Family and Disability Issues
- HCE 514 Principles of Psychosocial Rehabilitation
- HCE 615 Vocational Counseling and Placement in Rehabilitation
- HCE 619 Myth, Madness, and Mental Illness
- HCE 686 Internship in Counselor Education (6 credits - 600 hours)

Electives (3 credits)
III. School Counseling Concentration

The school counseling specialty requires a total of sixty credit hours of coursework. Upon completion, students are eligible for certification from the Maine Department of Education in the area of school guidance and counseling, levels K-12. Certified graduates are qualified to become employed in elementary, middle, and secondary schools in Maine. Students are trained to become specialists in the planning and delivery of comprehensive developmental school counseling programs that reflect current research and validated paradigms. Graduates of this specialty are eligible to sit for the National Counselor Examination. The school counseling specialty holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

Core Courses (36 credits)
- EDU 600 Research Methods and Techniques
- HCE 500 Orientation to the Counseling Profession
- HCE 604 Career Development
- HCE 605 Psychological Measurement and Evaluation
- HCE 620 Fundamentals of Counseling Theories
- HCE 621 Fundamentals of Counseling Skills
- HCE 626 Group Process and Procedures
- HCE 627 Group Counseling Practicum
- HCE 690 Individual Counseling Practicum Seminar
- HCE 691 Individual Counseling Practicum Laboratory
- HRD 664 Culture, Tradition, and Diversity
- HRD 668 Human Development

Required Specialty Courses (21 credits)
- HCE 607 School Guidance Programs and Services
- HCE 609 The Practice of School Counseling
- HCE 622 Counseling Children and Adolescents
- HCE 642 Perspectives in Chemical Dependency
- HCE 644 Crisis Intervention
- HCE 686 Internship in Counselor Education (6 credits - 600 hours)

Electives (3 credits)

Note: To receive certification as a school counselor in the state of Maine, students must take an exceptionalities course. This may be an undergraduate or graduate course. If you choose to take a graduate course, we recommend HCE 606 Counseling Services for Students with Exceptional Needs.

For course descriptions, please click here: [http://www.usm.maine.edu/sehd](http://www.usm.maine.edu/sehd)
Post-Master’s Certificate of Advanced Study in Counseling

The post-master’s certificate of advanced study (CAS) in counseling is designed to offer a broad range of professional development opportunities for practicing counselors. The overall goal of the certificate program is to enhance and enrich the counselor’s educational foundation and to give focus to advanced knowledge and skills that will shape future professional practice. The CAS in counseling requires thirty credit hours of graduate coursework. Students will work cooperatively with faculty to design a certificate program that is substantive, developmental and focused, and may also take advantage of special certification options in counseling supervision, play therapy, substance abuse counseling, rehabilitation counseling, and couple and family therapy.

Admission Requirements

Minimum Requirements: Candidates should have a master’s degree in counseling or an allied field from a regionally accredited college or university, and, preferably, a minimum of two years of experience in professional practice.

Application Deadline

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant’s knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal;
- Essay (see below);
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Question

A brief essay (500-750 words) which includes the applicant’s reason(s) for pursuing advanced graduate study; the proposed focus of the applicant’s program, including specific courses if known; and an explanation of how the proposed program fits the applicant’s personal and professional goals.

In addition to the general requirements of the College, candidates should provide a proposed plan of study for the CAS that includes:

- a brief autobiography, including the area of study in the master’s degree and related experience, professional training, and credentials;
- overall goal to be accomplished through the program;
- future aspirations and professional development needs; and
- proposed coursework, including a tentative list of courses or other curricular experiences.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Policy

Students may not transfer courses that were part of a master’s degree of fewer than sixty credits toward the CAS. Up to six post-master’s graduate credits may be accepted by the CAS admissions committee, provided these credits were earned no more than three years prior to matriculation in the CAS and were completed with a grade of B or better.

Students may be able to apply up to twelve credits that were part of a master’s degree that required sixty or more credits toward the CAS. These courses must be directly related to the student’s proposed CAS program of study, provided these credits are approved by the counselor education program faculty and were completed with a grade of B or better.

Program Requirements

Focus Area (30 credits)

Students can pursue one or more of the focus areas detailed below, or design a professionally relevant focus area of their own with the assistance of a faculty advisor.

Portfolio

Students develop a professional portfolio describing progress toward professional goals while in the CAS program. Portfolios are used in final seminars as the basis for discussion, summary, and sharing among completing students.
Focus Areas

Clinical Supervision
- HCE 681 Clinical Supervision
- HCE 687 Internship in Clinical Supervision
- HCE 694 Practicum in Individual Supervision
Electives: 21 credits selected in consultation with an advisor

Holistic Counseling
- HCE 507 Spirituality and Religion in Counseling
- HCE 619 Myth, Madness, and Mental Illness
- HCE 641 Mind/Body Techniques
- HRD 558 Aging and Life Review
- HRD 693 Life Stories: Personal Mythmaking and Spiritual Development
Electives: 15 credits selected in consultation with the advisor.

Play Therapy
- HCE 623 Theories and Applications of Play Therapy: Summer Institute
Electives: 27 credits selected in consultation with an advisor. At least two courses (6 credits) must be selected from the following list to qualify for national certification:
  - HCE 622 Counseling Children and Adolescents
  - HCE 624 Child-Centered Play Therapy
  - HCE 625 Adlerian Play Therapy
  - HCE 687 Internship in Clinical Supervision (play therapy placement)
  - HCE 694 Practicum in Individual Supervision (play therapy placement)
  - HCE 695 Practicum in Play Therapy

Self-Designed
- With the assistance of their faculty advisor, students may design a program of study that fulfills their individual learning goals. This option may also be used to obtain state certification in rehabilitation or school counseling, or state licensure as a substance abuse counselor.

For course descriptions, please click here: [http://www.usm.maine.edu/sehd](http://www.usm.maine.edu/sehd)
Mental Health Rehabilitation Technician (MHRT)/Community Certificate

The MHRT/community certificate program is offered through the Human Resource Development department and is especially suited for practitioners who work in the mental health system and desire training in psychosocial rehabilitation, and persons with prior graduate training who need flexible coursework to update their skills and knowledge in the psychosocial rehabilitation approach.

Admission Requirements

Minimum Requirements: Criteria for admission include successful completion of a bachelor’s degree and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Persons with a bachelor’s degree and one year direct experience in the mental health field may apply for the five-course sequence.

Application Deadline

Rolling

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Applications must include:

- Submission of an Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume; and
- Personal statement.

Acceptance to a certificate program does not constitute acceptance to a master’s or post-master’s certificate of advanced study program. Applications for degree status must be made under separate cover.

Program Requirements

The five-course program described below leads to the MHRT/community certificate and can also lead to the new state employment specialist certificate.

HCE 510 Introduction to Rehabilitation Counseling and Services
HCE 611 Medical and Psychological Aspects of Disability and Rehabilitation
HCE 612 Multicultural Counseling: Family and Disability Issues
HCE 514 Principles of Psychosocial Rehabilitation
HCE 615 Vocational Counseling and Placement in Rehabilitation

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Master of Science in Education in Educational Leadership

The master of science in education in educational leadership focuses on the preparation of leaders for educational settings that promote equitable learning opportunities for all students. The program of study is designed to develop general leadership perspectives and specific technical skills for people assuming roles as teacher leaders, principals, special education directors, curriculum coordinators, or superintendents.

The educational leadership program is divided into three areas of study: administration, for certification as school principal, as a curriculum director, or as a director of special education. All areas are appropriate for candidates desiring to serve as teacher leaders. Teacher leader candidates may also wish to pursue the Professional Educator. See the Master of Science in Education: Professional Educator section for program information.

Graduates of the educational leadership program will be able to:
- evaluate research and use it as a tool to improve educational practice;
- analyze and understand teaching as a science, an art, and a craft and develop strategies for its improvement;
- plan, implement, and evaluate programs of instruction that promote learning for all students;
- establish clear learning standards and multiple forms of assessment of student learning;
- work effectively as a member of a team and as a developer of teaching and learning;
- demonstrate reflective practice tools, strategies, and habits of mind; and
- utilize appropriate communication when interacting with the internal and external environments.

In addition to these common outcomes, graduates of the administration strands leading to certification as a school principal, curriculum director, or director of special education programs will be able to:
- understand the culture of schools, leadership theories, and the impact of the leadership function;
- assess school climate and culture and develop a positive organizational environment for adult and student learning;
- understand the politics of decision making and how to make decisions that promote the school-wide agenda for learning;
- fulfill the daily operations and management requirements of the principalship or directorship;
- understand legal constraints and precedents which dictate educational policy and practice;
- supervise and evaluate teacher performance and provide positive mechanisms for the improvement of practice; and
- understand and apply knowledge about adult learning and teacher development.

The teacher leadership area of study engages experienced teachers in thoughtful examination of the demands and rewards of teaching in a democratic society. Admission to the Professional Teacher in a Democratic Society is suspended at this time.

Although the program may lead to certification as curriculum coordinator or other administrative roles, it is equally appropriate for the classroom teacher who simply wants to make a difference in her or his setting.

Admission Requirements

Minimum Requirements: Applicant must have a bachelor’s degree from a regionally accredited college or university, and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program. Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

In addition to the general requirements of the School, applicants to the educational leadership program should provide evidence of strong overall undergraduate performance and, in the administrative strand, are expected to have two years of teaching experience with the expectation of completing a third year of teaching during USM graduate study. The Maine Department of Education requires three years of teaching experience for administrative certification.

Application Deadline

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:
- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant’s knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal. The recommendations should be from persons able to comment from direct knowledge of the applicant’s potential for success as a building administrator, special education director, or teacher leader;
- Essay (see below);
- Completed Teacher Credential Summary Form;
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language);
- Current resume.
Special Essay Question
Type a brief essay (300-500 words) stating your reasons for pursuing graduate study, your professional goals, and how you think this program of study will contribute to these goals. You may include a statement of any special interest you would like to pursue in your study. This should be a well-written, thoughtful personal statement.

Testing Requirement
Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English.
International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Credit
Previously completed graduate courses may be approved for transfer into a graduate program within the educational leadership program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better. A syllabus for each course submitted for transfer credit must be provided upon application. Credits proposed for transfer may not have been used to qualify for a previously earned degree.

For previous work completed through the University of Maine System (UMS), up to twelve credits may be accepted if the courses meet the requirements above and they are equivalent to core courses or elective courses in the relevant USM program of study. Up to six graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study.

Transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.

Program Requirements
Certification as a School Principal (36 credits)
EDU 600 Research Methods and Techniques
EDU 605 Teaching, Learning, and Assessment
EDU 603 Analysis of Teaching or
EDU 617 Teaching in the Middle Level School
EDU 604 Curriculum Development or
EDU 615 Middle Level Curriculum
EDU 670 Introduction to Educational Leadership
EDU 671 Organizational Behavior
EDU 677 Seminar in School Management
EDU 678 School Law
EDU 679 Evaluation and Supervision of School Personnel
EDU 685 Internship in School Administration (three semesters, nine credits)

Certification as a Curriculum Coordinator (36 credits)
For those who wish to pursue certification as a curriculum coordinator students must take all of the school principal courses listed above, minus the administration internship, and instead take the internship course in curriculum management.
EDU 688 Internship in Curriculum Administration (three semesters, nine credits)

Certification as a Director of Special Education (36 credits)
EDU 600 Research Methods and Techniques
EDU 603 Analysis of Teaching
EDU 671 Organizational Behavior
EDU 677 Seminar in School Management
EDU 678 School Law
EDU 679 Evaluation and Supervision of Teaching
EDU 686 Internship in Special Education Administration (three semesters, nine credits)
SED 618 Programming for Learners with Special Needs
SED 682 Special Education Law
SED 684 Introduction to Special Education Administration

For course descriptions, please click here: [http://www.usm.maine.edu/sehd](http://www.usm.maine.edu/sehd)
Post-Master’s Certificate of Advanced Study in Educational Leadership

The post-master’s certificate of advanced study program in educational leadership is designed to meet the needs of practicing educators, including teachers, principals, curriculum directors, and superintendents, who are interested in pursuing advanced academic work in educational reform and leadership. The CAS requires thirty credit hours of graduate coursework beyond the master’s degree and a three- to nine-credit capstone experience. Students engage in careful reading of research and scholarship, oral and written presentations, and applied projects. CAS students design their own plan of study in consultation with their CAS advisor. As a result of completing this program, students will have demonstrated: self-assessment and reflective practice tools, skills, and habits of mind; research design and methodological decision-making skills; advanced oral and written communication skills; knowledge of current scholarship in educational reform and leadership; and capacity for connecting theory and practice in posing and solving educational problems. Maine certification as a principal, assistant principal, or curriculum coordinator may be earned through the CAS program.

Admission Requirements

Minimum Requirements: Criteria for admission include successful completion of a master’s degree from a regionally accredited college or university, strong recommendations, documentation of excellent written communication skills, and clarity and strength of professional goals.

Application Deadline

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant’s knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal;
- Essay (see below);
- Certification of finances (international students only); and
- Current resume.

Special Essay Question

A brief essay (500-750 words) which includes the applicant’s reason(s) for pursuing advanced graduate study; the proposed focus of the applicant’s program, including specific courses if known; and an explanation of how the proposed program fits the applicant’s personal and professional goals.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Policies

Previously completed graduate courses may be approved for transfer into a graduate program within the educational leadership program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better. A syllabus for each course submitted for transfer credit must be provided upon application. Credits proposed for transfer may not have been used to qualify for a previously earned degree.

For previous work completed through the University of Maine System (UMS), up to twelve credits may be accepted if the courses meet the requirements above and they are equivalent to core courses or elective courses in the relevant USM program of study. Up to six graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study.

Transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.
Program Requirements

Self-designed Concentration (21-27 credits)

Graduate coursework may be taken in any existing graduate program within the School of Education and Human Development or USM’s Muskie School of Public Service, School of Business, and College of Arts, Humanities, and Social Science or from other institutions, upon approval of the faculty advisor.

Capstone Project (3-9 credits)

Three capstone project options are available:

1. EDU 612 Practicum/Seminar
2. Or one of the following:
   EDU 685 Internship in School Administration
   EDU 686 Special Education Administration
   EDU 687 Superintendency
   EDU 688 Curriculum Administration
3. Or EDU 665 CAS Directed Study

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Certificate of Graduate Study in Assistant Principal

The assistant principal certificate program is offered through the Professional Education Department and is designed to meet the state requirements for assistant principal certification in Maine and to provide a foundation for graduate work in educational administration. This twelve-credit program consists of four courses:

Admission Requirements

Minimum Admission Requirements: Criteria for admission include successful completion of a bachelor’s degree and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

In addition, applicants to the assistant principal certificate are expected to have two years of teaching experience with the expectation of completing a third year of teaching during USM graduate study. The Maine Department of Education requires three years of teaching experience for administrative certification.

Application deadline

Rolling

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Applications must include:

- Submission of an Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement; and
- Completed Teacher Credential Summary Form.

Acceptance to a certificate program does not constitute acceptance to a master’s or post-master’s certificate of advanced study program. Applications for degree status must be made under separate cover.

Program Requirements

This twelve-credit certificate consists of four courses:

EDU 670 Introduction to Educational Leadership
EDU 671 Organizational Behavior
EDU 678 School Law
EDU 679 Evaluation and Supervision of School Personnel

Courses may be taken in any sequence. At the conclusion of the certificate program, students will not only have satisfied state requirements for a Maine assistant principal’s certificate but will have completed a significant part of the entry and foundation coursework for a master’s degree in educational leadership. In addition, they will receive USM certificates of program completion which can be cited on résumés and vitae.

Although credits from the certificate program may be transferable to a master’s program, students who wish to matriculate into a master’s program must apply separately for admission.

For course descriptions, please click here: [http://www.usm.maine.edu/sehd](http://www.usm.maine.edu/sehd)
Certificate of Graduate Study in Athletic Administrator

The athletic administrator certificate program is offered through the Professional Education Department and is designed to prepare graduates for the responsibilities of the athletic administrator in middle and high schools in Maine. Students who complete the athletic administrator certificate program will not only have impressive graduate background in athletic administration, but will have satisfied the state course requirements for a Maine assistant principal’s certificate. In addition, graduates will have completed a significant part of the entry and foundation coursework for a master’s in educational leadership.

Admission Requirements

Minimum Admission Requirements: Criteria for admission include successful completion of a bachelor’s degree and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

In addition, applicants to the athletic administrator certificate are expected to have two years of teaching experience with the expectation of completing a third year of teaching during USM graduate study. The Maine Department of Education requires three years of teaching experience for administrative certification.

Application deadline

Rolling

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Applications must include:

- Submission of an Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement; and
- Completed Teacher Credential Summary Form.

Acceptance to a certificate program does not constitute acceptance to a master’s or post-master’s certificate of advanced study program. Applications for degree status must be made under separate cover.

Program Requirements

This 18-credit certificate consists of six courses:

*EDU 670 Introduction to Educational Leadership
*EDU 671 Organizational Behavior
*EDU 678 School Law
*EDU 679 Evaluation and Supervision of School Personnel
EDU 690 Introduction to Athletic Administration
EDU 691 Sports Law and Regulation Compliance

Courses may be taken in any sequence. Upon completion of the program, students will be awarded USM certificates for both athletic administration and the assistant principalship, which can be included on résumés and job applications. Upon submission of the USM transcript, the state office of certification will issue a state of Maine assistant principal certificate to candidates with appropriate professional prerequisites established by the state of Maine.

* Although twelve of the eighteen credit hours earned in this program (indicated by single asterisks above) can be transferred into a master’s program, students who wish to matriculate into the master’s program must apply separately for admission.

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Master of Science in Education in Literacy Education

The Master of Science in Education in Literacy Education, an advanced certification for teachers, provides students with a sound theoretical and empirical knowledge base relating to literacy acquisition. The purpose of the program is to enable students to become informed decision makers who are capable of designing and implementing appropriate up-to-date instruction in reading and writing at all levels. Students will acquire the knowledge and skills necessary to become effective advocates for improving literacy instruction in their schools. The program is designed for classroom teachers, literacy teachers, and other experienced educators whose primary responsibility is helping students to become competent users of language.

Admission Requirements

Minimum Requirements: Applicant must have a bachelor’s degree and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program; Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied. The applicant must also have attained teacher certification (provisional or professional level).

Applicants must hold a bachelor's degree from an accredited college or university. Exceptions to this policy will be considered on a case-by-case basis and are up to the discretion of the admitting program.

Application Deadline

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant’s knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal;
- Essay: see essay question below;
- Completed and signed Teacher Credential Summary Form;
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Question

Type a brief essay (300-500 words) stating your reasons for pursuing graduate study, your professional goals, and how you think this program of study will contribute to these goals. You may include a statement of any special interest you would like to pursue in your study.

Testing Requirements

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Credit

Previously completed graduate courses may be approved for transfer into a graduate program within the literacy education program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better. A syllabus for each course submitted for transfer credit must be provided upon application.

For previous work completed through the University of Maine System, up to twelve credits may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study. Up to six graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study.

Transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.
Program Requirements

Literacy Education

Program Requirements (36 credits)
First Tier Courses (27 credit hours)
- EDU 511 Children’s Literature or
  EDU 513 Adolescent Literature
- EDU 514 Improving Teaching in Content Areas through Literacy
- EDU 521 Digital Literacies and Education
- EDU 562 Linguistic and Cultural Diversity in the Classroom
- EDU 600 Research Methods and Techniques
- EDU 607 Teacher Research in Literacy
- EDU 620 Reading Development and Instruction
- EDU 621 Literacy Problems: Assessment and Instruction
- EDU 626 The Writing Process

Second Tier Courses (9 credit hours)
- EDU 634 Seminar in Literacy Research
- EDU 639 Practicum in Literacy Education (6 credits)

Concentration in English as a Second Language

The Master of Science in Education in Literacy Education with a concentration in English as a Second Language (ESL) provides students with the knowledge base related to language acquisition by English language learners (ELLs). The emphasis is on literacy development in the second language. The program provides classroom practitioners with the skills needed to assess language and implement instruction to improve learners’ proficiency for competent second language use.

Program Requirements (36 credits)
First Tier Courses (27 credit hours)
- EDU 514 Improving Teaching in Content Areas through Literacy
- EDU 557 Teaching Writing to Multilingual Learners*
- EDU 558 Content Based Curriculum for English Language Learners*
- EDU 559 Aspects of Reading for Multilingual Learners*
- EDU 561 Aspects of the English Language*
- EDU 562 Linguistic and Cultural Diversity in the Classroom*
- EDU 563 ESL Testing and Assessment*
- EDU 600 Research Methods and Techniques
- EDU 607 Teacher Research in Literacy

Second Tier Courses (9 credit hours)
- EDU 635 Seminar in Second Language Literacy
- EDU 639 Practicum in Literacy Education (6 credits)

* These courses meet state requirements for ESL endorsement. State endorsement in ESL requires prior teacher certification as well as coursework in ESL instruction. The master’s degree in literacy education with an ESL concentration does not qualify graduates for Maine literacy specialist certification; however additional courses may be taken beyond this master’s degree to qualify.
Master of Science in Education in Applied Literacy

The Master of Science in Education in Applied Literacy program provides an opportunity for MTL students to complete their master’s degree in a focused area (literacy). The program in Applied Literacy builds upon the curriculum and experiences of MTL and gives novice teachers increased skill in literacy instruction.

After completing initial teacher certification, MTL students can apply for admission to the Applied Literacy program. Although students may complete the 18 (elementary) to 21 (middle/secondary) credits required for the master’s degree in approximately one and a half years, students have five years from matriculation in MTL to complete the Applied Literacy degree.

Admissions Requirements

Application Deadline

Rolling

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- an Application for Admission to Applied Literacy program
- application fee,
- a brief (one- to two-page) statement explaining your reason for choosing to enter the Applied Literacy program, and one letter of recommendation from a mentor teacher or administrator who has observed your work with students
- And official or unofficial transcripts of previous USM coursework in MTL with grades of B- or better

Program Requirements:

Elementary level (K-8) MTL students take 6 credits in literacy, EDU 565 and EDU 566, as part of the curriculum. Secondary level (7-12) MTL graduates complete 3 credits in literacy through EDU 514. At the end of the teacher preparation period, students have accumulated a total of 33 graduate credits, 3 to 6 of them in literacy, and have met the requirements for certification as classroom teachers.

Additional requirements to complete the M.S.Ed. in Applied Literacy:

1. All Applied Literacy Students must complete: (15 credits)
   - EDU 600 Research Methods
   - EDU 511 Children’s Literature
   - or EDU 513 Adolescent Literature
   - EDU 521 Digital Literacies and Education
   - EDU 639 Practicum in Literacy Instruction (6 credits)

2. Additional requirement for K-8 teachers: (3 credits)
   - EDU 514 Improving Teaching in the Content Areas through Literacy

3. Additional requirements for 7-12 teachers: (6 credits)
   - EDU 565 Teaching Reading
     or EDU 620 Reading Development and instruction
   - EDU 566 Introduction to Writing Process
     or EDU 626 The Writing Process

Total: 51 to 54 credits, Master of Science in Education in Applied Literacy (18 to 21 initial teacher certification through MTL)

4. Additional coursework to obtain Maine certification as a K-12 Literacy Specialist (subject to change as needed to align with state certification standards)
   - EDU 607 Teacher Research in Literacy
   - EDU 621 Literacy Problems: Assessment and Instruction
   - EDU 634 Seminar in Literacy Research

Students will also need evidence of two years of teaching experience and a passing score on the Praxis II exam (0300) for the Reading Specialist.

For course descriptions, please click here: [http://www.usm.maine.edu/sehd](http://www.usm.maine.edu/sehd)
Master of Science in Education in Applied Literacy with a Concentration in English as a Second Language

The Master of Science in Education in Applied Literacy with a Concentration in English as a Second Language (ESL) program provides an opportunity for MTL students to complete their master’s degree in a focused area (literacy with an ESL concentration). The program in the ESL concentration builds upon the curriculum and experiences of MTL and gives novice teachers increased skill in ESL literacy instruction. Completion of the Master of Science in Education in Applied Literacy with a Concentration in English as a Second Language leads to the ESL endorsement on the candidate’s teaching license for certified teachers who have passed the Praxis II exam (0361) for Teachers of English to Speakers of Other Languages.

After completing initial teacher certification, MTL students can apply for admission to the Applied Literacy with a Concentration in ESL program. Although students may complete the 24 credits required for the master’s degree in approximately one and a half years, students have five years from matriculation in MTL to complete the Applied Literacy, ESL Concentration degree.

Admission Requirements

Application Deadline
Rolling

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Applications must include:
- an Application for Admission to Applied Literacy program,
- application fee,
- a brief (one- to two-page) statement explaining your reason for choosing to enter the Applied Literacy, ESL program
- one letter of recommendation from a mentor teacher or administrator who has observed your work with students, and
- official or unofficial transcripts of previous USM coursework in MTL with grades of B- or better

Program Requirements

Elementary level (K-8) MTL students take 6 credits in literacy, EDU 565 and EDU 566, as part of the curriculum. Secondary level (7-12) MTL students complete 3 credits in literacy through EDU 514. At the end of the teacher preparation period, students have accumulated a total of 33 graduate credits, 3 to 6 of them in literacy, and have met the requirements for certification as classroom teachers.

Additional requirements to complete the M.S.Ed. in Applied Literacy with a Concentration in English as a Second Language (24 credits):

- EDU 600 Research Methods
- EDU 557 Teaching Writing to Multilingual Learners or
- EDU 558 Content-Based Curriculum for English Language Learners
- EDU 559 Aspects of Reading for Multilingual Learners
- EDU 561 Aspects of the English Language
- EDU 562 Linguistic and Cultural Diversity in the Classroom
- EDU 563 ESL Testing and Assessment
- EDU 639 Practicum in Literacy Education (6 credits, last course)

Total: 57 credits, M.S.Ed. in Applied Literacy with a Concentration in English as a Second Language (24 credits beyond initial teacher certification through MTL.)
Post-Master’s Certificate of Advanced Study in Literacy Education

The Post-Master’s Certificate of Advanced Study in Literacy Education is designed to meet the needs of classroom teachers, administrators, and other educators who want to pursue advanced graduate study in literacy education and related areas. The CAS requires thirty credit hours of graduate coursework, including a capstone experience. Students may design a program to suit their needs for advanced study. The program will vary, depending on the focus of the master’s degree and the student’s goals. Students will have considerable choice in designing coursework and projects, and will work closely with a faculty advisor. Maine certification as a literacy specialist may be earned through the CAS program. Please consult your advisor.

Admission Requirements

Minimum Requirements: Criteria for admission include successful completion of a master’s degree, strong recommendations, documentation of excellent written communication skills, and clarity and strength of professional goals. The applicant must also have attained teacher certification (provisional or professional level). Applicants must hold a master's degree from an accredited college or university. Exceptions to this policy will be considered on a case-by-case basis and are up to the discretion of the admitting program.

Application Deadline

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00 made payable to USM;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant’s knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal;
- Essay (see below);
- Completed and signed Teacher Credential Summary Form;
- Certification of finances (international students only); and
- Current resume.

Special Essay Question

A brief essay (500-750 words) which includes the applicant’s reason(s) for pursuing advanced graduate study; the proposed focus of the applicant’s program, including specific courses if known; and an explanation of how the proposed program fits the applicant’s personal and professional goals.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Policies

Previously completed graduate courses may be approved for transfer into a graduate program within the literacy education program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better. A syllabus for each course submitted for transfer credit must be provided upon application.

For previous work completed through the University of Maine System (UMS), up to twelve credits may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant UMS program of study.

For transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.

Program Requirements

Total Required Credits: 30

Electives (27 credits)

With advisor consultation, students may select graduate courses in education or other disciplines that relate to their focus in literacy and contribute to their overall plan of study

EDU 665 C.A.S. Directed Study (3-credit capstone project)

For course descriptions, please click here: http://www.usm.maine.edu/sehd

For specific requirements please see the literacy education Web site at http://www.usm.maine.edu/literacy-education/student-resources
Post-Master’s Certificate of Advanced Study in English as a Second Language

The Post-Master’s Certificate of Advanced Study in English as a Second Language (ESL) is designed to meet the needs of classroom teachers, administrators, and other educators who want to pursue advanced graduate study in ESL and related areas and/or earn Maine endorsement as an ESL teacher, K-12. The CAS requires thirty credit hours of graduate coursework beyond the master’s degree, including a capstone experience. Students may design a program to suit their needs for advanced study. The program will vary depending on the master’s degree focus and the goals of the student. Participants will have considerable choice in designing coursework and projects, and will work closely with a faculty advisor.

Admission Requirements

Minimum Requirements: Criteria for admission include successful completion of a master’s degree, strong recommendations, documentation of excellent written communication skills, and clarity and strength of professional goals. The applicant must also have attained teacher certification (provisional or professional level). Applicants must hold a master’s degree from an accredited college or university. Exceptions to this policy will be considered on a case-by-case basis and are up to the discretion of the admitting program.

Application Deadline

Rolling with priority deadlines. May 1 for fall matriculation, October 15 for spring matriculation, and March 15 for summer matriculation.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant’s knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal;
- Essay (see below);
- Completed and signed Teacher Credential Summary Form;
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language);
- Current resume.

Special Essay Question

A brief essay (500-750 words) which includes the applicant’s reason(s) for pursuing advanced graduate study; the proposed focus of the applicant’s program, including specific courses if known; and an explanation of how the proposed program fits the applicant’s personal and professional goals.

Testing Requirement

Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Policies

Previously completed graduate courses may be approved for transfer into a graduate program within the literacy education program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better. A syllabus for each course submitted for transfer credit must be provided upon application.

For previous work completed through the University of Maine System, up to twelve credits may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study. Up to six graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study.

Transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program coordinator and faculty. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.

Program Requirements

Total: 30 credits

Electives (27 credits)

With advisor consultation, students may select graduate courses in education or other disciplines that relate to their focus in ESL and contribute to their overall plan of study.

EDU 665 C.A.S. Directed Study (3-credit capstone project)

For specific requirements please see the literacy education Web site at http://www.usm.maine.edu/literacy-education/student-resources

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Certificate of Graduate Study in English as a Second Language

The Certificate of Graduate Study in English as a Second Language is designed for provisionally and professionally certified teachers and administrators who would like to obtain foundational knowledge in English language learning. Students who complete the certificate program receive official transcript recognition of their work and a certificate from the Literacy Education program. Certificate completers are able to plan effective instruction for English language learners and may earn state endorsement in ESL.

Admission Requirements
Criteria for admission include successful completion of a bachelor’s degree, provisional or professional teaching license, and an interest in English language learning. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application deadline
Rolling
- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:
- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume;
- Personal statement; and
- Completed and signed Teacher Credential Summary Form.

Acceptance to a certificate program does not constitute acceptance to a master’s or post-master’s certificate of advanced study program. Applications for degree status must be made under separate cover.

Program Requirements
Total Required Credits: 15

EDU 557 Teaching Writing to Multilingual Learners
Or EDU 558 Content Based Curriculum for English Language Learners
EDU 559 Aspects of Reading for Multilingual Learners
EDU 561 Aspects of the English Language
EDU 562 Linguistic and Cultural Diversity
EDU 563 ESL Testing and Assessment

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Certificate of Graduate Study in Literacy

The Certificate of Graduate Study in Literacy is designed to accommodate teachers and special education teachers, educational technicians, and other holders of baccalaureate degrees who do not want to complete all of the requirements for a master’s degree but who wish to obtain a basic background in literacy. Students who complete program requirements receive official transcript recognition of their work and a certificate from the literacy education department attesting to their completion of coursework in reading and writing instruction. Holders of the certificate have the competencies and proficiency levels needed to plan effective literacy instruction for their students.

Admission Requirements

Criteria for admission include successful completion of a bachelor’s degree and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application deadline

Rolling

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume; and
- Personal statement.

Acceptance to a certificate program does not constitute acceptance to a master’s or post-master’s certificate of advanced study program. Applications for degree status must be made under separate cover.

Program Requirements

Total Required Credits: 12
EDU 511 Children’s Literature or
EDU 513 Adolescent Literature
EDU 514 Improving Teaching in Content Areas through Literacy or
EDU 521 Digital Literacies and Education
EDU 620 Reading Development and Instruction
EDU 626 The Writing Process

For course descriptions, please click here: [http://www.usm.maine.edu/sehd](http://www.usm.maine.edu/sehd)
Master of Science in Education: Professional Educator

The M.S.Ed.: Professional Educator is a 33 credit hour program that is designed for educators in a variety of settings who want to increase their knowledge, deepen their practice, and develop leadership in curriculum, instruction, and assessment through disciplined graduate study.

Students take courses from a foundation core and an academic core that focuses on curriculum, teaching, and assessment. Students then complete a concentration. A capstone completes the program. This program is administered by the Educational Leadership program.

Admission Requirements

Minimum requirements: Applicant must have a bachelor’s degree and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program; Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied. Applicants must hold a bachelor's or master's degree from an accredited college or university. Exceptions to this policy will be considered on a case-by-case basis and are up to the discretion of the admitting program.

In addition to the regular requirements of graduate admission, applicants to the professional educator program must submit proof of teacher certification. The certification can be in any area and/or from any state. Practicing educators in private schools or other settings that do not require state certification are exempt from this requirement.

Application Deadline

Rolling with priority deadlines for fall by May 1, spring by October 15, and summer by March 15.
- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:
- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant’s knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal. The recommendations should be from persons able to comment from direct knowledge of the applicant’s potential for success;
- Essay (see below);
- Completed Teacher Credential Summary Form;
- Certification of finances (international students only);
- Submission of official TOEFL or IELTS scores (if English is not first language);
- Current resume.

Special Essay Question

Teaching is a learning profession. “When teachers stop learning, so do their students.” (Roland Barth). How do you envision yourself as a teacher and a learner in the Professional Educator program?

Testing Requirement

Applicants must submit proof of teacher certification, which can be in any area or from any state.
- Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test, or an IELTS score of 6.5 or higher if the applicant is an international student whose first language is not English.
- International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Transfer Credit

Previously completed graduate courses may be approved for transfer into a graduate program within the professional educator program if credits for the courses were earned no more than five years prior to matriculation, with grades of B or better. A syllabus for each course submitted for transfer credit must be provided upon application. Credits proposed for transfer may not have been used to qualify for a previously earned degree.

For previous work completed through the University of Maine System, up to twelve credits may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study. Up to six graduate credits completed at institutions outside of the University of Maine System may be accepted if the courses meet the requirements above and are equivalent to core courses or elective courses in the relevant USM program of study.

Transfer of more than twelve University of Maine System credits or six non-University of Maine System credits may be approved by the program coordinator and faculty. These credits may include certificate of graduate study program courses and professional development in-service graduate courses. Requests for the transfer of credits taken more than five years prior to matriculation may also be evaluated and approved by the program coordinator and faculty.
Program Requirements
Total Required Credits: 30

Foundations Core (15 credits)
Required: EDU 600: Research Methods and Techniques (3 cr)
Select one course from the following
   EDU 562: Linguistic and Cultural Diversity in the Classroom (3 cr)
   EDU 670: Introduction to Educational Leadership (3 cr)
   EDU 671: Organizational Behavior (3 cr)
   EDU 695: Topics in Professional Education (3 cr)
Required: EDU 605 Teaching, Learning and Assessment
Select one 3 credit curriculum course from the following
   EDU 604 Curriculum Development (3 cr)
   EDU 615 Middle Level Curriculum Organization (3 cr)
Select one 3 credit teaching course from the following
   EDU 514 Improving Teaching in the Content Area through Literacy (3 cr)
   EDU 603 Analysis of Teaching (3 cr)
   EDU 617 Teaching at the Middle Level (3 cr)

Concentration (15 credits)
Select from one of the following options; prior advisor approval required
   Cohort or self designed concentration
   An approved graduate concentration or certificate*
* If less than 15 credits, additional relevant courses required

Capstone Seminar (3 credits)
   EDU 667 Professional Educator Capstone Seminar (3 cr)
   Students work with a faculty member to define the capstone experience. This may include portfolio, thesis, internship, action research project, or other appropriate format.

Note: Course substitutions are permitted with advisor approval.

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Master of Science in Educational Psychology with a concentration in Applied Behavior Analysis

The master of science in educational psychology with a concentration in applied behavior analysis prepares master’s-level clinicians with the education and training to sit for the examination to become Board Certified Behavior Analysts (BCBA). The program’s goals are:

- to provide a consistent and coherent program of study in educational psychology founded on specific conceptual frameworks (outlined below),
- to teach and demonstrate best practices in behavior analysis in all program courses and activities, and
- to prepare students for the practice of behavior analysis in Maine and elsewhere.

The MSEPABA objectives pull together the mission and goals by providing courses and practical strategies for implementing best practices in behavior analysis by using empirically validated assessment, intervention, and consultation methods.

The M.S. in educational psychology program prepares students to meet competencies set forth by the Behavior Analyst Certification Board (BACB). Upon completion of the program, graduates have earned the academic requirements in the preparation for the practice of behavior analysis. The program is designed to meet the academic requirements necessary for the following credentials: Board Certified Behavior Analyst.

Based on the models and professional standards found in the program philosophy, students in the M.S. program receive training in the following areas: assessment: functional behavior assessment (e.g., indirect, direct, and analogue), clinical interviews; interventions, consultation, positive behavioral supports; social foundations training, applied research and evaluating the effectiveness of interventions, and single case experimental design.

In addition to the academic requirements, BACB requires a 1,500-hour supervised work experience; this work experience must occur in a behavior analytic environment under the supervision of a Board Certified Behavior Analyst. The supervised work is intended to provide students or graduates with experience utilizing the knowledge and skills gained during and concurrent with coursework. The supervised work is conducted under the direct supervision of a BCBA and may or may not involve direct supervision by University faculty. The supervised work experience is arranged by the student independent of the University or educational psychology program, by the student and may occur concurrent with or upon completion of the coursework.

Consistent with BACB Guidelines for Responsible Conduct For Behavior Analysts (August 2004), graduates of the program are encouraged to maintain a rigorous course of professional development throughout their careers and are bound to limit their practice to competencies and populations in which they are trained.

Graduates who are interested in further development in behavior analysis or as an educational or school psychology practitioner are encouraged to pursue doctoral training. Doctoral training typically prepares practitioners in advanced skills in school psychology practice (e.g., neuro-psychological assessment, behavioral assessment, counseling, applied behavior analysis, applied research, supervision) with specific populations (e.g., emotional disability, developmental disabilities, autism, learning disability).

Admission Requirements

Minimum Requirements: Applicant must have a bachelor’s degree and have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program; Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied. Applicants must hold a bachelor's or master's degree from an accredited college or university. Exceptions to this policy will be considered on a case-by-case basis and are up to the discretion of the admitting program.

Successful candidates will be selected on the basis of overall quality of all required application components (GPA, test score, recommendations, and personal narrative).

Application Deadline

Rolling with priority deadlines for fall by May 1, spring by October 1, and summer by March 15.

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three letters of recommendation attesting to the applicant’s ability to study at the graduate level;
- Essay (see below);
- Certification of finances (international students only);
- Submission of test score (see below);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Question

In addition to the general admission requirements of the University, applicants to the Educational Psychology master’s program must provide a narrative essay that answers this question:

“Why do you seek training in applied behavior analysis?”

This narrative is evaluated in terms of clarity of expression, grammatical construction, and other facets of English composition, as well as the quality of information given about the following: how the study of behavior analysis aligns with your professional goals and your understanding of and commitment to the field of applied behavior analysis.
Testing Requirements

Applicants to the education psychology program must take the MAT or GRE. One of the tests must be taken within five years of application. For those taking the Miller Analogies Test (MAT) you must have earned a score of 390 or above. For the GRE (Graduate Record Exam) you must have earned a score of 900 or above combined verbal and quantitative scores or equivalent for candidates who take the exam after September 1, 2011 (this requirement is waived for applicants already holding a graduate degree, except for admission to the Psy.D. program). Please note: Starting August 1, 2011, the GRE® revised General Test will replace the current GRE General Test. You must have earned a score of at least 550 on the paper-based Test of English as a Foreign Language (TOEFL), 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher for students whose native language is not English.

Applicants who did not score 390 or equivalent, on the MAT or 900 combined on the verbal and quantitative sections of the GRE must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

Transfer Credit

Students admitted to the Master of Science in Educational Psychology program can request permission to transfer up to six graduate credits toward the M.S. in educational psychology. In order for credits to be eligible for transfer, they must meet the following criteria:

1. The credits must have been earned as part of a graduate course (e.g., 500 level or higher) offered at a U.S. institution of higher learning accredited at the time the credits were earned by a regional and/or national accrediting body and recognized as accredited by the U.S. Department of Education.
2. The credits must have been earned for a course which is equivalent in content covered and skills developed to one required in the student’s USM program of study.
3. The earned grade for the course must be a B or higher (GPA equivalent of 3.0).
4. The credits must have been earned within 3 years from the date when transfer credit is requested.
5. The credits must not have been applied to any previously earned degree.
6. For students seeking certification for BCBA, any applicable course(s) must be transferred from a program that is approved by the Behavior Analyst Certification Board.
7. Transferred credits will be noted on the student’s USM transcript and counted toward the student’s degree or certificate program of study. To request transfer of credit(s), a student must submit the course syllabus and official transcript(s) showing the course grade(s) for the course(s) already taken to the school psychology program coordinator. The coordinator will refer the request to the program faculty with expertise in the content area to determine if the credit transfer is approved. Once approved, the program will notify the USM Registrar to enter the official transfer onto the student’s record.

Course Waivers

Students who have extensive prior graduate-level training in areas covered in the school psychology program courses can request to waive up to five courses or fifteen credits of the required program of study. Waived courses are NOT transferred to the student’s transcript. Students must replace waived courses with electives. Students are required to take enough electives to cover the number of credits or courses waived. In order for a course to be waived, the student must demonstrate the following:

1. The credits must have been earned as part of a graduate course (e.g., 500 level or higher) offered at a U.S. institution of higher learning accredited at the time the credits were earned by a regional and/or national accrediting body and recognized as accredited by the U.S. Department of Education.
2. The credits must have been earned for a course which is equivalent in content covered and skills developed to one required in the student’s USM program of study.
3. The earned grade for the course must be a B or higher (GPA equivalent of 3.0).
4. The student can demonstrate ongoing competency in the knowledge and skills covered in the course for which a waiver is requested. For example, a student who has a prior master’s degree in counseling and who has practiced and maintained state licensure as a counselor could be eligible for a waiver of a required counseling course.
5. Requests for course waivers follow the same procedure as requests for credit transfer. To request a course waiver, a student must submit the course syllabus and official transcript(s) showing the course grade(s) for the course(s) already taken to the school psychology program coordinator. The coordinator will refer the request to the program faculty with expertise in the content area to determine if the request for waiver is approved. Once approved, the program coordinator will notify the student in writing and a copy of the waiver agreement will be placed in the student’s file.

Note: Course waivers are not available for those courses that are required for certification in behavior analysis.

Program Requirements

Total: 33 credits

Psychological Foundations (12 credits)
- SPY 671 Physical Bases of Behavior
- SPY 673 Social Foundations of Behavior
- SPY 674 Psychopathology
- SPY 676 Behavioral Principles of Learning

Assessment (6 credits)
- SPY 675 Indirect Behavioral Assessment
- SPY 678 Functional Behavioral Assessment

Interventions (9 credits)
- SPY 603 Consultation in School Psychology
- SPY 628 Behavior Therapy
- SPY 684 Advanced Applied Behavior Analysis
Research (6 credits)

EDU 600 Research Methods and Techniques (Must be taken within first year)
SPY 639 Clinical Research Methods

For course descriptions, please click here: http://www.usm.maine.edu/sebd
Certificate in Applied Behavior Analysis

The Certificate in Applied Behavior Analysis (CABA) is offered through the Educational Psychology and Exceptionalities department and includes an eighteen-credit program of study related to the research foundations, methods, ethics, and applications of applied behavior analysis. The certificate provides the coursework that leads to the Board Certified Behavior Analyst (BCBA) credential. The certificate does not automatically lead to obtaining the BCBA. BCBA requires 1,500 hours of supervised work experience in a behavior analytic environment under the supervision of a Board Certified Behavior Analyst (BCBA). The supervised work may be completed concurrent with the coursework, and must be supervised and documented. Visit the Behavior Analyst Certification Board Web site for detailed information concerning the BCBA credentialing, supervised work, and examination requirements. Upon completion of coursework and supervised work, students must also pass a national exam. Those who complete the required coursework, the supervised work, and pass the national exam will earn the BCBA. The supervised work experience is arranged by the student, independent of the University or educational psychology program, and may occur concurrent with or upon completion of the coursework.

Admission Requirements

Criteria for admission include successful completion of a master’s degree. To earn the certificate, students must complete the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Since the Certificate of Applied Behavior Analysis is a post-master’s certificate program, applicants not currently matriculated in the M.S. or Psy.D. in school psychology programs must show evidence of a master’s degree.

Application Deadline

Rolling with priority deadlines for spring by October 1, summer by March 15, and fall by May 1

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume; and
- Personal statement.

Acceptance to a certificate program does not constitute acceptance to a master’s or post-master’s certificate of advanced study program. Applications for degree programs must be made under separate cover.

Transfer Credit

Students admitted to the Certificate in Applied Behavior Analysis can request permission to transfer up to six graduate credits toward the Certificate in Applied Behavior Analysis (CABA). In order for credits to be eligible for transfer, they must meet the following criteria:

For students seeking certification for BCBA, any applicable course/s must be transferred from a program that is approved by the Behavior Analyst Certification Board.

The credits must have been earned as part of a graduate course (e.g., 500 level or higher) offered at a U.S. institution of higher learning accredited at the time the credits were earned by a regional and/or national accrediting body and recognized as accredited by the U.S. Department of Education.

The credits must have been earned for a course which is equivalent in content covered and skills developed to one required in the student’s USM program of study.

The earned grade for the course must be a B or higher (GPA equivalent of 3.0).

The credits must have been earned within 3 years from the date when transfer credit is requested.

The credits must not have been applied to any previously earned degree.

Transferred credits will be noted on the student’s USM transcript and counted toward the student’s degree or certificate program of study. To request transfer of credit(s), a student must submit the course syllabus and official transcript(s) showing the grade(s) for the course(s) to the school psychology program coordinator. The coordinator will consult with program faculty to determine if the credit transfer is approved. Once approved, the program will notify the USM Registrar to enter the official transfer onto the student’s record.

Program Requirements

Students in the certificate program take the following courses:

SPY 603 Consultation in School Psychology
SPY 659 Clinical Research Methods
SPY 676 Behavioral Principles of Learning
SPY 678 Functional Behavioral Assessment
SPY 684 Advanced Applied Behavior Analysis

In addition, CABA students must take one elective from the following courses:

SPY 627 Multi-Tier Reading Instruction for General and Special Education
SPY 628 Behavior Therapy
SPY 629 Applied Behavior Analysis and Developmental Disabilities

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Certificate of Graduate Study in Response to Intervention: Academic
Certificate of Graduate Study in Response to Intervention: Behavior

The two separate certificates of graduate study in Response to Intervention (RTI) are offered through the Educational Psychology and Exceptionalities department. They are designed for practicing teachers in general and special education who seek to learn how to design, implement, and evaluate RTI methods in schools.

There are two certificates of graduate study in RTI:
Response to Intervention: Academic
Response to Intervention: Behavior

Certificate students in both programs will learn the core features of RTI as a multi-tier system to support all students. There are three courses which are common to both certificates, and then three individual courses required for the Academic and the Behavior certificates.

There is an optional course in consultation for those seeking to serve in a consulting role. Both RTI: Academic and RTI: Behavior certificates prepare educators to design and implement systems of support which focus on establishing Tier I (core) curriculum practices as the foundations. Students interested in earning both certificates should consult an advisor in the program.

**Admission Requirements**
Criteria for admission include successful completion of a bachelor’s degree, from a regionally accredited college or university. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

**Application Deadline**
Rolling with priority deadlines for spring by October 1, summer by March 15, and fall by May 1
- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

**Application must include:**
- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume; and
- Personal statement.

Applicants who wish to pursue both certificates must complete a separate application for each.

Acceptance to a certificate program does not constitute acceptance to a master’s or post-master’s certificate of advanced study program. Applications for degree status must be made under separate cover.

**Program Requirements**
Total Required Credits: 81 credits

**RTI: Academic**
- SED 615 Positive Behavior Interventions and Supports
- SPY 620 Introduction to Multi-tier Systems of Student Support for General and Special Education
- SPY 625 Multi-Tier Mathematics Instruction for General and Special Education
- SPY 627 Multi-Tier Reading Instruction for General and Special Education
- SPY 672 Assessment of Academic Achievement
- SPY 676 Behavioral Principles of Learning
- SPY 603 Consultation in School Psychology (optional)

**RTI: Behavior**
- SPY 610 Developing a School-wide System of Behavior Support
- SPY 615 Positive Behavior Interventions and Supports
- SPY 620 Introduction to Multitier Systems of Student Support for General and Special Education
- SPY 659 Clinical Research methods
- SPY 676 Behavioral Principles of Learning

Elective in special education, school psychology, or as approved by advisor
SPY 603 Consultation in School Psychology (optional)

For course descriptions, please click here: [http://www.usm.maine.edu/sehd](http://www.usm.maine.edu/sehd)
Master of Science in School Psychology

Admission to the master of science in school psychology has been suspended. USM will maintain the actual M.S. in school psychology, as well as its accreditation, until the last of the students admitted as of May 2007 graduate, transfer to the Psy.D., or meet the statute of limitations (six years). Current students may use the following as a guide.

The master of science in school psychology offers the student comprehensive studies that integrate general psychological content, methodology, and research with educational principles and practitioner skills. The program is based on a data-based problem-solving model. A more detailed listing of program outcomes can be found in the program handbook. Through practicum training, students are introduced to children’s cognitive, social, and emotional behavior; instructional models; teaching styles; and the differential effects of teacher-student interactions and classroom climate. Students demonstrate competencies in assessment and interventions through completion of a comprehensive examination and a performance-based portfolio. During the final portion of the program, students participate in a 1,500 clock hour internship in the public schools, working under the supervision of a licensed psychologist or a certified school psychological service provider. The school psychology program requires 72 credit hours of coursework.

Individuals graduating from this program are eligible for certification as a Nationally Certified School Psychologist, and for certification by the Maine Department of Education as a School Psychological Service Provider. Some graduates may be eligible to sit for the examination leading to licensure as a psychological examiner by the Maine Board of Examiners of Psychologists. The program conforms to training standards specified by the National Association of School Psychologists (NASP), the Maine Department of Education, and the Maine Board of Examiners of Psychologists.

Admission Requirements

Transfer Credit
A maximum of six credit hours may be approved as transfer credit, provided these credits were earned no more than three years prior to matriculation and grades of B or better were received. Additional transfer credit may be approved by the program chair in exceptional circumstances, including certificates of graduate study program courses. Please also see College transfer credit policies in the CEHD Admission and Academic Policies section.

Graduate students in master’s level school psychology programs at other universities may transfer into the program if they take their final twenty-one hours, including the internship requirement, in USM’s school psychology program.

Professional Licensure and Certification Notice
Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, fingerprinting, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

Program Requirements

Total Required Credits: 72

Psychological Foundations (15 credits)
HRD 668 Human Development
SPY 671 Physical Bases of Behavior
SPY 674 Child and Adolescent Psychopathology
SPY 676 Behavioral Principles of Learning

Educational Foundations (9 credits)
HCE 622 Counseling Children and Adolescents
SED 540 Learners Who are Exceptional in General Education
SED 682 Special Education Law

Assessment (15 credits)
HCE 605 Psychological Measurement and Evaluation
SED 653/SPY672 Assessment of Academic Achievement
SPY 675 Indirect Behavioral Assessment
SPY 677 Cognitive Assessment
SPY 678 Functional Behavioral Assessment

Interventions (9 credits)
HCE 626 Group Process and Procedures
SPY 603 Consultation in School Psychology
SPY 673 Social Foundations of Behavior
SPY 684 Advanced Applied Behavior Analysis

Research (6 credits)
EDU 600 Research Methods and Techniques
SPY 659 Clinical Research Methods
Professional School Psychology (18 credits)
  SPY 609 Professional Ethics in Psychology
  SPY 688 Internship in School Psychology (9 Credits, 1,500 hours)
  SPY 693 School Psychology Practicum I
  SPY 694 School Psychology Practicum II

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Doctor of Psychology (Psy.D.) in School Psychology

The doctor of psychology (Psy.D.) in school psychology provides school psychology practitioners with advanced training in the areas of psychological assessment, interventions, and applied research in an evidence-based, behavior analytic perspective. The focus of the Psy.D. includes advanced training in school psychology that goes beyond what a student typically acquires during master’s-level training. Psy.D. students are expected to demonstrate their research and scholarship through the completion of a dissertation. The Psy.D. course of study includes a range of 66-111 credit hours, based on a student’s standing at time of admission. During the final portion of the program, students complete a minimum of 2,000 clock hour, pre-doctoral internship. Following completion of the Psy.D. program, graduates will be eligible for state certification as a School Psychological Service Provider, and national certification as a Nationally Certified School Psychologist. Following completion of a 1,500 clock-hour post-doctoral training experience, graduates will also be eligible to apply for licensure as a psychologist.

Program Requirements
NONE

Admission Requirements

Minimum Requirements: In addition to meeting the minimum admission requirements of the University, to be eligible for admission to the Psy.D. program, an applicant must meet the following requirements:

- Hold a baccalaureate degree from a regionally accredited institution;
- Have earned a cumulative grade point average of 2.75 or higher (on a 4.0 scale) in a baccalaureate degree program; or have earned a cumulative grade point average of 3.25 or higher (on a 4.0 scale) in a master’s/graduate degree program

The Psy.D. admissions process requires a date-specific formal interview. Candidates to be interviewed will be selected on the basis of the above information.

Students may also apply to the PsyD at the post-master’s level. Students seeking only a master’s degree should apply for admission to the M.S. in educational psychology degree program.

Application Deadline
December 1.

Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:

- A submitted online graduate admission application;
- The application fee of $65.00;
- Two sets of official transcripts from all colleges or universities attended, including USM;
- Three recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal. The recommendations should be from persons able to comment from direct knowledge of the applicant’s potential for success as a psychologist;
- Essay (see below);
- Documentation of professional experiences;
- Submission of GRE score (see below);
- Submission of official TOEFL or IELTS scores (if English is not first language); and
- Current resume.

Special Essay Instructions

Psy.D. in School Psychology program applicants are required to complete two essays and both should be submitted as part of your application. For Question 17 of “Application for Admission to Graduate Study” all Psy.D. applicants must answer both of the following questions with separate essays for each question:

The USM School Psychology Program embraces a behaviorally-based model for assessment and intervention. Briefly describe your understanding of behavioral theory and how comfortable you are working with that model.

Describe what is meant by the term “evidence-based practice.” What role should evidence-based practice play in the delivery of school psychological services?

Documentation of Professional Experiences

In addition, applicants must submit a Documentation of Professional Experiences in table form as shown via this link:
http://www.usm.maine.edu/graduateadmissions/programs#PSYD

Testing Requirements

Applicant must have earned a score of 1,000 points or above on the combined verbal and quantitative scores on the Graduate Record Examination (GRE), or equivalent for students taking the GRE after August 31, 2011. Please note: Starting August 1, 2011, the GRE® revised General Test will replace the current GRE General Test. Please consult program Web site for score requirements for the GRE revised test.

Applicants whose native language in not English must have earned a score of at least 550 on the paper-based Test of English as a Foreign Language (TOEFL), 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
Transfer Policies

Students admitted to the school psychology program can request permission to transfer up to 45 graduate credits toward the Psy.D. in school psychology. For each graduate course the student wishes to have considered for transfer credit the student must:

- Have obtained a grade higher than a B-
- Have completed the course in question no more than six years prior to beginning doctoral study in school psychology at USM.
- (When students have developed initial competence in a professional practice area through coursework completed more than six years prior to entry into the program, and when students have continued to update their competency through professional experience (which may include, but not be limited to, relevant professional employment, supervision and continuing education) the Program may, at its discretion, consider coursework for waiver that was completed more than six years prior to entry into the Program.)
- Submit a course equivalency request to the student’s advisor. This request must include the following:
  - a brief (two- to three-sentence) rationale for why the course should be considered equivalent,
  - a transcript (copy is acceptable) documenting the student’s grade for the course in question and the semester it was taken,
  - the prior graduate course number and name and the USM course number and the name of the USM course that the student wishes to be considered as equivalent,
  - the syllabus for the graduate course and relevant supporting documentation (list of required and suggested readings, reports, papers, tests, etc.).

The request will be reviewed by the advisor and referred to the faculty designee who has expertise in the area of instruction. The advisor or faculty designee may ask for additional information from the student, including an official transcript, or consult with the previous instructor or other sources.

The designee will then make a recommendation to the school psychology faculty and the faculty will vote to determine whether the course is considered equivalent.

The student will be informed about the faculty’s decision by the advisor.

The result of the request will be documented in the student's local program file.

For students seeking accompanying certification as BCBA, the applicable transfer course(s) must be transferred from a program that is approved by the Behavior Analyst Certification Board.

Transferred credits will be noted on the student’s USM transcript and counted toward the student’s degree. Once approved, the program will notify the USM Registrar to enter the official transfer onto the student’s record.

Graduate students in APA-accredited doctoral-level school psychology programs at other universities may transfer into the program if they take their final 45 hours, or two years full time, and not including the internship or dissertation requirement, in USM’s school psychology program.

Course Waivers

Students who have extensive prior graduate-level training in areas covered in the school psychology program courses can request to waive up to 5 courses or 15 credits of the required program of study. Waived courses are NOT transferred to the student’s transcript.

Students must replace waived courses with electives. Students are required to take enough electives to cover the number of credits or courses waived. In order for a course to be waived, the student must demonstrate the following:

- The credits must have been earned as part of a graduate course (e.g., 500 level or higher) offered at a U.S. institution of higher learning accredited at the time the credits were earned by a regional and/or national accrediting body and recognized as accredited by the U.S. Department of Education.
- The credits must have been earned for a course which is equivalent in content covered and skills developed to one required in the student’s USM program of study.
- The earned grade for the course must be a B or higher (GPA equivalent of 3.0).
- The student can demonstrate ongoing competency in the knowledge and skills covered in the course for which a waiver is requested.

Requests for course waivers follow the same procedure as requests for credit transfer. To request a course waiver, a student must submit the course syllabus and official transcript(s) showing the course grade(s) to the school psychology program coordinator.

The coordinator will refer the request to the program faculty with expertise in the content area to determine if the credit waiver is approved. Once approved, the program coordinator will notify the student in writing and a copy of the waiver agreement will be placed in the student’s file.

Note: Course waivers are not available for those courses that are required for certification in behavior analysis.

Professional Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, fingerprinting, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.
Psy.D. Program

Those students admitted to the Psy.D. with a bachelor’s degree are required to complete at least 111 credit hours. After admission to the Psy.D., all students with a prior graduate degree may request a transcript review to determine if any courses can be transferred or waived. Transfer credits will be applied to the Psy.D. program. Waived courses must be substituted with courses of the same number of graduate credits from the School of Education and Human Development graduate catalog.

Admission Requirements

Master’s in School Psychology (terminal)

In extreme circumstances if a Psy.D. student is unable or chooses not to complete all program requirements, the student may be eligible for the M.S. in school psychology degree. Psy.D. students seeking to earn the M.S. instead of the Psy.D. in school psychology may apply to transfer into the M.S. program by completing the following steps:

- Complete an application for the M.S. program that includes the same GRE scores, transcript(s), and letters of recommendation submitted for the Psy.D.;
- Submit a letter with the M.S. application requesting admission to the M.S. that summarizes the reasons why the student wishes to obtain the M.S. instead of the Psy.D. as the terminal degree;
- Pay a $15.00 re-application fee with the M.S. application.
- Provide the above information to the Office of Graduate Admissions no later than December 1 of the year preceding the requested transfer.

Master’s Along the Way

Students who enter the Psy.D. at the post-baccalaureate level can earn a master’s degree along the way to the doctoral degree. These students who wish to obtain the M.S. in Educational Psychology with concentration in applied behavior analysis “along the way” to the Psy.D. need to do and understand the following:

- Understand that once the M.S. degree is awarded no changes to the transcript of the courses for that degree can be made.
- Complete an Application for Degree form and submit it to the Registrar’s Office.

Program Requirements

Total Required Credits: 111

Biological Aspects of Behavior
  SPY 671 Physical Bases of Behavior

Cognitive and Affective Aspects of Behavior
  SPY 670 Cognitive and Affective Bases of Behavior

Social Aspects of Behavior
  SPY 673 Social Foundations of Behavior

History and Systems of Psychology
  SPY 709 History and Systems of Psychology

Psychological Measurement
  HCE 605 Psychological Measurement and Evaluation

Research Methodology
  EDU 600 Research Methods and Techniques
  SPY 751 Advanced Research Seminar
  SPY 759 Psy.D. Dissertation

Techniques of Data Analysis
  SPY 697 Statistics I
  SPY 698 Statistics II

Individual Differences in Behavior
  SPY 620 Introduction to Multi-Tier Systems of Student Support for General and Special Education
  SPY 679 Diversity in the Science and Practice of Psychology

Human Development
  HRD 668 Human Development

Dysfunctional Behavior/Psychopathology
  SPY 674 Psychopathology

Professional Standards and Ethics
  SED 540 Learners Who are Exceptional in General Education
  SPY 609 Professional Ethics in Psychology
Theories and Methods of Assessment and Diagnosis
   SPY 672 Assessment of Academic Achievement
   SPY 675 Indirect Behavioral Assessment
   SPY 677 Cognitive Assessment
   SPY 678 Functional Behavioral Assessment

Effective Interventions
   HCE 620 Fundamentals of Counseling Theories
   SPY 628 Behavior Therapy
   SPY 676 Behavioral Principles of Learning
   SPY 684 Advanced Applied Behavior Analysis
   SPY 727 Advanced Academic Intervention Methods
   SPY 729 Advanced Interventions for Individuals with Behavioral and/or Developmental Disabilities
   SPY 730 Advanced Behavior Therapy

Consultation and Supervision
   HCE 681 Clinical Supervision
   SPY 603 Consultation in School Psychology

Evaluation of the Efficacy of Interventions
   SPY 659 Clinical Research Methods

Practica
   SPY 693 School Psychology Practicum I
   SPY 694 School Psychology Practicum II

Internship
   SPY 788 Pre-doctoral Internship in School Psychology

Elective
   Chosen from the graduate catalog

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Master of Science in Education in Teaching and Learning (MTL)

The Master of Science in Education in Teaching and Learning degree focuses on preparing professional teachers to understand the theory and practice of teaching and learning. Through the degree, students complete all State of Maine requirements for initial teacher certification in elementary education, secondary education (in certification areas of English, mathematics, physical and/or life science, or social studies), K-12 foreign language, elementary and secondary special education through single or dual certification pathways. Students learn the practice of teaching through one or two year-long internships and explore the theoretical and research-based principles of teaching and learning through internship coursework as well as the subsequent inquiry courses. Students may enter the MTL through an articulated undergraduate teacher certification pathway, or as a candidate in the Extended Teacher Education Program (ETEP) program. Students graduating from these programs will have a strong liberal arts background; extended experiences with students in K-12 schools; and the ability to think reflectively and critically about schools, student learning and their pedagogical practice.

The task of preparing teachers to meet the needs of all learners in the 21st century is complex and demanding. The Teacher Education Department faculty is dedicated to instilling a commitment to equitable and engaging learning in its students and supporting students to be teachers who:

- Continually examine beliefs and practices and act upon findings to improve teaching and learning
- Provide a variety of accessible learning experiences that attend fairly to learners’ strengths, needs, and interests
- Establish and communicate clear, challenging, and attainable standards for all learners
- Support and refine teaching through sharing diverse perspectives and understandings
- Integrate teaching knowledge and disciplinary knowledge to foster and support professional expertise
- Use multiple sources of information, including performance-based assessments, to make valid inferences about student learning and informed instructional decisions
- Provide feedback and adjust teaching based on growing understandings about learners and learning
- Create, study, critique, and apply research related to teaching, learning, and schooling.

Program Requirements

See individual pathways for particular program requirements.

Admission Requirements

Students in all teacher education pathways must meet USM’s 10 Teaching Standards to be recommended for certification:

- Diversity of child/adolescent development, learner needs, and equitable and culturally responsive practices. The teacher demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students’ intellectual, physical, emotional and social development.
- Knowledge of subject matter and inquiry. The teacher understands the framework and standards of the subject matter she/he teaches. She/he uses the discipline’s tools of inquiry, central concepts, and internal structure, and makes interdisciplinary connections to promote learners’ inquiry.
- Beliefs about teaching and learning. The teacher clearly communicates beliefs about teaching, learning, and the role of education in ensuring access and equity for all students.
- Technology. The teacher understands the social, ethical and legal issues associated with the use of technology and tools of the discipline and uses technology and tools to support teaching practice and student learning.
- Professionalism and collaboration. The teacher demonstrates professional ethical and legal behavior within school and community and works collaboratively with colleagues, parents, and community members to improve conditions of learning for all students and adults.
- Positive classroom environment. The teacher creates a democratic learning environment that encourages positive social interaction, active engagement in learning, student responsibility, and self-motivation.
- Instructional planning and implementation. The teacher constantly plans and evaluates instruction based on knowledge of the learner, subject matter, community, intended student standards and curriculum.
- Instructional strategies. The teacher understands and uses a variety of appropriate instructional strategies and tools to promote learning and inquiry based on knowledge of the learner, subject matter, community, intended student standards and curriculum.
- Assessment. The teacher understands and uses a variety of informal and formal assessment strategies to evaluate and support the development of the learner.
- Professional development. The teacher is above all a learner who reflects on and evaluates choices and actions, and continually strives to improve practice.

ETEP Admission Requirements

For more detailed application information, please refer to the ETEP Application Guide: http://www.usm.maine.edu/teacher-education

Minimum Requirements: Academic Preparation

An earned bachelor’s degree from an accredited college or university
A cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program. Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

Applicants must show completion of required academic content for the intended certification area (can be in progress at the time of application)
Praxis I scores that meet the state of Maine’s certification requirements (see detail in Testing Requirements)
Relevant Experience and Professional Potential:
- prior experiences working with school-aged children in instructional or leadership situations
- a learner-centered educational philosophy
- self-knowledge, maturity, and sensitivity toward others
- ability to adapt to, and learn from, new and challenging situations
- excellent written and oral communication skills

Application Deadlines
January 9: First Round
March 8: Second Round
Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include
- A submitted online graduate admission application.
- The application fee of $65.00.
- Two sets of official transcripts from all colleges or universities attended, including USM.
- Praxis I Test report.
- Three letters of recommendation attesting to the applicant’s potential for pursuing graduate level academic work, experience working with child and youth, and dispositions for being a professional teacher. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender’s signature over the seal. The recommendations should be from persons able to comment from direct knowledge of the applicant’s potential for success as a teacher and graduate student.
- Resume showing history of employment, education, and community service.
- Essay (see below).
- ETEP Program Selection Sheet.
- Catalog of Experiences (see below).
- Certification of finances (international students only).
- Submission of official TOEFL or IELTS scores (if English is not first language).

Special Essay Question
The essay applicants submit is a replacement to Question 17 in the Graduate School Application. It is a thoughtful response to the following prompt:
The Equity Framework explained on pages 4-5 of this ETEP Application Guide describes the Teacher Education Department’s commitment to equity in the education of the students we serve. How do you see yourself providing equitable opportunities to learn for your students? Illustrate your thinking by using specific examples.

Catalog of Experiences
Provide an annotated list of experiences particularly significant in your development as a learner and prospective teacher. The catalog should describe experiences working with children and any events that have led to a deeper understanding of the intended content area(s). It should also include the insights gained from these experiences.

Testing Requirements
All individuals seeking Maine teacher certification must achieve minimum scores on a basic skills assessment in reading, writing, and math. Praxis I is therefore a requirement for admission into the MTL. To pass Praxis I applicants must have a composite score of 526 (or higher), including all scores within three points of passing. Passing scores: Reading: 176, Writing: 175, Mathematics: 175

For information about the application process and special admission requirements of the Extended Teacher Education Program, contact the USM Office of Graduate Admissions, 39 Exeter Street, Portland, ME 04104-9300, (207) 780-5306, and ask for a copy of the ETEP Application Guide; or find it on the Web at [http://www.usm.maine.edu/teacher-education](http://www.usm.maine.edu/teacher-education)

Applicants whose native language in not English must have earned a score of at least 550 on the paper-based Test of English as a Foreign Language (TOEFL), 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.

Undergraduate Pathway Admission Requirements
Two undergraduate teacher certification programs also lead to the master’s in Teaching and Learning:
- Teachers for Elementary and Middle Schools

Please see listed Web sites or the undergraduate catalog for more information.
Upon completion of their baccalaureate degree and the teacher education candidacy process, students may apply for admission to the MTL.

TEAMS Application Requirements
Minimum Requirements: Applicant must have a bachelor’s degree and have earned a cumulative grade point average of 2.75 (on a 4.0 scale) in a baccalaureate degree program;
Applicant must show completion of required academic content for the intended certification area (can be in progress at the time of application)
Application Deadlines
Rolling admission with priority deadlines of:
- March 15 for fall matriculation
- November 1 for spring matriculation

Admission to the MTL for TEAMS Students:
- Application must include:
  - A submitted online graduate admission application;
  - The application fee of $65.00;
  - Two sets of official transcripts from all colleges or universities attended, including USM;
  - Praxis I Test Scores;
  - One letter of recommendation from a USM teacher education faculty member attesting to the applicant’s successful completion of undergraduate teacher education requirements;
  - Resume showing history of employment, education, and community service; and
  - Essay (Teaching Philosophy).

Teacher Education Program Policy
The faculty of the School of Education and Human Development reserve the right to accept and retain only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, maturity, and personal suitability for teaching. The program maintains the ability to change admission and/or program requirements as needed to meet changes in state certification standards.

Professional Licensure and Certification Notice
Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.
Extended Teacher Education Program

The ETEP consists of the internship and the master’s degree in teaching and learning or applied literacy. The program offers four different options to meet the various needs of students.

Program Requirements

Nine-Month Option (K-8 or 7-12)

This is an intensive full-time experience that integrates both theory and practice in a school-based program. Interns progress through the program as part of a cohort of other teacher education candidates and complete two semesters with a mentor teacher in a public school classroom. This internship prepares students to teach in one of the following areas:

- Elementary and Middle level (K-8)
- English (7-12)
- World Languages (K-12)
- Life Science (7-12)
- Mathematics (7-12)
- Physical Science (7-12)
- Social Studies (7-12)

Course Requirements

All courses are 3 credit hours unless otherwise noted. The exact sequence of courses will vary, depending on cohort, concentration, and program option.

Elementary (K-8) (33 credits)
- EDU 505 Teaching Mathematics K-8
- EDU 527 Understanding and Teaching Diverse Learners
- EDU 541 Seminar in Teaching, Learning, and Assessment I
- EDU 542 Seminar in Teaching, Learning, and Assessment II
- EDU 544 Applied Pedagogy
- EDU 551 Teaching Social Studies K-8
- EDU 552 Teaching Science K-8
- EDU 566 Introduction to the Writing Process
- EDU 565 Teaching Reading
- EDU 644 Professional Internship in Elementary Education
- SED 540 Learners Who are Exceptional in General Education

Secondary (7-12) and World Language (K-12) (33 credits)
- EDU 514 Improving Teaching in the Content Areas Through Literacy
- EDU 527 Understanding and Teaching Diverse Learners
- EDU 541 Seminar in Teaching, Learning, and Assessment I
- EDU 542 Seminar in Teaching, Learning, and Assessment II
- EDU 544 Applied Pedagogy
- EDU 613 Professional Internship in Secondary Education (6 credits)
- EDU 651 Instructional Strategies for Secondary Teaching
- EDU 652 Curriculum Design
- SED 540 Learners Who are Exceptional in General Education

Content Area Methods Courses: One of the following (3 credits)
- EDU 501 Secondary Science Methods
- EDU 502 Secondary English Methods
- EDU 503 Foreign Language Methods
- EDU 504 Secondary Social Studies Methods
- EDU 554 Secondary Mathematics Methods

Upon successful completion of the certification year students in the nine-month ETEP option can continue to work toward completion of requirements for the master of science in education in teaching and learning degree. This innovative program extends teacher education beyond initial certification for beginning teachers by continuing to develop their knowledge, skills, and beliefs in key areas. Students have a full five years beyond the certification year to complete the master’s degree.

The 12 credits required for completion of this master’s degree are:
- EDU 600 Research Methods
- EDU 624 Schools and Classrooms
- EDU 642 Classroom Assessment
- EDU 643 Inquiry in Education

Other Master’s Degree Possibilities for the 9-month Option

Applied Literacy Program Options - This program provides an opportunity for ETEP or TEAMS students to complete their master’s degree in a focused area (literacy or English as a Second Language). The program in applied literacy builds upon the curriculum and experiences of ETEP, gives novice teachers increased skill as literacy teachers, and leads to further opportunities for specialist certification.
After completing ETEP or TEAMS with initial teacher certification, a student pursuing an Applied Literacy program can complete the eighteen (elementary) to twenty-one (middle/secondary) credits required for the master’s degree in approximately one and a half years. Certification as a literacy specialist requires twelve additional credits beyond the degree. Students also have the option of pursuing the Applied Literacy program in a concentration in English as a Second Language, that includes 24 additional credits above ETEP or TEAMS.

Other Options
Students completing the certification year of ETEP also have the option of applying to one of these other master’s degree programs in the School: educational leadership and literacy education (including ESL). Students must meet all admission requirements specific to the desired program and are required to complete degree requirements by a deadline determined by program faculty. Certain courses completed during the certification year of ETEP may be accepted as credit toward completion of requirements for these degrees. In all cases, completion of these programs will require a greater number of credits than the programs in teaching and learning or applied literacy.

Two-Year K-8 Unified Option
In response to the state’s need for special education, the Teacher Education Department offers a unique program in this area. The K-8 Unified ETEP option offers dual certification in K-8 general education and K-8 special education. Students who choose this option complete requirements for certification in these two areas and the Master of Science in Education in Teaching and Learning in two academic years (four semesters) and two summers. This fifty-seven-credit-hour program is designed so that interns may work part-time. It is especially designed for persons employed in schools as educational technicians who want to remain in their position while completing an internship in general education and special education. Courses are offered online.

Course Requirements (57 credits)
K-8 General Education Course Requirements– (30 credit hours)
EDU 505 Teaching Mathematics K-8
EDU 527 Understanding and Teaching Diverse Learners
EDU 541 Seminar in Teaching, Learning, and Assessment I
EDU 551 Teaching Social Studies K-8
EDU 552 Teaching Science K-8
EDU 565 Teaching Reading
EDU 566 Introduction to the Writing Process
EDU 600 Research Methods and Techniques
EDU 643 Inquiry in Education
EDU 644 Internship in Elementary Education

Special Education Course Requirements (27 credit hours)
SED 518 Instructional Strategies for Learners with Special Needs
SED 540 Learners Who are Exceptional in General Education
SED 615 Positive Behavioral Interventions and Supports
SED 653 Assessment in of Academic Achievement
SED 682 Special Education Law
SED 688 Special Education Internship
SED 693 Transitions Between Agency, School and Community
SPY 620 Introduction to Multi-tier Systems of Student Support for General and Special Education
SPY 625 Multi-tier Mathematics Instruction for General and Special Education
SPY 627 Multi-tier Reading Instruction for General and Special Education

Two-Year 7-12 Unified Secondary ETEP
(Dual Certification in 7-12 Special Education and a Content Area)
The Unified 7-12 ETEP option, like its Unified K-8 ETEP counterpart, prepares candidates to teach in inclusive school environments. The program is designed to accommodate eligible candidates who are employed as educational technicians or conditionally certified teachers. While the program provides this flexibility for school staff, employment in a school is not a prerequisite for the program. Persons not employed in a school are encouraged to apply. Upon completion of candidates will be eligible for certification in both secondary special education and a selected 7-12 content area (English/language arts, social studies, physical science, life science, mathematics or K- 12 foreign language) and a master’s degree. The program spans two summers and two academic years.

Course Requirements (51 credits)
General Education Courses (21 credits)
EDU 514 Improving Teaching in the Content Areas Through Literacy
EDU 527 Understanding and Teaching Diverse Learners
EDU 541 Seminar in Teaching, Learning, and Assessment I
EDU 613 Internship in Secondary Education (3 credits)
EDU 600 Research Methods and Techniques
EDU 643 Inquiry in Education
EDU 652 Curriculum Design

Content Area Methods Courses: One of the following (3 credits)
EDU 501 Secondary Science Methods
EDU 502 Secondary English Methods
EDU 503 Foreign Language Methods
EDU 504 Secondary Social Studies Methods
EDU 554 Secondary Math Methods
Special Education Requirements (27 credits)
- SED 518 Instructional Strategies for Learners with Special Needs
- SED 540 Learners Who are Exceptional in General Education
- SED 615 Positive Behavioral Interventions and Supports
- SED 653 Assessment of Academic Achievement
- SED 682 Special Education Law
- SED 688 Special Education Internship (3 credits)
- SED 693 Transitions Between Agency, School and Community
- SPY 620 Introduction to Multi-tier Systems of Student Support for General and Special Education
- SPY 625 Multi-tier Mathematics Instruction for General and Special Education
- SPY 627 Multi-tier Reading Instruction for General and Special Education
Montessori Early Childhood Teacher Education Program Concentration (MECTEP)

As program concentration within the Master of Science in Education in Teaching and Learning, the 45 credit hour Montessori Early Childhood Teacher Education Program focuses on preparing professional teachers to understand the theory and practice of teaching and learning. Through the program, students complete all requirements for American Montessori Society (AMS) and Montessori Accreditation Council for Teacher Education (MACTE) early childhood (ages 2.5-6) teacher certification, and the Master of Science in Education in Teaching and Learning.

The program is a collaboration between the Teacher Education Department and the Maine Montessori Institute located at Winfield Children’s House in Falmouth, Maine. Winfield Children’s House is an AMS accredited early childhood program serving children ages 12 months-age 6. The Maine Montessori Institute is a full affiliate training site of the American Montessori Society and is a MACTE accredited teacher training center. Students learn the practice of teaching through a year-long internship and explore the theoretical and research-based principles of the Montessori method and materials design by Dr. Maria Montessori.

This cohort based, full-time, yearlong program begins in the summer and continues through the following academic year. Coursework located at Winfield Children’s House is concurrent with an internship in a program approved Early Childhood Montessori school. In addition to the courses offered through the Maine Montessori Institute, students in the program take two research courses, EDU 600: Research Methods and Techniques and EDU 643: Inquiry in Education, at USM.

Admission Requirements:

Application deadlines
Coincide with ETEP application deadlines:
- January 9th: 1st Round
- March 8th: 2nd Round

Special required application materials include:
- Application Fee of $65.00
- Online application fee must be paid by credit card.
- Fee is non-refundable.
- USM Application for Admission to Graduate Study (only online applications accepted).
- Program Selection Sheet must be included as part of the application
- Official Transcripts (2) from all colleges or universities attended (including USM).
- Transcripts must be sent directly from the institutions or submitted in the original sealed and unopened envelope.
- Two official transcripts from all institutions of higher learning.
- Students with international transcripts, including Canadian, must have them evaluated by either WES (http://www.wes.org) or CED (http://www.cedevaluations.com) prior to applying. (This is a DoE regulation.)
- Praxis I official scores:
  - When you register, include:
    - a) USM (R3091) and
    - b) Maine Department of Education (R7368) as score recipients.
- Applicants must have three scores within three points of passing, totaling no less than 526.
- TOEFL or IELTS official scores:
  - For applicants whose first language is not English. This requirement is waived for:
    - Students who earned a bachelor’s at an English-speaking university
    - Three (3) Letters of Recommendation Letters should reflect an applicant’s academic ability to succeed in graduate study and/or potential as a professional teacher. If possible, at least one should be from a faculty member familiar with the applicant’s academic work, and at least one should attest to the applicant’s work with children.
- Résumé showing history of employment, education, and community service.
- Essay (2 to 3 pages) Replace Question #17 in the Graduate School Application with an essay that responds to the following prompt:
  - Why do you want to become a Montessori teacher?
  - What characteristics do you possess that you feel will make you successful in the area of teaching?
  - What is your personal style of teaching?
  - How will you incorporate the material learned in the Montessori early childhood education program into your own style of teaching?
- Catalog of Experiences (2 to 3 pages):
  - Provide an annotated list of experiences particularly significant in your development as a learner and prospective teacher. The catalog should describe your experiences working with children and any events that have led to a deeper understanding of the content area(s) you will teach. It should also include the insights you have gained from those experiences.

Candidates should submit all supplementary application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline

For more information about the application and materials visit the USM Graduate Admission website at:
http://www.usm.maine.edu/graduateadmissions/graduate-admissions-general-application-instructions
Course Requirements and Sequence (45 credits)

Summer I
ECE 510 Overview: Elements of Teaching and Learning in an Early Childhood Montessori Classroom Environment
ECE 511 Classroom Leadership and Environmental Design in an Early Childhood Montessori
EDU 600 Research Methods and Techniques

Fall
ECE 512 Montessori Principles and Philosophy
ECE 513 Child Development, Family and Community
ECE 514 Practical Life in the Early Childhood Montessori Classroom
ECE 515 Sensorial in the Early Childhood Montessori Classroom
ECE 516 Assessment and Observation in an Early Childhood Montessori Classroom
ECE 525 Early Childhood Practicum in a Montessori classroom

Spring
ECE 520 Language Arts in the Early Childhood Montessori Classroom
ECE 521 Mathematics in the Early Childhood Montessori Classroom
ECE 522 Science in the Early Childhood Montessori Classroom
ECE 526 Early Childhood Internship in a Montessori Classroom
EDU 643 Inquiry in Education

Summer II
ECE 523 Social Studies in the Early Childhood Montessori Classroom

For course descriptions, please click here: http://www.usm.maine.edu/sehd
Certificate of Graduate Study in Culturally Responsive Practices in Education and Human Development

The 12-credit Certificate of Graduate Study in Culturally Responsive Practices is offered through the Human Resource Development Department and the Multicultural Education program and is designed to accommodate individuals who wish to obtain a basic background in culturally responsive practices in education and human development, especially: teachers, educational technicians, counselors, and leaders in education.

Admission Requirements
Criteria for admission include successful completion of a bachelor’s degree from a regionally accredited college or university. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course.

Application Deadline
Rolling

- Candidates should submit all application materials to the USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Application must include:
- Application for Certificate Program, including a $25.00 nonrefundable application fee;
- Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- Current resume; and
- Personal statement.

Applications to the certificate program will be reviewed periodically by an admissions committee during the academic year. This committee will include members from Multicultural Education Programs, including the diversity scholars, Counseling, and Adult and Higher Education coordinator, and members of the departments within the School of Education and Human Development. Incomplete applications will not be accepted. Applications are available at: http://www.usm.maine.edu/graduateadmissions

Acceptance to a certificate program does not constitute acceptance to a master’s or post-master’s certificate of advanced study program. Applications for degree status must be made under separate cover under the guidelines above.

Program Requirements
Students are required to select at least one School of Education and Human Development (SEHD) course from the list below to ground their understandings in pedagogical practices.

- EDU 559 Aspects of Reading for Multilingual Learners
- EDU 562 Linguistics and Cultural Diversity in the Classroom
- HCE 507 Spirituality and Religion in Counseling
- HCE 612 Multicultural Counseling: Family and Disability Issues
- HRD 545 Gender and Learning
- HRD 643 Multicultural Adult Development
- HRD 646 Global Perspectives of Adult Education and Practices
- HRD 664 Culture, Tradition, and Diversity
- HRD 699 Independent Study (open to matriculated students only)
- SED 540 Learners Who are Exceptional in General Education

Other courses as approved by program advisor

Students may choose from the following USM courses, offered outside of the College of Education and Human Development.

American and New England Studies
- ANE 638 Reading the Cultural Landscape
- ANE 641 Environment and Culture

Leadership Studies
- LOS 661 Ethical and Spiritual Dimensions of Leadership
- LOS 670 Leadership Study Abroad (6 credits)

Muskie School
- CPD 602 Sustainable Communities

Occupational Therapy
- OTH 507 Social Issues and Ethics

Social Work
- SWO 501 Multicultural Social Work
- SWO 502 Critical Thinking about Human Behavior I
- SWO 583 Social Work with Immigrants, Refugees and Asylum Seekers
Course Descriptions

ECE 510 Montessori Overview: Elements of Teaching and Learning in a Montessori Early Childhood Environment
This course, as the introductory course for the Montessori Early Childhood Teacher Education Program concentration, offers an overview of the philosophy and methods of Montessori education in early childhood settings. In this interactive format, participants will explore the possibilities of utilizing the elements of the Montessori model for practical applications in their classroom environments. Teachers will have the opportunity to design original Montessori based materials. This course gives students the opportunity to connect Montessori theory and practices and incorporate them into best practices in their educational environments. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP) or by instructor permission. Cr 3.

ECE 511 Classroom Leadership and Environmental Design in an Early Childhood Montessori Classroom
This course covers Montessori’s theory of the interrelated curriculum, as it relates to strategies of classroom leadership and strategies that gain the child's confidence, cooperation and attention, thereby helping to develop a pattern of respect for authority. Environmental design techniques that can be applied to the physical environment and their application to classroom management are also discussed. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 512 Montessori Principles and Philosophy
Through a series of readings, lectures, class discussion, writing assignments, and evaluations this course will discuss Maria Montessori’s life, the beginning of the Montessori Method and theory of the interrelated curriculum as developed by Maria Montessori in the early 1900’s, its growth over the years, and the specifics of the Montessori Philosophy (i.e., absorbent mind, sensitive periods, logical-mathematical mind, spiritual and moral development of the child, etc.). It will also look at how the Montessori principles, materials, teacher, and environment relate to and respect the developing child from birth through 6 years. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP) or by instructor permission. Cr 3.

ECE 513 Child Development, Family, and Community in an Early Childhood Montessori Classroom
This course examines Montessori’s theory of the interrelated curriculum, in a study of the developmental patterns of young children. The major emphasis is on the intellectual and emotional development of children during the first six years of life. Major topics covered in this course are the writings and philosophies of past and current theorists; current trends in family dynamics; and local community resources. This course also looks at the interactions among children, family, school, peers, media, and community, with an emphasis on ethnic and ability/learning diversity, social class, gender roles, and their impact on behavior, values, morals, and attitudes. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 514 Practical Life and Daily Living in an Early Childhood Montessori Classroom
This course examines Montessori’s theory of the interrelated curriculum, as it relates to five major categories: Care of the Self; Care of the Environment; Grace and Courtesy; Control of Movement; and Food Preparation. Along with presenting the philosophy and rationale of Practical Life and Daily Living in the Montessori method, this course covers information and lessons on classroom guidelines, courtesy, control of movement, care of the person, care of the environment, and food. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 515 Sensorial in the Early Childhood Montessori Classroom
This course examines Montessori’s theory of the interrelated curriculum, as it relates to the philosophy and rationale of the sensorial area and presentation of the sensorial materials aiding the development and refinement of the senses. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 516 Assessment and Observation in an Early Childhood Montessori Classroom
This course provides a framework for studying Montessori’s theory of interrelated curriculum, by examining the formative use of classroom assessment in an early childhood Montessori classroom. This includes developing skills using direct observation as a tool for studying children, gathering evidence of their learning, using that evidence to design instruction, communicating clear expectations and giving appropriate and meaningful feedback to children and their parents. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 520 Language Arts in the Montessori Early Childhood Classroom
Montessori’s theory of interrelated curriculum is examined as it relates to the philosophy and rationale of the language arts area and its materials. Major topics covered are the materials and exercises that foster receptive and expressive language experiences, visual and auditory perceptual experiences, vocabulary development and enrichment along with reading and writing development: pre-writing exercises: metal insets, small muscles exercises; vocabulary cards, story reading, letter recognition games, sequencing activities, etc.; early writing exercises: tracing and writing individual letters; early reading exercises: sounds of individual letters, moveable alphabet to form words, object or picture classification to isolate individual vowel and consonant sounds; non phonetic words; blends; diagraphs; long vowel patterns; reading as a tool: word definition cards; grammar: noun, verb, adjective; writing simple sentences; writing poetry; and writing descriptions. Students will also become familiar with children’s literature and learn skills in reading books to children using expression, intonation, inquiry and prediction. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.
ECE 521 Mathematics in an Early Childhood Montessori Classroom
Montessori believed that a child’s mind was mathematical and based on the order and perceptual awareness found in the development of the senses. The acquisition of mathematical principles is seen as developing logically from concrete to abstract and simple to complex. This course examines Montessori’s theory of interrelated curriculum, by exploring the philosophy and rationale of the Montessori curriculum in the mathematics area and the presentation of the Montessori math materials that aid in the development of Mathematical concepts and skills: introduction to numbers, counting, the decimal system, the four basic operations of the decimal system, understanding and recall of facts, and fractions. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 522 Science in an Early Childhood Montessori Classroom
Montessori’s theory of the interrelated curriculum holistically joins the sciences. Students will become familiar with the Montessori presentations in science as they relate to contemporary educational thought. Activities are demonstrated that focus on the characteristics, parts, and classification of plants and animals as well as simple science experiments that children can do independently. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 523 Social Studies in an Early Childhood Montessori Classroom
Montessori’s theory of the interrelated curriculum holistically joins history and geography. Students will become familiar with the Montessori presentations in these subject areas through study of globes, landforms, puzzle maps, flags, timelines, and the concept of time. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 525 Early Childhood Practicum in a Montessori Classroom
The purpose of the Practicum is to provide the intern with the opportunity for personal and practical experiences in a teaching / learning experience as an Early Childhood Montessori teacher with children ages 2 ½ through 6 year age. It also provides a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education. This course is intended to allow the student time to experiment with teaching the cosmic lessons, develop new curriculum materials, as well as manage the daily routines of an early childhood classroom. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

ECE 526 Early Childhood Internship in a Montessori Classroom
This course is a full-time, supervised internship experience in applying knowledge and skills to the practice of teaching in an early childhood Montessori classroom. The purpose of the internship is to provide the intern with the opportunity for personal and practical experiences in a teaching / learning experience as an Early Childhood Montessori teacher with children ages 2 ½ through 6 years of age. It also provides a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education. This course is intended to allow the student time to experiment with teaching the cosmic lessons, develop new curriculum materials, as well as manage the daily routines of an early childhood classroom. Prerequisites: Open to matriculated students in the Montessori Early Childhood Teacher Education Program (MECTEP), or by instructor permission. Cr 3.

EDU 501 Secondary Science Methods
The course has an interactive laboratory/discussion field-based approach, modeling and focusing on the teaching and learning aspects of science in the high school and middle school. The emphasis is on content, process, and methodology and will help interns develop knowledge of how to teach (pedagogy) and, more specifically, knowledge of how to teach science (pedagogical content knowledge). Students will learn strategies for planning and providing core academic and behavioral experiences to all learners. Prerequisites: Open to matriculated interns in the ETEP program or by Teacher Education Department permission. Cr 3.

EDU 502 Secondary English Methods
This course focuses on ways to organize and teach English classes at the middle school and high school levels based upon current research in literacy and national and state standards in English Language Arts. Various strategies involved in designing and managing a student-centered literacy program will be presented. Different theories for teaching English will serve as a backdrop for creating classroom activities that connect the literature to the students' lives. The writing process and the reading-writing connection will be emphasized to assess and enhance both literacy and learning. Prerequisites: Open to matriculated interns in the ETEP program or by Teacher Education Department permission. Cr 3.

EDU 503 Foreign Languages Methods
This course provides an introduction to the theory and practice of teaching and learning foreign languages at the middle and high school based upon current research and national and state standards with a central focus on communicative language teaching. Students examine theories of second language acquisition, techniques for teaching interpersonal, interpretive, and presentational modes of communication, as well as literature and culture. The course explores task-based instruction, the use of culturally authentic materials, the integration of technology as well as means of performance-based assessment and grading. Prerequisite: Open to matriculated students in ETEP, the Modern and Classical Languages and Literature Education TED Pathway or by Teacher Education Department permission. Cr 3.

EDU 504 Secondary Social Studies Methods
This course focuses on ways to organize and teach social studies classes at the middle school and high school levels. Various theories for teaching social studies, national and state standards, and current research work to serve as the backdrop for creating classroom activities that connect the topics to the students’ lives. The instructor will demonstrate various strategies involved in designing and managing a student-centered curriculum. Prerequisite: Open to matriculated ETEP students or by permission of the Teacher Education Department. Cr 3.
EDU 505 Teaching Mathematics K-8
This course, intended for those preparing to be K-8 teachers, provides experiences to develop, critique, and apply knowledge, skills, and research findings in mathematics, pedagogy, and mathematical learning theory in elementary and middle school classrooms. Major areas of focus include learning and assessment of all children, instruction to support all students’ mathematical understanding, reasoning, communication, and collaboration; standards (national, state, and local); content integration; resources; issues; and the discipline’s philosophical framework. Prerequisite: ETEP or TEAMS program admission. Cr 3.

EDU 511 Children’s Literature
This course is designed for teachers who wish to develop a deeper understanding of the literature written for children ages 4-12 and who want to become competent and creative catalysts in bringing children to books. Attention is given to standards of selection, curriculum implications, and methods of using books to individualize reading instruction. Students are expected to read widely in juvenile collections in order to establish a basis for selecting appropriate literary fare. Cr 3.

EDU 513 Adolescent Literature
This course is designed for middle or secondary teachers who wish to develop a deeper understanding of literature for adolescents and who needs to learn how to help young people read widely. Attention will be given to the dynamics of adolescence, individualizing reading, standards of selection, and creative methods of introducing books. Cr 3.

EDU 514 Improving Teaching in Content Areas through Literacy
This course explores literacy techniques and processes that can be applied by content teachers to enhance learning. Emphasis is on competencies that students use in content areas and strategies for teaching them how to apply them—a process of integrating the teaching of reading, writing, and study skills while teaching subject matter. The course has practical application for all classroom teachers. Cr 3.

EDU 521 Digital Literacies and Education
In this course, students explore the use of technology in K-12 education with a focus on literacy in the 21st century. Learners gain insight and experience in the effective integration of technology in literacy education through experiential learning, discussion, readings, and design of lessons and activities. Students examine related educational and societal issues through both academic and mainstream lenses in the context of relevant standards Cr 3.

EDU 527 Understanding and Teaching Diverse Learners
This course introduces students to the diversity of learners in schools in the 21st century. Students will understand the principles and practices of universal design in education, differentiation, and culturally responsive pedagogy in curriculum and lesson planning and implementation. Prerequisites: Open to matriculated students in TEAMS and ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Cr 1-3.

EDU 541 Seminar in Teaching, Learning, and Assessment I
The primary purpose of this course is to build a learning community where members of the cohort are supported in their internship through the assessment system. This course is based on helping the participants develop their personal philosophy of teaching and perfect their craft through ongoing discourse, reflection, and inquiry. Specific topics include instruction, lesson and unit planning, classroom management, assessment, diversity, technology, and professionalism. Corequisite: EDU 544, EDU 644 or EDU 613. Prerequisites: Open to matriculated students in TEAMS and ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature Education TED Pathway, or by Teacher Education Department permission. Cr 1-3.

EDU 542 Seminar in Teaching, Learning and Assessment II
The primary purpose of Seminar II is to sustain a learning community where members of the cohort are supported in their internship through the assessment system. This course is based on helping the participants develop their personal philosophy of teaching and professional portfolio. Participants perfect their craft through ongoing discourse, reflection and inquiry. Specific topics include instruction, lesson and unit planning, classroom management, assessment, diversity, technology and professionalism. Corequisite: EDU 613 or EDU 644. Prerequisites: Open to matriculated students in TEAMS and ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature Education TED Pathway, or by Teacher Education Department (TED) permission. Cr 3.

EDU 544 Applied Pedagogy
This course is a part-time, supervised internship experience in applying knowledge and skills under study in their coursework to the practice of teaching. An intern completes a semester-long classroom placement in which she/he is assigned to a mentor teacher in an elementary, middle, or secondary classroom in a school. The intern completes a minimum of one week of lead teaching. Prerequisites: Open to matriculated interns in ETEP and TEAMS or by permission of the Teacher Education Department. Cr 3.

EDU 550 Instructional Strategies for Secondary Teaching
This course explores the historical, philosophical and political foundations of contemporary secondary schools, pedagogy and curriculum as means to understand how instructional and curricular choices are made. It also assists students in developing a repertoire of instructional strategies through modeling, practice, and reflection. Students hone their skill in choosing and using student-centered, thinking-orientated instructional strategies, addressing students’ diverse learning needs through varied learning activities. Open to matriculated students in the Secondary Mathematics Education TED Pathway Cr 3.

EDU 551 Teaching Social Studies K-8
This course is designed to provide students with a general understanding of the guiding principles and the strands of social studies. Students will gain a working knowledge of the best practices in social studies instruction and the goals of social studies education. Students will create lesson plans and incorporate appropriate instructional methods and materials as part of the course requirements. Prerequisites: Open to matriculated interns in the ETEP and TEAMS programs or by permission of the Teacher Education Department. Cr 3.
EDU 552 Teaching Science K-8
This course has an interactive laboratory/discussion field-based approach, modeling and focusing on the teaching and learning aspects of science in the elementary and middle school. The emphasis is on content, process, and methodology. The course will be framed by the Department of Teacher Education’s Core Practices, Maine’s Learning Results, the National Science Education Standards, and by the students’ goals about the teaching and learning of science. Students will learn strategies for planning and providing core academic and behavioral experiences to all learners and differentiated academic and behavioral experiences for learners with special needs. Prerequisites: Open to matriculated students in the ETEP or TEAMS programs, or by Teacher Education Department permission. Cr 3.

EDU 554 Secondary Mathematics Methods
This course, intended for those preparing to teach mathematics at the 7-12 level in the state of Maine, provides experiences to develop and apply mathematical content knowledge and pedagogical skills in middle and secondary school classrooms. Major areas of focus include: how students learn mathematics, conceptual development of mathematical understandings, problem-solving instructional strategies, appropriate and effective uses of tools and technology, assessment of student learning, and providing equitable access to learning for all students. Prerequisites: Open to matriculated students in ETEP, the Secondary Mathematics Education TED Pathway, or by Teacher Education Department (TED) permission. Cr 3.

EDU 557 Teaching Writing to Multilingual Learners
This course focuses on developing and improving writing skills for English language learners (ELLs), by examining second language acquisition and writing theories and how they inform classroom practice. It is designed to equip teachers with the dispositions, knowledge, skills and strategies to implement writing instruction for ELLs at all levels of proficiency. Students gain firsthand experience using the writing process. They will draw on current research, theory, and classroom practice, leading to the development of instructional programs that will meet the needs of their ELLs. Cr 3.

EDU 558 Content Based Curriculum for English Language Learners
This course focuses on the factors necessary for the development and implementation of relevant content learning for second language students of all age and proficiency levels in the public school setting. The course explores the theoretical background and models of strategies for insuring competent delivery of appropriate language and content in a multilingual context. A co-construction approach incorporating the backgrounds and experiences of course participants is the principle methodological approach. The framework of the course is a pedagogical focus that incorporates scaffolding, differentiated instruction, independent learning strategies, critical thinking, and assessment. Cr 3.

EDU 559 Aspects of Reading for Multilingual Learners
This course examines the role of literacy for learners of linguistic and cultural diversity. The influence of first language on reading in another language, contrasting differences between first and second language reading, the role of vocabulary, and aspects of comprehension are among the topics of study. The differences between learning how to read in a second language for the first time and reading English with first language literacy are highlighted. Cr 3.

EDU 561 Aspects of the English Language
This survey course examines the elements of English and their relevance in second language acquisition. The course analyzes 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 562 Linguistic and Cultural Diversity in the Classroom
This course examines second language and cross-cultural communication and their role in the classroom. Second language acquisition principles and challenges, aspects of culture, and multicultural education are among the topics to be studied. Specific emphasis is on how language and cultural diversity impact teaching and learning. Cr 3.

EDU 563 ESL Testing and Assessment
This course examines the variety of assessments, formats, and procedures for evaluating ESL proficiency in the classroom. Participants develop appropriate approaches to testing and evaluation as an integral part of the language teaching and learning process. Cr 3.

EDU 565 Teaching Reading
This course traces the development of literacy and examines conditions that foster its growth. Topics relate to major stages of literacy development and include: preschool influences on literacy, initial reading, the development of fluency, vocabulary development, comprehension, study skills, and refinement of reading. Informal diagnostic techniques are demonstrated and practiced. The invariant nature of literacy acquisition among students of all ages is stressed. Prerequisite: ETEP, CLASS, or TEAMS program admission. Cr 3.

EDU 566 Introduction to the Writing Process
This course is designed to introduce preservice teachers to the development of writing proficiencies through a process approach. 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. Many strategies are modeled to meet the needs of diverse learners and an exploration of technology and standards is included. Students gain experience with the writing process through participation in an ongoing, in-class writing workshop. Prerequisite: ETEP, CLASS, or TEAMS program admission. Cr 3.
EDU 599 Independent Study in Teacher Education
This course provides students the opportunity to pursue a project independently, planning and exploring an area of interest within the field of teacher education. Most independent study projects are library based; all are intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the instructor. An approved proposal is a necessary prerequisite to registration. Prerequisite: Matriculation into MTL program. Cr 3.

EDU 600 Research Methods and Techniques
This course studies the concepts, principles, and techniques of educational research with an emphasis on scientific inquiry and problem solving, designed for both the producer and consumer of educational research. Individual critiques and research reviews are completed. Prerequisite: open to matriculated students only. Cr 3.

EDU 601 Naturalistic Inquiry and Qualitative Research
This course introduces students to an approach to educational research that studies schools as natural settings. Depending largely on qualitative methods, students learn the assumptions underlying field research and develop the ability to read qualitative/naturalistic studies critically and to do small site-based research projects. Prerequisite: EDU 600 or permission of instructor. Cr 3.

EDU 603 Analysis of Teaching
This course provides an opportunity to view teaching from the perspective of selected conceptual frameworks and research findings in the theory and practice of teaching. Analysis of individual teaching behavior is an important aspect of this course. Cr 3.

EDU 604 Curriculum Development
This course provides students with an understanding of curriculum and curriculum development. Using a collaborative approach, teachers and administrators plan the design of a curriculum consistent with personal ideals and a given context. Students analyze the curriculum in terms of knowledge, skills, learning processes, and affective dimensions. Special emphasis is given to the processes of curriculum implementation and curriculum evaluation. Cr 3.

EDU 605 Teaching, Learning, and Assessment
This course develops students’ knowledge of testing and assessment and provides opportunities for students to apply that knowledge to instruction and curriculum issues. Students will review the critical roles of teachers and administrators in testing and assessment. Participants will examine concepts such as curriculum alignment, opportunity to learn, equity, and fairness, and relate these concepts to classroom assessments and other common district and statewide standardized assessments. Participants will address issues such as validity, reliability, and standard setting in the context of diverse perspectives about the construction, production, and interpretation of knowledge. Cr 3.

EDU 607 Teacher Research in Literacy
This course enables students to become generators of new knowledge through their own classroom-based research and inquiry. Students learn the history and current policies of responsible conduct of research with human subjects. They analyze the methodology of published classroom research studies and learn and practice techniques of data collection and analysis. During the semester each student selects a problem, designs a pilot study using qualitative methodology, collects and analyzes sample data, and summarizes findings. Working in collaborative groups, students reflect upon and critique their work as it proceeds. Prerequisites: EDU 565, EDU 620, or EDU 559 and EDU 566, EDU 626 or EDU 557. Open to matriculated students only. Cr 3.

EDU 612 Practicum/Seminar
This practicum/seminar, for experienced teachers in the teacher leadership program, is a two-semester, field-based project and concurrent seminar requiring a culminating activity in which the student utilizes the major learnings from the program in identifying and applying problem-solving strategies to a specific area of concern in a field setting. A written practicum report will be presented and discussed in an open forum. Cr 6 (3 credits each semester). This course will not be offered in the 2010-2011 academic year.

EDU 613 Professional Internship in Secondary Education
This course is a full-time, supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes a semester-long classroom internship in which she/he is assigned to a mentor teacher and classroom. The intern completes a minimum of two weeks of lead teaching. Prerequisites: Open to matriculated interns in ETEP, the Secondary Mathematics Education TED Pathway, the Modern Classical Language and Literature Education TED Pathway. Cr 3-9.

EDU 615 Middle Level Curriculum Organization
This course provides an opportunity to examine realities and possibilities of middle school curriculum design and content and to explore various longstanding controversies about the relationship between curriculum and the world, curriculum and learners, curriculum and the academic disciplines, and curriculum and educational aims. Moreover, it delves into conceptions of knowledge, knowing, and learning and into who has access to all three. The course investigates both middle school curriculum theory and curriculum practices, invites students to critique current and past approaches, and then develop a curricular approach of their own. It looks closely at the impact of curricular practices on the welfare of students and society. An important goal of the course is to provide opportunities for students to develop their own standards and naming the institutional contexts necessary for supporting those standards. Students should leave the course with a clear idea about what curricular approaches they think serve the welfare of middle school students and the larger society. Cr 3.

EDU 617 Teaching at the Middle Level
This course provides an understanding of the role the teacher plays in the intellectual, social, emotional, and personal development of young adolescents. Students investigate, try out, and evaluate responsive teaching strategies and explore the design and structure of advisor/advisee programs and curricula. Cr 3.
EDU 620 Reading Development and Instruction
Becoming a skilled reader is a developmental process. Although literacy acquisition is continuous, distinct stages of reading growth may be discerned as students become accomplished readers. The course provides a theoretical framework for sound instructional practices based on a cognitive, developmental perspective. Major emphasis is on using literature-based instruction. Current issues in the teaching of reading will be examined and the application of literacy practices to ESL, adult basic education, and special needs populations will be addressed. Suggested readings represent current research and practice. In addition to the texts, students are expected to read professional books and journal articles, synthesize information from readings, and generate implications for literacy instruction. Case studies and simulation exercises will be used to provide practical applications of the course content. This course is intended for classroom teachers, administrators, and other educators. Cr 3.

EDU 621 Literacy Problems: Assessment and Instruction
This course conceptualizes reading assessment as a process of becoming informed about learners. The course focuses on the development of diagnostic insights and corrective strategies for struggling readers of all ages. Current trends from research and practice are explored. Case studies and in-class practica help teachers implement effective procedures in the classroom. Cr 3.

EDU 622 Designing and Managing Literacy Instruction, PS-3
This course focuses on the development of language (both oral and written) in children 3-8 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 624 Schools and the Classroom
This course relates cultural, historical, philosophical, sociological, and curricular foundations of education. Students study how schools work as organizational cultures and how classrooms function as learning environments through an analysis of personal teaching contexts. Prerequisites: Completion of one of the following teacher certification programs: TEAMS, ETEP, CLASS, the Secondary Mathematics Education TED Pathway, or the Modern Classical Language and Literature Education TED Pathway. Cr 3.

EDU 626 The Writing Process
This course focuses on the study of writing development in children and how teachers can facilitate writing through a process approach. Many writing strategies for the classroom and the individual writer will be modeled and put into practice. In addition, students will investigate specific areas of interest to improve their own writing and writing instruction. Through participation of writing lessons and workshops, students will develop their own pieces of writing, examine the needs of diverse learners, design instruction for varying developmental stages of writers, explore the use of technology, and understand the implications of national, state, and local standards. Prerequisite: This course is intended for classroom teachers, administrators, and other educators. 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 an 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 634 Seminar in Literacy Research
The course provides a cultural-historical lens to literacy and reviews of current research trends in literacy theory and practice. Students will review and analyze contemporary research. This course is intended to be the last class in master’s sequence (except EDU 639); C.A.S students may request permission to enroll. Prerequisites: By program permission. Cr 3.

EDU 635 Seminar in Second Language Literacy
This course integrates the knowledge base acquired in core ESL literacy courses by focusing on the characteristics of a fluent second language reader and writer. There will be an analysis of first language reading models and their relevance to literacy acquisition in English as a second language. The impact of variables such as native language proficiency, perception, lexical knowledge, cognition, metacognition, and culture will be examined. This course is intended to be the last class in master’s sequence (except EDU 639); C.A.S students may request permission to enroll. Prerequisites: By program permission. Cr 3.

EDU 638 Advanced Second Language Acquisition
This course examines a broad range of second language acquisition (SLA) theories and applies them to English as a Second Language (ESL) pedagogy. This advanced course focuses on the exploration of second language acquisition as a complex phenomenon and aims to generate in the students a personally meaningful, context-relevant understanding of the phenomenon. Students will be able to relate current theories of SLA and existing empirical research to their daily needs as teachers. Prerequisites: EDU 561: Aspects of the English Language. Cr 3.

EDU 639 Practicum in Literacy Education
This course requires the application of strategies for planning and implementing literacy 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 discuss observations in seminars. Extensive reading from basic texts, current references, and periodicals are stressed. Emphasis is on the appropriate application of research-validated teaching and diagnostic techniques in supervised settings. Prerequisites: Program permission. Cr 6.
EDU 640 Professional Internship in English as a Second Language
This internship is a full-time, supervised clinical experience in applying knowledge and skills to the practice of teaching. An intern completes a classroom placement with a mentor teacher and a University supervisor in addressing the USM teaching standards. The culminating event is a lead teaching experience during which the intern has primary responsibility for guiding the instructional program for students who have been part of the internship. Prerequisite: Open to matriculated candidates in certification programs. Cr 3.

EDU 642 Classroom Assessment
This course focuses on the formative use of classroom assessment, including developing a repertoire of valid and reliable assessment methods, communicating clear expectations, giving meaningful feedback, and involving students in assessment. Students share experiences and practices with each other, discuss and reflect upon relevant readings, apply learning in classroom settings. The course is not recommended for first-year teachers or those who have just completed the certification program and are still seeking employment as teachers. There is a practicum requirement for those who are not employed as teachers or education technicians. Prerequisites: Completion of ETEP or TEAMS 9-month teacher certification internship. Cr 3.

EDU 643 Inquiry in Education
This course focuses on inquiry in the field of education, including the development, implementation and evaluation of research project focused on classroom practice or educational policy issues. This course is designed as a capstone for the master’s in Teaching and Learning and is taken in the last semester of the MTL program. Candidates completing special education or ESL certification will conduct research in their respective field. Prerequisites: Completion of ETEP or TEAMS 9-month teacher certification internship and EDU 600; or by special permission of the instructor. Cr 3.

EDU 644 Professional Internship in Elementary Education
This course is a full-time, supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes a semester-long classroom internship in which she/he is assigned to a mentor teacher and classroom. The intern completes a minimum of two weeks of lead teaching. Prerequisites: Open to matriculated interns in ETEP and TEAMS. Cr 3-6.

EDU 651 Instructional Strategies for Secondary Teaching
This course explores the historical, philosophical, and political foundations of contemporary secondary schools, pedagogy, and curriculum as a means to understand how instructional and curricular choices are made. It also assists students in developing a repertoire of instructional strategies through modeling, practice, and reflection. Students hone their skill in choosing and using student-centered, thinking-oriented instructional strategies, addressing students’ diverse learning needs through varied learning activities. Prerequisites: Open to matriculated ETEP interns and by Teacher Education Department permission. Cr 3.

EDU 652 Curriculum Design
This course is designed to develop an understanding of the levels of policy decisions about curriculum selection and implementation and how teachers develop curriculum for units, grade levels, and subject areas. Major areas of focus include the governance of curriculum, backward planning design process, curriculum mapping, and the development of a conceptual framework which demonstrates the interconnections of curriculum, instruction, and assessment. Prerequisites: EDU 550 or 651 and matriculation in ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department permission. Cr 3.

EDU 665 CAS Directed Study
This course provides CAS students with an opportunity to focus on long-term applied research projects near the beginning of their programs of study, rather than wait until they have completed their regular CAS coursework. Some students enter the program having embarked upon long-term projects that will positively impact their schools or school systems. This capstone option gives them the opportunity to combine work on those projects at the same time that they take other graduate courses in their individual CAS programs. This project will be carried out through the program, but the culminating synthesis should take place in the last academic year of the program. Cr 3-6.

EDU 667 Professional Educator Capstone
This course is designed for students who are completing the Professional Educator program. It provides students with the opportunity to conduct an action research project in which they develop strategies to solve a problem of practice. Students will identify a problem that present barriers to student learning, conduct a review of relevant literature, collect and analyze data, devise a solution or intervention, and present findings to an authentic audience. The course takes the form of a professional community where students engage in collegial interaction, peer learning, and reciprocal feedback. Prerequisite: completion of 30 credits towards the M.S. Ed: Professional Educator. Cr. 3

EDU 670 Introduction to Educational Leadership
This course is designed to be the first course taken in the educational leadership program which may lead to certification as a principal, special education director, or curriculum coordinator. The course has two major foci: the characteristics of good leadership and the skills of effective educational leadership. Since many students who enroll in this course are exploring a career transition into administration, a goal of the course is to give participants a clear understanding of the decisions faced by educational leaders, the skills and knowledge necessary to perform effectively, and to give participants an opportunity to explore strategies for balancing the demands of the job, personal commitments, and responsibilities. Cr 3.

EDU 671 Organizational Behavior
This course will explore the interactions between individuals and the systems in which they live and work. Organizational behavior is the utilization of theory and methods of academic disciplines for understanding and influencing behavior in people in organizations. Individual and group level of analysis are included in covering such topics as diversity, perception, communication, motivation, power, group development and performance, innovation, quality, individual effectiveness and development, leadership, and intergroup behavior. Cr 3.
EDU 672 Political and Community Leadership
Educational leaders must be influential beyond the school system as well as within it. Distribution of power and influence across interrelated social systems is seldom equal leading to competition for bases of influence. This course examines the ramifications of this social circumstance for education with emphasis on administrative decision making. Cr 3.

EDU 677 Seminar in School Management
This course, through the use of case studies, simulations, readings, presentations, and discussions will focus on students: (1) learning the nuts and bolts needed for daily management, (2) examining current issues facing the principalship, (3) learning strategies for managing and understanding oneself within the principal’s role, (4) studying specific financial skills required of the principal and, (5) articulating positions on current educational practices, and developing an educational leadership philosophy. Prerequisite: instructor permission. Cr 3.

EDU 678 School Law
This course acquaints students with general principles of school law as found in the interpretation of constitutional and statutory provisions by the higher courts. Laws governing pupils, teaching personnel, and boards of education and special education will be stressed with particular emphasis on Maine school law. Cr 3.

EDU 679 Evaluation and Supervision of Teaching
This is an introductory course focused on evaluating and supervising teaching performance. As the teaching students may supervise ranges from preschool through adult education in a variety of subject areas, this course offers a framework of supervisory concepts and asks students to apply these concepts to the settings and clientele they would likely encounter. The major product of this course is a platform for articulating one’s beliefs and espoused practices for evaluating and supervising teaching in a setting specified by the student. Cr 3.

EDU 680 Professional Learning in Schools
This course is designed for students in administration and teacher leadership and examines the theory and practice of staff development in schools and other human service settings. Building on current research on adult development, organizational analysis, and school improvement, students develop an understanding about the structure and process of staff development planning, programming, implementation, and evaluation. A final project applying class learnings to a work setting is required. Cr 3.

EDU 683 School Finance
This course provides a working knowledge and understanding of Maine state law and of school system finances and the funding process. An historical perspective is explored as well as current issues and problems on a statewide and national level. Specific emphasis is given to revenue generation and distribution, state and federal influences, local tax issues, budget development, budget management, and budget administration and control. Cr 3.

EDU 685 Internship in School Administration
This three-semester, nine-credit course (three credit hours each semester) combines the 240-hour internship field experience with the development of an applied research project in educational administration. The early focus of the course is on the internship in a school setting designed jointly by the student, the internship supervisor, and a school-based field supervisor. The internship is designed to encourage application of formal coursework to the management issues that face school leaders in the workplace. Out of the internship activities students complete a journal, develop a leadership platform (portfolio), conduct an investigation on an aspect of financial management and a study of community demographics and formulate a leadership project based on an issue of importance to the school. Each student will be required to produce a written report on the project and to defend it verbally at the conclusion of this course. Prerequisite: Instructor permission. Cr 9.

EDU 686 Internship in Special Education Administration
This three-semester nine-credit course (three credit hours each semester) serves as the capstone experience in the educational administration program for aspiring special education directors. The internship is designed to immerse the student in the everyday tasks of the special education director, providing an opportunity for the student to actually apply the skills and knowledge gained throughout the educational leadership program. The early focus of the course is on the internship in a district setting designed jointly by the student, the internship supervisor, and a district special education director. Out of the internship activities students complete a journal, develop a leadership platform (portfolio), conduct an investigation on an aspect of financial management related to special education and a study of community demographics/child find and formulate a leadership project based on an issue of importance in special education at the school or district level. Each student is required to produce a written report on the leadership project and to present it at the conclusion of the course. Prerequisite: Instructor permission. Taken at the conclusion of a student's program. Cr 9.

EDU 687 Internship in the Superintendency
This two–semester, six-credit course (three credits each semester) is designed to immerse the student in the everyday tasks of the superintendent of schools providing an opportunity for the student to actually apply the skills and knowledge gained throughout the educational leadership program. This course, made up of field experiences in the school superintendency, is designed to meet certification requirements and to prepare individuals for the position. The internship is designed to encourage application of formal coursework to the leadership and management issues that face superintendents in the workplace. Out of the internship experience, students will develop a project, in which they will be expected to take a leadership role in designing, implementing, and assessing a project that addresses an important district-wide educational issue. Prerequisite: Instructor permission. Program capstone. Cr 6.
EDU 688 Internship in Curriculum Administration
This three-semester, nine-credit course (three credits each semester) serves as the capstone experience in the educational leadership program for aspiring curriculum coordinators. The internship is designed to immerse the student in the everyday tasks of the curriculum coordinator, proving an opportunity for the student to actually apply the skills and knowledge gained throughout the program. The early focus of the course is on the internship in a district/central office setting designed jointly by the student, the internship supervisor, and a curriculum coordinator. Out of the internship activities, students complete a journal, develop a leadership platform (portfolio), conduct an investigation on an aspect of financial management related to special education and a study of community demographics and formulate a leadership project based on an issue of curriculum/instructional importance to the district/school. Each student is required to produce a written report on the leadership project and to present it at the conclusion of the course. Prerequisite: Instructor permission. Program capstone. Cr 9.

EDU 690 Introduction to Athletic Administration
The course will give students an overview of the roles and responsibilities of athletic administrators and the knowledge and skills necessary to become effective athletic program leaders. In addition, students will gain understandings of themselves and of their potentials to function as effective leaders within federal, state, and local regulatory frameworks. Cr 3.

EDU 691 Sports Law and Regulation Compliance
The course will give students an overview of the roles and responsibilities of athletic administrators and the knowledge and skills necessary to become effective educational leaders. In addition, students will gain understandings of themselves and of their potentials to function as effective leaders within federal, state and local statutory and regulatory frameworks. Cr 3.

EDU 695: Topics in Professional Education
This course is a Foundations Course that is designed for students who are beginning the Professional Educator Program. It will serve students who enroll in a cohort concentration through the Professional Educator, providing them with the opportunity to become familiar with a topic of common interest or concern (example STEM education, English education, etc.) that lays the foundation for future study. The course takes the form of a professional community where students and the instructor engage in collegial interaction, peer learning, and reciprocal feedback. Prerequisite: Enrollment in a cohort concentration of the Ms. Ed in Professional Educator. Cr 3.

EDU 697/SPY 698 Statistics I
This course provides training in the knowledge and skills necessary to select and use a range of statistical methods for educational and psychological research. Students will learn and use basic parametric and non-parametric statistical procedures, including Chi Square, t-tests, and Analysis of Variance. Prerequisites: EDU 600 or equivalent and permission of instructor. Cr 3.

EDU 698/SPY 698 Statistics II
This course provides training in advanced applications of statistical methods for educational and psychological research. Students will learn and use complex statistical procedures, such as Multiple Analysis of Variance, multiple regression, and structural equation modeling. Prerequisites: EDU 697 and permission of instructor. Cr 3.

EDU 699 Independent Study
This course provides an opportunity for students to pursue a topic of interest on an independent basis. The specific content and evaluation procedures are arranged with an instructor. Prerequisite: Permission of supervising instructor and the department chair. Cr var.

HCE 500 Orientation to the Counseling Profession
This introductory course is designed to acquaint individuals who are preparing to enter the counseling profession with a broad overview of the profession’s historical and theoretical foundations and to begin the development of their professional identities. This course must be taken the first semester following matriculation. Cr 3.

HCE 507 Spirituality and Religion in Counseling
This course will address, in an ecumenical and inclusive format, the growing renaissance in the psychotherapeutic community and in the larger American society of the integration of spirituality and religious values. Various aspects of spirituality and religion will be explored as they relate to the counseling process. The course will seek to increase the awareness of counselors to potential areas of client concern, including spiritual journeys, early religious training, search for meaning, personal relationship with the divine, and death and bereavement. Participants will explore various religious and spiritual practices, including, but not limited to, Islam, Buddhism, Native American beliefs, Hinduism, Christianity, and Judaism. Cr 3.

HCE 510 Introduction to Rehabilitation Counseling and Services
This course will provide an orientation to the counseling profession, focusing on rehabilitation concepts, services, and settings. Included will be: history, trends, and related legislation; critical components of the rehabilitation process; contemporary counselor roles and functions; professional education, associations, standards, and credentials; ethical and legal issues; technology issues and practices; and rehabilitation agencies and services. Field visits and the examination of rehabilitation services from various participant perspectives will be required. Cr 3.

HCE 514 Principles of Psychosocial Rehabilitation
This course provides a foundation of knowledge and skills useful in habilitation and rehabilitation work with persons who have psychiatric disabilities. A major emphasis of this course addresses skill development and attitudinal changes needed by the helper/counselor/caseworker in implementing a compensatory model vs. a medical model of treatment for persons with psychiatric disabilities. Text material, research articles, guest presentations, videos, community site visits, and “real play” through extensive dyad/small group student interaction are used to promote learning. This course is required for master’s degree candidates in psychosocial rehabilitation. It is also open to persons interested in this innovative approach to mental illness. Cr 3.
HCE 604 Career Development
This course examines the ways in which counselors assist people of all ages in their life/career development. Emphasis will be on understanding theories, information systems, materials, activities, and techniques for fostering career awareness exploration, decision making, and preparation. The interrelationships among work, family, and other life roles, including multicultural and gender issues, will also be addressed. Cr 3.

HCE 605 Psychological Measurement and Evaluation
This course focuses on group tests and related measurement techniques. The course content includes a review of the history of testing, current issues, fundamental statistics for understanding, evaluating, and using tests, including selected aptitude, intelligence, achievement, interest, and personality tests. A variety of standardized and non-standardized evaluation measures will be reviewed. Cr 3.

HCE 606 Counseling Services for Students with Exceptional Needs
This course will meet the needs of graduate students who will be counseling in schools or agencies with children and adolescents who may have special needs. The course will provide an overview of exceptionalities. In addition to this overview, it will provide a basis for consultation, collaboration and counseling in both individual and small groups. This course will meet the state requirement for certification for the professional school counselor. Prerequisites: Open to matriculated students in Counselor Education, Special Education and School Psychology or by permission of instructor. Cr 3.

HCE 607 School Guidance Programs and Services
This course is intended for those preparing to be school counselors. It considers the conceptual framework for comprehensive developmental guidance and counseling practices in elementary and secondary schools. Major areas of focus include program management, guidance curricula, individual planning and advising, and responsive services that are organized to meet the educational, personal, and career needs of students. Prerequisites: HCE 609, matriculation in the counselor education program or by permission of the instructor. Cr 3.

HCE 609 The Practice of School Counseling
This course will provide students with an introduction to the practices of consultation and large group guidance for counselors working within a developmental model of school counseling. Assignments will incorporate field experiences that promote reflective learning and skill building. Prerequisite: open to matriculated students or by permission of instructor. Cr 3.

HCE 611 Medical and Psychological Aspects of Disability and Rehabilitation
This course features an examination of the medical and psychological issues surrounding the concepts of disability and rehabilitation. Particular emphasis will be given to examining: a) the medical model as an organizing framework for viewing disability and rehabilitation; b) the diagnoses and treatment of various physical, developmental, sensory, and emotional conditions; c) the perspectives and responses of people with disabilities toward their diagnosed conditions and prescribed treatments; d) the principles and practice of functional assessment; and e) the ethical issues surrounding medical and rehabilitation services. Also examined will be psychological explanations of disability, their applications, and their implications for rehabilitation practice. A primary focus throughout the course will be on highlighting the perspectives that people with disabilities hold toward their life situations as well as the medical and rehabilitation settings and professionals they encounter. Cr 3.

HCE 612 Multicultural Counseling: Family and Disability Issues
This course provides an in-depth analysis of the effects of developmental, mental, and physical disability on individuals and their families within the context of a pluralistic society. It will explore the experience of living with a disability and family dynamics in the context of the broader community and society. Students will study multicultural issues relative to disability, counseling, and rehabilitation. The course also examines the reactions, adjustments, and accommodations to disability as perceived by individuals with disabilities, their families, and rehabilitation counseling professionals. Cr 3.

HCE 615 Vocational Counseling and Placement in Rehabilitation
This course encompasses the theoretical foundations of vocational counseling, the vocational implications of disability, the application of occupational and labor market data, and vocational choice with rehabilitation consumers. The use of job selection, analysis, and modification, and matching skills in the development of work and career options for persons with disabilities is included. The course also presents the role, functions, and strategies used by rehabilitation professionals in job placement and the supported employment of persons with severe disabilities. Accommodation of rehabilitation consumers in accordance with federal statutes, such as the Americans with Disabilities Act (ADA), is examined in the context of a multicultural society. Cr 3.

HCE 619 Myth, Madness, and Mental Illness
This course covers the historical, scientific, professional, and societal beliefs that have surrounded the concepts of madness and mental illness. Particular emphasis is given to issues related to recovery, ex-patient movement, legal rights and protections, medications, alternative treatments, trauma, and ethical issues in service delivery. Students also will explore their own values and motives for entering the field and examine the strengths and liabilities they may bring to their work. Cr 3.

HCE 620 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 are closely examined. Research literature that has a bearing on the effectiveness and noneffectiveness of counseling is reviewed. Cr 3.
HCE 621 Fundamentals of Counseling Skills
This course emphasizes the development of fundamental counseling skills, such as attending behavior, listening, reflection of feeling, paraphrasing, and questioning. The course examines the process and content of the counseling interview as well as verbal and nonverbal factors that influence the interactions within the counseling relationship. The primary focus is to help the student develop greater self-knowledge and skills in interpersonal communication within the counseling relationship. Prerequisite: Prerequisite: Open only to matriculated graduate students; HCE 500 and HCE 621. Cr 3.

HCE 622 Counseling Children and Adolescents
This course examines selected theories, related techniques, and skills for counseling children and adolescents. Attention is given to examining personal philosophies about working with children and adolescents and to the exploration of possible interventions for various counseling situations with these populations. Counselor effectiveness literature is reviewed. Prerequisites: matriculation in counselor education or school psychology and HCE 620 and HRD 688 (HRD 688 may be taken concurrently with permission of the instructor). Cr 3.

HCE 623 Theories and Applications of Play Therapy: Summer Institute
This intensive, one-week summer institute presents an overview of the various theories of play therapy and examines them in the social, cultural, and economic contexts in which they were first implemented. Applications of the theories to special settings and with special populations are explored. The course is an introductory course and is one of the required courses for becoming a registered play therapist. Prerequisite: none. Cr 3.

HCE 624 Child-Centered Play Therapy
This course is intended for students who wish to use a child-centered theory of play therapy in counseling children. It presents the theoretical framework of a child-centered approach to working with children and begins the necessary training for skill development in using this theory. Prerequisites: HCE 621 and HCE 622. Cr 3.

HCE 625 Adlerian Play Therapy
This course will examine Adlerian theory as it applies to clinical work with children and adolescents. Topics will include an overview of Adlerian theory and of play therapy, consultation with parents and teachers, encouragement, setting limits, understanding the goals of discouraged children, phases of therapy, and ethical and legal implications. Classes will include brief lectures, skill building exercises, discussion, and reflection. Prerequisite: graduate-level status. Cr 3.

HCE 626 Group Process and Procedures
This course focuses on basic principles of group development and on dynamics of group interaction. The improvement of facilitative skills is emphasized. Open to matriculated graduate students only. Cr 3.

HCE 627 Group Counseling Practicum
This course focuses on the development of concepts, attitudes, and skills necessary to lead counseling groups effectively in a variety of settings. Integration of group dynamics with counseling theory and group techniques is emphasized. Additionally, the behavior of the leader and participants is analyzed to promote a deeper understanding of group roles and functions. Prerequisites: HCE 621 and HCE 626 or by permission of the instructor. Cr 3.

HCE 640 Professional Issues for Mental Health Counselors
Mental health clinics, hospitals, substance abuse facilities, and social service agencies are among the various organizations involved in helping people through mental health counseling. This course examines the mental health needs of people in rural and urban communities and the views of mental health counseling held by those organizations who serve these people. Students will examine problems that organizations encounter in helping people and the consequences of services that interfere with helping. Attention is given to interprofessional and interdisciplinary approaches to improving the quality of mental health counseling. Mental health counselor roles, functions, professional associations, credentialing, and ethical standards will also be examined. A special emphasis of the course is on examining mental health counseling from an historical, ethical, legal, philosophical, and developmental perspective. Cr 3.

HCE 641 Mind/Body Techniques
This course addresses the relationship between cognitive processes and physiology from a healing/personal wellness perspective. Various aspects of Eastern thought/religion, as well as Western behavioral medicine are explored in regard to physical health and emotional well-being. Research on the mind/body relationship is reviewed and discussed. Participants will be required to learn and practice meditative and mind/body techniques. Cr 3.

HCE 642 Perspectives on Chemical Dependency
This course focuses on the overall dynamics of chemical dependency and will serve as an introduction to understanding the various stages, processes, and effects of such addictions. Specific topics will include social and psychological dynamics of chemical dependency involving family, peers, and co-workers. The roles that professional educators, human service workers, and other helping professionals play in prevention, early intervention, and the various approaches to recovery and aftercare are considered in depth. Cr 3.

HCE 643 Psychopharmacology and Substance-Related Disorders
This course provides participants from non-scientific backgrounds with a basic understanding of the effects of licit and illicit drugs. The role of these drugs in distorting brain chemistry and promoting substance-related disorders is explored. Relationships between substance-related disorders and mental illnesses are outlined. Interactions among the biological, psychological/emotional, and behavioral aspects of substance abuse are examined in relation to symptom reduction and identification, intervention strategies, and the treatment of substance abusing clients. Cr 3.
HCE 644 Crisis Intervention
This course introduces students to the theory and practice of crisis intervention. A theoretical perspective is established, and short-term crisis counseling strategies are examined. Several different crisis situations will be discussed in relationship to agencies or persons responsible for interventions. Prerequisite: HCE 621 or by permission of the instructor. Cr 3.

HCE 645 Diagnosis and Treatment Planning
This course focuses on the diagnostic systems and their use in counseling. The development of treatment plans and the use of related services are reviewed. The roles of assessment, intake interviews, and reports are examined. Prerequisite: HCE 621 or by permission of the instructor. Cr 3.

HCE 650 Basic Concepts in Couple and Family Counseling
This course will provide a historical context for the field of family therapy, as well as an exploration of the major theories that inform the current application of family therapy. Cr 3.

HCE 655 Human Sexuality for Counselors
This course provides information about human sexuality to heighten individual’s awareness of his/her own sexuality and sexual issues, and to integrate this knowledge to improve the overall effectiveness of counseling skills. The course explores a wide spectrum of sexual behaviors and examines the relationships between sexuality, self-esteem, sex roles, and life styles. Emphasis is placed on developing an awareness of personal values associated with human sexuality. Prerequisite: HCE 621 or permission of instructor. Cr 3.

HCE 681 Clinical Supervision
This course introduces students to the practice of clinical supervision within the counseling profession. The course focuses on such topics as the history of supervision, supervision models, tasks and functions of supervision, relationships in supervision, supervisory responsibilities, administration, cultural differences, and ethical standards. An organizing principle of this course is to examine these topics from three perspectives: theoretical knowledge, skill development, and self-awareness. Prerequisite: master’s degree in counseling, matriculated Psy.D. students, or by permission of the instructor. Cr 3.

HCE 686 Internship in Counselor Education
This course provides an opportunity for students to integrate formal coursework with on-the-job experience in selected institutions. Prerequisite: HCE 690. Cr 1-12.

HCE 687 Internship in Clinical Supervision
This course provides an opportunity to develop advanced skills in clinical supervision. Interns will be assigned to supervise master’s level students in such courses as practicum and internship. Prerequisites: HCE 681 and HCE 694. Cr 3.

HCE 690 Individual Counseling Practicum Seminar
Through lecture, discussion, and group supervision students learn to apply professional knowledge and skills to the practice of counseling with individuals. Role playing, video and audio tapes, and demonstrations are used in helping students develop an integrated counseling style. This course is taken concurrently with HCE 691. Prerequisites: HCE 620, HCE 621, HCE 622 (school counseling specialty only), and HCE 626. Cr 3.

HCE 691 Individual Counseling Practicum Laboratory
This laboratory is an intensive experience in the direct application of counseling skills and techniques to individual clients within the context of counseling sessions. Audio and video tapes will be reviewed individually with a faculty supervisor. This course must be taken concurrently with HCE 690. Prerequisites: HCE 620, HCE 621, HCE 622 (school counseling specialty only), and HCE 626. Cr 3.

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

HCE 694 Practicum in Individual Supervision
This is an intensive supervised experience in applying specialized knowledge and skills to the practice of clinical supervision. Students will be assigned supervisees and through observation, audio/video tapes, and co-counseling, will both supervise and be supervised. Prerequisites: HCE 681 and matriculation in the CAS program. Cr 3.

HCE 695 Practicum in Play Therapy
This course is an intensive supervised experience, applying professional knowledge and skills in the practice of counseling children using play therapy techniques. Role-playing, video tapes, and demonstrations are used in helping each student develop an integrated counseling style. Prerequisites: HCE 621, HCE 622, HCE 623, HCE 624, and HCE 690. Cr 3.

HCE 696 Advanced Group Counseling Practicum
This course is an intensive supervised experience in applying professional knowledge and skills to the practice of counseling groups. Role-playing, video and audio tapes, and demonstrations are used in helping each student develop an integrated leadership style in working with groups. Prerequisites: HCE 690 and approval of the supervising professor. Cr 3.


**HCE 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 library-based, intellectually sound, and reflect a high caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to registration. Cr 1-6.

**HRD 510 Aging and the Search for Meaning**

This course explores psychosocial and spiritual aspects of successful human aging. Multidisciplinary perspectives on aging will be examined including historical, psychological, sociological, cultural and religious. Learners will discuss key issues related to aging and the search for meaning through the lens of various genres (e.g., research, theory, fiction) as well as their own personal experiences. Prerequisite: HRD 510 students will be expected to have earned a bachelor’s degree. Cr. 3

**HRD 545 Gender and Learning**

In this course students explore the multiple and complex relationships of gender and learning from diverse theoretical perspectives, including topics such as feminist theories and pedagogies, historical perspectives on gender and education, and identity development. Gender is analyzed from infancy through adulthood in connection with other aspects of identity that impact learning, including race, class, sexual orientation, disability, and ethnicity. Cr 3.

**HRD 551 Spirituality in Adult and Higher Education**

This course examines the role of spirituality in adult and higher education. Historical and contemporary perspectives on ways in which spiritual issues influence the lives of educators and learners are explored. Questions this course investigates include: What is spirituality? How are core practices in adult and higher education such as learning, facilitating, advising, training, and managing affected by spiritual principles? In what ways has spirituality influenced social change in adult education? How does understanding and practicing spiritual virtues influence the personal and professional lives of educators and learners? Cr 3.

**HRD 555 Introduction to Student Affairs in Higher Education**

This course provides students with an overview of student affairs in colleges and universities. Particular attention will be given to historical developments as rooted in the emergence of the unique model of higher education in the U.S., to models of student development, to evaluation of the various models of student affairs organizations, and to emerging issues in managing student affairs programs. The intent is to provide students with the information and skills necessary to understand and evaluate the field as well as to assess their own interest and commitment to student affairs. Cr 3.

**HRD 556 Summer Institute in Student Affairs**

This summer institute is designed to provide students with a week-long immersion experience in a topic selected because of its significance to student affairs in higher education. Topics addressed are those that have been identified as timely by student affairs professional organizations and/or highlighted in recent student affairs literature. The topics for the institute and the faculty to teach it will change each summer. Recent institutes have covered assessment in student affairs, legal issues in student affairs, and academic advising. The institute is required for students concentrating in student affairs as part of their adult education master’s program. Cr 3.

**HRD 557 The Older Learner**

This introductory course examines key issues such as demographic trends, theories of aging, problems and opportunities in later-life learning, productive retirement, and educational opportunities for elders. A major goal of the course is to invite professional educators to explore human aging with an eye toward improving teaching and/or program development with elder populations. Cr 3.

**HRD 558 Aging and Life Review**

This course examines the process of life review and its role in human aging. The phenomena of memory, imagination, and identity in later age are examined. Students develop practical methods of facilitating life review of themselves and older clients. Cr 3.

**HRD 559 Aging, Death, and Bereavement**

This course examines the phenomenon of death in modern society, with a special emphasis on implications for older persons. Issues such as the meaning of death, the dying process, survivorship, and suicide are treated. Special attention is paid to the role of the professional in death education. Cr 3.

**HRD 600 History and Philosophy of Adult Education**

This course examines historical and philosophical foundations of adult education. Key trends and theoretical frameworks are explored. Students will be introduced to a range of adult education practice domains in Maine and elsewhere. Creating a “community of learners” and modeling other adult education practices is a central goal of this course. Cr 3.

**HRD 601 Marketing Training and Adult Education**

This course acquaints the student with the purpose, organization, function, methods, tools, and techniques of marketing within the setting of adult education, continuing education, and training programs. Attention is given to the development of a customized marketing plan, focusing on the research and planning phases of the plan. This is an applied course in which students spend a significant amount of time participating in hands-on learning experiences, working in teams. Cr 3.

**HRD 604 Self-Directed Education: Orientation**

This is the first of three, one-credit core courses that establish the foundational concepts and skills of self-directed education. This course introduces students to the adult education program, emphasizing educational planning, key ideas and themes, professional networking, reflective writing, and development of an educational portfolio. This course is intended to help students succeed by introducing requirements, opportunities, and self-directed educational skills at the beginning of their program. Cr 1.
HRD 605 Self-Directed Education: Review and Focus
This is the second of three, one-credit core courses that establish the foundational concepts and skills of self-directed education. The course is intended for students who have completed half or more of their coursework, to enable them to reflect upon and strengthen their interest in adult education and to plan the rest of their program, especially their directed study or internship and their capstone paper. Students carry out explorations of resources that can enhance their professional knowledge and practice. Prerequisite: Open to matriculated students who have taken HRD 604. Cr 1.

HRD 606 Self-Directed Education: Comprehensive Essay
This is the third of three, one-credit core courses that establish the foundational concepts and skills of self-directed education to be built on throughout the program. The course is intended to be taken as the final course of the program to prepare students for the comprehensive essay and future learning and work. Prerequisite: Open to matriculated graduate students who have taken HRD 604 and HRD 605. Cr 1.

HRD 630 Facilitating Adult Learning
This course examines the theory and practice of facilitating adult learning. The aim of the course is to develop a working knowledge of numerous approaches to facilitation including analysis of students’ strengths and weaknesses in particular learning contexts. Special emphasis is placed on developing skills in making presentations and leading group discussions. Cr 3.

HRD 631 The Adult Learner
This course examines the social, psychological, economic, and cultural situation of the variety of adults served by adult education programs today. The aim of the course is to develop a theory of learning which is applicable to adults in diverse circumstances and with diverse goals, needs, and styles of learning. Attention is given to stages of adult growth, the development of learning goals, learning environments, and to a variety of theories on learning. Cr 3.

HRD 633 Managing Adult Education and Human Resource Development
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 nonprofit organizations. Particular attention is given to the development of mission statements, the use of advisory boards, community needs assessment approaches, personnel management, and the development of a management style. Cr 3.

HRD 636 Planning Programs for Adult Learners
This course presents the purpose, structure, functions, methods and techniques of planning programs for adult learners. The course emphasizes practice, skill acquisition, and competence in curriculum design and program development for adults with diverse needs and in diverse learning environments. The course covers both educational and training programs within organizations with attention given to the strategic role of program design and development in helping organizations achieve their mission and organizational objectives. This is an applied course in which students plan a specific program for adult learners. Cr 3.

HRD 637 Community Education
Community education is concerned with major issues and trends affecting the lives of all citizens of a community. It measures well-being by the extent to which people have the opportunity to learn all they need to survive and flourish. It is a philosophy, a movement, an approach to school organization, and a mode of community development. Community education is examined in such forms for relevance to improved practice of educators and other community human resource developers. The course begins with social trends bearing upon the quality of community life as context for analysis of community and community change; then, moves to community education process, program, and skills of delivery as studied in specific community settings. Cr 3.

HRD 639 The Heart of Teaching
This course explores the elements of fostering and supporting fundamental changes in adult learners through the process of teaching. Transformational learning theory is examined and applications to teaching are explored through exercises and discussion. Cr 3.

HRD 643 Multicultural Adult Development
This course examines adult cognitive and psychosocial developmental theory and practice from a multicultural perspective. It considers multiple identities within different social and cultural populations (gender, ethnicity, sexuality, disability, socioeconomic class), and presents an overview of the multicultural adult development literature intended for masters students preparing to work with young or middle-aged adults in educational, training, or supervisory settings. Cr 3.

HRD 646 Global Perspectives of Adult Education and Practices
This course provides students with a broad overview of some of the historical roots and current practices of adult education internationally. It provides information about significant leaders and agencies, as well as subjects such as: women’s education, literacy, peace and human rights, research, the environment, and new technology, as they relate to adult education. Cr 3.

HRD 649 Seminar in Adult Education and Human Resource Development
This seminar addresses current issues, problems, and topics in adult education and human resource development. Participants are to select, develop, and present topics of interest to them as well as benefit from presentations prepared by the instructor. Usually taken toward the end of the program, this seminar is an opportunity to apply knowledge and skill to problems of current interest in the field of adult education. Prerequisite: Open to matriculated students. Cr 3.
HRD 653 Consulting: Fundamentals and Practice
This course provides students with an overview of consulting theory and practice. Particular attention is given to understanding a collaborative framework for establishing a consulting practice. Additionally, consulting is explored from a process perspective. This intent is to provide students with the background and skills to work more effectively as clients and as internal consultants. This is an applied course and students will work in teams doing a hands-on consulting project. Cr 3.

HRD 664 Culture, Tradition, and Diversity
This course focuses on developing multicultural awareness, understanding the role of culture and tradition in the life cycle, examining issues of diversity in human interactions, and exploring the attitudes and perceptions of diverse populations. The course surveys world views, values, and beliefs of specific groups to better understand and appreciate diversity as it relates to professional applications. This course includes a field experience. Cr 3.

HRD 667 Action Research and Evaluation Methodologies
This course provides an overview of the role of action research within organizations and community settings. Techniques in survey development and evaluation strategies are emphasized. A number of methodologies is presented, such as: the normal group, the Delphi technique, assessment centers, performance appraisal, interviews and observation. Cr 3.

HRD 668 Human Development
This course examines the processes underlying growth and development across the life span from conception through childhood, adolescence, adulthood, and aging to death. The interaction of biological, cultural, and environmental factors will be considered in studying physical, cognitive, and psychosocial changes throughout the stages of life. This course includes a field experience. Cr 3.

HRD 669 Adolescent Development
This course introduces developmental theory and research as it relates to adolescence. A multi-disciplinary view of adolescent development is taken to examine the processes underlying growth, development, and behavioral changes during adolescence. The interaction of biological and environmental factors is considered in studying the physical, cognitive, social, affective, and moral aspects of adolescent development. The primary focus is on the adolescent as a learner. Note: This course is intended for students matriculated in the Extended Teacher Education Program and middle level education program. Cr 3.

HRD 685 CAS Completion Project in Adult Learning
Students will undertake a major project of their own design as a final requirement for completion of the certificate of advanced study in adult learning. Students will participate in a support seminar and will make a formal presentation to an audience of program peers, faculty, colleagues, family, and friends. There are four options for projects: (1) field based study, (2) public policy initiative, (3) publishable theory paper, or (4) personal learning curriculum for adults. Prerequisite: open to graduate students accepted into the CAS in Adult Learning who have completed twenty-four credit hours. Cr 3.

HRD 687 Internship in Adult Education and Human Resource Development
Designed to provide professional experience in the student’s selected area of concern. A plan for the internship is presented for approval to the student’s advisor. On approval, the intern completes his/her planned program under the supervision and evaluation of a responsible person for the internship assignment. Prerequisite: Open to matriculated graduate students who have taken HRD 605 and with permission of the instructor. Cr 1-9.

HRD 689 Directed Study in Adult Education and Human Resource Development
This course provides students the opportunity to pursue a project independently, planning, and exploring an area of interest within the field of human resource development. The project must be field-based, intellectually sound, and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the faculty supervisor. An approved proposal is a necessary prerequisite to registration. Prerequisite: Open to matriculated graduate students who have taken HRD 605 and with permission of instructor. Cr 1-6.

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 library-based, intellectually sound, and reflect a high caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to registration. Cr 1-6.

SED 518 Instructional Strategies for Learners with Special Needs
The primary goal of this course is to learn and analyze principles and skills of teaching and learning that are effective with students with a wide range of abilities. The course will include: (a) applying and analyzing principles of learning in designing, leading, and assessing a learning environment; (b) applying and analyzing assessment strategies in establishing a cycle of continuous improvement and progress for students; (c) applying strategic learning strategies, differentiated instruction and effective instructional strategies. Participants will work individually and cooperatively in reading and analyzing current learning theory; designing, leading, and assessing learning activities. Participants will complete a minimum of 6 hours of practicum experience. Prerequisite: Open to ETEP and TEAMS interns or by Teacher Education Department permission. Cr 3.
SED 527 Understanding and Teaching Students with Diverse Abilities in the General Education Curriculum
This course develops knowledge of the characteristics of students with disabilities, students identified as gifted and talented, and students who are English Language Learners. That knowledge is used to examine cultural, developmental, and instructional issues and practices for providing students equitable access to an appropriate education. Students learn about principles and practices of universal design in learning and culturally responsive pedagogy. Upon profiling the developmental, cultural, and learning characteristics of students in their internship placements, students use the principles of culturally responsive pedagogy and universal design in education to create and implement lessons and curriculum in a classroom. Prerequisites: Open to matriculated interns in the ETEP and TEAMS programs or by permission of the Teacher Education Department. Cr 1-3.

SED 540: Learners Who Are Exceptional in General Education
The primary goal of this survey course is to construct an understanding and knowledge of the range of exceptionalities, including students with disabilities and those identified as gifted and talented. The course is based on the premise that students in special education and who are gifted and talented should be educated and socially interact to the greatest extent possible with their peers engaging in the general education curriculum and program. Topics include characteristics of areas of exceptionality; planning and strategies for differentiating instruction and universal design; classroom management; assistive technology; state and federal laws regarding students who are exceptional; working with parents; Response to Intervention (RtI); and inclusion philosophy and practices, including collaboration between general education and special education teachers. Cr 3.

SED 550 Teaching Gifted Students in the Regular Classroom
This course is for teachers who serve gifted/talented students within the structure of the regular classroom. Topics include adapting the “required” curriculum to meet the needs of students; teaching/facilitating independent/small group activities; using learning centers, task cards, and student contracts; working successfully with parents, resource teachers, and administrators; and considering current issues in gifted child education specific to the regular classroom environment. Cr 3.

SED 601 Introduction to Student Programming and Master’s Goal Setting
This is an introductory master’s course focusing on different types of student programming. The course will explicitly introduce Differentiated Instruction and Universal Design, along with other programming options. In addition, students will design their goals and objectives that they will use for designing their master’s portfolio. Prerequisite: matriculation into a degree program or by permission of program coordinator. Cr 1.

SED 612 Youth with Moderate-to-Severe Disabilities
This course is designed to assist and instruct educators about working with and supporting students who have moderate-to-severe disabilities. Person-first language and thinking are the basis of this course as different disabilities that fall into the moderate-to-severe range are examined with attention to the definition, identification, causality, needed environmental accommodations and adaptations, and general characteristics. In addition, a focus will be on issues and concerns related to youth with moderate-to-severe disabilities, including person-centered planning, transitioning out of school and into the community, assistive technology, sensory integration, life skills, mobility, assessment, and different therapies will also be investigated and discussed. Different educational approaches that may be used with students with moderate-to-severe disabilities will be examined. In accordance with person-first thinking, this course will use memoirs and autobiographies as the main texts. There will also be a six-hour requirement of interacting with a youth with a moderate-to-severe disability in a non-educational setting. Cr 3.

SED 614 Methods of Teaching Mathematics for Students with Special Needs
This course for practicing teachers focuses on teaching methods and new teaching approaches in mathematics used with students with special needs. Current issues of concern, major curriculum thrusts, such as the National Council of Teachers of Mathematics Standards, Maine’s Learning Results, promising practices, and methods to differentiate instruction and assessment techniques are addressed in this course. Approaches for students of different age levels from early childhood through secondary school are included. Cr 3.

SED 615 Positive Behavioral Interventions and Supports
This course examines the foundations and essential features of Positive Behavioral Interventions and Supports (PBIS) at two levels; classroom and individual. Students will gain an understanding of basic principles and measurement of behavior and conduct applied projects that include creating, implementing, and evaluating data-driven intervention plans. Cr 3.

SED 616 Reading Development and Instruction for Students with Moderate to Severe Disabilities
In this online course students will focus on selecting and designing effective reading instruction for K-12 students with moderate to severe disabilities in a range of educational settings. Topics include: the power of students’ owning their growth as readers, hooking readers through their interests, reviewing reading programs and designing interventions and curriculum-based probes to assess progress. Prerequisites: EDU 620 and SED 540, or instructor permission. Cr 3.

SED 618 Programming for Learners with Special Needs
This course is for individuals who provide educational services to learners with special needs. This may include learners with mild handicapping conditions and/or students with academic gifts and talents. Participants will learn strategies for planning and providing differentiated learning experiences within appropriate learning environments. Cr 3.

SED 621 Teaching Functional Life Skills
An education that includes the acquisition of functional life skills is critical for children and young adults with autism, intellectual disabilities, and other developmental disabilities. This course addresses: selection of and teaching methodologies for an array of functional life skills, including assessment of pre- and post- intervention skill levels, data collection and the selection of evidence-based methodologies to enhance student learning. Cr 3.
SED 622 Within School Transitions
The purpose of this course is to improve current transition practices between, among, and across schools for students with special needs in the pre K-12 grade span. Course participants will explore barriers to a thematic and seamless approach for changing grade levels, schools, and programs for students with special needs. Best practice transitioning models will be presented, along with the strategies, resources, and oversight needed to ensure successful and sustainable transitions for youth. Teachers, educational technicians, program directors, and school administrators are the target participants for this course. Cr 3.

SED 653/SPY 672 Assessment of Academic Achievement
This course is designed to prepare special educators, school psychologists, and other professionals who work in schools to select, administer, score, and interpret measures of academic achievement. Numerous measures of academic achievement, including published norm-referenced tests, criterion-referenced tests, curriculum-based assessment and measurement, and performance-based assessments will be studied. Students will develop an understanding of how to use measures of academic achievement as part of a comprehensive problem-solving process that fits with responsive interventions in schools. Prerequisites: Open to matriculated USM school psychology, special education, ETEP, and TEAMS students or with permission of an instructor. School psychology students must complete EDU 600 and HCE 605 prior to taking SED 653/SPY 672. Cr 3.

SED 659 Education of the Gifted/Talented
This course is for individuals responsible for initiating, mainstreaming, and/or extending services for gifted/talented students. Topics for study include: a) identification procedures, b) curriculum development and implementation, c) administration and classroom management, d) staff development and community involvement, and e) evaluation of student growth and program effectiveness. Cr 3.

SED 660 Curriculum and Methods for Teaching the Gifted
This course is for individuals responsible for a) developing or modifying learning experiences for gifted/talented students at the elementary or secondary school level, b) implementing differentiated learning experiences within the regular classroom or through a special grouping arrangement, and/or c) creating/selecting instructional materials to support the implementation of differentiated learning experiences. Cr 3.

SED 662 Productive Thinking and the Gifted Learner
This course is for individuals responsible for a) identifying creative potential within students, b) planning and implementing learning experiences for nurturing creative thinking, c) selecting or developing instructional materials for enhancing creativity, d) establishing learning environments conducive to creativity, and/or e) evaluating program effectiveness and student growth in creativity training. Cr 3.

SED 664 Gifted Students in Special Populations
This course is for individuals responsible for identifying and serving gifted students from special populations. These populations include underachievers, females, culturally diverse and/or economically deprived, rural isolated, bilingual, artistic, creative, physically challenged, and highly gifted. Cr 3.

SED 665 Institute for Program Planners in Education of the Gifted/Talented
This course is for individuals responsible for planning district-wide programs for gifted and talented students. Participants develop a procedural written plan of action for guiding the development and the implementation of programs. Planning areas include: a) identification, b) curriculum, c) administration, d) staff development, and e) evaluation. Cr 3.

SED 666 Models in Education of the Gifted
This course is for individuals responsible for choosing, adapting, or designing a model to serve gifted/talented students. Selected models prominent in the field are reviewed and critiqued. Prerequisite: SED 659 or SED 660 or permission of instructor. Cr 3.

SED 667 Social/Emotional Needs of the Gifted
This course is for classroom teachers, program coordinators, parents, and other individuals who interact with gifted and talented students. Topics for examination include: a) factors affecting social and emotional development, b) achievement and underachievement, c) curriculum and the affective domain, and d) resources/strategies for responding to the needs of the gifted/talented. Cr 3.

SED 670 Secondary Programs for the Gifted/Talented
This course is for administrators, program coordinators, and teachers who are responsible for planning, implementing, maintaining, and/or extending programs for gifted and talented students at the secondary school level. Cr 3.

SED 679 Consultation and Special Education
This course is for individuals who are responsible for the planning and the coordination of programs for exceptional learners. The focus of the course is on utilizing a non-categorical, process-oriented approach to providing services for students. Cr 3.

SED 682 Special Education Law
This course will review the statutory and regulatory foundations of U.S. public policies pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. The course will provide comprehensive overviews of The Individuals with Disabilities Education Improvement Act and other relevant federal and state legislation, regulations, and policy. Cr 3.

SED 684 Introduction to Special Education Administration
This course is designed to offer experience in administering special education programs. The course emphasizes the organization and administration of special education programs. A goal of the course is to give participants clear understandings of the decisions faced by regular and special educational leaders and of the skills and knowledge base necessary to perform effectively as leaders. Prerequisite: SED 540 or permission of instructor. Cr 3.
SED 685 Advanced Seminar in Special Education
This is an advanced course that integrates and synthesizes research and practices across disciplines in exceptionality. Individual and group presentations are required as well as development of a portfolio. Prerequisites: matriculated students who have completed nine (or more) courses, and program permission. Cr 3.

SED 687 Technology for Learning and Communicating
This course introduces students to the use of technology, including assistive technology, with all students, including those individuals with special learning and communication needs. A range of technologies will be examined from “low tech” devices such as simple switches to computers, adaptive devices, and software appropriate for individuals with disabilities. A variety of equipment, materials, software, and hardware will be available for student use. Cr 3.

SED 688 Internship in Teaching Students with Mild to Moderate Disabilities
Interns complete a 15 week semester-long or part-time equivalent mentored internship in special education services for students with mild or moderate disabilities in accordance with the Maine Teacher Certification Standards. A successful review of all the teaching standards is required for a passing grade for internship. Pre-requisites: Open to matriculated candidates in the Teaching Students with Mild to Severe Disabilities program or by permission of the Department of Educational Psychology and Exceptionality. Cr. 3

SED 692 Transition From School to Adult Life
This course introduces participants to the concepts of transition from school to work and community living for secondary students (grades 7-12) with disabilities. Students develop skills in interdisciplinary team planning and an awareness of community resources necessary to aid students with disabilities in achieving career goals and a satisfactory adjustment to adult life. Cr 3.

SED 693 Transitions Among Agency, School, and Community
This course introduces participants to the concepts of transition in four phases of special education services: (a) birth to five child development services to school programs, (b) special purpose schools and related services to school programs, (c) between schools in a school district, and (d) from school programs to post-secondary education and community life. Students develop knowledge of services and resources provided by agencies and special purpose schools birth to adult and skills in multi-disciplinary team planning. Prerequisite: one special education course or permission of instructor Cr 3

SED 694: Seminar in Teaching Students with Differing Abilities
Through discussions and reviews of research, collaboratively and on their own, students in this course will explore and investigate different situations and their concerns occurring in their classrooms pertaining to students with learning differences. Cr 1. May be repeated twice, for a total of three credits.

SED 695 Internship in Teaching Students with Severe Disabilities
Interns complete a 15 week semester-long or part-time equivalent mentored internship in special education services for students with severe disabilities in accordance with the Maine Teacher Certification Standards. A successful review of all the teaching standards is required for a passing grade for internship. Pre-requisites: Open to matriculated candidates in the Teaching Students with Mild to Severe Disabilities program or by permission of the Department of Educational Psychology and Exceptionality. Cr. 3

SED 697 Universal Design Implementation
This is a capstone course for different programs in special education. Through the use of Universal Design, this course brings together all of the different ways students have learned to work with and support students in learning. Students will use Universal Design to create lessons and curriculums, and then will implement them in a classroom. Students will also analyze the effectiveness of their lessons and curriculums in terms of meeting the goals of these curriculums and lessons, and in supporting all students in the classroom as well as others that may have other differences in learning. Prerequisites: EDU 600, SED 601, SED 614, SED 615, SED 679 or 687, SED 550, SED 659, SED 662, EDU 559, EDU 561, EDU 562, EDU 563, or by permission of program coordinator. Cr 3

SED 698 Capstone Seminar and Portfolio
This is the capstone course for different programs in special education. One of the major components of this course is that students will complete their portfolio requirement. In addition, students will research and present to classmates and the professor, topics that they want to do further research in based on what they learned in a previous course, or an area of interest not already covered in their program. Prerequisite: All other courses in planned study. Cr 2.

SED 699 Directed Study
This course is an opportunity to gain, apply, and integrate knowledge and skill in exceptionality by planning and conducting a project. The project must be intellectually sound, have direct applicability to the student, and produce a high quality product. Specific content and methods of evaluation are determined in conjunction with instructor. Prerequisites: EDU 600, matriculated students only, and program permission. Cr var.

SPY 603 Consultation in School Psychology
This course examines how school psychologists can provide consultation services in school and clinical settings. A review of research that outlines a variety of consultation roles and procedures is incorporated with case studies and opportunities to explore the use of consultation as part of a problem-solving, data-based approach to school psychology. Prerequisites: Satisfactory completion of SPY 659, SPY 676, SPY 678, SPY 684, and/or permission of instructor. Cr 3.
SPY 609 Professional Ethics in Psychology
This course provides in-depth preparation for ethical practices in school psychology. Drawing from national and international ethical standards from the American Psychological Association (APA), Association of State and Provincial Psychology Boards (ASPPB), and the National Association of School Psychologists (NASP), the course includes readings and application of ethical standards for school settings. The course is designed to meet the ethics training standards set by APA, ASPPB, NASP, the Maine Board of Examiners of Psychologists, and the Maine Department of Education. Prerequisites: Matriculation in the Psy.D. in school psychology. Cr 3.

SPY 610 Developing a School-wide System of Behavior Support
Today’s schools are charged with improving school climate with a broad range of systemic and individualized strategies for achieving important social and learning outcomes. School-wide support includes procedures and processes that are intended for all students, all staff, and all settings. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. Participants in this course will work in collaborative groups to gain awareness, knowledge, and skills regarding SW-PBIS and to create action plans to build (or further develop) school-wide leadership teams who want to move more toward a preventative, positive, and educational model of school-wide discipline. Cr 3.

SPY 620 Introduction to Multi-Tier Systems of Student Support for General and Special Education
This course provides training in knowledge and skills for the use of Response to Intervention (RTI) methods in school settings. Students learn how to select and use scientifically -validated intervention and assessment methods for three distinct instructional levels. Through readings, discussion, and practice, students will develop the skills necessary to design, implement, and evaluate comprehensive RTI programs in school settings. This course is appropriate for general and special educators, school-based specialists (e.g., schools psychologists, speech/language clinicians, and math/reading specialists) as well as other professionals interested in scientifically -based methods of learning outcomes for all children. Cr 3.

SPY 625 Multi-Tier Reading Instruction for General and Special Education
This course includes lectures, discussions, guided practice and applied learning experiences in the scope and sequence of progressively more intensive math instruction for students in kindergarten through grade 12, including students with disabilities. Starting with the five foundations of math instruction (e.g., conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, productive disposition), the course describes the features of universal (e.g., Tier 1) core math instruction then provides guided practice and applied learning experiences to prepare teachers to use progressively more intensive math instruction based on student learning needs. Students will learn how to select and use scientifically validated math instruction practices for students needing supplemental (e.g., Tier 2) and intensive (e.g., Tier 3), and special education mathematics instruction math instruction. The course will review the key features of assessment of math difficulties, as well as prepare teachers to develop data-based math interventions and collect data to determine the effectiveness of interventions for students in general and special education. Prerequisite: Permission of Instructor. Cr 3.

SPY 626 Behavior Therapy
The primary focus of this course is to provide students with exposure to assessment and intervention models that are used within ABA-based programs serving individuals with depression, anxiety, and other related disorders. Students learn the ways that ABA methods can be used to assess the needs of individuals with depression, anxiety, and other related disorders and to design interventions, including cognitive behavior therapy techniques that meet the needs of these individuals. Prerequisites: SPY 676, or permission of instructor. Cr 3.

SPY 627 Applied Behavior Analysis and Developmental Disabilities
This course provides students with exposure to assessment and intervention models that are used within ABA-based programs serving individuals with developmental disabilities. Students learn the ways that ABA methods can be used to assess the needs of individuals with developmental disabilities and to design interventions that meet the needs of these individuals. Prerequisite: Open to matriculated students in the school psychology, special education, and certificate in applied behavior analysis programs or by instructor permission only. Cr 3.

SPY 659 Clinical Research Methods
This course examines research techniques appropriate for educational and clinical settings. The research techniques covered in the course emphasize a problem-solving assessment methodology with a particular focus on measuring progress toward reduction or elimination of problem behaviors. The research methods taught in the course are utilized by students to conduct a pilot study of a specific individual target behavior of concern, including academic, social-emotional, or social skill problems. Using a single-subject research design, students design, implement and monitor the efficacy of an applied intervention. Prerequisites: Satisfactory completion of EDU 600, HCE 605, SPY 609, SPY 671, SPY 672, SPY 673, SPY 674, SPY 675, SPY 676, SPY 677, SPY 678, SPY 684, SPY 694, SED 611, SED 682, or permission of instructor. Cr 3.
SPY 670 Cognitive Affective Bases of Behavior
This course is an introduction to major models of cognition and affecting, including perception, attention, memory, information processing, and problem solution. The course addresses features of human learning based on research in the above areas. Cr 3.

SPY 671 Physical Bases of Behavior
This course examines neural, endocrine, and response systems that are related to attention, motivation, emotion, memory, and psychological and/or learning disorders. It includes consideration of typical and atypical patterns of development and neurological and health problems of children and adolescents. Cr 3.

SPY 672 Assessment of Academic Achievement (co-listed with SED 653)
This course is designed to prepare special educators, school psychologists, and other professionals who work in schools to select, administer, score, and interpret measures of academic achievement. Numerous measures of academic achievement, including published norm-referenced tests, criterion-referenced tests, curriculum-based assessment and measurement, and performance-based assessments will be studied. Students will develop an understanding of how to use measures of academic achievement as part of a comprehensive problem-solving process that fits with responsive interventions in schools. Prerequisites: Open to matriculated USM school psychology, special education, ETEP, and TEAMS students or with permission of instructor. School psychology students must complete EDU 600 and HCE 605 prior to taking SED 653/SPY 672. Cr 3.

SPY 673 Social Foundations of Behavior
This course provides knowledge and skills in the area of social psychology. The course includes an overview of basic social psychology methods and research findings as well as preparation of students to conduct assessment and intervention for social skills problems among school-age children. The course includes discussion of the importance of social skills and provide a rationale for promoting and teaching pro-social behavior. Students review and learn how to administer, score, and interpret both screening level and evaluation-level social skills assessment instruments. In addition, students review a variety of interventions and develop social skills interventions based on assessment information. Prerequisites: Matriculation in USM school psychology or special education program or permission of instructor. Cr 3.

SPY 674 Psychopathology
This course acquaints the student with definitions of and development of normal versus abnormal behavior from infancy through adulthood as well as presents common classification systems for psychopathology. Continuity from normal to abnormal behaviors, behavior problems in children as indices of pathology, and the prediction of psychopathology in adolescence and adulthood are also considered. The course takes a developmental orientation to psychopathology and discusses specific disorders in terms of symptoms, age considerations, and family and sociocultural dynamics. Cr 3.

SPY 675 Indirect Behavioral Assessment
This course examines a variety of analog behavior assessment methods addressing social-emotional behavior issues. Assessment techniques covered in the course include psychosocial interviews, behavior rating scales, and adaptive behavior assessments. This course includes practica experiences in which students are supervised in the administration, scoring, and interpretation of assessment procedures. Prerequisites: Satisfactory completion of EDU 600, HCE 605, Cr 3.

SPY 676 Behavioral Principles of Learning
This course introduces behavioral principles and processes that are involved in learning. Starting with a foundation of knowledge delineated through basic research, the course includes a review of findings from an array of studies of learning mechanisms. Topics include respondent behavior and conditioning, operant behavior and conditioning, discrimination and stimulus control, establishing operations, schedules of reinforcement, and verbal behavior and cognition. The content of this course provides the basis for SPY 684 Advanced Applied Behavior Analysis. Cr 3.

SPY 677 Cognitive Assessment
This course is an examination of the historical and theoretical bases of individual differences and intellectual testing. It includes supervised practice in selection, administration, scoring, interpretation, and reporting of cognitive assessment results. Prerequisites: Satisfactory completion of EDU 600, HCE 605 or permission of instructor required; open only to matriculated USM school psychology program students. Cr 3.

SPY 678 Functional Behavioral Assessment
This course prepares students to conduct functional behavioral assessments. Incorporating a variety of methodologies including interviews and different types of systematic observations, this course includes practica experiences in which students are supervised in the practice of functional behavioral assessment procedures and evaluation reports. Prerequisites: Satisfactory completion of SPY 676, SPY 684 and/or permission of instructor. Cr 3.

SPY 679 Diversity in the Science and Practice of Psychology
This course provides conceptual foundations and skills needed by psychologists to work with diverse client populations. Major topics include the history of psychology’s role in diversity practices, building competencies to work with individuals from diverse backgrounds, and the role of research in promoting diversity. Cr 3.
SPY 684 Applied Behavior Analysis
This is an intermediate level examination of the behavioral technologies that have been developed from the application of basic behavioral
principals to change socially meaningful behavior. The behavioral technologies examined will include those based on positive and negative
reinforcement, punishment, stimulus control, stimulus shaping and fading, simple and complex schedules of reinforcement, establishing
operations, the matching law, response co-variation, and behavioral momentum. Emphasis will be placed on behavioral technologies used to
improve children’s social and academic behavior. The course will also introduce students to the Association for Behavior Analysis, the
Journal of Applied Behavior Analysis, and credentialing for ABA practitioners. Prerequisite: SPY 676 (or its equivalent) or instructor
permission. Cr 3.

SPY 688 Internship in School Psychology
The internship is a 1,500-hour field experience in school psychology under a qualified supervisor in a public school setting. It is undertaken
at the end of the program. Prerequisites: Satisfactory completion of EDU 600, HCE 605, HRD 668, SED 540, SED 682 SPY 603, SPY 609,
SPY 671, SPY 672, SPY 673, SPY 674, SPY 675, SPY 676, SPY 677, SPY 678, SPY 684, SPY 694, and advisor approval. Cr var.

SPY 693 School Psychology Practicum I
The 300-clock-hour practicum is an introductory supervised experience within a public school. Practicum I provides the student with
introductory experiences in the culture and systems of school settings, instructional methods and materials, and school psychology
practices. Graded Pass/Fail. Prerequisites: Matriculation in M.S. or Psy.D. in school psychology program. (Students must complete three
credits during the first two years in the program.) Cr 1.

SPY 694 School Psychology Practicum II
The 300-clock-hour practicum is an advanced supervised experience within a public school setting. Practicum II provides the student with
experiences in psychological assessment, consultation, intervention, and other aspects of school psychology practice. Graded Pass/Fail.
Prerequisites: Satisfactory completion of three credits of SPY 693. (Students must complete three credits during the first two years in the
program.) Cr 1.

SPY 699 Independent Study in School Psychology
This course provides students with opportunity to pursue a project independently, planning and exploring a topic of interest within the field
of school psychology. The project must be research-based, intellectually sound, and reflect a high caliber of performance. Specific content
and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to
registration. Prerequisites: Matriculation in the school psychology program or permission of instructor. Cr var.

SPY 709 History and Systems of Psychology
This course covers the history of modern psychology. Beginning with the history of Western psychology, the course reviews the major
historical, social, economic, and cultural factors that contributed to the rise of psychology as a distinct branch of science in Europe and the
United States. The course includes readings and discussion of the similarities and differences between the science of human behavior and
other scientific disciplines. Additionally, the course includes readings and discussion of the study of human behavior from other cultural
traditions. Prerequisites: Psy.D. matriculants only. Cr 3.

SPY 727 Advanced Academic Intervention Methods
This course provides training in knowledge and skills for the use of advanced educational intervention practices in school psychology.
Students learn how to select, use, and interpret data from advanced academic achievement assessment and intervention methods appropriate
for school psychology practice. Through readings, discussion, practice, and report-writing, students will develop the skills necessary to
provide comprehensive intervention services for students with academic achievement difficulties. Prerequisite: matriculated Psy.D. students
or permission of instructor. Cr 3.

SPY 729 Advanced Intervention Methods for Individuals with Behavioral and/or Developmental Disabilities
This course provides training in knowledge and skills for the use of advanced intervention practices in school psychology. Students learn
how to select, use, and interpret data from advanced intervention measures appropriate for use with individuals who have developmental
disabilities. Through readings, discussion, practice and report-writing students will develop the skills necessary to provide comprehensive
intervention services for low-incidence and high-risk student populations. Prerequisites: SPY 659, SPY 676, SPY 684. Open to matriculated
School Psychology degree students or with instructor permission only. Cr 3.

SPY 730 Advanced Behavior Therapy
The primary focus of this course is to provide students with advanced training in the application of evidence-based behavior therapies in the
assessment and treatment of depression, anxiety, and other related disorders in children, adolescents, and young adults. This advanced
course includes role play, performance feedback, and self-evaluation of skills in implementing behavior therapies. This course includes
instruction in methods for documenting the effectiveness of behavior therapies (data-based progress monitoring). Prerequisite: Open to
matriculated students in the School Psychology, Educational Psychology, Counselor Education and Certificate in Applied Behavior
Analysis, or by instructor permission, and SPY 628 Behavior Therapy or an equivalent graduate course. Cr 3.

SPY 751 Advanced Research Seminar
This course examines research techniques appropriate for educational and clinical settings. The research techniques covered in the course
emphasize a problem-solving assessment methodology with a particular focus on measuring progress toward reduction or elimination of
problem behaviors. A selection of the research methods taught in the course will be utilized by students to conduct an intensive, year-long
doctoral research related to best practices in school psychology. This course is taken in the semester before internship and is a prerequisite
SPY 752 Readings in Behavioral Research Methods
This elective course examines the conceptual and methodological foundations of research in fields relative to behavior analysis. Evidence-based research conducted in educational and clinical settings published in the primary journals of the discipline and in texts seminal to the establishment of behavior analysis as a science and research area will be critically examined. Prerequisites: EDU 600, SPY 659, and matriculation in Psy.D. program, or by permission of instructor. Cr 3.

SPY 759 Psy.D. Dissertation
This course includes the activities necessary to design, implement, evaluate, and summarize a dissertation related to the field of school psychology. Course participants will conduct a literature review and needs assessment to identify a dissertation. The project will be matched to an identified subject or sample to address specific research questions. Once appropriate informed consent for research is obtained, students will conduct the research and report the findings. This course is taken during the fall and spring semesters of the pre-doctoral internship. Prerequisites: matriculated Psy.D. students who have taken SPY 751 and all other prerequisite courses. Cr 3.

SPY 788 Pre-Doctoral Internship in School Psychology
The pre-doctoral internship is a 1,500-hour field experience in school psychology under the supervision of a licensed psychologist in a public school and/or clinical setting. It is undertaken at the end of the Psy.D. program. Prerequisites: Satisfactory completion of all Psy.D. doctoral program course requirements and permission of the program faculty. Cr var. (total of 9 semester hours for the internship).
Edmund S. Muskie School of Public Service

Associate Dean: TBD
Professors: Clary, Coburn, Colgan, Edney, Forhan, Fraumeni, Hartley, Karterz, Lapping, Payne, Savage, Thompson; Associate Professors: Bell, Bampton, Bolda, Ettinger, Hamilton, Joly Lambert, LaPlante, Lynn, Merrill, Pavri; Assistant Professors: Kim, Lahti, Morris

The Edmund S. Muskie School of Public Service is a non-partisan education, research, and public service organization dedicated to educating leaders, informing policy and practice, and strengthening civic life. The School combines nationally recognized research programs with master’s programs in community planning and development, public health, and public policy and management, as well as a bachelor’s degree in geography-anthropology and a doctoral program in public policy.

The Muskie School is frequently sought after as a source of knowledge on issues of national, regional, state, and local importance. More than 200 faculty and staff engage in research through externally funded grant and contract awards totaling $28 million. This success is attributable to growing expertise, a practical, innovative approach to issues, and a commitment to spanning traditional boundaries among university, government, and nonprofit organizations.

The School’s research and public service activities encompass a range of public policy areas, including health policy, child and family policy, economic and tax policy, public administration, community planning, and the environment. The School conducts research and provides program evaluation, policy analysis, technical assistance, and training. These activities provide faculty and students with real-life experience that expands and informs classroom learning. Many graduate students take advantage of the School’s research programs through assistantships and internships.

Admission Requirements

Admission to the master’s degree programs is granted to those students with a baccalaureate degree from an accredited college or university who demonstrate evidence of commitment to leadership in public service, public health, or community planning and development, and the ability to perform graduate studies successfully. Ability to master a diversity of skills and subjects, to handle complex analytical tasks, and to think creatively is essential.

Applications are submitted to the USM Office of Graduate Admissions. Applications for admission to the master’s degree programs are considered on a rolling basis in the spring of each year for the fall semester and in the fall for matriculation in January. Credit toward completion of degree requirements owing to previously completed graduate study or prior learning experience may be granted in certain cases.

Admission decisions to the Ph.D. program are based on the applicant’s overall academic record, GRE scores, professional experience, and educational goals. The Ph.D. Admissions Committee will carefully consider each applicant’s ability to perform doctoral studies successfully. Ph.D. applications are considered in the spring for fall matriculation. Applications are accepted every other year for admission. Please check with the Graduate Admissions Office before submitting an application to the Ph.D. program.

Application Deadline

Applications for the master’s programs are considered on a rolling basis for fall and spring semesters. Completed applications with all supporting documents, received by February 1 for the fall semester (September) and December 1 for the spring semester (January) receive priority consideration for scholarships and assistantships.

Please check with the Graduate Admissions Office before submitting an application to the Ph.D. program.

Application Material

Applications for the master’s degree programs or Ph.D. program must include:

- An official USM graduate online application.
- A written statement of educational goals.
- Official scores of the Graduate Record Examination. GREs are waived for those holding an advanced degree and, in some cases, with prior approval, other admission tests are accepted. However, GRE scores are strongly preferred.
- Official transcripts of all undergraduate and other graduate education.
- Three letters of recommendation, preferably with at least one recommendation from an academic.
- Application fee ($65.00).

International students please see http://www.usm.maine.edu/graduateadmissions/graduate-admissions-international-applicants for additional admissions instructions, including TOEFL or IELTS requirements.

Muskie School Research

The Muskie School is home to the Catherine E. Cutler Institute for Health and Social Policy which houses four nationally recognized program areas: children, youth, and families, disability and aging, justice policy, and population health and health policy. The Cutler Institute conducts projects for federal, state, and local agencies as well as private foundations, and is committed to bringing the resources of the University to bear on problems of critical importance to Maine and the nation. Collaborative partnerships with agencies and organizations have served as vehicles for innovative policy and program development.

The School is also home to several national research centers. The Maine Rural Health Research Center is one of eight federally funded centers focused on critical issues related to rural health in the United States. The National Child Welfare Resource Center for Organizational Improvement assists all 50 states with advances in public services for children and families. The New England Environmental Finance Center focuses on creative approaches to environmental protection and management, especially with respect to questions of financial support for such activities.
Academic Programs

The Muskie School offers master’s degrees in public policy and management, public health, and community planning and development. These programs educate students for leadership roles in government, the health sector, and the private and nonprofit sectors through interdisciplinary, problem-focused education. A combination of classroom and applied field experiences imparts a broad understanding of the challenges of democratic governance and develops competencies in policy planning and analysis and organizational and management skills.

The Muskie School also offers a bachelor's degree in geography-anthropology and a Ph.D. in public policy. The Ph.D. program is designed for students who are interested in studying and influencing critical public policy issues facing Maine and the nation. Graduates of the Ph.D. program prepare for senior policy and management positions in all levels of government, nonprofit agencies, school districts, research organizations, and consulting firms as well as positions in colleges and universities.

Joint Degrees Programs

The joint degrees programs in law and public policy and in law and community planning and development offer the juris doctor degree (J.D.) through the University of Maine School of Law and the master’s degree through the Muskie School. The programs allow students to earn both the J.D. and master’s simultaneously by designating a certain number of crossover courses that satisfy the graduation requirements of each degree. Students may thus complete both degrees in four years instead of the five years that would ordinarily be required. Separate admission to each program is required.

The joint degrees program in business administration and public health offers a Master of Business Administration (M.B.A.) through the USM School of Business and a Master of Public Health (M.P.H.) through the Muskie School. The program allows students to earn the M.B.A. and M.P.H. simultaneously by designating a certain number of crossover courses that satisfy the graduation requirements of each degree. Fulltime students may thus complete both degrees in three years instead of the four years that would ordinarily be required. Separate admission to each program is required.

Master's Degree Program Policies

In addition to the general policies described in the Academic Policies of the USM Graduate chapter, specific policies of these programs are as follows.

Time Limit

All students must complete requirements for the degree within six years from the semester in which they matriculated in the program.

Full-Time Master’s Students

Full-time students will be able to complete the program in two years. They should take as many core courses as possible in the first year, remaining sensitive to the possible need to fit in an occasional track/concentration course and/or elective course scheduled only in alternate years. In the second year, full-time students should first make certain all core and track requirements are fulfilled; they are then free to exercise concentration and elective options for the remaining credits, finishing with the capstone course.

Part-Time Students

Students planning to graduate in May of the third year should plan to take 14 to 18 credits the first and second years (two courses in the fall, two in the spring, and one or two in the summer session), for a total of 33 credits the first two years, and all remaining credits the third year. It is suggested that the three-year, part-time student take all core courses in the first year and a combination of core, track, and elective courses in the second and third years. Again, sensitivity to alternate year course sequencing is advised.

Non-matriculated Students

Public service professionals and community residents may enroll in Muskie School courses as non-matriculated students. Some courses require prior approval of the instructor. Because non-matriculated student status is dependent on space availability, those interested are urged to contact instructors as early as possible. Students may also contact the Muskie School for information on space availability and registration information. Non-matriculated students may take up to nine credit hours in either the PPM, MPH, or CPD degree prior to matriculation. Taking classes as a non-matriculated student does not guarantee admission to the PPM, MPH, or CPD program.

Transfer Credit

Students who have completed coursework in another graduate program at USM or elsewhere may petition the PPM, MPH, or CPD Academic Affairs Committee for transfer credit. Transfer credit reduces the number of credits that must be taken to complete the degree and may be used to waive a specific curriculum requirement when appropriate. Upon approval of the program Academic Affairs Committee, transfer credits may be used in one of three ways:

Courses taken at the Muskie School prior to matriculation. Students not enrolled in a certificate program may bring up to 12 credits of Muskie School courses taken prior to matriculation in the degree program. Credits taken in the semester in which application is made for the degree program count towards the 12-credit limit.

Courses taken as part of a Muskie graduate certificate program. Students may transfer the certificate credits taken to complete the certificate up to maximum of 12.

Graduate courses taken at other institutions may be used for transfer credit when they meet the requirements of the graduate program and the University. Students may transfer up to 12 credits of graduate credit from other universities taken prior to matriculation, except that students who transfer into full-time study in a Muskie graduate program directly from full-time study in another university’s accredited graduate program in a comparable field may transfer up to one half of the Muskie degree credit requirements. The program must approve specific program requirement waivers.

Students who exceed the University time limits for obtaining a degree and are readmitted to the Muskie School may transfer all credits that satisfy catalog requirements at the time of readmission. Students who switch matriculation from one Muskie degree program to another Muskie degree program may transfer all credits that satisfy catalog requirements at the time of program transfer.

Extramural Credit for Matriculated Students
Students who are matriculated in the PPM, MPH, or CPD master’s program and would like to take a course offered by a department at USM or another university that is not already cross listed with a Muskie degree program must obtain permission from the appropriate Academic Affairs Committee. The same limits with respect to transfer credit apply to extramural credit.

**Waiver Request**

A student may request a waiver from a program requirement by showing adequate mastery of the subject matter. Evidence may include the undergraduate transcript or a transcript of other graduate work, successful completion of an examination or other academic exercise prepared by the course instructor, submission of samples of work, or through other means acceptable to the Academic Affairs Committee. The Academic Affairs Committee may solicit input from the course instructor as to the advisability of the substitution and may request supplemental information. Approval of a course waiver does not reduce the credit requirement for graduation; students may take additional electives to meet the required credits.

To expedite the process, a student contemplating a request for permission to substitute a course should meet with the chair of his or her program’s Academic Affairs Committee for more information about the required information to be submitted to the committee, given the basis for the request.

**Capstone Requirements**

The capstone project is an integrative research requirement for each of the master’s degree programs in the Muskie School. Depending upon the academic program, the substantive focus and format may vary from an individualized to a group research effort. Regardless of the academic program, it is the policy of the Muskie School that all students applying for graduation must have completed and successfully presented a capstone proposal no later than two weeks prior to graduation. Additional program requirements may apply. Students are urged to contact their academic program advisor or program capstone coordinator for additional information regarding program-specific requirements.

**Certificates of Graduate Study**

Certificates of graduate study may be taken as additional credits of coursework to augment the master’s degree or to obtain a certificate of graduate study for those which do not require matriculation in the master’s degree. Students seeking to link their certificate program to a degree program should consult the program chair for details as to how courses will count.

The following certificates of graduate study are offered by the Muskie School:

- Applied Research and Evaluation Methods
- Child and Family Policy and Management
- Community Planning and Development
- Health Policy and Management
- Nonprofit Management
- Performance Management and Measurement
- Public Health
- Social Policy Analysis
Ph.D. in Public Policy

The Ph.D. in public policy is designed for those students who are interested in questions surrounding the origins, development, implementation, and analysis of public policy decisions in government and related institutions. The program prepares students to function within a variety of fields while focusing their dissertation research on a specific topic. Students undertake the Ph.D. in order to develop answers to questions about the ways in which policy is formulated and implemented, and to make their own original contribution to the knowledge of these public questions. In pursuing the Ph.D. program, students acquire skills as independent researchers, the ability to interpret and assess the research of others, and the ability to communicate their knowledge to a wide variety of audiences. Those who successfully complete the degree are equipped to bring their knowledge to senior policy and management positions in government, nonprofit agencies, school districts, research organizations, consulting firms, and in college and university faculty and administrative appointments.

Applications for this program will be accepted only for the Educational Leadership concentration. For more information visit: http://www.usm.maine.edu/phd-public-policy.
Certificate of Graduate Study in Applied Research and Evaluation Methods

The Certificate of Graduate Study in Applied Research and Evaluation Methods is designed for students and practitioners who want to learn to use data more effectively on the job and in the community. The certificate emphasizes data acquisition, data analysis and presentation, choosing and applying statistical techniques to real world problems, and practical application of analytical tools.

Program Requirements
There is no mathematics or statistics prerequisite. Students select four courses (12 credits), including one required course and three from a list of approved courses.

Required Course
PPM 601 Applied Statistics for Public Policy and Management

Select an additional nine credits
AMS 535/MPH 535 Introduction to Epidemiologic Research
AMS 545/MPH 545 Applied Biostatistical Analysis
AMS 677 Regression Analysis in the Health Sciences
CPD 622 Introduction to Arc/GIS
CPD 625 Community Planning Analysis and Land Use Modeling
PPM 503/603 Applied Research Methods Modules (1 credit each)
PPM 503C Applied Cost-Benefit Analysis
PPM 503H Graphing Data
PPM 511 Economics Business Data and Management
PPM 603A Applied Survey Methods
PPM 603B Introduction of Forecasting Using Regression Analysis
PPM 603D Special Topics: Methods of Analysis
PPM 603F Introduction to Correlation and Regression Methods
PPM 603G Hands-on Multiple Regression
PPM 603I Computer Applications and Data Analysis
PPM 603J Interviewing Methods
PPM 603K Qualitative Data Analysis
PPM 603L Non-Parametric Statistics
PPM 531 Measuring Performance in the Public and Nonprofit Sectors
PPM 602 Research Design
PPM 604 Evaluation Methods
PPM 606 Survey Methods and Design
Certificate of Graduate Study in Child and Family Policy and Management

Today’s multifaceted social problems and an evolving definition of “family” need sound public policies, effective programs, and management strategies/skills to address the needs of children and families. The Certificate of Graduate Study in Child and Family Policy and Management is a collaborative effort of the Muskie School’s public policy and management master’s degree program (PPM) and the Catherine E. Cutler Institute for Health and Social Policy, with its nationally recognized expertise in this area.

The interdisciplinary curriculum gives students an opportunity to gain the knowledge and competencies needed to effect change, guide policy development and implementation, and manage programs serving children and families. The certificate is designed for child and family professionals, children’s advocates, teachers, justice system personnel, policy makers, and others wishing for a better understanding of children and family policy and management.

Program Requirements

Students select four courses (12 credits) from among the following courses in the graduate programs at the Muskie School. Students are required to take PPM 526 Public Policy and Children, one course from each of the other groups listed below, and a fourth course from either group.

Required Course:
PPM 526 Public Policy and Children

Select 3 credits of management coursework:
PPM 531 Measuring Performance in the Public and Nonprofit Sectors
PPM 535 Managing in the Nonprofit Sector
PPM 615 Foundations for Public Service and Management*
PPM 632 Human Resource Management in Public, Nonprofit, and Health Organizations
PPM 633 Strategic Planning in the Public and Nonprofit Sectors

Select 3 credits of policy coursework:
MPH 660 Health Policy
PPM 527 Child and Family Policy and Law
PPM 639 Topics in Public Policy and Management
* with faculty permission only
Certificate of Graduate Study in Community Planning and Development

The Certificate of Graduate Study in Community Planning and Development has two major objectives: to provide students with a grounding in land use and environmental planning, economic development, law and policy analysis, infrastructure programming, and growth management; and to develop an understanding of economic, social, legal, ethical, and political contexts within which decisions about land use, economic growth, and environmental protection are made. These objectives are met through course readings, class lectures and discussions, case analyses, and problem-solving exercises in various community-based settings.

Persons contemplating a career in local or state government or nonprofit organizations, and who are particularly interested in the fields of land use, economic development, and environmental planning are invited to discuss their goals with the coordinator of the certificate in community planning and development. Those who already practice in the field and wish to enhance their skills and understanding of the issues are also welcome.

Program Requirements

The certificate requires the completion of 12 credit hours of coursework and at least one course must be selected from each of Groups A and B. Students may take other elective courses in the CPD program in addition to those listed below as part of their certificate program. Courses in the CPD core or in other graduate programs may also be included as part of the certificate if approved by the program chair.

Group A: Land Use and the Environment
- CPD 660 Introduction to Community Planning
- CPD 661 Planning Law
- CPD 664 Principles of Town Design
- CPD 668 Local Environmental Planning

Group B: Community and Regional Development
- CPD 615 Citizen Involvement and Dispute Resolution in Planning
- CPD 652 Introduction to Community Development
- CPD 667 Housing and Real Estate
- PPM 650 State and Regional Economic Development
Certificate of Graduate Study in Health Policy and Management

The Certificate of Graduate Study in Health Policy and Management examines the broad policy, economic, financial, and organizational foundations of the health system. The certificate program offers an introduction to the core knowledge and skills in health management and policy for students entering the field. The program also offers experienced professionals in healthcare and other fields the opportunity to explore management and policy issues, knowledge, and skills relevant to the challenges of the rapidly changing health system.

Program Requirements

Certificate courses are selected from the curriculum of the Master of Public Health degree program. The certificate courses are taught by Muskie core faculty, as well as adjunct faculty from senior management and policy positions in public and nonprofit organizations. Students may transfer their coursework up to 12 credits into the degree program if they later decide to pursue a master’s degree.

The certificate consists of two (2) required and two (2) elective courses (12 credits).

Required courses are:
- MPH 525 American Health System
- MPH 630 Health Planning and Marketing

Students may choose two courses from the following elective courses:
- MPH 635 Health Law and Ethics
- MPH 640 Health Finance I
- MPH 660 Health Policy
- MPH 670 Quality Improvement
- MPH 675 Health Information Management
Certificate of Graduate Study in Nonprofit Management

The Certificate of Graduate Study in Nonprofit Management provides traditional students, working professionals, and volunteers in the nonprofit sector with the knowledge, managerial skills, and techniques to respond to the challenges of this important and rapidly changing sector of society.

Students gain valuable expertise in critical areas such as managing human and financial resources, using technology to further organizational goals, and successfully mastering the system of performance contracting being introduced in Maine. Other topics examined include grant writing, fundraising, volunteer recruitment and management, board development, and interagency collaboration.

Many certificate courses are offered through the Education Network of Maine at locations throughout the state. Students may request to transfer certificate courses to the School’s master’s degree program in public policy and management upon matriculation.

Program Requirements

Students select four courses (12 credits) including one required course and three from a list of approved courses from the graduate program in public policy and management.

Required Course
PPM 535 Managing in the Nonprofit Sector

Select three of the following courses:
PPM 545 Grant Writing in Public and Nonprofit Organizations
PPM 553 Volunteer Engagement and Management
PPM 601 Applied Statistics for Public Policy and Management
PPM 615 Foundations for Public Service and Management*
PPM 631 Measuring Performance in the Public and Nonprofit Sectors
PPM 632 Human Resource Management in Public, Nonprofit, and Health Organizations
PPM 633 Strategic Planning in the Public and Nonprofit Sectors
PPM 636 Management Information Systems in the Public and Nonprofit Sectors
PPM 639 Topics in Public Policy and Management
PPM 641 Financial Management for Nonprofit Organizations*  
*with faculty permission only
Certificate of Graduate Study in Performance Management and Measurement

The Certificate of Graduate Study in Performance Management and Measurement is designed to equip managers with the knowledge and skills needed to monitor and report on organizational performance, to present results-oriented information in alternative formats to diverse, nontechnical audiences, and to contribute to improving performance in public organizations. The certificate in performance management and measurement is a collaborative effort of the Muskie School’s accredited public policy and management master’s degree program (PPM) and the School’s research programs.

Program Requirements

Students select four courses (12 credits) including one required course and three from a list of approved courses.

Required Core Course

- PPM 531 Measuring Performance in the Public and Nonprofit Sectors

Select an additional nine credits

- PPM 519 Communication Skills for Public Managers
- PPM 535 Managing in the Nonprofit Sector
- PPM 601 Applied Statistics for Public Policy and Management
- PPM 615 Foundations for Public Service and Management*
- PPM 632 Human Resource Management in Public, Nonprofit, and Health Organizations
- PPM 633 Strategic Planning in Public and Nonprofit Sectors
- PPM 636 Management Information Systems in the Public and Nonprofit Sectors
- PPM 641 Financial Management for Nonprofit Organizations*

*with faculty permission only
Certificate of Graduate Study in (Medical) Practice Management

Not currently accepting applications
Certificate of Graduate Study in Public Health

The Certificate of Graduate Study in Public Health provides individuals from diverse backgrounds a solid foundation of knowledge and skills in public health, including social and behavioral health and epidemiology, as well as offering students an opportunity to pursue interests in evaluation, planning, or quality improvement.

The public health certificate can serve to augment a student’s previous academic training and facilitate professional advancement. The certificate can also serve as a strong introduction and preview to the field of public health prior to committing to a formal master’s program.

Program Requirements

The public health certificate is awarded on successful completion of five courses (15 credits) from the public health curriculum. If successfully completed, certificate program courses will fulfill degree requirements for students who apply for and are admitted to the Master of Public Health program. Because only 12 credits of certificate coursework may be transferred into the public health degree program, certificate students interested in matriculating in the degree program are strongly encouraged to apply early in their certificate coursework, but no later than when they complete the 12 credits of coursework. Courses are held at the Muskie School on the USM Portland campus. Some courses are offered at other campuses in the University of Maine System via the university’s distance education network.

The following three courses are required for the certificate:
- MPH 525 American Health System
- MPH 535/AMS 535 Introduction to Epidemiologic Research
- MPH 565 Social and Behavioral Health

Pick two remaining courses from the list below:
- MPH 545/AMS 545 Applied Biostatistical Analysis
- MPH 555 Environmental Health
- MPH 625 Organizational Leadership
- MPH 630 Health Planning and Marketing
- MPH 635 Health Law and Ethics
- MPH 640 Health Finance I
- MPH 645 Health Finance II
- MPH 650 Applied Public Health Research and Evaluation
- MPH 655 Public Health Practice
- MPH 660 Health Policy
- MPH 665 Health Economics
- MPH 670 Quality Improvement
- MPH 675 Health Information Management
Certificate of Graduate Study in Social Policy Analysis

The Certificate of Graduate Study in Social Policy Analysis is designed for social service professionals, children’s advocates, teachers, justice system personnel, union and community organizers, policy analysts, policy makers, political activists, planners and others seeking a better understanding of the intersections between economics, social justice theory and social policy analysis. Social policy analysis uses the tools and analytic methods of public policy analysis to evaluate policy options for solving social problems like poverty, hunger and disease, unemployment and under-employment, delinquency and crime, discrimination and violence. In addition to addressing questions of economic efficiency and social justice, certificate courses also examine the impact broader social, economic, and political forces have upon various groups, particularly disadvantaged and at-risk populations. The certificate is a stand-alone credential or the credits can also be transferred into to Muskie’s public policy and management program. For more information, contact Dr. Lisa Morris, certificate coordinator, at lmorris@usm.maine.edu.

Program Requirements

To be eligible for the certificate, applicants must hold a bachelor’s degree. In addition, an introductory-level microeconomics course is a prerequisite. Students must take four courses (1 credits) from among the following courses in the graduate programs at the Muskie School.

Required Courses
- PPM 610 Foundations of Public Policy
- PPM 521 Social Justice Theory and Policy Analysis

Select two additional courses from:
- PPM 524 Gender and Race, Politics and Policy
- PPM 526 Children and Public Policy or PPM 527 Child and Family Policy and Law
- PPM 620 Introduction to Policy Analysis
- PPM 622 Applied Policy Analysis
- MPH 525 American Healthcare System
- MPH 660 Health Policy
- MPH 565 Social and Behavioral Foundations
- CPD 602 Sustainable Communities
- CPD 652 Intro to Community Development or PPM 652 Community Economic Development
- CPD 674 Social Justice and Planning
- CPD 672 Food Planning and Policy
Master of Community Planning and Development

The Master of Community Planning and Development (MCPD) degree program provides students at the graduate level the opportunity to acquire the skills, knowledge and experience to assist communities throughout Maine and northern New England in shaping their futures. The program focuses on training students and professionals in the principles and practices of applied sustainability so they can help harmonize the competing demands of economic, environmental, and social sustainability in communities with diverse populations and perspectives. The program is grounded in the tenets and ethical values of the planning profession, and seeks to prepare students to adapt to new and emerging roles of planners.

Program Requirements

The master’s degree in community planning and development requires 48 credits. A required core of 30 credits (including capstone and field experience) combines basic skills for planning, such as geographic information systems and conflict resolution with basic courses in planning, including theory and practice, economics, and methods of analysis.

Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD 601</td>
<td>Planning Theory and History</td>
<td>3</td>
</tr>
<tr>
<td>CPD 602</td>
<td>Sustainable Communities</td>
<td>3</td>
</tr>
<tr>
<td>CPD 603</td>
<td>Planning Workshop</td>
<td>3</td>
</tr>
<tr>
<td>CPD 605</td>
<td>Elements of Plan Making</td>
<td>3</td>
</tr>
<tr>
<td>CPD 615</td>
<td>Citizen Involvement and Dispute Resolution in Planning</td>
<td>3</td>
</tr>
<tr>
<td>CPD 622</td>
<td>Introduction to Arc/GIS</td>
<td>3</td>
</tr>
<tr>
<td>CPD 696</td>
<td>Field Experience</td>
<td>0</td>
</tr>
<tr>
<td>CPD 699</td>
<td>Capstone</td>
<td>3</td>
</tr>
<tr>
<td>PPM 601</td>
<td>Applied Statistics for Public Policy and Management</td>
<td>3</td>
</tr>
<tr>
<td>PPM 611</td>
<td>Economics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PPM 640</td>
<td>Public Finance and Budgeting</td>
<td>3</td>
</tr>
</tbody>
</table>

Research Methods

Select three credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD 607</td>
<td>Analytic Methods for Planning and Development</td>
<td>3</td>
</tr>
<tr>
<td>CPD 625</td>
<td>Community Planning Analysis and Land Use Modeling</td>
<td>3</td>
</tr>
<tr>
<td>GEO 608</td>
<td>GIS Applications I</td>
<td>3</td>
</tr>
<tr>
<td>PPM 503/603</td>
<td>Applied Research Methods Modules (Take three 1-credit courses)</td>
<td>3</td>
</tr>
<tr>
<td>PPM 606</td>
<td>Survey Methods and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Students select an additional 15 credits of focused coursework from among three specializations: land use and environment, community and economic development, and health planning. A joint-degree option with the University of Maine School of Law is available.

Land Use and Environment Track

Select 3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD 660</td>
<td>Introduction to Community Planning</td>
<td>3</td>
</tr>
<tr>
<td>CPD 661</td>
<td>Planning Law</td>
<td>3</td>
</tr>
<tr>
<td>CPD 664</td>
<td>Principles of Town Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD 652</td>
<td>Introduction to Community Development</td>
<td>3</td>
</tr>
<tr>
<td>PPM 650</td>
<td>State and Regional Economic Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 9 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANE 638</td>
<td>Reading the Cultural Landscape</td>
<td>3</td>
</tr>
<tr>
<td>ANE 641</td>
<td>Environment and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CPD 622</td>
<td>Introduction to Arc/GIS</td>
<td>3</td>
</tr>
<tr>
<td>CPD 625</td>
<td>Community Planning Analysis and Land Use Modeling</td>
<td>3</td>
</tr>
<tr>
<td>CPD 665</td>
<td>Transportation Planning</td>
<td>3</td>
</tr>
<tr>
<td>CPD 667</td>
<td>Housing and Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>CPD 668</td>
<td>Local Environmental Planning</td>
<td>3</td>
</tr>
<tr>
<td>CPD 669</td>
<td>Historic Preservation Through Growth Management</td>
<td>3</td>
</tr>
<tr>
<td>CPD 670</td>
<td>Growth Management Workshop</td>
<td>3</td>
</tr>
<tr>
<td>CPD 672</td>
<td>Food Planning and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CPD 674</td>
<td>Social Justice and Planning</td>
<td>3</td>
</tr>
<tr>
<td>CPD 675</td>
<td>Energy Policy &amp; Planning</td>
<td>3</td>
</tr>
<tr>
<td>LAW 635</td>
<td>Land Use and Growth Policy</td>
<td>3</td>
</tr>
<tr>
<td>PPM 519</td>
<td>Communication Skills for Public Managers</td>
<td>3</td>
</tr>
<tr>
<td>PPM 503/603</td>
<td>Applied Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>PPM 545</td>
<td>Grantwriting in Public and Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PPM 623</td>
<td>Risk and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PPM 633</td>
<td>Strategic Planning in the Public and Nonprofit Sectors</td>
<td>3</td>
</tr>
<tr>
<td>PPM 637</td>
<td>Intergovernmental Relations</td>
<td>3</td>
</tr>
</tbody>
</table>
### Community and Economic Development Track

**Required Course**
- CPD 652 Introduction to Community Development 3

Select 3 credits
- CPD 660 Introduction to Community Planning 3
- CPD 661 Planning Law 3

Select 9 credits
- CPD 665 Transportation Planning 3
- CPD 667 Housing and Real Estate 3
- CPD 669 Historic Preservation Through Growth Management 3
- CPD 672 Food Planning and Policy 3
- CPD 674 Social Justice and Planning 3
- CPD 675 Energy Policy & Planning 3 (3)

**MBA 649 Special Topics in Management: Introduction to System Dynamics** 3
- PPM 519 Communication Skills for Public Managers 3
- PPM 545 Grantwriting in Public and Nonprofit Organizations 3
- PPM 623 Risk and Public Policy 3
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors 3
- PPM 650 State and Regional Economic Development 3
- PPM 651 Government-Business Relations 3
- PPM 666 Environmental Policy 3

### Health Planning Track

**Required course**
- MPH 525 American Health System 3

Select 3 credits
- CPD 652 Introduction to Community Development 3
- CPD 660 Introduction to Community Planning 3

Select 9 credits
- CPD 662 Introduction to ArcGIS 1-3
- MPH 640 Health Finance I 2
- MPH 660 Health Policy 3
- PPM 630 Health Planning and Marketing 3
- MPH 519 Communication Skills for Public Managers 3
- PPM 633 Strategic Planning in the Public and Nonprofit Sectors 3

### Available for all tracks

- GEO 605 Remote Sensing 3
- GEO 608 GIS Applications I 3
- GEO 618 GIS Applications II 3
- GEO 658 Research Applications in GIS 3
- PPM 513 Law and Public Policy 3
- PPM 610 Foundations of Public Policy and Management 3

### Law and Community Planning Joint Degree

Select 3 credits
- CPD 660 Introduction to Community Planning 3
- CPD 661 Planning Law 3

Select 12 credits*
- LAW 633 Natural Resources Law (PPM 682) 3
- LAW 637 Environmental Law (PPM 683) 3
- LAW 658 Marine Resources Law (PPM 684) 3
- LAW 684 Alternative Dispute Resolution (PPM 687) 2
- LAW 612 Environmental Law Seminar (PPM 690) 3

* Or other University of Maine School of Law courses approved by the CPD chair.

### Cross-Listed Courses

For cross-listed course descriptions, please see the respective departmental listings.

**American and New England Studies**
- ANE 612 Documenting America: Ethnography and Oral History 3
- ANE 638 Reading the Cultural Landscape 3
- ANE 641 Environment and Culture 3
School of Law

(Contact the Law School directly for law course descriptions.)

LAW 616 State and Local Government (PPM 680) 3
LAW 618 Health Care Law (PPM 681) 3
LAW 633 Natural Resources Law (PPM 682) 3
LAW 635 Advanced Land Use (PPM 689) 3
LAW 637 Environmental Law (PPM 683) 3
LAW 658 Marine Resources Law (PPM 684) 3
LAW 684 Alternative Dispute Resolution (PPM 687) 2
LAW 687 Coastal Zone Law (PPM 688) 3
LAW 612 Environmental Law Seminar (PPM 690) 3
Course Descriptions

CPD 601 Planning Theory and History
This course introduces students to basic elements of planning theory and history. Other topics covered include planning in a diverse society and an introduction to ethical issues facing planners. Cr 3.

CPD 602 Sustainable Communities
CPD 602 is designed for students who have previously been exposed to planning history and theory (CPD 601 or its equivalent). Its purpose is to introduce the student to one current approach to community planning, known as sustainable communities, which embraces a holistic approach to community development as a goal to be pursued in the complex interplay among natural, economic, and social systems. The course aims to establish command of the basic concepts, principles, policies, and obstacles associated with sustainable development, sustainable communities, and, as a practical example, smart growth. Prerequisite: CPD 601 or permission of the instructor. Cr 3.

CPD 603 Planning Workshop
This course will center around one or more group projects in planning and/or economic development. It will focus on getting students to be able to design, research, produce, and communicate professional-level projects during one semester, and is intended to serve as the foundation for the capstone. In all but exceptional cases, it will be a prerequisite to the capstone. Cr 3.

CPD 605 Elements of Plan Making
The course focuses on the foundations of planning primarily at the regional, local, and neighborhood levels. It covers the legal and political foundations of plan making, including an introduction to planning and zoning law; the architecture of plans; and themes around the integration of planning elements, such as transportation/land use and urban form/classical zoning. Cr 3.

CPD 607A Analytic Methods for Planning and Development: Fiscal Impact Analysis
A five-week course covering the theory and techniques used to conduct fiscal impact analyses for state and local governments. Issues to be covered include the impact of land-use activity on community demographics, government revenues and expenditures, demand for services, and state funding formulae. Cr 1.

CPD 615 Citizen Involvement and Dispute Resolution in Planning
Introduces students to the processes of conflict resolution, stakeholder involvement, communication with non-technical audiences, and styles of leadership that are essential to effective adoption and implementation of plans. Cr 3.

CPD 622 Introduction to Arc/GIS
An introduction to the ArcMap program, a Windows-based Geographic Information Systems program. Covers beginning and intermediate uses of the program. This course is available in all CPD tracks. Cr 1-3.

CPD 625 Community Planning Analysis and Land Use Modeling
Introduction to estimating and projecting the demand for land, housing, and public space for long-range land use planning; developing future growth scenarios at the town and regional scale; and using GIS tools such as buildout calculators and planning support systems to organize and visualize these analyses. Prerequisites: GIS course and CPD 660 or CPD 661 or instructor permission. Cr 3.

CPD 652 Introduction to Community Development
An investigation of the nature and role of community development activities as a strategy to increase the assets a community has at its disposal to solve problems. Examines both local government and not-for-profit sector organizations for community development with a focus on public/private partnerships and community development corporations as major vehicles for contemporary community development efforts, as well as the continuing role of the federal Community Development Block Grant program. Cr 3.

CPD 659 Topics in Growth Management
This class will cover current issues in Growth Management. Cr. 3.

CPD 660 Introduction to Community Planning
This course will examine the methods and techniques of preparing small-area and community land use plans, with particular emphasis on rural and small town planning incorporating housing, transportation, development, and resource protection. Techniques for preparing community resource and problem inventories, population and employment forecasts, assessing land consumption trends, and public involvement also will be covered. Cr 3.

CPD 661 Planning Law
This course will cover the procedures and practices employed in the implementation of land use plans, programs, and policies, including zoning, subdivision regulations, site plan review procedures, and official mapping. The course covers the use of nonregulatory methods of implementation such as tax incentives, capital planning and budgeting, special assessment districts, and tax increment financing. Cr 3.

CPD 664 Principles of Town Design
This course addresses a range of community design and site design issues at the local level. It requires a student to become familiar with literature on town design, conduct field observations and measurements, perform limited land use ordinance research, communicate design observations and ideas in writing, through drawing, by using photographs, newspaper research, as well as in class discussions. Cr 3.

CPD 665 Transportation Planning
The basic elements of transportation planning and engineering and the relationship between transportation planning and land use will be examined throughout this course. Cr 3.
**CPD 667 Housing and Real Estate**
This course provides an introduction to major economic, social, and historical factors affecting the development of the housing marketplace and the interplay between these factors and land use planning. Cr 3.

**CPD 668 Local Environmental Planning**
An in-depth look at several contemporary environmental protection issues and planning responses pursued by local governments and their community-based partners. Selected scientific and technical aspects of environmental protection are introduced for laypersons, with a focus on landscape ecology and water quality issues and their other applications to biodiversity, watersheds, and growth management. Cr 3.

**CPD 669 Historic Preservation through Growth Management**
This course examines the policy foundations for preservation of historic landmarks, buildings, districts, and other cultural resources, including elements of preservation-planning for rural and urban areas. It also provides students the opportunity to identify and evaluate historic, cultural, and natural resources in the comprehensive planning process. Cr 3.

**CPD 670 Growth Management Workshop**
Growth Management refers to the legal and political arrangements through which state, local, and regional governments share authority and responsibilities for shaping overall patterns of development. This course provides background on the history, principles, and track record of growth management in the United States. Through a semester-long workshop format, students will have hands-on opportunities to learn how state and local governments in Maine interact under Maine’s Growth Management Program. Prerequisites: CPD 660 and CPD 661 or CPD 664. Cr 3.

**CPD 672 Food Planning and Policy**
This course is designed to build knowledge of the food system, how it functions and interacts—or could with planning and public policy. The intent of the course is to familiarize students with basic issues in the production, distribution, marketing, and disposal of food, especially with regard to those elements that can be influenced by civic action and public regulation. The course is a seminar and will develop and challenge students’ thinking through readings and structured discussions. Students should have an increased understanding of food systems as a planning and community development topic, the forces shaping food systems, dimensions of conventional and alternative models, and their own relationship and choices with regard to the contemporary American food system. Cr 3.

**CPD 674 Social Justice and Planning**
Sustainability as a model for development and planning seeks to balance three things: (1) environmental protection and conservation of natural resources, (2) economic growth and development, and (3) social equity. Other CPD courses focus on the first two objectives; this course focuses on the social equity objective. Specifically, the course examines the equity and justice issues embedded in economic development and environmental protection efforts as well as the problems those efforts are attempting to solve. Topics covered include: economic and social justice theories and debates; poverty and inequality; economic development, displacement, and gentrification; jobs and the environment; environmental justice; fairness in adaption to climate change; consumption, population, and the environment; immigration and relocation; and intergenerational equity and sustainability. Cr 3.

**CPD 675 Energy Policy and Planning**
This class will introduce the field of energy systems policy and planning with a view to providing students the background in energy issues, law, economics, and politics to effectively plan for energy use and production at the regional and local levels. The course will cover the history of energy use in industrial economies, competition between renewable and nonrenewable energy sources and between increased supply and reduced demand as the paths to energy futures. Particular attention will be focused on state and local aspects of energy policy, including energy facility siting and electricity market regulation. The course will also cover the evolution of energy supply and conservation technologies and their potential impacts in transportation and the built environments. (Cr 3)

**CPD 695 Independent Study** Cr 3.

**CPD 696 Field Experience**
Internship in a planning or development agency. Students without significant professional experience in the planning or development field will complete a field experience. Students should consult their advisor or the program chair early in their career to assess the need for a field experience and identify suitable options for filling this requirement. Students with sufficient professional experience (generally six months or more in a responsible position in a planning or development agency) may have this requirement waived. Cr 0.

**CPD 699 Capstone**
Students will complete an individual or appropriate team project resulting in a paper that demonstrates competence to undertake professional planning work and an integrative understanding of the elements of the CPD curriculum. The capstone is completed under the supervision of a faculty advisor. The student must present a prospectus of the project to their advisor, complete a written report, and make an oral presentation of the results of the project. CPD 603 required in all but exceptional cases. Cr 3.
Master of Public Health

The Master of Public Health (MPH) degree program prepares students with the practical knowledge and skills to address today’s complex population health and health services needs. Multi-disciplinary in nature, the MPH program delivers a broad population health and health systems perspective, with specialized tracks in Policy & Practice and a nationally accredited track in Health Management. Students can also pursue advanced coursework in epidemiology, biostatistics, research methods, and environmental health. The program offers hands-on field experience opportunities in a wide variety of public health and healthcare organizations in Maine and beyond, including hospitals, state and local health departments, primary care and multi-specialty physician practices, and non-profit health and health-related organizations. Graduates work in the public and private sectors to apply evidence-based practices and state-of-the-art knowledge and skills to improve health and prevent disease.

The Muskie School is a learning laboratory where students, staff, and faculty work together to discover and conduct relevant research, and help develop and implement solutions at the local, regional, state, and national level. Students in the MPH program have the unique opportunity for experiential learning and applied research, working with nationally recognized faculty and staff engaged in projects to improve public health and health systems. Through paid graduate and research assistantships, many students engage in research, evaluation, and service projects addressing a wide variety of public health, health service, and health policy issues. Faculty and alumni offer strong connections with the practice community, creating opportunities for field placements, capstone projects, and career networking.

Admission Requirements

Admissions Criteria: The MPH program seeks to admit students who are committed to the field of public health and health services, have the demonstrated potential to successfully complete the program, have qualities and experience that will enhance the learning environment, and have the potential for becoming leaders in the field.

Factors and criteria considered in the admissions process include:

- A bachelor’s degree from a regionally accredited college or university with a graduating Grade Point Average of 3.0 or better (on a 4.0 scale): Applicants who do not have a 3.0 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully
- Record of professional experience (if applicable)
- Scores from the Graduate Record Examination (GRE): the program does not have specific cut-offs but gives preference to applicants with scores above the 40th percentile
- Letters of recommendation
- TOEFL or IELTS score (if English is not the applicant’s first language): Please see http://www.usm.maine.edu/graduateadmissions/graduate-admissions-international-applicants for information on TOEFL and IELTS requirements

Application Process

All applications must be submitted using the USM Office of Graduate Studies on-line application.

Application must include:

- A submitted online graduate admission application
- The application fee of $65.00
- An official transcript from all colleges or universities attended, including USM
- Three letters of recommendation
- Essay
- Submission of official TOEFL or IELTS scores (if English is not the applicant’s first language)
- Certification of finances (International students only)

Application Deadlines

Rolling admissions with three priority deadlines: 1) February 1: for Fall admissions for students seeking to be considered for graduate assistantships, tuition waivers, scholarship, and other financial support; 2) July 15 for Fall matriculation, and 3) December 1 for Spring matriculation.

Program Requirements

The Master of Public Health offers a competency-based curriculum that provides a foundation of knowledge and the opportunity to develop core skills for effective performance in public health, including management and leadership positions. Coursework is characterized by both individual and group assignments designed to build competencies and to integrate learning across the curriculum. Competencies in oral and written communication are developed throughout the curriculum, along with competencies in informed decision making (e.g. epidemiology, biostatistics, applied research and evaluation methods), population health and community engagement (e.g. identifying and addressing the health needs of populations and sub-populations), and leadership and management. Students are required to choose a concentration track in either Health Management or Policy &Practice, which establishes the specific courses that the student is required to successfully complete.

The program offers full- and part-time options and a schedule conducive to career professionals with classes in the late afternoon and evening. Some courses are offered in locations throughout Maine through the University’s distance education network.
**The Curriculum**

Core requirements for the Health Management (46 credits) and Policy & Practice (45 credits) concentrations include the following courses:

<table>
<thead>
<tr>
<th>Core Courses (required for both tracks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 525 American Health System</td>
<td>3</td>
</tr>
<tr>
<td>MPH 535/AMS 535 Introduction to Epidemiologic Research</td>
<td>3</td>
</tr>
<tr>
<td>MPH 545/AMS 545 Applied Biostatistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MPH 555/AMS 555 Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 565 Social and Behavioral Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 625 Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MPH 630 Health Planning and Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Other required courses:

- MPH 690 Field Experience: 2-3 credits
- MPH 699 Capstone: 3 credits

Health Management Track (track-specific requirements)*

- MPH 635 Health Law & Ethics: 3 credits
- MPH 640 Health Finance I: 3 credits
- MPH 645 Health Finance II: 2 credits
- MPH 670 Quality Improvement: 3 credits
- MPH 675 Health Information Management: 3 credits
- PPM 611/MPH 665 Health Economics: 3 credits
- 1 Elective: 3 credits

Policy & Practice Track (track-specific requirements)

- MPH 650 Public Health Research and Evaluation: 3 credits
- MPH 655 Public Health Practice: 3 credits
- MPH 660 Health Policy: 3 credits
- 3 Electives: 9 credits

*Track accredited by the Commission on the Accreditation of Healthcare Management Education*
**Course Descriptions**

**MPH 525 American Health System**
Introduces students to the organization, financing, and management of the American healthcare and public health systems, and the dynamic changes that are affecting health organizations as a result of market-based and policy forces. Students develop an understanding of: (1) the key components of healthcare and public health, (2) how organizations and systems are financed, regulated, and managed in a dynamic market and policy environment, (3) the changing role of population health and public health systems, and (4) the efficiency, effectiveness and equity of health services.

**MPH 535/AMS 535 Introduction to Epidemiological Research**
This course is intended to give students a basic foundation in principles for the conduct and interpretation of population-based studies of the distribution, etiology, and control of disease. Topics include randomized experiments, non-randomized cohort studies, case-control studies, cross-sectional and ecological studies, screening of health populations, measures of effect, causal inference, sources of bias, and problems of measurement. Recent publications from the epidemiologic and general medical literature will be used to illustrate the application of the concepts to specific epidemiologic issues and to develop skills in interpreting quantitative information.

**MPH 545/AMS 545 Applied Biostatistical Analysis**
This course is intended to give students a working understanding of the major types of biostatistical analysis used in public health, laboratory sciences, and clinical research. Topics include point and interval estimation, application of the binomial and Poisson distributions, hypothesis testing, crosstabulations and stratified analysis, comparison of rates and means, multiple linear regression, logistic regression, and the Cox proportional hazards model. The course is designed primarily for students with little formal training in biostatistics, but may also prove valuable to other students who desire a course providing an integrated approach to diverse biostatistical techniques within an applied framework. Students learn to interpret results produced from standard statistical software packages.

**MPH 555/AMS 555 Environmental Health**
This course provides students with an extensive introduction to scientific approaches to the investigation and modification of the effects of environmental factors on human health. Contributions of the fields of toxicology and epidemiology and the implications of research findings for policy and regulation are examined. Topic areas include toxic metals, pesticides and other organic chemicals, ionizing and non-ionizing radiation, vector-borne diseases, pollution of air and water, occupational exposures, injuries, and the health effects of global warming. The roles of local, state, and federal governments in environmental health are critically evaluated, as are initiatives by non-governmental organizations.

**MPH 565 Social and Behavioral Health**
This course provides an overview of the social and behavioral determinants of health including a review of epidemiological data. The course addresses several prominent theories, models and frameworks used to help design, implement, and evaluate public health interventions. Examples of their application to specific public health efforts will be discussed. This seminar course is designed to prepare students to incorporate theory-driven approaches, concepts, and frameworks into public health practice.

**MPH 625 Organizational Leadership**
Students read and discuss the evolution of prevailing leadership theories, human and organizational relationships, processes and dynamics in public health and health care systems, and evidence-based management and leadership methods. In addition to team development experience, students will begin or expand their exploration of personal values and professional development plans, and practice receptive and expressive communication skills.

**MPH 630 Health Planning and Marketing**
Students gain familiarity with and practice applying the principles and concepts of systems thinking, planning and marketing, in the context of public health, health care delivery and health-related policy, practice and management. Students will explore the multi-disciplinary theories, metrics of planning and marketing methods, as well as the unique dimensions of health-related matters that influence their use in this field.

**MPH 635 Health Law & Ethics**
Health Law and Ethics explores legal and ethical issues that permeate the public and private health care systems. Student examine key elements of our legal system that govern and influence healthcare, including the U.S. constitution, federal and state laws, administrative law and judicial decisions. Students will use the case study method to scrutinize ethical and legal issues in health practice, administration and research, and analyze functions and interactions between courts, legislators and regulators. Topics covered include: the regulatory oversight of health care affecting health care delivery, payment, market entry and access; current and historical issues in public health and ethics; and client/patient rights issues, such as consent, confidentiality, and healthcare decision making. This course explores the inherent tension between promoting the public health and protecting the legal and ethical rights and interests of individuals. Students will study a variety of ethical frameworks to reconcile dilemmas in healthcare practice and when the interests of the larger community may be at odds with those of individuals.

**MPH 640 Health Finance I**
Students learn analytical techniques for examining and understanding the financial characteristics and performance of health care organizations. Students develop an understanding of the revenue cycle, cost and pricing structures, and budgeting in different health care organizations as well as the management of these critical financial activities.
MPH 645 Health Finance II
Students develop an understanding of financial investment analysis, capital budgeting and decision-making, sources of capital for health care organizations, and financial business planning. Students work with case materials on the financial dimensions of special topics such as managed care and prospective reimbursement, mergers, and acquisitions, pay for performance, taxes, and real estate across different health care organizations. Prerequisite: Finance I

MPH 650 Applied Public Health Research and Evaluation
This course provides an overview of applied research methods used to address public health problems. The course includes a general introduction to quantitative and qualitative approaches frequently applied in public health practice and a discussion of traditional public health evaluation frameworks. Emphasis will be placed on issues related to translational research and existing approaches such as Re-AIM, rapid cycle improvement, and the CDC’s framework for evaluating public health programs. The course is designed to prepare students to identify appropriate, realistic, and feasible strategies for conducting applied research and evaluation.
Prerequisites: Biostatistics, American Health Systems

MPH 655 Public Health Practice
This course is designed to introduce students to the skills needed in the public health workplace. The course is aligned with the core competencies for public health professionals developed by the Council on Linkages. The class sessions are based on regular feedback from faculty, public health practitioners, and students. Topics include: building and sustaining coalitions or partnerships, writing technical reports and grants, using program management tools, budgeting, reviewing public health evidence, addressing vulnerable populations, assessing performance, influencing health policy, and delivering and monitoring public health intervention.

MPH 660 Health Policy
Students gain an understanding of the political dynamics of health policy making and develop practical skills required for effective work as policy analysts and advocates in various settings. The course uses analytic models, case studies, guest speakers, readings, group discussion, and in-class exercises to promote a practical understanding of how ideas succeed—and fail—to become laws and regulations.

MPH 665/PPM 611 Health Economics
The first part of this course (economics and public policy foundation) introduces the student to the basic concepts and analytical tools of microeconomics and demonstrates how these concepts are used in analyzing public policy problems and designing appropriate responses. The second part of this course, the health economics module, applies these concepts and tools to understand the demand for and supply of health care and the role that government plays in how resources are allocated within our health care and public health systems. Selected topics are presented in more depth including economic impact and cost-benefit analysis of public health interventions and the role that evidence-based medicine and health information technology may play in improving health care markets.

MPH 670 Quality Improvement
This course introduces students to the principles and practice of quality improvement in medical care and public health organizations. The course content focuses on describing, measuring, improving, and evaluating the quality of health care for patients and populations. Students develop competencies in identifying and conceptualizing opportunities for quality improvement; selecting and using quality improvement tools, methods, and techniques; and presenting their work in professional meetings. The theories and concepts of quality measurement, quality improvement implementation, and evaluation are presented. Students become familiar with a range of commonly used quality improvement tools and methods and gain experience in applying them. Examples and case studies are drawn from medical care providers and public health programs. Prerequisites: MPH 520 American Health Systems or consent of instructor.

MPH 675 Health Information Management
This course addresses the uses of health information by managers. With an emphasis on strategic management that depends on timely, accurate information, the course inventories the numerous systems (patient record, finance, scheduling, laboratory, pharmacy, etc.) within the health care system that generate such information, with current examples from southern Maine organizations. Uses of such information for managing population health, and for identifying and addressing community needs and public health issues are also addressed. Other course topics include data security, the procurement of information systems, and the use of health information technology for process improvement.

MPH 690 Field Experience
Offers experience-based learning in a healthcare or public health organization. Students work in community health settings in organizations delivering and planning health or public health services on jointly developed projects or assignments based on the student’s interests and the organization’s needs. Sites include state or local public health agencies, hospitals, medical practices, clinics, special problem clinics and facilities, and environmental programs and services.

MPH 699 Capstone
In this integrative, experience-based course, students work with a faculty advisor to develop and complete a project to address a management, policy or practice problem in their area of interest. Students develop and present a formal project proposal and present their final product upon completion.
The Muskie School and Business School Joint MBA-MPH Degree

The dual degree program in Public Health and Business Administration offers the Master of Public Health (MPH) through the Muskie School of Public Service at USM and the Master of Business Administration (MBA) through the USM School of Business.

The USM School of Business is among the top third of business schools in America accredited by the prestigious AACSB International. The MBA program features acclaimed faculty and serious, career-minded students working hand-in-hand with New England’s business leaders to create academic and real world, practice-based partnerships inside the classroom and inside the business place.

The dual MBA-MPH program will advance the development of senior managers who understand the business of health care and public health and appreciate the unique role this sector represents in our economy, communities and society. The program educates leaders for the many exciting settings that characterize the health sector, including integrated health care delivery systems, hospitals, medical practices, governmental and not-for-profit health and public health organizations, among others. Dual degree graduates will have the skills needed to inform and guide organizational change, formulate organizational, business, and market strategies, define innovative organizational financing and service delivery strategies, and develop cross functional business solutions to the challenges of providing high quality, value driven, and accessible health care services.

Program Requirements

The Curriculum

The program allows students to earn both the MPH and the MBA simultaneously by designating a certain number of cross over courses that satisfy the graduation requirements of each degree. To earn the sixty-four credit hours required for the joint degree, students must complete a combination of MPH and MBA core courses, as well as an MBA practicum.

Full time students may thus complete both degrees in three years instead of the four years that would ordinarily be needed. Separate admissions are required.

MPH Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 525</td>
<td>American Health System</td>
<td>3</td>
</tr>
<tr>
<td>MPH 535</td>
<td>Introduction to Epidemiological Research</td>
<td>3</td>
</tr>
<tr>
<td>MPH 555</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 565</td>
<td>Social and Behavioral Foundation of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 625</td>
<td>Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MPH 630</td>
<td>Health Planning and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MPH 635</td>
<td>Health Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MPH 640</td>
<td>Health Finance I (Credits satisfied by MBA 505, see below)</td>
<td>0</td>
</tr>
<tr>
<td>MPH 645</td>
<td>Health Finance II</td>
<td>2</td>
</tr>
<tr>
<td>MPH 665</td>
<td>Health Economics</td>
<td>1</td>
</tr>
<tr>
<td>MPH 670</td>
<td>Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>MPH 675</td>
<td>Health Information Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 504</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MPH 690</td>
<td>Field Experience (Credits satisfied by MBA 698, see below)</td>
<td>0</td>
</tr>
</tbody>
</table>

Joint Degree Total MPH Credits: 33

MBA Foundation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 671</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MBA 501</td>
<td>Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBA 502</td>
<td>Fundamentals of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 504</td>
<td>Probability and Statistics (Required, credits counted in MPH)</td>
<td>0</td>
</tr>
<tr>
<td>MBA 505</td>
<td>Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>

MBA Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 630</td>
<td>Management Accounting Systems</td>
<td>3</td>
</tr>
<tr>
<td>MBA 611</td>
<td>Intro to Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>MBA 612</td>
<td>Topics in International Business or MBA 625 International Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 615</td>
<td>Ethical and Legal Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 62X</td>
<td>Finance - Select from the following:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA 626 Strategic Valuation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or MBA 627 Investment Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or MBA 629 Financial Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MBA 660</td>
<td>Managerial Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MBA 670</td>
<td>Management Science</td>
<td>3</td>
</tr>
<tr>
<td>MBA 674</td>
<td>Topics in Information Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 672</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or MBA 675 Production Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 698</td>
<td>The Practicum (in a health care related setting)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (nine credit hours) fulfilled by MPH course work | 0

Joint Degree Total MBA Credits: 30, plus up to 12 credits of foundation course work

Combined Total Joint Degree Credits: 63, plus up to 12 credits of foundation course work
Course List
For MPH course descriptions, see Muskie School - Master of Public Health
For MBA course descriptions, see School of Business - Master of Business Administration
Master of Public Policy and Management

The Master of Public Policy and Management (MPPM) program provides students with a strong, multidisciplinary foundation of skills and knowledge and the opportunity to apply them to contemporary issues of public concern as leaders in government, nonprofit organizations, and the private sector.

Over time some graduates will become local and state policy leaders in such fields as planning, social and health services, court administration, education, business regulation, and legislation. They will work as agency directors, town and city managers, and policy analysts. Others will work in management and consulting firms, regional planning offices, institutions of basic and higher education, and some will be elected officials.

Job opportunities for graduates are not limited to nonprofit organizations and government. Some students will find work in major corporations, banks, and the private sector in the areas of strategic planning, personnel management, government relations, finance, research, and corporate philanthropy.

Applications with prior public service experience will significantly broaden their skills and abilities, enabling them to assume increased responsibilities. Students without such public experience will find the combination of formal training and practical experience ideal preparation for public service. The program provides each student with a strong, multidisciplinary foundation of skills and knowledge and the opportunity to apply them to contemporary issues of public concern.

Program Requirements

A total of 39 credits is required to earn the master’s degree in public policy and management. A core curriculum of 18 credits assures an understanding of basic principles of political science, management, economics, public finance, and the use of microcomputers and statistics.

Following the core courses, students elect one of two tracks of study: policy analysis or public management. Each track requires a combination of required and elective courses totaling 1 credits.

Students who specialize in policy analysis examine the role of analysis in public policy making, and are taught the methods typically employed by analysts. The curriculum provides students with numerous opportunities to apply developing skills to real decision-making situations.

The track in public management allows the student to focus on either organizational or financial aspects of public management.

The core of study includes a course which integrates politics, management, and policy making, as well as courses which approach the study of public policy from the perspectives of economics, law, and ethics, and courses in the theory and techniques of computing, statistics, management, research design, and public finance and budgeting.

Tracks of Study

After completion of the core courses, students select a 12-credit track of study in either policy analysis or public management. The tracks are designed to provide more depth of knowledge in one of the two primary curriculum areas. Each track requires one or two courses, with the additional six or nine credits selected from a range of designated courses which may change over time as student interests and program initiatives vary.

Policy Analysis Track

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPM 601 Applied Statistics for Public Policy and Management</td>
<td>3</td>
</tr>
<tr>
<td>PPM 602 Research Design</td>
<td>3</td>
</tr>
<tr>
<td>PPM 610 Foundations of Public Policy and Management</td>
<td>3</td>
</tr>
<tr>
<td>PPM 611 Economics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PPM 615 Foundations for Public Service and Management</td>
<td>3</td>
</tr>
<tr>
<td>PPM 640 Public Finance and Budgeting</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPM 503/603 Applied Research Methods: Modules B-L (Take three 1-credit courses)</td>
<td>3</td>
</tr>
<tr>
<td>PPM 604 Evaluation Methods</td>
<td>3</td>
</tr>
<tr>
<td>PPM 606 Survey Methods and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Select an additional three credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD 622 Introduction to Arc/GIS</td>
<td>3</td>
</tr>
<tr>
<td>PPM 511 Economic Business Data and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>PPM 513 Law and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PPM 519 Communication Skills for Public Managers</td>
<td>3</td>
</tr>
<tr>
<td>PPM 521 Social Justice Theory and Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PPM 524 Gender, Race and Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>
PPM 526 Public Policy and Children 3
PPM 551 Public Policy Dispute Resolution 3
PPM 603 Applied Research Methods: Modules B-L (Take three 1-credit courses) (do not count twice) 3
PPM 604 Evaluation Methods (do not count twice) 3
PPM 605 Advanced Research Methods 3
PPM 606 Survey Methods and Design (do not count twice) 3
PPM 623 Risk and Public Policy 3
PPM 633 Strategic Planning in the Public and Nonprofit Sectors 3
PPM 642 Seminar in Public Finance and Budgeting 3
PPM 650 State and Regional Economic Development 3
PPM 666 Environmental Policy 3

Public Management Track
Organizational Management sub-track
Required Course
PPM 630 Organizational Dynamics 3
Select an additional six credits
PPM 513 Law and Public Policy 3
PPM 604 Evaluation Methods 3
PPM 632 Human Resource Management in Public, Nonprofit, and Health 3

Organizations
PPM 633 Strategic Planning in the Public and Nonprofit Sectors 3
PPM 636 Management Information Systems in the Public and Nonprofit Sectors 3
PPM 641 Financial Management for Nonprofit Organizations 3
Select an additional three credits
PPM 519 Communication Skills for Public Managers 3
PPM 521 Social Justice Theory and Policy Analysis 3
PPM 533 Managing in the Nonprofit Sector 3
PPM 545 Grant Writing and Financial Management in the Nonprofit Organization 3
PPM 531 Measuring Performance in the Public and Nonprofit Sectors 3
PPM 553 Volunteer Engagement and Management 3
PPM 622 Applied Policy Analysis 3
PPM 637 Intergovernmental Relations 3
PPM 639 Topics in Public Policy and Management 3
PPM 642 Seminar in Public Finance and Budgeting 3

Financial Management sub-track
Required Course
PPM 640 Public Budgeting and Finance in CORE 3
Select twelve credits
LAW 616 State and Local Government 3
PPM 531 Measuring Performance in the Public and Nonprofit Sectors 3
PPM 545 Grant Writing and Financial Management in the Nonprofit Organization 3
PPM 603 Applied Research Methods Modules 1
PPM 513 Law and Public Policy 3
PPM 630 Organizational Dynamics 3
PPM 633 Strategic Planning in the Public and Nonprofit Sectors 3
PPM 634 Managing the American City 3
PPM 641 Financial Management for Nonprofit Organizations 3
PPM 642 Seminar in Public Finance and Budgeting 3
PPM 650 State and Regional Economic Development 3
CPD 652 Introduction to Community Development 3
MPH 640 Health Finance I 2
MPH 645 Health Finance II 2

Beyond the core and track requirements, students take six credits of electives of their choice that may include further courses from the tracks, the beginnings of a certificate, or other combination of courses.

Field Experience: PPM 696
A non-credit field experience is required for pre-service students with little or no prior experience in public or nonprofit organizations. PPM students may also complete their Field Experience Assessment Form and submit it to the Academic Affairs Committee. The Academic Affairs Committee will review the information submitted and determine whether a waiver of field experience is merited. In some cases, additional information may be requested from the student before a decision is reached. The Academic Affairs Committee will notify the Student Affairs Office and the student of their decision. In the event a student is required to complete a field experience, the student will work with the field experience coordinator to determine a meaningful placement. Faculty and staff work with public and nonprofit managers, policy organizations, state and local governments throughout the region, to develop meaningful opportunities. PPM students may complete their PPM field experience requirement within the Muskie School research institute as long as the assignment provides professional-level experience.
Capstone Project: PPM 699

A three-credit capstone project is required for all students. The capstone project experience is intended to integrate educational and applied learning from all program courses, and should be taken in the final year of study, just prior to graduation. Students are required to obtain faculty approval and signature to register for PPM 699 Capstone (whether individual or group experience).
**Course Descriptions**

**PPM 503/603 Applied Research Methods**
Topical modules in statistics, research methods, evaluation, and computing. Cr 1.

**PPM 503C Applied Cost-Benefit Analysis**
Provides an opportunity to learn how to conduct cost-benefit analysis. Students will work individually and in teams to analyze the quantitative and qualitative issues involved in measuring and forecasting costs and benefits and in preparing analysis for decision makers. The emphasis will be on learning the practical issues involved in conducting cost-benefit analysis. It is assumed that students will be familiar with the underlying economic theory, either from an economics course or from the text. Prerequisite: familiarity with spreadsheet use. The course will use Microsoft Excel for the analytical exercises. Students may use another spreadsheet or statistics package, but instruction will focus on Excel. Cr 1.

**PPM 503H Graphing Data with Excel**
Provides students with the skills to use graphs effectively, to illustrate data and communicate findings. Students will use Excel charting features to prepare and refine a variety of chart types, evaluate the technical aspects and communication impact of graphs and visual transformation of data. Prerequisite: Excel basics. Cr 1.

**PPM 511 Economic Business Data and Measurement**
This course introduces students to economic and business data commonly used in public policy and to methodologies used in constructing data. Some knowledge of economics is preferred, but not required, through PPM 611 or any previous introductory economics course. In most classes an issue is featured with an underlying data set to frame the importance of understanding data and to make the course relevant to contemporary policy issues. Cr 3.

**PPM 513 Law and Public Policy**
Introduces students to legal analysis and emphasizes the role of the law in the choices faced by public policy makers. Students will examine materials ranging from constitutional provisions to statutes, regulations, and case decisions. The course will consider social values and custom; how these factors limit and shape the law and then directly or indirectly shape the options of policy makers. The course provides an introduction to the fundamentals of legal research and insight into judicial and administrative processes. There is some exposure to substantive law particularly in the areas of jurisprudence, constitutional law, procedure, and administrative law. Cr 3.

**PPM 517 Practical Strategies for Effective Management**
This course provides practical and hands-on tools and practices for effective management of complex organizations. Strategies include best practices in hiring and staff evaluation, succession management, time and communication management, goal setting, and other managerial and organizational approaches for day-to-day operations. Case studies and problem-solving strategies are integral to the course. This course is taught online. Cr 3

**PPM 519 Communication Skills for Public Managers**
The course focuses on professional communication skills (oral, written, and graphic) required in public organizations. Students will become familiar with types and styles of public speaking and writing, and the techniques and tools for developing professional presentations, as well as a greater understanding of communication theories. The course incorporates a variety of learning experiences, including in-class exercises to develop technical writing skills, individual and group presentations, case studies, and presentations by guest speakers. Cr 3.

**PPM 521 Social Justice Theory and Policy Analysis**
All public policy solutions to problems are confronted with having to make trade-offs between economic efficiency and other societal goals including equity, equality, personal freedom, community cohesion and security. While these trade-offs are addressed in other PPM, CPD and organizational courses, this course will focus on those trade-offs. The course will introduce students to the competing theories of social justice. Topic areas for application include: poverty and inequality; education and equal opportunity; affirmative action; civil rights and same-sex marriage; disability, illness, and health care; organ donation; reproductive rights, adoption and surrogacy; population, consumption, and sustainability; socially responsible business; criminal justice, rehabilitation, and punishment. Cr 3.

**PPM 524 Gender, Race and Public Policy**
Ideas about gender and race implicitly and explicitly influence policy development and implementation. Moreover, because of differential levels of social, economic and political power policy decisions can impact women and men, whites and people of color, differently. Although gender and race will be the primary categories of analysis, we will examine the ways culture and class interact with gender and race to influence policy decisions and impacts. Policy areas covered will include affirmative action, education, work and family, poverty and welfare reform, reproduction and family planning, civil and human rights. While the focus is primarily on the U.S., international perspectives and examples will be used as well. Cr 3.

**PPM 526 Public Policy and Children**
Explores policies affecting the well-being of children including early education and care, home visiting, child welfare, juvenile justice, child health care, and welfare reform. Discussion within each category of child social policy will examine the history of the policy, recent legislation, interesting aspects of the policy, and possible future developments. Assignments involve the development of practical skills including producing fact sheets, testimony, and policy analysis. Cr 3.

**PPM 527 Child and Family Policy and Law**
This course examines the legal issues affecting children and families and the policy implications of these issues. The course will give students a basic understanding of the law (statutory and case law) as it relates to children and families and how policy decisions are made and analyzed within that context. The course will emphasize the laws, cases, and policies from the viewpoint of children and families and will examine how policymakers can affect children and families both positively and negatively. Cr 3.
PPM 531 Measuring Performance in the Public and Nonprofit Sectors
This course is an introduction to performance measurement and other related activities such as strategic planning and benchmarking. Students who complete the course will be prepared to develop basic performance indicators for public and nonprofit agencies in a variety of policy and management arenas. Specific attention is given to reviewing a variety of performance indicator systems currently in use or under development in Maine and elsewhere. Readings, interactive lectures, guided Internet research, class work, and graded assignments will be designed to help students understand how to do performance measurement and will provide students with practice conceptualizing and developing measures. An emphasis will be placed on “hands-on” learning so that students gain confidence in using measurement techniques and learn how to apply practical measurement strategies in real world settings. Cr 3.

PPM 535 Managing in the Nonprofit Sector
An examination of the managerial dimensions of nonprofit organizations. Major foci include the nonprofit environment, organizational roles and processes, interagency relationships, and problems of change and adaptability. Specific attention is given to current issues in nonprofit management such as strategic planning, board/staff relationships, computerization of the workplace, fund raising, and volunteer development. Cr 3.

PPM 545 Grant Writing in Public and Nonprofit Organizations
Concentrates on the process of securing the resources to support effective nonprofit projects. The goal of the course is to prepare students to identify sources of funding, write proposals that will attract grant awards, and develop an understanding of what it takes to build an organization that foundations, public entities, and individual donors are confident in supporting. The course will begin with an examination of current trends in this post-industrial economy in which money is available to the voluntary and private sector. It will also focus on the importance of understanding the “ways of money” and knowing how to develop and administer a budget that will inspire trust in the organization’s reputation for effectively managing its programs and its fiscal resources. Cr 3.

PPM 553 Volunteer Engagement and Management
Volunteer engagement and management focuses on the dynamics of volunteerism in nonprofit organizations and in the life of communities. This course exposes students to strategic and comprehensive skills for managing volunteers, and examines definitions, values, and standards as well as what constitutes effective practice in the field of volunteer resources management today. While the course is especially designed for current or future executives and managers of nonprofit organizations and volunteers, it will also benefit others who plan to work with volunteers and those who want to develop their own vision or work on policy in the field of volunteerism. Cr 3.

PPM 601 Applied Statistics for Public Policy and Management
Introduces students to a variety of analytical approaches to studying management, planning, and policy questions. The course concentrates on the acquisition of skills that will enable the student to choose and apply statistical methodology appropriately, and to evaluate critically work done by others. Topics include data description and summarization, introduction to inferential statistics, hypothesis testing, measures of association, correlation analysis, and introduction to linear regression analysis. Prerequisite: Excel basics. Cr 3.

PPM 602 Research Design
Focuses on social research as it applies to policy and organizational analysis. Emphasis is on the employment of the scientific method. Basic dimensions of social science inquiry are covered: philosophy of science, research ethics, processes of theory construction, hypothesis testing, validity and reliability issues of measurement, and methods of data collection. Includes survey of applied social research techniques. Course materials are specifically designed to illustrate the particular research problem faced by policy analysts and public/nonprofit managers. Prerequisite: PPM 601. Cr 3.

PPM 603A Applied Survey Methods
Introduces students to the practice of survey research. Students will work individually and in teams to design survey samples, develop survey instruments, and analyze survey data. The emphasis will be on learning the theoretical and practical applications of survey research in management, planning, and policy settings. Cr 1.

PPM 603B Applied Research Methods: Introduction of Forecasting Using Regression Analysis
Introduces students to forecasting using regression analysis. Students will work individually and in teams to conduct a series of forecasting projects using autoregressive, multiple regression, and mixed models. The emphasis will be on learning the theoretical and practical applications of regression analysis and introducing the problems of forecasting. Prerequisite: familiarity with spreadsheet use. The course will use Microsoft Excel for the analytical exercises. Students may use another spreadsheet or statistics package, but instruction will focus on Excel. Cr 1.

PPM 603D Special Topics: Methods of Analysis
Selected topics in methods of analysis determined from time to time. Cr 1.

PPM 603F Introduction to Correlation and Regression Methods
Provides an introduction to explanatory data modeling using correlation analysis and linear regression. The course may be taken to obtain an initial introduction to these topics or as a refresher for students with some previous exposure to correlation and regression analysis. The course emphasizes application to real world policy, planning, and management issues. Prerequisite: PPM 601 or equivalent introduction to statistics. Cr 1.

PPM 603G Hands-on Multiple Regression
A computer lab-based course that extends and refines the student’s understanding of basic regression analysis. Using data supplied by the instructor, students build models to practice regression methods, to see how violations of regression assumptions affect model parameters, and to learn to diagnose problems, evaluate impact, and take remedial action where indicated. Prerequisite: PPM 603F or a prior regression course. Cr 1.
PPM 603J Computer Applications and Data Analysis
Introduces students to a selected quantitative or qualitative software package for analyzing research. Emphasizes acquiring competency using the software with real world research problems and data. Cr 1.

PPM 603J Interviewing Methods: Individual and Focus Group Settings
This course introduces students to the appropriate use of this data gathering procedure as part of a mixed-methods or qualitative only research design. Students will be trained in the basics of one-to-one interviewing and how to facilitate a focus group interview. Prerequisite: PPM 602 or instructor permission. Cr 1.

PPM 603K Qualitative Data Analysis
This course introduces students to the processes of coding and developing themes from non-numeric data with the use of a software program. Much of the work of the course is hands-on data analysis and the development of written propositions towards theory building or other type of analytic findings. Prerequisite: PPM 602 or instructor permission. Cr 1.

PPM 603L Non-Parametric Statistics
This module is an introduction to the application of non-parametric tests in applied research, program evaluation. The course objectives are to familiarize students with when non-parametric statistics should be applied and to introduce students to a select number of tests. Prerequisite: PPM 602 or instructor permission. Cr 1.

PPM 604 Evaluation Methods
Introduces students to the methods and techniques used to assess effectiveness and monitor the performance of programs, whether provided directly by government agency or under contract. Specific attention is given to problem formulation, determination of evaluation or assessment plan, conducting the research, and presenting results for the intended audiences. Information gathering through surveys and interviews as well as statistical analysis of data are emphasized. Evaluating research done by others and the RFP process of obtaining evaluators is covered. Prerequisites: PPM 601 and PPM 602. Cr 3.

PPM 605 Advanced Research Methods
Provides an in-depth examination of multivariate statistical techniques used in public policy research. Topics include regression, principal components analysis, factor analysis, canonical correlation, discriminate analysis, and time series analysis. Prerequisites: PPM 601, PPM 602, and PPM 603 or permission of the instructor. Cr 3.

PPM 606 Survey Methods and Design
Teaches students to design, administer and analyze questionnaires. Practical applications in policy analysis, planning and management are emphasized. SPSS is used for survey analysis. Some previous exposure to SPSS and familiarity with spreadsheets is helpful. Cr 3.

PPM 610 Foundations of Public Policy and Management
Examines the relationship between the political process, policy-making, and public management. Topics include policy formulation, adoption, implementation, and evaluation. Specific attention is given to the ways that key political variables (public opinion, elections, parties, interest groups, and leadership styles) influence public policy; the role of policy analysis in government; contemporary issues of public policy; and how public bureaucracies implement policy through planning, organizing, and other administrative processes. Cr 3.

PPM 611 Economics and Public Policy
This course introduces the student to the basic concepts and analytical tools of microeconomics and demonstrates how these concepts are used in analyzing public policy problems and designing appropriate responses. Following an exposition of the basic theoretical and analytical concepts in a public policy context, the course examines the role and limitations of economics in public policy making using a case study. The course assumes little or no familiarity with economics; students who have taken undergraduate courses in microeconomics will generally find the public policy focus of the course useful. Prerequisite: familiarity with spreadsheets. This course will be periodically taught with a Health module for HPM students. Cr 3.

PPM 615 Foundations for Public Service and Management
This foundational course considers contemporary perspectives, issues and strategies regarding the management of public sector organizations, the importance of public service and provides a basic understanding of public management theory and the application of theory to governmental and other public and nonprofit sector institutions. Topics covered include a wide range of public management concerns including community governance and public participation, managing collective action, partnership and collaboration, strategy and innovation, nonprofit service delivery, leadership and trust. The course prepares students to become public and nonprofit managers and leaders of public and not-for-profit institutions who can enhance the capability of these institutions. The course presents a realistic view of effective management and leadership in government and nonprofit organizations and the ways in which these organizations work and interact and focuses on the creation of social and public value, keeping in mind that economic and private value creation is often a part of public and non-profit management. Cr 3.

PPM 620 Introduction to Policy Analysis
An introduction to the role of policy analysis in the development of public policy designed for students entering the policy analysis and planning track. Students are introduced to historical and scientific methods of policy analysis through the use of case studies. Prerequisites: PPM 601 and PPM 611. Cr 3.
PPM 622 Applied Policy Analysis
The first part of the course covers the theoretical and conceptual frameworks that guide policy analysis, including neoclassical microeconomics (consumer choice and utility maximization, the firm and profit maximization, supply and demand and the price system in competitive and not-so competitive markets) and its extensions (market failure and welfare economics) and political economic theories of distributive justice, public choice, and government failure. The second part of the course covers the steps of policy analysis process (problem identification and definition, specification of policy solutions, and the evaluation and comparison of the solutions) and the various data collection and analytic techniques used at each step. Real-life examples and case studies are used throughout to provide concrete illustrations of the components of policy analysis. The course will enable students to critically evaluate policies, policy analyses, and the policy analysis process itself. Prerequisites: PPM 620. Cr 3.

PPM 623 Risk and Public Policy
Introduces students to varied models for the conceptualization and management of risk. Emphasis is given to analytic frameworks and findings on how individuals and communities respond to risk information bearing on health. Ethical issues and responsibilities in risk management will also be considered. Draws on multiple perspectives, including medical, social, environmental, and political sciences. Cr 3.

PPM 628 Comparative Public Policy and Administration
This course examines how and why policies on issues like social welfare, health, education, and immigration differ markedly from nation to nation. Can we find the answers in contrasting cultures, societal organizations, policy processes, or some mix of all of these explanations? Analytical tools and information will be introduced to help develop skills of critical analysis for a better understanding of public policy and organizational management in a comparative context, providing an opportunity to explore how and why public policies among various nations differ, how they are shaped by different administrative structures, and providing useful information to those whose career paths include a global perspective. Cr 3.

PPM 629 Policy Analysis Practicum
Provides an intensive, one-semester, client-directed experience in which students work as a team under the direction of faculty on problems and issues of current concern. Cr 3.

PPM 630 Organizational Dynamics
Examines the basic processes that determine how organizations set goals, structure themselves, measure performance, adapt to their environment, manage change and internal conflict, and make decisions. Emphasis is given to techniques of analysis that can be used to understand and manage these various organizational functions. Prerequisite: PPM 610. Cr 3.

PPM 631 Performance Measurement in Public Organizations
This course is an introduction to performance measurement and its application in government and nonprofit settings. Students who complete the course will be prepared to develop basic performance indicators for public and nonprofit agencies in a variety of policy and management arenas. Specific attention is given to reviewing a variety of performance indicator systems currently in use or under development in Maine and elsewhere. Cr 3.

PPM 632 Human Resource Management in Public, Nonprofit, and Health Organizations
This course examines human resource management in the public, nonprofit, and health sectors and introduces basic conceptual frameworks, techniques of analysis as well as the management of human resources in organizations. This course evaluates and synthesizes from a management perspective the theory and practice of strategically developing, utilizing and aligning human resources to improve the organizational culture, quality and outcomes of nonprofit, public and health organizations. Topics include the historical development of employment systems and the notion of work, the functions associated with personnel management (e.g., workforce planning and budgeting, recruitment, retention, selection, performance appraisal, compensation, training, and development) and considers contemporary human resource management issues such as strategic human resource management, downsizing and workforce reductions, benchmarking and knowledge management, as well as work-life balance issues, workforce demographics, and the impact of technology. Cr 3.

PPM 633 Strategic Planning in the Public and Nonprofit Sectors
Examines how public organizations can utilize strategic planning in responding to environmental change and the future. Approaches to and techniques of strategic planning are covered, including goal-setting, environmental scanning, resource audits, and the formulation of strategy and its implementation. Examples are drawn from Maine state and local government and the nonprofit sector. Cr 3.

PPM 636 Management Information Systems in the Public and Nonprofit Sectors
Designed to give those who work in the public and nonprofit sectors the knowledge and skills they need to understand the underlying principles and theories of management information systems and the roles which they play in public and nonprofit organizations. Students will participate in the design, implementation, and evaluation of information systems in their organizations, and become conversant with key issues and problems in contemporary public policy and law relative to information policy and telecommunications. Cr 3.

PPM 637 Intergovernmental Relations
This course analyzes the revolutionary changes taking place in traditional relationships among the federal, state, and local levels of government. Topics include: how traditional intergovernmental approaches are changing and what those changes mean for the future of government; what innovative policies and methods federal, state, and local governments are using to make policy and deliver services in an era of declining resources; and how governments are using mandates to enforce policy decisions at other levels of government. Special attention will be given to Maine state and local governments as well as national trends and perspectives. Cr 3.

PPM 639 Topics in Public Policy and Management
Selected topics in public management determined from time to time. Cr 3.
PPM 640 Public Finance and Budgeting
Equips students with the knowledge, vocabulary, skills, and practical tools needed to participate skillfully and ethically in public finance decision-making and to assume a leadership role in guiding dialogue about resource acquisition and allocation choices. Teaches participants to assess context, to identify and analyze budgetary opportunities and constraints facing state and local decision-makers, to generate and evaluate alternatives using frameworks from public finance, and to project impact of choices, including identifying the potential for unintended consequences. State and local governments are the focus of the course, with the federal budget considered only from the perspective of its impacts on the economies and fiscal options of lower governmental levels. Prerequisite: PPM 601 or similar introductory statistics course. Cr 3.

PPM 641 Financial Management for Nonprofit Organizations
Examines the management of finances in nonprofit organizations from the perspective of managers. Topics include an introduction to accounting for non-accountants, financial statement analysis, working with a board, internal resource analysis, cash budgeting, fiscal administration, risk management, and measuring financial health. Cr 3.

PPM 642 Seminar in Public Finance and Budgeting
Examines a selected number of public finance and budgeting topics in depth. Cr 3.

PPM 650 State and Regional Economic Development
This course surveys basic regional economic concepts, economic impact analysis, and economic modeling. Students work extensively with economic data for Maine and other states. Cr 3.

PPM 666 Environmental Policy
A seminar on environmental issues in Maine, New England, and the nation. Topics may include air quality, water quality, toxic and hazardous waste management, solid waste management, wildlife habitat, landscape degradation. Federal, state, and local roles in reconciling natural resource threats, economic growth, property rights, and the public interest will be explored. Cr 3.

PPM 695 Independent Study
An independent study is a self-directed learning experience designed to develop a student’s ability to plan, organize, research, and report as well as develop specific skills beyond the classroom activity. An independent study must be related to the student’s academic program and is approved and monitored by a program faculty member. Independent studies may take the form of either a reading or a special project. Students are required to obtain faculty approval and signature to register for PPM 695 Independent Study. Cr 3.

PPM 696 Field Experience
Students without a substantial and relevant work experience in public service are required to complete an internship during the course of their studies. Determination of whether an internship will be required will be made upon admission to the program with the waiver of the Field Experience. If the Field Experience was not waived the student must enroll in the zero credit course. The internship will be designated to expose the student to the formulation and implementation of public policy in a work setting. It will usually be with a public or nonprofit agency, although internships with private agencies involved in a public policy issue may be accepted. Cr 0.

PPM 699A Capstone Seminar (Group)
The capstone seminar is designed to provide the PPM student with the opportunity to work as a member of a group on a capstone project under faculty supervision. The precise form of the capstone project is determined by the faculty member and may focus on a specific public policy or management issue. The project may take many forms, including a piece of policy research, the development of a strategic plan for a public, nonprofit agency, an organizational or human resource analysis, or a financial study, among others. The seminar meets on a regular basis throughout the semester. Students are required to obtain faculty approval and signature to register for PPM 699A Capstone. Cr 3.

PPM 699B Capstone Project (Individual)
The capstone project is undertaken by students working independently or in a team, under faculty supervision. The capstone project requires the student to integrate knowledge and skills acquired in the PPM program, and to demonstrate competence in their application to a specific topic in public policy or management. The project may take many forms, including a piece of policy research, the development of a strategic plan for a public nonprofit agency, an organizational or human resource analysis, or a financial study, among others. The precise form will be determined by the student in consultation with his or her capstone advisor. Students are required to obtain faculty approval and signature to register for PPM 699B Capstone. Cr 3.
Law and Public Policy and Management Joint Degrees

The Edmund S. Muskie School of Public Service at the University of Southern Maine, in conjunction with Maine Law, offers a Joint Degrees Program that combines the study of law and public policy. Students completing the program earn both the Juris Doctor (JD) and the Master of Public Policy and Management (MPPM.) Separate admission to the programs is required. LSAT scores are required for Law School admission and are accepted by the Public Policy and Management program in lieu of the GRE for joint degrees applicants. Prospective students may complete the two admissions processes simultaneously or in different years. Entrance to one program does not in any way ensure admission to the other.

A student admitted to the joint degrees program may, with approval, transfer up to nine credits from each program to the other, thereby reducing the number of required credits in each program by nine and the total number of credits required the two degrees by 18.

Law School Degree Requirements: please refer to the Law School Web site or contact the Law School for requirements.

Public Policy and Management Degree Requirements

The M.P.P.M. degree requires a total of 39 hours for completion. A core curriculum of 18 hours assures an understanding of basic principles of political science, management, economics, statistics, and public finance. Students with little or no public sector experience are required to complete a non-credit field experience; with approval, the Law internship may be used to fulfill this requirement. Following the core courses, students elect one of two tracks of study: Policy Analysis, or Public Management. Each track requires 12 credits of course work. Following the core and track courses, students take six credits of elective course work. Finally, students complete a three-credit capstone course. Joint degrees students may petition the PPM Academic Affairs Committee to substitute the Law School Independent Writing Project for the PPM Capstone requirement. The petition must provide a description of the Law Writing Project and an explanation of the project’s relevance to public or nonprofit management or public policy. Approval of substitution of the Law Writing Project for the PPM capstone reduces the joint degrees credit requirement by an additional three credits.

Each joint degrees program student is expected to develop an academic plan for completing the master’s degree in Public Policy and Management that shows the law courses that will be used to fulfill degree requirements. Program coursework is individually determined based on student interest and their approved academic plan in consultation with their advisors. Generally, one three-credit law course may be used as a track requirement, with the remaining six credits used as electives. Law School courses may be taken prior to or during matriculation in the PPM master’s program. Students will be assisted in programs planning by a PPM faculty member and a Law School faculty member who holds an appointment in PPM.

Students may consider the following cross-listed courses when creating their academic plan with their advisor:

- LAW 635 Advanced Land Use Law (PPM 689)
- LAW 684 Alternative Dispute Resolution (PPM 687)
- LAW 687 Coastal Zone Law (PPM 688)
- LAW 612 Environmental Law Seminar (PPM 690)
- LAW 618 Health Care Law (PPM 681)
- LAW 637 Environmental Law (PPM 683)
- LAW 633 Natural Resources Law (PPM 682)
- LAW 658 Marine Resources Law (PPM 684)
- LAW 675 Medical-Legal Process (PPM 685)
- LAW 616 State and Local Government (PPM 680)
School of Social Work

Master of Social Work

Director: Susan Fineran; M.S.W. Coordinator: Jeanette Andonian; B.S.W. Coordinator: David Wagner
Field Work Co-Coordinators: Leslie Richfield and Stacia Fitch
Professors: Faherty, Fineran, Healy, Wagner; Associate Professors: Andonian, Johnson, Kohli, Lazar, Rich
Lecturers: Belicose, Muri; Student Affairs Coordinator: Kat Schorr; Administrative Assistant: Kitte Brennan

The University of Southern Maine’s School of Social Work is committed to educating culturally competent social work practitioners prepared for multi-level, strengths-based practice that values social justice and the centrality of community and environment in enhancing the well-being of diverse individuals, families, groups, organizations, and communities. The Master of Social Work (MSW) program will educate and produce advanced social work practitioners.

Application and Admission Requirements

All application materials must be sent directly to the Office of Graduate Admissions by October 15 for admission to the program in September. Notification of admission will not be made until after the deadline for applications. Applications received after the deadline will be reviewed on a space available basis until December 15. Acceptance in the graduate program is competitive.

The graduate program in social work seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references point to the potential and capacity for success in the MSW program and professional development in social work. The MSW program does not require any exams (GRE, MAT) as part of the application. Candidates must have an earned bachelor’s degree from an accredited college or university to be admitted to the MSW program. Applicants can apply to the program while finishing the bachelor’s degree, but, if accepted, enrollment will be conditional upon its successful completion. In addition to the materials described in the Admissions section of this catalog, the MSW Admissions Committee’s review of applications will be based on a composite of the following standards:

- Completion of a bachelor’s degree from a regionally accredited college or university, with a GPA of 3.0 or above in undergraduate study and a student’s major;
- GPA of 3.0 or above in any previous graduate work in social work;
- Personal statement of 4-6 pages following the outline provided by the School of Social Work and available through the Graduate Admissions Office Web site at http://www.usm.maine.edu/grad;
- Three recent letters of reference reflecting on both academic achievement and paid or volunteer work experience relating to social services;
- For advanced standing students, applicants must submit their previous final field evaluation received from a BSW program accredited by the Council on Social Work Education. For students currently enrolled in accredited BSW programs, mid-year evaluations must be submitted with the applications. Acceptance into the MSW program will be conditional upon the receipt of the final field work evaluation.

In addition, the MSW Admissions Committee will review each applicant’s undergraduate coursework to determine whether any one or more of the areas specified below are under-represented:

- At least 18 credit hours in liberal arts such as literature, math, history, philosophy, performing arts, and humanities,
- At least 6 of the 18 credits must be in the social sciences, preferably, psychology and sociology, and
- A statistics course

Applicants who lack the above liberal arts courses can be accepted into the program conditionally. The expectations for meeting the conditions will be explained in the acceptance letter.

Advanced Standing

Applicants with a BSW degree from a social work program accredited by the Council on Social Work Education may apply for advanced standing within 7 years of completing a BSW degree. For example, a student graduating with a BSW in May 2010 must be accepted into and begin the MSW advanced standing program at USM no later than September 2017. Once in the program, advanced standing students are expected to follow the grade policy as delineated in the Grade Policy: Course Grades and GPA section below.

Admission Appeals

Applicants may appeal an admission decision by submitting a written appeal to the M.S.W. coordinator within 10 business days.

Transfer Students

Matriculated students who have earned graduate credits in a Council on Social Work Education accredited MSW program may transfer up to 30 credits. To transfer credits, students must enroll in the graduate program at USM within 7 years of initially earning credits from another MSW program. In order to transfer credits, the student must have received a grade of B or above.

Admissions Committee Decision and Applicant Response Timeline

Once applicants are notified of acceptance, they will have two weeks from the date on the acceptance letter to respond to the Graduate Admissions Office about attending. To secure a seat in the program, a $200 deposit must be submitted with the notification form and sent to the Graduate Admissions Office. It is the responsibility of the applicant to respond within this time period and submit a deposit in order to reserve a seat in the program.
Program Requirements

The MSW program is accredited by the Council on Social Work Education (CSWE). The School of Social Work graduate program description and requirements contained in this online catalog are supplemented by two additional documents (i.e., the MSW Handbook and the MSW. Field Work Manual) that can also be accessed online at http://www.usm.maine.edu/swo/handbooks and http://www.usm.maine.edu/swo/current-field-manuals. It is important to recognize that students will be held to the policies and standards in this catalog, the MSW Handbook, and the Field Work Manual.

The first-year curriculum provides a broad-based introduction to the social work profession. Students take 31 credits of study. During the first semester, students complete the course, SWO 501 Multicultural Social Work, which provides a framework for integrating and centering the issue of diversity within the profession of social work. Courses taken during the foundation year are:

- SWO 501 Multicultural Social Work
- SWO 502 Critical Thinking about Human Behavior I
- SWO 503 Generalist Social Work Practice I
- SWO 504 Social Welfare Policy I
- SWO 505 Social Work Research I
- SWO 552 Critical Thinking about Human Behavior II
- SWO 553 Generalist Social Work Practice II
- SWO 554 Field Work and Field Seminar I
- SWO 555 Field Work and Field Seminar II
- One Elective Course

During the second-year (i.e. concentration year), students deepen their competency for multi-level professional practice within the advanced social work practice curriculum. Increased emphasis is placed on the development of creativity, critical thinking, valuing diversity, social and economic justice, and leadership. Students are prepared to work with individuals and families as well as organizations and communities. During the concentration year, students complete 30 additional credits including two additional semesters of field work and two electives. In consultation with their advisor, students can select graduate electives in the School of Social Work and/or other University programs. No more than six graduate credits can be taken outside the School, and elective courses should support the advanced social work practice concentration and the individual student’s career goals.

Concentration year courses are:

- SWO 603 Social Work Practice III: Group Practice
- SWO 604 Social Welfare Policy II
- SWO 605 Social Work Research II: Social Data Analysis
- SWO 651 Social Work Practice IV: Individuals and Families
- SWO 652 Social Work Research III: The Research Project
- SWO 653 Social Work Practice IV: Leadership and Management or SWO 695 Thesis Option
- SWO 654 Field Work and Field Seminar III
- SWO 655 Field Work and Field Seminar IV
- Two Elective Courses

Time Requirements

The graduation requirement for the MSW. degree is 61 credits, which can be taken in a two-year sequence or a four-year sequence. Students will be admitted as a cohort group either to the two-year or four-year sequence. In rare extenuating circumstances, an extension of the time requirement for completing the MSW. program may be granted (see the Student Handbook). The foundation year(s) field placement includes 500 hours and the concentration year(s) placement 600 hours.

The advanced standing program is 30 credits which is the concentration year of the MSW program. Advanced standing students will be admitted either to the one-year or the two-year sequence. The field placement requirement for the advanced standing program is 600 hours. Students enrolled in the program, a change in sequence requires approval of the MSW coordinator. It should be noted that the two-year sequence and the one-year sequence in the advanced standing program are highly demanding, and work other than part-time is discouraged.

Field Work

Field education is the heart of the MSW program. Professional social work education provides the necessary opportunity for students to apply and integrate classroom learning with social work practice in the community. A range of challenging field work placements exists in innovative and well-established social service agencies throughout Maine. Any decision about the suitability of a proposed placement rests with the School of Social Work.

The field work component of the MSW. policies and procedures are detailed in the Field Work Manual that is available through the School of Social Work Web site or may be purchased at the campus bookstore. All MSW students are responsible for following the policies outlined in the manual.

Graduate Assistantships and Scholarships

A limited number of graduate assistantships are available to MSW. students. Graduate assistants must carry a minimum of 6 credits of course work per semester. Duties may involve research and other projects for assisting faculty. Information on various types of scholarships and financial aid is available online at the School of Social Work Web site at http://www.usm.maine.edu/swo.

Program Policies

The following academic policies supplement and clarify academic policies detailed in the beginning of this catalog.

Advisement

Each student will be assigned a faculty advisor upon admission to the program. Students should maintain regular contact with their faculty advisors throughout their course of study. Additionally, students are required to meet with their advisors each semester before
registering courses for a new semester. The advisement session includes discussion of career goals, progress in the program, elective course selection, and change of student status.

**Grade Policy: Course Grades and GPA**

All students must achieve a minimum of a B- grade for all prerequisites and all graduate courses. If students earn a grade lower than a B-, they may retake the course one more time to earn a passing grade. Students who earn a grade lower than a B- in more than one course will undergo an Academic Review to determine either a remedial course of action or their status in the program. Students are required to earn a grade of B- or above in social work practice classes and a minimum of a LP (low pass) in field (Pass is preferable). If satisfactory completion of social work practice and field work courses is not achieved, an Academic Review will be initiated according to the M.S.W. Student Handbook. Advanced standing students who receive a B- or lower grade in a social work practice course will be withdrawn from field placement and advanced standing status. The student may be permitted to continue in the program as a regular two-year student. A grade of F in a field work course will result in withdrawal from the University (see USM Withdrawal Policy).

If the cumulative GPA falls below a 3.0 in any semester, the student will be placed on probation. The student on probation will have the following semester to raise the GPA. A student on academic probation may not begin a field placement. If, after one semester the student’s GPA has not improved to a 3.0, the student will be withdrawn from the program. A minimum GPA of 3.0 is required for graduation. Students may count only 3 credits of C in an elective course toward graduation. A cumulative GPA below 2.0 will result in withdrawal from the University (see USM withdrawal policy). Additionally, any advanced standing student whose GPA drops below 3.0 will not be able to register for field work until they raise their GPA to 3.0 or above. Students who receive a grade lower than B- or whose GPA drops below a 3.0 must contact their advisor or the School’s director (if advisor is unavailable) within one week of receiving their grades.

**Grade Policy: Incompletes**

An incomplete grade must be changed to a full grade prior to progression to the next sequential course, unless an arrangement involving the student and the faculty has been agreed upon in writing. Students who do not complete the required work by the designated time will be ineligible for field practicum placement in September.

**Academic Grade Appeal Policy**

Refer to USM Grade Appeal Policy.

**Leave of Absence and Deferment**

Graduate students in the School of Social Work must be continuously enrolled in the MSW program, with at least 6 credits every semester. Students who have completed all coursework and have opted to complete a thesis are required to register for GRS 601, a non-credit course that carries a fee and entitles the student to continued access to USM computers, library, and recreational facilities. In extenuating circumstances, a student may petition for a waiver of the continuous enrollment policy; the petition must obtain the approval of the student’s advisor and M.S.W. coordinator. A waiver notification will then be sent to the Office of Graduate Admissions. Students who have been accepted into the program may apply to the MSW coordinator to defer the admission for one year only. A deferment notification will be sent to the Office of Graduate Admissions. In order to maintain student status, all students must be enrolled in at least 6 credits toward the degree program, be enrolled in GRS 601, or on a formal approved leave of absence in each semester.

**Non-Matriculated Status**

Students may take up to 9 credits at USM on a non-matriculated basis. It is preferable that non-matriculated students take SWO 501 as their first course. They may also take SWO 504. Some elective courses may be open to non-matriculated students if there are no pre-requisites and the instructor has given permission.

It is especially important to note that non-matriculated students who are accepted into the MSW program at a later date can apply to their degree up to 9 credits from USM. The School of Social Work reserves the right to assess for approval all courses taken outside of the School to apply to the MSW degree. Successful completion of courses as a non-matriculated student does not guarantee admission to the MSW program.

**Program Scheduling**

While the School of Social Work will make every effort to maintain consistency in its course offerings, it is important to note that the scheduling of courses is subject to change at any time without advance notice.
Course Descriptions

SWO 501 Multicultural Social Work
This introductory course provides content on culturally diverse populations and serves as the basis for the infusion of cultural diversity issues throughout the graduate curriculum. The premise of this course asserts that the United States is a multicultural society in which social work cannot function effectively unless there is an understanding of how diversity strengthens and enriches us all. Open to non-matriculated graduate students. Cr 3.

SWO 502 Critical Thinking about Human Behavior I
This course examines the theories which address human behavior in mezzo and macro systems. The cultural context of behavior at all levels is an integral and underlying theme of the course. Systems theories, conflict theories, and social constructionist theories are presented. Open to non-matriculated graduate students. Cr 3.

SWO 503 Generalist Social Work Practice I
This course provides the student with an opportunity to acquire beginning generalist practice knowledge and skills in working with individuals, families, groups, and communities. Emphasis is placed on the development of basic practice, interpersonal, self-reflection, and communication skills. Corequisite or prerequisite: SWO 501. Cr 3.

SWO 504 Social Welfare Policy I
This introductory policy course provides an overview of the history of social welfare as well as an introduction to current social policy issues and dilemmas. Emphasis is placed on historical continuities in analyzing the American system of social welfare provision and lack of provision. Corequisite or prerequisite: SWO 501. Open to non-matriculated graduate students. Cr 3.

SWO 505 Social Work Research I
This course introduces a body of knowledge, skills, and attitudinal perspectives designed to produce a high level of competence in the use of social scientific methods of knowledge building. Structured, analytical processes of inquiry are introduced, as well as a rigorous adherence to social work values and ethics. Both qualitative and quantitative methods of inquiry are discussed. Prerequisite: SWO 501. Open to non-matriculated graduate students. Cr 3.

SWO 552 Critical Thinking about Human Behavior II
The course is designed to locate the interplay of biological, psychological, and sociological influences on human behavior within the broader context of culture. Cultural diversity and oppression are seen as central to understanding human behavior and evaluating human behavior theories. The course explores a range of psychological theories such as psychodynamic, narrative, cognitive, and behavioral to understand the person within the complexity of his/her life circumstances. Prerequisites: SWO 501, SWO 502. Open to non-matriculated graduate students. Cr 3.

SWO 553 Generalist Social Work Practice II
This course builds on the concepts presented in Practice I. This course further develops students’ values, knowledge, and skills for planned change with a particular focus on work with populations of special concern to social work. The course content emphasizes practice within organizations and communities. Prerequisite: SWO 503 (Social Work Practice I) and SWO 554 (Field and Field Seminar I). Cr 3.

SWO 554 Field Work and Field Seminar I
A graduate internship in an approved community agency, designed to relate social work theory to practice under professional supervision. Fall semester. Corequisite: SWO 503. Cr 3.5.

SWO 555 Field Work and Field Seminar II

SWO 522 Community Services In Belize
This service-learning course provides students with an opportunity to understand and appreciate the diverse Belizean culture while collaborating with local agencies to address identified social needs. Service sites include an orphanage, a home for elderly, and work with a women’s group. Winter session only—2 Saturday classes prior to departure. Prerequisite: SWO 201 or permission of instructors.

SWO 544 Costa Rica Immersion: Social Work Perspectives on Culture, Language, and Service Learning
This 2-week course takes place in Costa Rica and will introduce students to the colonial heritage, indigenous cultures, and the contemporary sociopolitical, ecological, and economic issues facing this Central American country. Students will receive 4 hours per day of Spanish language instruction, a class in dance and cooking, visits to cultural and recreational sites, lectures on Costa Rican social problems and social work agencies, and service-learning in a local organization such as an orphanage or refugee camp. Two all-day Saturday classes will be held at USM prior to the course trip. Cr 3.

SWO 575 Gender and Aging
A theoretical and practical course that informs students about aging issues affecting women and men differentially. Students will analyze the manifestations of aging and apply concepts drawn from the behavioral and social sciences. Cr 3.
SWO 585 Sexual Abuse of Children and Adolescents
This course introduces the specialized knowledge and skills needed for social work practice relative to child sexual abuse, with a strong focus on understanding the dynamics when sexual abuse occurs in trusted relationships within families, organizations, and institutions. The course provides students the opportunity to integrate current research and theories around etiology, impact, and treatment within issues of resiliency, family strength, social support systems, diversity, value dilemmas, and social justice. This course stresses the need to base a practice approach on the holistic strengths-risks-based assessment of the child and the family and highlights the collaborative roles various providers play at all levels of the response systems including investigation, validation, intervention, and prevention. Cr 3

SWO 583 Social Work with Immigrants, Refugees, and Asylum Seekers
Considers migration patterns and flows across the globe, introduces critical concepts in immigration and US immigration policies. Community based services will be explored with a focus on concepts such as cultural competence, diversity, empowerment, anti-oppressive social work and critical multicultural approaches. Service delivery efforts/approaches with the population will be considered. Cr 3.

SWO 591 Mind/Body/Spirit Connections in Social Work Practice
Examines mind/body/spirit connections in social work practice with regard to stress and its management (meditation, breath-control, other relaxation techniques), stress-related illnesses and personalities; complementary therapies (mainstream and culturally specific); and spirituality. This course is an elective in both the undergraduate and graduate social work programs. Cr 3.

SWO 596/696 Topics in Diversity
A variety of elective courses under this title are offered to facilitate students’ development of competency in working with different population groups such as those oppressed by race and ethnicity, language, nationality, social class, gender, sexual orientation, mental and physical ability, spiritual and religious affiliation, and other factors. Prerequisite: SWO 501 or equivalent as determined by the instructor. Additional prerequisite may be required for some elective courses. Cr 3.

SWO 597 Independent Study
This is an individualized course of study, during the foundation year, on some aspect of social work or social welfare to be selected as a result of consultation between a student and a faculty member. Cr 1-3.

SWO 598/698 Topics in Community Social Work Practice
A variety of elective courses under this title are offered to cover a wide spectrum of micro and macro practice issues. These courses facilitate students’ exploration of new practice areas or enhancement of advanced practice skills. Prerequisite: SWO 503 or equivalent as determined by the instructor. Additional prerequisite may be required for some elective courses. Cr 3.

SWO 603 Social Work Practice III: Group Practice
This course focuses on social group work practice that builds upon students’ foundation level social work practice skills. The course emphasizes theory about groups and group process and demonstrates the skills necessary for effective practice. Prerequisites: SWO 553, SWO 555. Cr 3.

SWO 604 Social Welfare Policy II
This course provides a theoretical and critical model of analyzing policy processes. It contains an overview of policy analysis with particular emphasis on social conflict theory and social constructionist theories of policy formation. Prerequisites: SWO 504, SWO 554, SWO 555. Cr 3.

SWO 605 Social Work Research II: Social Data Analysis
This course provides an interactive learning environment in which students learn to analyze quantitative and qualitative existing social data. The goal of this course is to increase the analytical competencies of students in the planning, and eventual execution, of a community-based research project. Prerequisite: SWO 505. Cr 3.

SWO 651 Social Work Practice IV: Individuals and Families
This course contextualizes the facilitation of change with individuals and families within organizations and communities. Approaches to social work practice are taught within an ecosystems, strengths-based framework that reflects a commitment to the values of social and economic justice, cultural diversity, and individual and collective self-determination. Corequisite or prerequisite: SWO 603. Prerequisite: SWO 555. Cr 3.

SWO 652 Social Work Research III: The Research Project
This course involves the utilization of the research knowledge and skills learned in SWO 505 Social Work Research I and SWO 605 Social Work Research II, and their application to selected social problems or issues of relevance to the needs of special populations or to the social work profession. Prerequisite: SWO 605. Cr 3.

SWO 654 Field Work and Field Seminar III
A graduate internship during the concentration year at an approved community agency, designed to relate social work theory to practice under professional supervision. Fall semester. Corequisite or prerequisite: SWO 603 or SWO 651. Cr 4.5.

SWO 655 Field Work and Field Seminar IV
A continuation of SWO 654. Spring semester. Corequisite or prerequisite: SWO 651or SWO 603. Prerequisite: SWO 654. Cr 4.5.
SWO 660 Advanced Biopsychosocial Assessment
This course is designed to facilitate the acquisition of practice skills specific to in-depth biopsychosocial assessment. Assessment is viewed as the process of understanding a person in order to formulate a practice approach rather than a fixed descriptive category. This course relies heavily upon theories presented in SWO 502 and SWO 552. This course is designed to facilitate the acquisition of practice skills for in-depth biopsychosocial assessment within the advanced social work practice curriculum. Knowledge development and skill building for assessment and diagnosis, and the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM) are covered in this course. Consideration of persons within a cultural context is emphasized throughout. Cr 3.

SWO 695 Thesis Option
In lieu of SWO 652, students may apply to the Research Sequence Curriculum Committee for permission to take the Thesis Option. This option provides structure and assistance to students wishing to complete a formal thesis rather than a research project. Upon completion, the student will present a verbal summary of the thesis at a formal thesis defense meeting. This option may be especially attractive for those students contemplating advanced doctoral-level education in social work or in other social sciences. Cr 6.

SWO 697 Independent Study
This is an individualized course of study, during the concentration year, on some aspect of social work or social welfare to be selected as a result of consultation between a student and a faculty member. Cr 1-3.
College of Science, Technology, and Health

Dean, Andrew L. Anderson; Associate Dean, Stephen C. Pelsue; Financial Manager, Alison Hinson; Coordinator of Finance, Pamela Hartford; Human Resources Liaison, Susan Taylor; Communications and External Affairs, Jennifer Dean; Student Services, Bonnie Stearns and Brenda Webster; Administrative Assistant, Michael Pickel.

The College of Science, Technology, and Health (CSTH) offers a wide variety of majors and programs leading to graduate and professional study, and directly to careers. The College also offers courses and programs of study to students in all colleges of the University for intellectual development and aesthetic enrichment. The College is organized into the following departments/schools: Applied Medical Sciences; Biological Sciences; Chemistry; Computer Science; Engineering (mechanical and electrical); Environmental Science; Exercise, Health, and Sport Sciences; Geosciences; Linguistics; Mathematics and Statistics; School of Nursing; Physics; Psychology; Recreation and Leisure Studies; Technology

The College’s degree programs prepare students for productive and rewarding lives and provide knowledge and skills for many careers. Students, faculty, and alumni apply theory and use scientific and mathematical principles and techniques to solve practical problems and contribute to society in many ways. The College’s academic programs are designed and delivered so that all students who are prepared and motivated can successfully complete them. Graduates have (1) technical competence with both depth and breadth, (2) a wide range of knowledge enabling them to function effectively in the professional world, (3) transferable skills such as reasoning, problem solving, verbal and written communications, teamwork, and leadership, and (4) motivation to continue to learn and grow professionally. Graduates secure gainful employment and/or are well prepared for admission to graduate and professional programs.

Degrees and Certificates

Bachelor of Arts
- Chemistry
- Environmental Planning & Policy
- Geosciences
- Linguistics
  - ASL/English Interpreting
  - Speech and Language Science
- Mathematics
  - Pure Mathematics concentration
  - Applied Mathematics/Operations
  - Research concentration
- Statistics concentration
- Secondary Mathematics Education
- Physics
- Psychology

Bachelor of Science
- Applied Technical Leadership
- Athletic Training
- Biochemistry
- Biology
  - Biotechnology specialization
  - Ecology specialization
  - General Biology specialization
  - Human Biology specialization
  - Pre-pharmacy concentration
- Chemistry
- Computer Science
- Electrical Engineering
- Computer Engineering
- Environmental Science
- Exercise Science
  - Exercise Physiology
  - Health Fitness
- Geosciences
- Health Sciences
- Mechanical Engineering
- Nursing
  - Traditional Program
  - Accelerated Program
- RN to BS Degree
- Technology Management
- Construction Management
- Electro Mechanical Systems
- Industrial Management
- Information & Communications Tech
Precision Manufacturing
Therapeutic Recreation
Community Recreation

Certificates of Undergraduate Study (CUS)
Applied Energy
Applied Statistics
Construction Management
Environmental Education
Environmental Policy Analysis
Foundations of Holistic Health
Pre-medical studies (post-baccalaureate)
Pre-veterinary studies (post-baccalaureate)

Certificates of Graduate Study (CGS)
Computer Science
Nursing Education
Statistics

Certificates of Advanced Study (CAS)
Nursing
Minors
Applied Energy
Biochemistry
Biology
Chemistry
Construction Management
Deaf Studies
Electrical Engineering
Electro-Mechanical Systems
Environmental Science
Environmental Sustainability
Geosciences
Holistic Health
Industrial Management
Information & Communications Technology
Linguistics
Mathematics
Mechanical Engineering
Nature Tourism
Physics
Precision Manufacturing
Recreational Leadership
Statistics
Toxicology and Environmental Health

Masters Degrees
Applied Medical Sciences
Biotechnology
Epidemiology
Immunology and Infectious Disease
Toxicology and Cancer Biology
Biology
Computer Science
Nursing
Adult Health Clinical Nurse Specialist (admission suspended)
Adult Nurse Practitioner
Adult Psychiatric/Mental Health Clinical Nurse Specialist
Adult Psychiatric/Mental Health Nurse Practitioner
Clinical Nurse Leader
Dual Degree Master of Science in Nursing and Master of Business Administration
Education
Family Nurse Practitioner
Family Psychiatric/Mental Health Nurse Practitioner
Nursing - for Non-Nurses with a Baccalaureate Degree - The Options Program
Management
Certified FNP, ANP and WHNP
RN to Master of Science
Statistics
   Applied Statistics
   Biostatistics
   Operations Research/Applied Mathematics

Doctorate
   Doctor of Nursing Practice (DNP) - Post Master to DNP
Accreditations
The School of Nursing baccalaureate and master’s programs are approved by the Maine State Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE). The athletic training education program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The health fitness major within the exercise science program is accredited by the Commission on Accreditation in Allied Health Education Programs (CAAAHEP). The linguistics’ ASL/English Interpreting program is accredited by the Commission on Collegiate Interpreter Education (CCIE). The electrical engineering and computer science programs are accredited by the Accreditation Board for Engineering and Technology (ABET). The technology programs are accredited by the Association of Technology, Management, and Applied Engineering (ATMAE). In addition to these accreditations, the University of Southern Maine is accredited by the New England Association of Schools and Colleges.

Departmental or Program Requirements
The College requires that every baccalaureate degree student fulfill the requirements of the university’s core curriculum and a major program as noted in the catalog section devoted to each department’s/school’s majors. These requirements may be greater than the college minimum requirements. Students interested in a double major should consult the appropriate departments/schools and obtain a declaration of major form from the Registrar’s Office. The requirements for graduate programs are listed in the catalog section of the individual department/school.

Student Services
The College is dedicated to supporting students in defining, developing, and achieving personal, academic, and career goals. Services and programs that are provided to meet the needs of CSTH students include: academic advising, career counseling, mentoring, and referrals. Assistance in locating and securing cooperative education and internships is provided as well as information on various scholarships available to CSTH students. For more information, contact the dean’s office at 780-5585 or csth@usm.maine.edu.

Commitment to Civility
The concepts of community and social justice are central to the mission and philosophy of the University of Southern Maine College of Science, Technology, and Health. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusion and mutual respect that are guided by rational discourse and by a relational ethic of care. Our community includes peoples of diverse ethnic, racial, religious, cultural, political, and economic backgrounds as well as people who are disabled and people of different gender, sexual orientation, and age. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community. Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

Cooperative Education and Internships
The College encourages students to participate in cooperative education and internship experiences. Both options integrate classroom learning with meaningful and rewarding work experience in a field related to a student’s academic or career goals. Internships are sponsored by individual departments and require an academic advisor; variable credits are awarded. Co-op assignments are paid positions that are typically full time for a semester or six months. For more information, contact the coordinator of cooperative education at (207) 780-5450 or gcavanaugh@usm.maine.edu.

External Programs
External Programs provides credit, noncredit, and certificate programs to students who are unable to attend classes or programs on campus. Customized programs, including workshops, seminars, and short courses are available on specialized topics as requested by educational, corporate, or industrial organizations to meet their specific objectives. For further information, call (207) 780-5440.

Manufacturing Applications Center (MAC)
The Manufacturing Applications Center (MAC) works with Maine’s industries to improve quality and efficiency in production operations. Interactive strategies and assistance are provided on a fee-for-services basis to help companies become more competitive via advanced technologies and world-class manufacturing strategies. Assistance is provided in: technical training, quality assurance, product testing and analysis, reverse engineering, rapid prototyping, production control, project management, CAD/CAM/CIM technologies, lean manufacturing, metrology, plant layout, process analysis and control, push/pull strategies, supply chain management, JIT flow, 5’s, and engineering design. For further information, call (207) 780-5440 or mac@usm.maine.edu.

General Information
Admission to an undergraduate program in the College of Science, Technology, and Health is initiated through the Office of Undergraduate Admission. The College of Science, Technology, and Health offers merit-based awards to top science, technology, engineering, and math students through the USM Pioneers Program. Pioneers will be selected on the basis of their academic achievement, particularly in the areas of math and science. Interested candidates should contact the Office of Undergraduate Admission for more information or visit http://www.usm.maine.edu/Pioneers. Admission to a graduate program in the College of Science, Technology, and Health is initiated though the Office of Graduate Admission. Candidates for admission must meet admission requirements indicated in the Admission section of this catalog and the individual departments and schools of the College. General academic policies will be found in the Academic Policies section of this catalog. Specific policies and requirements are indicated in the sections dealing with the individual departments and schools of the College. All students are reminded that, in addition to meeting program requirements for a major, they must also meet all University and Core curriculum requirements. Students wishing to change their major apply directly to the department of the new major.
Master of Science in Applied Medical Sciences

Chair: W. Douglas Thompson
Professors: Ng, Thompson, Wise; Associate Professors: Duboise, Pelsue; Assistant Research Professors: Holmes, Huston, Lichter, Paulu, Xie; Adjunct Professors: Ault, Rice; Adjunct Associate Professors: Allan, Chandler, Craig, Davidoff, Fletcher, Follansbee, Friesel, Liaw, Lindner, Smith, Vary

Program Description
The M.S. program in applied medical sciences (http://www.usm.maine.edu/ams) is designed to prepare students for careers in basic research, clinical diagnosis, industrial research, and teaching. Graduates of the applied medical science program are competitive for further graduate studies at the doctoral level (Ph.D., M.D., D.O., D.V.M., and D.D.S.) as well as for research positions in biotechnology companies and academic or private research laboratories. The program is an interdisciplinary biomedical graduate program with coursework and research opportunities in diverse disciplines such as: immunology, microbiology, toxicology, virology, cancer biology, epidemiology, and applied biostatistics. The program is a combination of challenging coursework, specialized readings, and research. Students will be given the opportunity to tailor their program of study to specific interests by choosing a concentration in toxicology and cancer biology, immunology and infectious disease, epidemiology, or biotechnology. In addition, students will learn general skills required of all scientists, namely: critical evaluation and presentation of the current scientific literature, reading and writing of technical material, problem solving, experimental design, logic, and ethics.

Admission Requirements
Applicants for admission to the M.S. program in applied medical sciences should have a baccalaureate degree from an accredited institution, preferably in biology or chemistry, with a minimum GPA of 3.0. It is highly recommended that the applicant have completed courses in the following subjects: organic chemistry, biochemistry, microbiology, genetics, and cell biology.

The applied medical sciences graduate admissions committee is responsible for evaluating applicants and recommending candidates for admission. Interviews by members of this committee may be required of applicants. Qualified applicants who have deficiencies in background courses that the committee considers essential for success in the program may be conditionally admitted, with full admission dependent on satisfactory completion of recommended courses.

Application Materials
In addition to materials described in the Admissions chapter of this catalog, applicants must submit the following information:

- Test scores: Official scores from the general test of the Graduate Record Examination (GRE) are required. Official scores from the GRE subject test in biology or chemistry are recommended but not required.
- Transcripts: Official undergraduate and graduate transcripts are required from all colleges or universities attended.
- Essay: The essay should discuss your academic and professional goals as well as identify research interests in the applied medical sciences program.
- Letters of Recommendation: Three letters of recommendation are required for all applicants. Each letter must address the applicant’s academic and/or professional record and potential for success in a master’s graduate program in biomedical science.

Application Deadline
Application and supporting materials may be submitted at any time but should be received by March 1 for maximum consideration for fall semester admission and consideration for financial support. Applications and supporting materials should be received by October 15 for spring semester admission. Spring semester applicants are unlikely to obtain financial support in their first semester.

Additional Information
Program Policies
In addition to the general policies described in the Academic Policies chapter, this program also has the following policies:

- Transfer Credits: Students may transfer a maximum of 9 credits earned within the past 5 years with a grade of B- or better. Approval of transfer credits must be requested at the time of application and approval is at the discretion of the applied medical sciences graduate admissions committee.
- Time Limit: All courses for the M.S. degree must be completed within six years from the time of matriculation. Students may apply for an extension through the program coordinator and must be approved by Department faculty.
- Grade Policy: Students must earn a C or better for courses to count towards the M.S. degree. If the cumulative GPA drops below 3.0, the student will be placed on probation; the terms and conditions of the probation will be determined by the student’s advisory committee.

Eligibility for Financial Aid During Thesis Completion Stage
To be eligible for federal financial aid (including deferment of student loans), a student must be enrolled in a minimum of 6 graduate credits in the master’s degree program. However, a student who has completed coursework and is engaged in finishing his/her thesis will be considered eligible if he/she meets one of the following conditions:

- Is enrolled in at least 6 graduate credits
- Or is enrolled in less than 6 graduate credits, has obtained certification of satisfactory progress from the chair of his/her thesis committee, indicating that the student is actively progressing in the work leading to completion of the master’s degree, and is registered for GRS 602.

GRS 602 is a 1-credit course that permits students to retain eligibility for financial aid including University-funded fellowships, scholarships, and graduate assistantships, and access to University services, including USM Libraries and Internet.
Program Requirements

Forty credits are required for the M.S. degree in applied medical sciences: 30 credits of coursework (lectures, labs, and readings), 4 credits of Journal Club and Seminar, and 6 credits of thesis or externship research. Students will have to enroll in a specific concentration by the completion of their first year. The four concentrations are: toxicology and cancer biology, immunology and infectious disease, epidemiology, and biotechnology. Each student will be assigned an academic committee that will be responsible for ensuring that the student fulfills all requirements for the program.

All students will be required to take the following core courses (16 credits):

AMS 530 Molecular Biology
AMS 531 Molecular Biology Lab
AMS 535 Introduction to Epidemiologic Research
AMS 545 Applied Biostatistical Analysis
AMS 595 Seminar: Journal Club
AMS 691 Seminar: Advanced Seminar in Biomedical Sciences

In addition students must complete the requirements for their chosen concentration:

A. Toxicology and Cancer Biology Concentration

AMS 590 Introduction to Toxicology
AMS 593 Molecular Techniques in Toxicology
AMS 698 Thesis

Electives (6 credits to be approved by the advisory committee)

and at least two of the following:

AMS 674 Neurotoxicology
AMS 675 Developmental Toxicology
AMS 694 Genetic Toxicology
AMS 695 Chemical Carcinogenesis
AMS 696 Metal Toxicology

B. Immunology and Infectious Disease Concentration

AMS 551 Immunology Lab
AMS 552 Immunology
AMS 560 Virology
Or AMS 565 Molecular Microbiology
AMS 698 Thesis

Electives (6 credits to be approved by the advisory committee)

One of the following:
AMS 692 Advanced Readings in Biomedical Sciences
AMS 693 Advanced Research Techniques in Biomedical Sciences

C. Epidemiology

AMS 578 Epidemiology of Infectious Disease
AMS 579 Epidemiology of Chronic Disease
AMS 677 Regression Models in the Health Sciences
AMS 698 Thesis

Electives (6 credits to be approved by the advisory committee)

One of the following:
AMS 635 Applications of Epidemiology in Public Health Agencies
AMS 636 Environmental Epidemiology
AMS 638 Practicum in Epidemiologic Research
AMS 673 Epidemiology and Prevention of Cancer

D. Biotechnology

AMS 551 Immunology Lab
AMS 552 Immunology
AMS 540 Interdisciplinary Biomedical Science and Biotechnology
AMS 541 Independent Study in Biotechnology Strategies
AMS 698 Thesis
or AMS 697 Externship
Electives (6 credits to be approved by the advisory committee)
   One of the following:
   AMS 560 Virology
   AMS 565 Molecular Microbiology
   AMS 680 Molecular Basis of Disease

Laboratory fees
Laboratory fees are assessed in all AMS laboratory courses to cover the cost of supplies.
Course Descriptions

AMS 530 Molecular Biology
This course covers basic principles of molecular biology. Lecture topics include biomolecules and cellular organization, structure and function of DNA, DNA replication, gene expression, RNA transcription and processing, protein synthesis and ribosome structure, cell cycle and signaling, gene rearrangement, retrovirology, developmental and cancer genetics, and recombinant DNA technology. Prerequisites: undergraduate biology, biochemistry, or permission of the instructor. Cr 3.

AMS 531 Molecular Biology Laboratory
This laboratory course introduces the student to basic molecular biology research methods using a project-based approach that emphasizes development of knowledge, laboratory skills, and accurate record keeping. The course includes fundamentals of molecular cloning, nucleic acid isolation and analysis, polymerase chain reaction, DNA sequencing, hybridization-based methods, site-directed mutagenesis, eukaryotic and bacterial expression of selected gene products, and basic bioinformatics. Prerequisites: undergraduate biology, biochemistry, and permission of the instructor. Cr 3.

AMS 535 Introduction to Epidemiologic Research
This course is intended to give students a basic foundation in principles for the conduct and interpretation of population-based studies of the distribution, etiology, and control of disease. Topics will include randomized experiments, non-randomized cohort studies, case-control studies, cross-sectional and ecological studies, causal inference, source of bias, and measures of effect. Recent publications from the epidemiologic and general medical literature will be used to illustrate the application of the concepts to specific epidemiologic issues. Cr 3.

AMS 540 Interdisciplinary Biomedical Science and Biotechnology
This course surveys new development in biomedical science and introduces students to the principles of biotechnology. It emphasizes the recent trend of integration of multiple disciplines of science and technology to advance the fields of biomedical science and biotechnology. This concept of scientific cross-pollination will be demonstrated by lecture series to be delivered individually or through teamwork by experts in a range of scientific fields that cover immunology, infectious disease, cancer research, environmental health and epidemiology, genomics and proteomics, development and production of diagnostics and therapeutics, animal models of human diseases, and bioethics. Lecturers include USM faculty, adjunct faculty, and other invited speakers from local research institutions and biotech industries. Prerequisites: undergraduate biology, biochemistry, or permission of the instructor. Cr 3.

AMS 541 Independent Study in Biotechnology Strategies
This course is designed to help students develop an understanding of the manufacturing, quality control, and management aspects of the biotechnology industry. This will be accomplished by developing and completing a project in association with a local biotechnology company. The project will be developed in conjunction with and approved by the student’s advisor and/or advisory committee. Prerequisite: permission of the instructor. Cr 3.

AMS 545 Applied Biostatistical Analysis
This course is intended to give students a working understanding of the major types of biostatistical analysis used in laboratory sciences, clinical research, and public health. Topics will include estimation, descriptive statistics, hypothesis testing, crosstabulations and stratified analysis, life tables, multiple regression, and logistic regression. The course is designed primarily for students with little formal training in biostatistics, but may also prove valuable to other students who desire a course providing an integrated approach to diverse biostatistical techniques within an applied framework. Students will learn to manipulate datasets, analyze them, and interpret the results using the SAS software package. Cr 3.

AMS 551 Immunology Laboratory
This course consists of a series of comprehensive laboratories in which students learn basic immunoassays (e.g. enzyme-linked immunosorbent assay, immunofluorescence assay, immunoelectrophoresis, immunoprecipitation, and immunoblot assay) as well as techniques for the isolation, identification, and functional analysis of immune cells and their products such as antibodies and cytokines. The roles of T cells, B cells, NK cells, macrophages, and neutrophils in the immune response are examined through assays such as cell proliferation assay, cytotoxicity assay, and flow cytometry. The techniques of monoclonal antibody production will also be introduced. Course emphasis will be on experimental design, and the clinical and research applications of the procedures used. Prerequisite: permission of the instructor. Cr 3.

AMS 552 Immunology
This graduate immunology course stresses both the cellular and the molecular components of the immune system. It covers basic topics including cells and tissues of the immune system, inflammation, generation of diverse immune responses, molecules with immune functions, immune tolerances, autoimmunity, immune-mediated diseases, infection and immunity, transplantation immunology, tumor immunology, immune deficiencies, and other immune disorders. This course will also discuss practical aspects of antibody production, immunoassays, and other immunological techniques. Prerequisite: undergraduate biology, biochemistry, or permission of the instructor. Cr 3.

AMS 555 Environmental Health
This course provides students with an extensive introduction to scientific approaches to the investigation and modification of the effects of environmental factors on human health. Contributions of the fields of toxicology and epidemiology and the implications of research findings for policy and regulation are examined. Topic areas include toxic metals, pesticides and other organic chemicals, ionizing and non-ionizing radiation, vector-borne diseases, pollution of air and water, occupational exposures, injuries, and the health effects of global warming. The roles of local, state, and federal governments in environmental health are critically evaluated, as are initiatives by non-governmental organizations. No prerequisites. Cr 3.
AMS 560 Virology
This is a graduate-level survey of virology with a biomedical emphasis that is also suitable for advanced undergraduate biology and biochemistry students. Virus structure, molecular biology, evolution, epidemiology, pathogenesis, and medical importance of major virus groups are discussed. Molecular genetic manipulation of viral genomes for gene therapy and vaccine development is also a major focus of the course. Experimental approaches that have provided significant insights into the biology of viruses and their host interactions are emphasized. Prerequisites: undergraduate biology, biochemistry, and permission of the instructor. Cr 3.

AMS 578 Epidemiology of Infectious Disease
This course will provide an introduction to the epidemiologic basis for the prevention and control of communicable diseases through the study of specific infections including HIV/AIDS, tuberculosis, viral hepatitis, rabies, influenza, and Lyme disease. The course will also include exercises on the investigation of acute disease outbreaks and discussions of immunization, institutional infection control, foodborne illnesses, and emerging infectious diseases. Cr 3.

AMS 579 Epidemiology of Chronic Disease
This course examines empirical human evidence concerning the genetic, environmental, and behavioral determinants of some of the most common and debilitating chronic diseases, including several of the following: coronary heart disease, stroke, diabetes, selected forms of cancer, chronic obstructive pulmonary disease, asthma, neurological diseases, musculoskeletal conditions, and psychiatric disorders. Relevance of the following tools are considered: descriptive epidemiology, experimentation on humans, observational cohort studies, case-control studies, and formal meta-analysis. Strategies for the prevention of each of the diseases considered are critically evaluated in the context of epidemiologic evidence for causation. Prerequisite: AMS 545. Cr 3.

AMS 590 Principles of Toxicology
This course introduces students to the principles and practice of toxicology. The major focus of the course is on basic principles, methods, and common methods underpinning the science of toxicology. Selected target organ systems (e.g., respiratory, nervous, and immune systems) are studied with respect to understanding how representative chemicals damage and impair their ability to function. Students will develop a fundamental understanding of how chemicals may exert toxic effects and gain insight into the importance of organ specific effects. Prerequisite: molecular biology, biochemistry, or permission of the instructor. Cr 3.

AMS 593 Molecular Methods in Toxicology
This course introduces students to fundamental and state-of-the-art molecular methods in toxicology. Representative methods are studied for exposure assessment, effects on gene expression, DNA damage and mutagenesis. Selected toxicants are studied through the primary literature to illustrate the application of these methods. Students will develop a fundamental understanding of the theory underlying these methods and gain insight into their strengths and limitations. Prerequisites: AMS 590 or permission of the instructor. Cr 3.

AMS 595 Seminar: Journal Club
The Journal Club is intended to keep the participants current in biomedical science, to instruct them in the techniques of evaluating scientific literature critically, and to clearly present scientific information. The seminar, directed by faculty members responsible for the corresponding core course material and including outside lectures from among the affiliates as well as other academic institutions, will provide the student with an opportunity to discuss practical applications of the core lecture material. Cr 1.

AMS 633 Interdisciplinary Collaboration in Research and Education
This course is primarily for bioscience graduate students and teachers participating in USM science education outreach through programs such as the Maine ScienceCorps. The course provides collaborative interdisciplinary professional development opportunities for participating graduate students, secondary school teachers, and science faculty. Active participation is required in scientific seminar presentations, in discussions of readings, and in collaborative development of research based laboratory activities for scientific education at all levels. Prerequisite: permission of the instructor. Cr 1-3.

AMS 635 Applications of Epidemiology in Public Health Agencies
This course focuses on the role of epidemiologic principles and methods in the practice of public health. Topics include surveillance of the health status of populations, vital records, disease registries, special-purpose population-based surveys, responses to public concern about perceived clusters of disease, evaluation of the efficacy of public health interventions, the roles of state and federal government in collecting and interpreting epidemiologic data, and the uses of epidemiology in the formulation of policy in public health. Students will work on individual or group projects that involve hands-on participation in the application of epidemiologic methods within a public health organization. Prerequisite: AMS 545 or permission of the instructor. Cr 3.

AMS 636 Environmental Epidemiology
This course focuses on the effects of the physical environment on human health. Among the risk factors examined are a variety of pollutants found in outdoor air, indoor air, surface water, ground water, and food. Special attention is given to heavy metals, ionizing radiation, pesticides, flame retardants, carbon dioxide, and others of current public concern. Effects on human development, on the nervous system, and on respiratory disease and cancer receive particular attention. Topics include: environmental monitoring, quantification of exposure at the individual level, hazards in occupational settings, time-space clustering of disease, use of ecologic studies to estimate risks at the individual level, interactive effects of exposure to multiple environmental risk factors, perceptions of risk, integration of laboratory science with population-based studies, and the role of epidemiologic evidence in setting environmental standards. Prerequisites: AMS 545 or permission of the instructor. Cr 3.

AMS 638 Practicum in Epidemiologic Research
This course is designed to provide students with direct experience in the formulation of epidemiologic hypotheses and the analysis and interpretation of data. Each student will frame a research question that can be addressed using a dataset available on campus or elsewhere in Maine. With guidance from faculty, each student will conduct data analyses and will write a report in the format of a journal article. Prerequisites: AMS 535 and AMS 545 or permission of the instructor. Cr 3.
AMS 673 Epidemiology and Prevention of Cancer
This course provides a comprehensive review and synthesis of epidemiologic studies of the causes of several of the most common forms of cancer in humans. The role of genetics, diet, smoking, hormones, occupation, and other factors will be considered. The public health implications of interventions to alter behavior and to remove environmental risk factors will also be discussed, as will epidemiologic issues in the reduction of mortality through screening for cancer. Prerequisite: AMS 535 or permission of instructor. Cr 3.

AMS 674 Neurotoxicology
Prerequisites: AMS 572, molecular biology, biochemistry, or permission of the instructor. Cr 3.

AMS 675 Developmental Toxicology
Prerequisites: AMS 572, molecular biology, biochemistry, or permission of the instructor. Cr 3.

AMS 677 Regression Models in the Health Sciences
This course will familiarize students with the use of regression models for the analysis of epidemiologic and other biomedical data. Topics will include multiple linear regression, logistic regression, log-linear models, proportional hazard models, Poisson regression, generalized linear models, goodness of fit, and analysis of residuals and other diagnostics. Students will work on individual projects and will learn to use SAS software for conducting analyses. Cr 3.

AMS 680 Molecular Basis of Disease
This course focuses on the biochemical and genetic nature of human disease. It will cover the strategies of gene mapping and identification, molecular pathology, functional genomics, and gene therapy of heritable diseases. Prerequisite: AMS 530 or permission of the instructor. Cr 3.

AMS 691 Advanced Seminar in Biomedical Sciences
The student participates in a weekly seminar on biomedical sciences. The seminar focuses on current topics in biomedical research. Prerequisite: AMS 590 or permission of instructor. Seminar is offered in both fall and spring semesters. Cr 1.

AMS 692 Advanced Readings in Biomedical Sciences
The student participates in directed readings on a topic in biomedical sciences under the guidance of a faculty member. Readings on specific topics in carcinogenesis, epidemiology, immunology, molecular genetics, neuroscience, parasitology, toxicology, and virology are offered. Prerequisite: permission of instructor. Cr 2.

AMS 693 Advanced Research Techniques in Biomedical Sciences
The student learns laboratory techniques used as tools in biomedical research. The term is spent under the direction of a faculty member. Methods in epidemiology, immunology, molecular genetics, parasitology, toxicology, and virology are offered. This is a hands-on course with close supervision by technically trained personnel. For those sections in laboratories working with biohazards, laboratory safety and use of biosafety hoods are emphasized. Prerequisite: permission of instructor. Cr 2.

AMS 694 Genetic Toxicology
This course is an intensive review of the principles and practice of genetic toxicology. The major focus of the course is on basic principles, mechanisms, and common methods used to study chemical and radiation-induced damage to DNA and its repair. Selected types of damage and repair systems are studied with respect to understanding mechanisms of how representative chemicals or radiation damage and how the cell responds to impair their ability to function. Students will develop a fundamental understanding of how chemicals damage DNA and how human cells repair DNA and gain insight into the state-of-the-art of this field. Prerequisites: AMS 591, molecular biology, biochemistry, or permission of the instructor. Cr 3.

AMS 695 Chemical Carcinogenesis
This course is an intensive review of the principles of chemical carcinogenesis. The major focus of the course is on basic principles, mechanisms, and common methods involved in the neoplastic transformation of cells. Selected models of carcinogenesis are studied with respect to understanding mechanisms of how representative chemicals transform cells. Students will develop a fundamental understanding of the major theories in chemical carcinogenesis and gain insight into the state-of-the-art of this field. Prerequisites: AMS 591, molecular biology, biochemistry, or permission of the instructor. Cr 3.

AMS 696 Metal Toxicology
This course is an intensive review of the principles of metal toxicology. The major focus of the course is on basic principles, mechanisms, and common methods involved in how metals induce toxicity in major organ systems. Selected systems are studied with respect to understanding mechanisms of how metals induce cellular and systemic toxicity. Students will develop a fundamental understanding of the major theories in metal toxicology and gain insight into the state-of-the-art aspects of this field. At each session, a doctoral student will present a lecture on the topic including a review of required readings and directed activities. Offered in the fall of even-numbered years. Prerequisites: AMS 590, AMS 591, either AMS 694 or AMS 695, and permission of the instructor. Cr 3.

AMS 697 Externship
Under the stewardship of the student’s graduate advisory committee, an externship will be arranged for a student to gain research training at a laboratory outside the University (e.g. industry, research institute, and government affiliates). Similar arrangement can be designed with some modifications for students who are already employed at the laboratory where an externship will be conducted. A written project on the work experience, similar to a dissertation, to be presented and approved by the advisory committee, is required. Prerequisite: permission of the instructor. Cr var.
AMS 698 Thesis
Under the stewardship of the student’s thesis advisor and committee, a hypothesis-driven research project will be developed for a student to gain research training in biomedical science. A written project proposal will be presented to and approved by the thesis advisory committee and upon completion of the research a dissertation will be written and presented to the advisory committee for final approval. Prerequisites: permission of the instructor. Cr var.

GRS 602 Thesis Completion
See the complete course description in the “Continuous Enrollment and Residency” section of the Academic Policies chapter. Cr 1.
Master of Science in Biology

Coordinator: Douglas A. Currie
Professors: Gainey, Maher, Mazurkiewicz, Moore, Walker, Weber; Associate Professors: Champlin, Currie, Knight, O’Mahoney-Damon, Theodore; Adjunct Professors: Dionne, Duboise, Evers, Harris, Levine, Ng, Paruk, Stenhouse, Wilson, Wise

The M.S. program in biology at USM is designed to meet diverse student interests and to provide additional preparation for careers in biology. The program is aimed at three groups: 1) students who wish to continue the scholarly pursuit of biology and possibly continue with a Ph.D. or M.D.; 2) students desiring laboratory or field experience to make them more competitive for employment; and 3) students who teach, or wish to teach, at the secondary, community college, or technical college levels.

To meet these needs, the M.S. program in biology offers a breadth of coursework, and a thesis requirement with an individualized approach. Coursework and research opportunities span the subdisciplines of cell and molecular biology, developmental biology, evolutionary genetics, physiology (animal, plant, and microbial), ecology (animal, plant, and microbial), and environmental science.

The student master’s thesis, tailored to individual interests and falling within the research subdiscipline of a faculty mentor, is intended to provide experience in scientific investigation. Students are exposed to the current state of knowledge within the subdiscipline, and learn skills necessary for creative scientific inquiry. These include exploration and evaluation of the scientific literature, experimental design, implementation of original laboratory or field-based research, statistical analysis of data, and the writing of a publishable scientific paper.

Admission Requirements

Admission to the M.S. program in biology is competitive and has two basic requirements. First, applicants should have earned a baccalaureate degree from an accredited institution, preferably in some area of biology, with a minimum GPA equivalent to 3.0. Second, admission is also dependent upon a faculty member agreeing to serve as the primary faculty advisor to the student. Therefore, before applying to the program, students must become acquainted with the research interests of individual faculty in or adjunct to the Department of Biological Sciences (http://www.usm.maine.edu/bio), contact those faculty members to discuss the possibility of working with them in the M.S. program in biology, and identify the faculty member(s) in their application essay.

Students who do not meet the first criterion, but who demonstrate exceptional promise, may be granted conditional admission, during which time they must compensate for any specific deficiency as determined by the Biology Graduate Admissions Committee. Upon successful completion of the conditions, conditional students can be granted regular admission status.

Application Materials

In addition to the materials described in the Admissions chapter of this catalog, applicants must submit the following information:

- Test scores Official scores from the General Test of the Graduate Record Examination (GRE) are required. Official scores from the GRE Subject Test in Biology are recommended.
- Transcripts Official undergraduate and graduate transcripts are required from any college or university attended.
- Essay The essay should discuss your academic goals and anticipated research interests, and should include the name(s) of specific faculty members with whom you have contacted to work.
- Letters of recommendation Three letters of recommendation are required from people who can evaluate your potential for success in a master’s program in the biological sciences.

Application Deadlines

Applications and supporting materials must be received by February 1 in order to receive priority status for fall admission and consideration of departmental financial support. The application deadline for spring admission is October 15. Students applying for spring admission are less likely to obtain graduate assistantships in their first semester, because most financial aid will be distributed during fall admissions.

Program Policies

In addition to the general policies described in the Academic Policies chapter, this program also includes the following policies.

Transfer credits
Graduate students may transfer a maximum of nine graduate credits, earned within the past 5 years, with a grade of B- or better. Approval of transfer credits must be requested at the time of admission.

Time limit
All courses for the M.S. degree must be completed within 5 years from the time of first matriculation. Students may apply to the program graduate coordinator for an extension, which must be approved by the Department graduate faculty.

Grade policy
Students must earn a grade of B- or better for courses to count toward the M.S. degree. If the cumulative GPA drops below 3.0, the student will be placed on probation. Terms and conditions of probation will be determined by the student’s Advisory Committee in consultation with the Office of Graduate Studies.
Eligibility for Financial Aid During Thesis Completion Stage

To be eligible for federal financial aid (including deferment of student loans), a matriculated student must be enrolled in a minimum of six graduate credits in the master’s degree program. However, a student who has completed coursework and is engaged in finishing his/her thesis will be considered eligible if he/she meets one of the following conditions:

- Is enrolled in at least six graduate credits
- Or is enrolled in less than six graduate credits, has obtained certification of satisfactory progress from the chair of his/her thesis committee, indicating that the student is actively progressing in the work leading to completion of the master’s degree, and is registered for GRS 602 (see course description at the end of this chapter).

Program Requirements

During the first semester, students are required to declare a research topic and to arrange an Advisory Committee, with guidance from their primary faculty advisor. The Advisory Committee consists of the student’s primary faculty advisor and at least two other faculty members, of which at least one must be a member of the Department of Biological Sciences.

The degree provides two thesis options: research and literature review. Most students are expected to produce a research thesis, based on an original research project. However, with approval of the student’s Advisory Committee, a student may undertake the literature review thesis option, which requires writing a comprehensive analysis of a specific topic. All master’s candidates preparing a research thesis must complete a minimum of twenty-four credits of coursework and 6 credits of thesis research. Candidates completing the literature review thesis option must complete thirty-two credits of coursework, which must include at least one laboratory course, and three credits of literature review. Coursework is determined individually for each student in consultation with the student’s Advisory Committee.

All students must take four required courses (15-18 credits):
- BIO 601 Research Methods in Biology
- AMS 545 Applied Biostatistical Analysis
or STA 588 Introduction to Biostatistics
- BIO 621 Graduate Seminar (minimum of 2 required)
- BIO 698 Thesis Research
or BIO 699 Literature Review

Students also choose electives. To maintain breadth, electives are required in at least two of three areas (selecting from Genetics and Molecular Biology, Physiology, and Ecology and Evolution). Upon approval of the Advisory Committee, students also may take graduate-level courses in other departments.

At the end of the program, the thesis or literature review must be written in a form satisfactory to the Advisory Committee and suitable for submission to a peer-reviewed scientific journal, and the results must be presented in a seminar open to faculty, students, and the public. After the presentation, the student and Advisory Committee will meet to discuss details of the project, paper, and seminar.

The following courses satisfy the three program areas. Also, courses from other departments, specifically the Chemistry Department and Applied Medical Sciences Department, may satisfy some of the program areas.

Genetics and Molecular Biology
- BIO 507 Molecular Mechanisms of Animal Development
- BIO 508 Experimental Genetics
- BIO 509 Cell and Molecular Biology
- BIO 510 Cell and Molecular Biology Laboratory

Physiology
- BIO 501 Animal Physiology
- BIO 502 Animal Physiology Laboratory
- BIO 545 Advanced Pathophysiology
- BIO 611 Endocrinology
- BIO 615 Plant Metabolism

Ecology and Evolution
- BIO 505 Animal Behavior
- BIO 506 Animal Behavior Laboratory
- BIO 511 Estuarine Ecology
- BIO 515 Microbial Ecology
- BIO 516 Microbial Ecology Laboratory
- BIO 517 Issues in Evolution

Laboratory Fees

Laboratory fees are assessed in biology laboratory courses to cover the cost of supplies and materials.
Course Descriptions

BIO 501 Animal Physiology
A study of physiological processes and their regulation in animals. Cr 3.

BIO 502 Animal Physiology Laboratory
Laboratory examination of physiological mechanisms in animals. Cr 2.

BIO 505 Animal Behavior
This course is a study of the principles of behavioral organization in vertebrate and invertebrate animals, with emphasis on behavior under natural conditions. Cr 3.

BIO 506 Animal Behavior Laboratory
This course is a laboratory and field examination of behavioral principles in animals. Cr 2.

BIO 507 Molecular Mechanisms of Animal Development
A molecular genetic analysis of animal development focusing on an integrative approach toward understanding the evolution of developmental mechanisms. Cr 3.

BIO 508 Experimental Genetics
This course includes both lectures and laboratory exercises in human and fruit fly genetics. Cr 2.

BIO 509 Cell and Molecular Biology
A study of the eukaryotic cell at the level of organelles and molecules. The biochemical aspects of cell growth and reproduction are emphasized. Cr 3.

BIO 510 Cell and Molecular Biology Laboratory
A course in which the techniques of cell fractionation and biochemical analyses are applied to the eukaryotic cell. Cr 2.

BIO 511 Estuarine Ecology
Integrated lecture/field laboratory course focused on interactions determining the distribution and abundance of life in estuaries. Cr 3.

BIO 515 Microbial Ecology
This course is a continuation of the basic microbiology course (BIO 311). The course begins with an examination of microbial evolution and biodiversity, and explores the interactions of microorganisms in populations and communities, with other organisms, and with the environment, including an examination of physiological adaptations and biogeochemical cycles. Cr 3.

BIO 516 Microbial Ecology Laboratory
This companion lab course to BIO 515 Microbial Ecology is designed as a hands-on project lab to introduce students to a variety of methods used in microbial ecology. There are field, lab, and written components to the projects that will be carried out over the semester. Microscopic, cell culture, and molecular methods will be employed. Cr 2.

BIO 517 Issues in Evolution
This course surveys major issues that motivate current research in evolutionary biology, providing a historical analysis of active areas of controversy and alternative points of view. The course is based on selected readings in the theoretical and experimental literature of the field, from primary and classical sources. Cr 3.

BIO 545 Advanced Pathophysiology
This course is a study of the physiological, genetic, biochemical, and environmental basis of diseases. Systems to be covered include reproductive, gastrointestinal, respiratory, cardiovascular, nervous, and skeletomuscular. Cr 3.

BIO 601 Research Methods in Biology
This course introduces students to faculty members’ research. Students will study the philosophy of science, experimental design, data analysis and interpretation, and writing and assessment of scientific papers. Cr 3.

BIO 602 Ethical Issues in Biology
This course examines a variety of ethical issues arising in biology today, including those related to general scientific research, biotechnology, medicine, and the environment. Cr 2.

BIO 611 Endocrinology
This course examines hormone action in animals and plants at the molecular, cellular, organ, and organismal levels. Topics will include the endocrine control of development, behavior, and physiological processes. Cr 3.

BIO 615 Plant Metabolism
This is an advanced course on the regulation and integration of metabolism as viewed from a whole plant perspective. The course deals with primary metabolic pathways such as respiration, photosynthesis, nitrogen metabolism, and carbohydrate and lipid biosynthesis. Compartmentation of metabolic pathways and communication between cells, tissues, and organs via transport systems are discussed. Cr 3.
BIO 621 Graduate Seminar
This course reviews the literature pertinent to topics of biology. It may be repeated for credit as topics vary. Graduate students must complete at least two different seminars. Cr 1-3.

BIO 650 Internship
In this course, students apply their learning to a practical context under supervision of a faculty member. Cr 1-3.

BIO 660 Graduate Independent Study
Independent work on a special topic as arranged by the student, advisor, and committee. Cr 1-6.

BIO 698 Thesis Research
This course involves thesis research and preparation. It may be repeated for credit, but no more than six credits will apply to the degree. Enrollment is required each term in which the thesis is in progress. Cr 1-6.

BIO 699 Literature Review
This course involves preparation of a review paper based on current biological literature. Prerequisite: permission of the graduate advisor. Cr 1-6.

GRS 602 Thesis Completion
See the complete course description in the “Continuous Enrollment and Residency” section of the Academic Policies chapter. Cr 1.
Master of Science in Computer Science

Graduate Director: Suad Alagic
Professors: Alagic, Welty; Associate Professors: Boothe, Briggs, Congdon, MacLeod
Adjunct Faculty: Bantz, El-Taha, Heath, Houser

The Department offers a Master of Science in Computer Science and a Graduate Certificate in Software Systems. Additional material describing the programs, students and faculty can be found at the Department’s Web site: http://www.usm.maine.edu/cos.

The Master of Science in computer science program is designed to provide the student with a thorough knowledge of the concepts, theory, and practice of computer science as well as develop the student’s ability to analyze critically solutions to problems and to make sound professional decisions. Students will be prepared for positions of responsibility and expertise. Graduates may assume positions involving such diverse activities as the design, implementation, and testing of software products; the development of new hardware technology; and the analysis, construction, and management of large-scale computer systems. Graduates will possess a good foundation for further study in computer science.

The Graduate Certificate in Software Systems provides courses focused in key contemporary software development technologies. Its chief anticipated audience is local computer professionals wishing to extend their expertise.

Students in the Certificate program may apply to the master’s program and courses they have completed for the Certificate may be used in service of the master’s degree. Any student who pursues the master’s degree having started in the certificate program must meet the published requirements of the master’s degree to have it awarded.

Admission Requirements for the Master’s Program

Each student applying for full admission into the Master of Science program must meet the following requirements (conditional admission status may be granted to students who do not fully meet these requirements):

- A baccalaureate degree from an accredited institution with a grade point average of at least 3.0 on a 4.0 scale (B average).
- The following USM courses or their equivalent with an average grade of 3.0.

If pursuing the software development or computer systems track:
- COS 280 Discrete Mathematics II
- COS 285 Data Structures
- COS 350 Systems Programming
- COS 360 Programming Languages

Note: Students with little or no computing background may need to take some or all of the following courses that are prerequisites to the courses listed above: MAT 145, COS 160/COS 170, COS 161, COS 250/COS 255.

If pursuing the computer engineering track:
- MAT 152D Calculus A
- MAT 153 Calculus B

- COS 250 Computer Organization and
- COS 255 Computer Organization Laboratory
- or
- ELE 172 Digital Logic and
- ELE 271 Introduction to Microprocessors

- COS 280 Discrete Mathematics II
- COS 350 Systems Programming
- ELE 314 Linear Signals and Systems
- ELE 342 Electronics I

Note: Students with little or no computing or electrical engineering background may need to take some or all of the following courses that are prerequisites to the courses listed above: MAT 145, COS 160/COS 170, COS 161, COS285, ELE211, ELE 262.

- Official scores for the Graduate Record Examination (GRE). A student applying to the master’s program having completed the certificate program does not need to submit scores for the GRE.

Admission to the master’s program is competitive and based on an evaluation of the application materials by the Computer Science Graduate Admissions Committee. Students whose first language is not English are required to submit TOEFL or IELTS scores. Applicants whose TOEFL scores are less than 550 on the paper-based TOEFL, 79 on the Internet-based TOEFL, or 213 on the computer-based TOEFL, or an IELTS score of less than 6.5 must demonstrate the language skills requisite for graduate study before they can be admitted.

Applicants meeting the entrance requirements of the program may be granted conditional admission status for an initial period during which time the student must compensate for any specific academic deficiency. The Computer Science Graduate faculty will designate specific undergraduate computer science and mathematics courses to remedy admissions deficiencies. These courses will carry no credit toward the master’s degree and must be successfully completed and must precede the completion of twelve hours of graduate credit. Upon successful completion of the designated preparatory coursework the student may be granted regular admission status.

Admission Requirements for the Certificate Program

Each student applying for admission into the Certificate in Software Systems program should have a Bachelor’s degree in Computer Science or a related discipline with at least a 2.5 GPA. Students with Bachelor’s degree in some other discipline must demonstrate a strong background in object-oriented programming languages and significant programming experience to be eligible.

International students are required to satisfy the USM TOEFL or IELTS requirements. Scores for Graduate Record Examination are not required for this program.

Students admitted into the program will be assigned a faculty advisor from the Computer Science Department.
Application Materials
In addition to the materials described in the Admissions sections, applicants for these programs must submit three letters of recommendation attesting to the candidate’s academic and/or professional accomplishments.

Application Deadline
Although we consider applications for admission year round, students seeking financial assistance should submit their applications no later than February 1 for fall semester admission and October 1 for spring semester admission. To be considered for all scholarship opportunities, students are encouraged to apply in early January and September.

Additional Information
For a student with a bachelor’s degree in Computer Science, the master's degree offers greater depth in the discipline than what she or he found in undergraduate studies and an opportunity to work on advanced research projects. For students with degrees in other disciplines, including non-scientific disciplines, it offers access to the most dynamic, pervasive technology of our day with its outstanding career options. Many students from other disciplines have transitioned successfully to our Computer Science graduate program, some even continuing to a doctoral degree and an academic career. Anyone with a background in another discipline interested in pursuing a degree in computer science should consult with department members to develop a study plan to that end.

Program Policies
In addition to the general policies described in the Academic Policies chapter, specific policies of these programs are as follows:

Transfer Credit
A maximum of nine credit hours of transfer credit may be used toward the master’s degree. A maximum of three credit hours of transfer credit may be used towards the certificate.

Continuous Enrollment
Every semester a student must either register for a course or for GRS 601 to maintain continuous enrollment. Students who do not maintain continuous enrollment will be dropped from the program and will have to reapply for admission to continue with it. Students who anticipate being unable to take classes may apply in writing for a fixed-term leave of absence.

Time Limit
All required courses for the master’s degree and certificate must be completed within six years prior to graduation. Otherwise, additional coursework must be taken to fulfill program requirements.

Program Requirements
All master’s candidates must complete a minimum of thirty total credits, which must include at least eighteen credits of graduate-level computer science courses (computer engineering track requirements differ; consult with the department for details), excluding COS 598. Students must also take either a six-credit master’s thesis, COS 698, or a three-credit master’s project, COS 698, and an additional graduate course in computer science. At most two approved 400-level computer science courses can be used to fulfill the remaining credit requirements. At most two courses from other departments may be used toward the graduate degree (computer engineering track requirements differ; consult with the department for details). The Computer Science faculty must approve these in advance. Courses taken previously to meet other degree requirements cannot be used in service of the graduate degree.

For each of the following two items, if a student does not have the equivalent of one of the listed courses, then she/he must take one of the listed courses and may use it toward fulfillment of the degree requirements.

Computer Systems
- COS 450/550 Operating Systems
- COS 457/558 Database Systems

Mathematical Foundations
- COS 485/582 Design of Computing Algorithms
- COS 480 Theory of Computation (an upper level course in automata theory may be substituted)

The culminating work in the M.S. program must take one of the following two forms:
- Academic thesis: the student works on research under the supervision of a thesis committee composed of faculty members.
- Project: the student works on an application of computer science. This could be in the form of a piece of software, a report on a problem, design of an application, etc. The project may be the solution of a problem at the student’s place of employment. In this case, a representative of the employer may serve as an additional committee member.

The first option requires a committee of at least three members. The second option requires a committee of at least one faculty member. Both options require that a project proposal addressing a topic in the student’s chosen track be approved by the committee. They also require a written final summary document describing the results of the project. This document must be approved by the committee and published according to Departmental guidelines. Oral presentation of the completed project is encouraged.

To ensure that the degree candidate’s studies are focused and lead to a deeper knowledge in an area, she or he must take four courses from an approved collection addressing one of the areas of emphasis computer systems, artificial intelligence, software development, computer engineering, or an area designed by the student. For details of the collections associated with the area of emphasis and the process of obtaining approval of a student designed area, see Departmental guidelines.
Certificate of Graduate Study in Software Systems

The Graduate Certificate in Software Systems is intended to offer locally employed computer professionals educational opportunities in contemporary software technologies. Computer Science evolves rapidly and new techniques deriving from the proliferation of internet usage, the massive amounts of gathered data, and the attendant security concerns, are developing continuously. Courses of the certificate program address recently developed languages, concepts and methods that were not part of the computer science curriculum of a decade ago.

Program Requirements

Students enrolled in this program are required to take four courses from a collection of graduate level courses addressing a variety of aspects of contemporary software development. This collection includes COS 430, COS 541, COS 544, COS 558, COS 571, COS 576, COS 579, and COS 595. Students may obtain approval from the department for other coursework to satisfy the requirement, in particular an independent study, COS 697.

In order to be awarded the graduate certificate in software systems, a student must pass each of the four courses with a grade of C or better and attain an average grade of B in all four.
Course Descriptions

Graduate level computer science courses are generally restricted to graduate students who have successfully gone through an admissions procedure, but others may take them by permission from the instructor.

COS 540 Computer Networks
An introduction to computer networks. Computer network architecture is described. Other topics include digital data communication, local area networks, wide area networks, internetworks, and the Internet. Specific technologies, including Ethernet and ATM, and protocols, including TCP/IP, will be considered in detail. Normally offered once every two years. Prerequisite: graduate standing. Cr 3.

COS 541 Software Architecture
Successful design of complex software systems requires the ability to describe, evaluate and create systems at an architectural level of abstraction. This course introduces architectural design of complex software systems. The course considers commonly-used software system structures, techniques for designing and implementing these structures, models and formal notations for characterizing and reasoning about architectures, tools for generating specific instances of an architecture, and case studies of actual system architectures. It teaches the skills and background needed to evaluate the architectures of existing systems and to design new systems in principled ways using well-founded architectural paradigms. Prerequisite: COS 420 or COS 430 or an equivalent. Cr 3.

COS 542 Distributed Systems
An introduction to the design and operation of distributed systems. Topics include client-server models, interprocess communications, RPC, replication and consistency, online transaction processing, error and fault recovery, encryption, and security. Examples will be taken from extant distributed systems. Students will design and implement a distributed system. Prerequisites: COS 450 and COS 460, or their equivalents, or permission of instructor. Cr 3.

COS 543 Distributed Systems: A Second Course
A continuation of COS 465/542, the course covers advanced topics relating to distributed systems that are not addressed in the first course. Specific topics include shared data, managing file replication, currency control, distributed transactions, fault tolerance and security. Case studies of existing systems and examination of new developments are also addressed. Normally offered once every two years. Prerequisite: COS 465 or COS 542. Cr 3.

COS 544 Software Project Management
A seminar-based course that surveys the rapidly evolving field of wireless data networks. Wireless technologies, systems, and services are investigated with emphasis on existing systems and standards. Topics cover mobile data and wireless LANs. Prerequisite: COS 460, an equivalent course, or substantial experience with computer network architecture. Cr 3.

COS 545 Wireless Data Communication
A seminar-based course that surveys the rapidly evolving field of wireless data networks. Wireless technologies, systems, and services are investigated with emphasis on existing systems and standards. Topics cover mobile data and wireless LANs. Prerequisite: COS 460, an equivalent course, or substantial experience with computer network architecture. Cr 3.

COS 550 Operating Systems
Topics include concurrent processes, process management, I/O, virtual memory, file management, resource scheduling and performance measurement. Prerequisite: graduate standing. Cr 3.

COS 552 Advanced Computer Networks
This second course in computer networks explores recent developments with particular emphasis on fiber optic high speed networks. A laboratory component involving performance evaluation of network protocols may be included. Prerequisite: MAT 380 and COS 460/540 or permission of instructor. Cr 3.

COS 553 Advanced Computer Architecture
This course presents topics from research areas in computer architecture as well as advanced and emerging technologies. Possible topics are parallel machines, content addressable memories, VLSI systems. Prerequisite: COS 455. Cr 3.

COS 555 Advanced Computer Architecture
This course presents topics from research areas in computer architecture as well as advanced and emerging technologies. Possible topics are parallel machines, content addressable memories, VLSI systems. Prerequisite: COS 455. Cr 3.

COS 556 Software Design and Development
A study of techniques and approaches related to the design and development of large scale software products. Consideration of formal methods for specification, analysis, design, implementation, and testing. A “large” group programming project will be the vehicle for much of the learning in this course. Cr 3.
COS 566 Simulation and Analytical Modeling
The theoretical limitations of analytical modeling will be contrasted with the practical limitations of simulation. The BCMP family of analytical models will be presented along with the computational solutions of these models. The use of simulation will be discussed with regard to a high level language (such as SIM-SCRIPT). Such topics as model verification and evaluation of experimental results will be considered. Cr 3.

COS 567 Performance Analysis of Distributed Systems
The objective of the course is to learn techniques to assess the performance of applications running in a distributed manner. Such assessment is important for developers to understand the behavior of the distributed applications they create, and to identify aspects of the applications that are determining performance. The course presents a variety of evaluation techniques, including queueing theory, simulation, and availability and performability modeling. Other techniques will be introduced as needed. Prerequisite: Previous bachelor's degree, COS 450 or COS 460, and MAT 281 or MAT 380. Cr 3.

COS 569 Compiler Construction
Definition of languages via context-free grammars. Organization of a compiler into phases of lexical analysis, parsing, code generation, and optimization. Students will implement a compiler for a Pascal-like language. Normally offered once every two years. Prerequisite: graduate standing. Cr 3.

COS 570 Seminar: Advanced Topics in Computer Science
Topics vary from year to year. Will include current research, emerging technologies, case studies. Normally offered once every two years. Cr 3.

COS 571 Advanced Database Systems
This course covers advanced, post-relational database systems such as object-oriented databases, XML database technologies, integration of different technologies such as LINQ, object oriented interfaces to XML and integration with the object-oriented technology. Object-oriented topics include developments from industrial standards such as ODMG and Java Data Objects, query languages such as OQL, Java database technology, object-relational systems and language integrated queries such as LINQ, Object-oriented interfaces to XML include DOM, LINQ to XML, LINQ to XSD, as well as other industrial developments. The course includes hands-on experience with advanced database management systems such as db4 and Objectivity, LINQ, and object-oriented interfaces to XML. The requirements include object-oriented software and database development projects, and a term paper. Normally offered once every two years. Prerequisite: Permission of the instructor. Cr 3.

COS 572 Artificial Intelligence and Data Mining
An introduction to the underlying concepts and applications of intelligent systems. Topics include heuristic search techniques, pattern matching, rule-based systems, computer representations of knowledge, and machine learning and data mining techniques. Course work includes regular labs and larger projects. Students will learn to conduct research in artificial intelligence and will complete a modest research project. Typically offered once every two years. Prerequisite: COS 350 or permission of instructor. Cr 3.

COS 574 Advanced Computer Graphics
Advanced computer graphics techniques are described and analyzed. Subjects considered include the projection of 3D objects to 2D, hierarchical object representation, representation of 3D curves and surfaces, illumination and shading, solid modeling, and advanced graphics hardware. Prerequisite: COS 452 or permission of instructor. Cr 3.

COS 576 Advanced Object-Oriented Design
This course considers developing object-oriented, multi-tier, Web-based applications. Topics will include object-oriented design patterns in distributed environments, software components, and software frameworks. The course also has a significant hands-on implementation component, and, after completing this course, students will have practical experience with several leading-edge distributed object technologies, including AJAX, Web Services, Enterprise JavaBeans, JDBC, and Servlets. The course is structured so that students will work in teams to develop a medium-sized, multi-tier application that incorporates several of the technologies mentioned above. Lectures will provide an introduction to the technologies and discuss principled ways to apply these technologies. Normally offered once every two years. Prerequisites: COS 420 or COS 430, or permission of instructor. Cr 3.

COS 578 Advanced Java Technology
The goal of this course is to provide an in-depth study of the most important and the more advanced components of the Java technology. The course covers topics such as concurrent object-oriented programming in Java, Java Core Reflection, the underlying virtual platform (the Java Virtual Machine), genericity (parametric polymorphism), persistence, and assertions. Programming assignments include concurrent programming, programming with parametric collection types, dynamic loading and compilation, usage of the Java reflective capabilities, and usage of persistent capabilities available in Java and in its extensions. The outcome of this course is a high-level of professional expertise in the overall Java technology. Normally offered once every two years. Prerequisite: COS 360. Cr 3.

COS 579 Software Specification and Verification
This course combines formal and practical object-oriented software techniques in developing the following main themes of object-oriented software technology: (i) Object-oriented software systems that provide efficiency and reliability based on an advanced type system, and (ii) Correctness and component compatibility in software reuse based on object-oriented assertion languages and programming by contract methodology. Practical implications and usage of the general notions such as genericity and reflection in complex software systems will be based on type systems of major object oriented languages such as Java and C#. The emerging technology of object-oriented assertion languages and verification systems will be represented in this course by JML (Java Modeling Language), Spec# (an assertion language for C#), and Eiffel and Code Contracts. The programming assignments will be based on a pragmatic methodology for object-oriented software construction (programming by contract) along with the associated tools including program verification techniques and systems. The
COS 580 Advanced Theory of Computation: Computability and Complexity
Explores the nature of computation from a mathematical point of view, and determines why many fundamentally important computational problems apparently have no efficient solution, or even no solution at all. Topics include models of computation, the Church-Turing thesis, computably enumerable sets, nondecidable problems, the Halting Problem, resource-bounded complexity classes, NP-complete and NP-hard problems, the Traveling Salesman and other optimization problems, and computational reducibility. Connections may also be drawn to the foundations of mathematics and Gödel’s Incompleteness Theorem. Prerequisite: COS 480 or permission of instructor. Cr 3.

COS 582 Design and Analysis of Algorithms
Techniques for designing algorithms, such as divide-and-conquer, greedy method, dynamic programming, and backtracking are emphasized and illustrated. Many problems of practical importance are covered, including minimum spanning tree, single source shortest path, traveling salesperson, and graph search. The concepts of NP-completeness are also considered. Prerequisite: graduate standing. Cr 3.

COS 597 Independent Study
An opportunity for graduate students to pursue areas not currently offered in the graduate curriculum. Cr 3.

COS 698 Master’s Thesis/Project
A six-credit thesis or a three-credit project is required of all students. The appropriate member(s) of the computer science faculty must approve the project in advance. Offered only as a pass/fail course. Prerequisites: full graduate standing and faculty approval. Cr 3-6.

ELE 517 Robot Modeling
This course focuses on the concepts of kinematics, statics, and the dynamics of serial manipulators, as well as on the analysis and design of robotic structures. Students will conduct case studies of multiple platforms in the Robotics and Intelligence Systems Laboratory. This course complements ELE 418. Prerequisites: ELE 210, COS 160 or permission of instructor. (Lecture 3 hrs.) Cr 3.

ELE 524 Digital VLSI Circuits and Design
This course will examine the principles of internal circuit and layout design of digital VLSI circuits, with an emphasis on CMOS technology. Topics include NMOS and CMOS processes, device physics and SPICE models, logic circuits, electrical and physical design of logic gates, dynamic CMOS circuits, memory, chip layout principles, parasitics, and performance estimation. Simulation, layout, and electronic design automation tools are demonstrated and used. Prerequisites: ELE 172, ELE 342. (Lecture 3 hrs; Lab 1 hr.) Cr 3.

ELE 544 Analog Integrated Circuits and Design
This course will examine the principles of internal circuit operation and design of analog integrated circuits, with emphasis on CMOS technology. Topics include analog CMOS processes, devices and device models, bias and reference sources, differential and high gain amplifiers, OTAs and operational amplifiers, frequency response, feedback, stability, and internal compensation with emphasis on the design of CMOS operational amplifiers, power stages, and dc regulators. SPICE simulation, layout, and electronic design automation tools are demonstrated and used in homework assignments and design projects. Prerequisite: ELE 343 or permission. (Lecture 3 hrs; Lab 1 hr.) Cr 3.

ELE 545 Special Topics in CMOS Integrated Circuit Design
This course will cover special topics, such as, high performance operational amplifiers, silicon integrated sensors and sensor interface circuits, switched capacitor circuits, oscillators and integrated waveform generators, phase-locked-loop circuits, and memory, among others. Three chosen topics will be emphasized and students will conduct instructor-guided projects that will culminate with chip level design of these circuits. SPICE simulation verifications, layout, and electronic design automation tools will be used extensively. Prerequisite: ELE 442/542 or ELE 444/544. (Lecture 3 hrs; Lab 1 hr.) Cr 3.

ELE 586 Digital Signal Processing
This course will cover the basic principles of processing digital signals. Other concepts covered will include sampling and quantization, time and frequency domain representation, analysis of discrete-time signals and systems, FIR and IIR systems, digital filter design, review of classic analog filter design (Butterworth, Chebychev), quantization and finite-precision effects, and DSP hardware. Computers will be used to design and realize various signal processors. Prerequisites: ELE 314 and COS 160 or equivalent. (Lecture 3 hrs.) Cr 3.

ELE 589 Digital Image Processing
This course will focus on the theory and practice of digital processing of images by computer. Students will be introduced to two-dimensional signal processing theory, including sampling, transforms, and filters. Image acquisition and representation, enhancement methods, image coding, image analysis, and image processing hardware also will be covered. Prerequisites: ELE 314 and COS 160 or equivalent. (Lecture 3 hrs; Lab 1 hr.) Cr 3.
Master of Science in Statistics

Director: AbouEl-Makarim Aboueissa
Professors: El-Taha, Gupta; Associate Professors: Aboueissa, McCormick, Peng, Valdés;
Adjunct Professor: Thompson

The graduate program in statistics is designed to provide students with a broad knowledge of the concepts and practice of statistics and related fields. Students are prepared to assume positions of responsibility and expertise. Graduates may find employment involving diverse statistics-related activities in business, industry, government, regulatory agencies, insurance companies, biotechnology firms, and marketing research firms. Graduates possess a good foundation to pursue further advanced studies in statistical sciences and allied disciplines.

The graduate program is offered in a flexible 4+1 format where currently enrolled undergraduate students in mathematics and other disciplines at USM may earn both an undergraduate degree and the M.S. degree in statistics in five years. Candidates planning to earn both the undergraduate and the graduate degrees in five years are advised to take MAT 281 Probability and MAT 282 Statistical Inference in the sophomore year, take upper-level undergraduate courses in relevant concentrations in the junior year, and take graduate-level courses in the senior year. The student will receive graduate standing (full matriculation) after satisfactory completion of all requirements for the undergraduate degree. Candidates holding baccalaureate degrees from accredited institutions may join the program directly at the master’s level.

Financial Aid
A limited number of teaching assistantships and tuition waivers are available to students receiving regular graduate admission. Requests for an assistantship and/or a tuition waiver should accompany the application.

Admission Requirements
Applications from students with undergraduate degrees in business, computer science, education, mathematics, statistics, engineering, or one of the behavioral or social sciences are encouraged. It is required that the applicant has completed the following USM courses: MAT 153 Calculus B, MAT 281 Probability, and MAT 282 Statistics or their equivalents. Conditional admission status may be granted to students who do not fully meet these requirements, but have a good working knowledge of statistical methods. Upon successful completion of preparatory coursework, the student will be granted regular admission status.

Currently enrolled students at USM may apply for admission any time after attaining junior standing by applying directly to the Office of Graduate Admissions. Additional requirements include copies of all transcripts, current vitae, a personal statement, a GPA of 2.75 or better, and two letters of recommendation.

A student already holding a baccalaureate degree from an accredited institution may apply directly to the Office of Graduate Admissions. Additional requirements include copies of all transcripts, current vitae, a personal statement, a GPA of 3.0 or better, GRE scores, and three letters of recommendation. Applicants whose first language is not English are required to submit TOEFL or IELTS scores.

Application Deadlines
The program has a rolling admission policy. However, deadlines for candidates seeking financial support are March 15 for the fall semester and October 15 for the spring semester. Students applying to the graduate program by January 15 are eligible to apply for a tuition waiver for the next academic year.

Program Requirements
The graduate program has three tracks. The highlight of the program is the new Professional Science Master’s Program in Biostatistics. The other two tracks are Applied Statistics and Operations Research/Applied Mathematics.

Program Tracks
The graduate program is truly interdisciplinary, providing the student with the opportunity to tailor programs specifically to individual interests. Students may customize their program of study. A list of possible concentrations and relevant courses is listed below:

1. Track One: Professional Science Master’s Program in Biostatistics
The University of Southern Maine is offering a new Professional Science Master’s (PSM) program as part of the Master’s of Science in Statistics. The PSM is a new type of two-year graduate program in the sciences and mathematics that equips students for work in public and private business sectors.

This track provides formal training in applied statistical methods that are commonly used in biomedical, bioinformatics, environmental, and health-related fields. The program emphasizes solving real-world problems that influence health by focusing on up-to-date statistical methodologies and their implementation with strong statistical programming capability. The areas of study include biostatistical study designs, modeling, and the reporting of rigorous statistical results for scientific decision making. Statistical areas of study include clinical trials, experimental design, categorical and longitudinal data analysis, and survival analysis. Internship, technical writing, and management skills are required components of the program. Graduates will ideally find positions in professional settings such as health care agencies, governmental agencies, and the pharmaceutical industry, among others.

Required Courses
I. Core Courses: 15 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 535 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>AMS 677 Regression Models in Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>or STA 587 Categorical Data Analysis</td>
<td></td>
</tr>
<tr>
<td>STA 574 Statistical Programming</td>
<td>3</td>
</tr>
<tr>
<td>STA 580 Applied Statistical/Biostatistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>STA 583 Sample Survey Design and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

226 USM Graduate Catalog 2012-2013
II. Extra Disciplinary Credits: 5 credits
   Ethics
   STA 501 Ethical Issues in Biostatistics 2
   Management. Select one of the following courses:
   MBA 670 Management Science 3
   HPM 636 Health Information Management 3
   OPR 561 Deterministic Models in Operations Research 3

III. Practical Experience: 3 credits
   STA 575 Graduate Internship and Writing 3

IV. Electives: Choose 9 credits of the following
   STA/OPR 562 Stochastic Modeling in Operations Research 3
   STA/OPR 563 System Modeling and Simulation 3
   STA 582 Introduction to Longitudinal Data Analysis 3
   STA 584 Advanced Design and Analysis of Experiments 3
   STA 585 Linear Models and Forecasting 3
   STA 589 Survival Analysis 3
   STA 591 Topics in Biostatistics 3

2. Track Two: Applied Statistics
   Required Courses:
   STA 574 Statistical Programming 3
   STA 580 Applied Statistical/Biostatistical Methods 3
   Choose from these additional courses:
   STA/OPR 562 Stochastic Modeling 3
   STA/OPR 563 Simulation Modeling and Analysis 3
   STA/OPR 575 Graduate Internship and Writing variable
   STA 581 Statistical Quality Control 3
   STA 582 Introduction to Longitudinal Data Analysis 3
   STA 583 Sample Survey Design and Analysis 3
   STA 584 Advanced Design and Analysis of Experiments 3
   STA 585 Linear Models and Forecasting 3
   STA 587 Categorical Data Analysis 3
   STA 589 Survival Analysis 3
   STA 591 Topics in Biostatistics 3

3. Track Three: Operations Research/Applied Mathematics:
   OPR 561 Deterministic Models in Operations Research 3
   OPR/STA 562 Stochastic Modeling in Operations Research 3
   OPR/STA 563 System Modeling and Simulation 3
   STA 580 Applied Statistical/Biostatistical Methods 3
   Choose from these additional courses:
   OPR/STA 564 Queueing Networks 3
   OPR/STA 575 Graduate Internship and Writing variable
   STA 581 Statistical Quality Control 3
   STA 582 Introduction to Longitudinal Data Analysis 3
   STA 583 Sample Survey Design and Analysis 3
   STA 584 Advanced Design and Analysis of Experiments 3
   STA 585 Linear Models and Forecasting 3
   STA 587 Categorical Data Analysis 3
   STA 589 Survival Analysis 3
   STA 591 Topics in Biostatistics 3

Requirements for Tracks Two and Three
The requirements for the M.S. degree in statistics consist of a minimum of thirty credit hours. At least eighteen credit hours must be
graduate courses offered by the graduate program, excluding graduate internship credits, independent study credits, or thesis/project credits.
A student meeting the above requirements has the flexibility of taking additional courses subject to the following policies: at most six of the
required credits may be earned by taking pre-approved relevant upper level undergraduate courses. Moreover, the student may earn up to
two credits by way of internship with local industry. The program will provide guidance in locating internship opportunities.

Requirements for All Tracks
In addition to the specific track requirements all degree students will be subject to the following requirements.
- For students within the 4+1 format, at most two pre-approved relevant graduate courses may be used for both the undergraduate
  and graduate degrees. At least eighteen credit hours should be taken by students after full matriculation.
- All courses applied toward the graduate degree must be completed within six years of enrollment in the graduate program with a
cumulative GPA of 3.0 or better. Otherwise, additional coursework must be taken to fulfill program requirements.
Our program policies allow a student to earn up to three graduate independent-study credits under the supervision of a faculty member associated with our graduate program. With the approval of the graduate committee, a student may transfer a maximum of six credit hours for graduate work completed at other institutions or in other graduate programs at USM, including those listed in concentrations.

A student must register for at least one course every semester to maintain continuous enrollment. Students who do not maintain continuous enrollment will be dropped from the program and will have to reapply for admission to continue. Students who anticipate being unable to take classes may apply in writing for a fixed-term leave of absence.

A student whose grade point average (GPA) falls below 3.0 will be placed on academic probation. In this case a student will be allowed 12 semester hours to raise their GPA to, or above, the 3.0 minimum by taking only graduate-level courses. Students unsuccessful in raising their GPA during a probationary period may be dismissed from the program.

**Master’s Thesis Project Procedure**

Students can earn up to six credits by completing a master’s thesis/project. If a student chooses to do a master’s thesis/project, he/she must select one of the following:

- **Option I: Master’s Thesis.** The student must write a master’s thesis (STA/OPR 590).
- **Option II: Master’s Project.** The student must complete a master’s project (STA/OPR 590).

Once an option has been selected, the student with his/her advisor must submit a proposal to the Graduate Committee for approval. The thesis/project must be approved by the Graduate Committee in advance.

Once the thesis/project topic has been approved by the Graduate Committee, the student must select a Thesis/Project Committee in consultation with his/her advisor. The Thesis/Project Committee will consist of at least three members, including the advisor. At most, one member of the Thesis/Project Committee may be from outside the Department of Mathematics and Statistics. The Graduate Committee will approve the Thesis/Project Committee.

Although the thesis/project work will be done under the direct supervision of the advisor, the student is expected to keep all committee members apprised of its progress. Once the thesis/project is completed, the student will produce a document describing his/her work. This document must adhere to the format specified by the Graduate Committee. Each Thesis/Project Committee member must be supplied with a copy of this document for review and approval at least two weeks before the intended date of defense.

The defense of the thesis/project should occur no less than sixty days after the approval of the Thesis/Project Committee and will consist of an oral presentation of its content to the University community. The Master’s Thesis/Project requirement will be considered fulfilled when the thesis/project has been defended and the final document has been approved by all members of the Thesis/Project Committee.

The entire procedure for the fulfillment of the Master’s Project requirement is the same as in the Master’s Thesis, except that the project may be in the form of an expository paper in an area of mathematics/statistics/operations research, or it may be a solution of a practical problem in one of these areas, possibly related to the student’s employment.
Certificate of Graduate Study in Statistics

The Department also offers a graduate certificate in statistics for those candidates who are interested in attaining a working knowledge of statistical methodologies.

Admission Requirements

Interested candidates should apply to the Graduate Admissions Office and submit current vitae, copies of all undergraduate/graduate transcripts, and at least one letter of recommendation. Applicants must hold a baccalaureate degree from an accredited institution with a cumulative GPA of at least 2.75, and must have completed MAT 153, MAT 281, MAT 282 or their equivalents.

Program Requirements

To earn the graduate certificate, a candidate must earn a minimum of 15 credits in statistics, at least twelve of which are at the graduate level. A cumulative GPA of 3.0 or better is required in these courses, and they must be completed within six years of enrollment (which is defined as the date when the application for admission to the graduate certificate is accepted by the Graduate Committee). Courses taken for the certificate may also be used toward the master’s degree in statistics, as long as they are completed within six years of enrollment in the graduate program (Master of Science in Statistics).

Note: Academic matters not addressed by the Program Description should be referred to the Graduate Committee in writing (official letter) for prompt resolution.
Course Descriptions

**STA 501 Ethical Issues in Biostatistics**
This course examines a variety of ethical controversies in biotechnology, medicine, and the environment. It also examines the major ethical principles in conducting biomedical research including ethical aspects related to the production and use of biomedical statistical analyses. Cr 2.

**OPR/STA 561 Deterministic Models in Operations Research**
Formulation and analysis of deterministic models in operations research, linear programming, integer programming, project management, network flows, dynamic programming, non-linear programming, game theory, and group projects on practical problems from business and industry. Prerequisite: MAT 152 or MAT 295 or permission of instructor. Cr 3.

**OPR/STA 562 Stochastic Modeling in Operations Research**
Formulation and analysis of stochastic models in operations research, Markov chains, birth-death models, Markov decision models, reliability models, inventory models, applications to real world problems, and group projects on practical problems from business and industry. Prerequisite: MAT 281 or MAT 380 or permission of instructor. Cr 3.

**OPR/STA 563 System Modeling and Simulation**
Basic simulation methodology, general principles of model building, model validation and verification, random number generation, input and output analysis, simulation languages, applications to computer and communication networks, manufacturing, business, and engineering will be considered, and group projects on practical problems from business and industry. Prerequisite: MAT 281 or MAT 380 or permission of instructor. Cr 3.

**OPR/STA 564 Queuing Networks**
Queuing and stochastic service systems, birth-death processes, Markovian queues, open and closed Jackson networks, priority queues, imbedded Markov chain models, optimal control and design, stochastic scheduling, applications to computer and communication networks, manufacturing, business, and engineering will be considered, and projects on practical problems from business and industry. Prerequisite: MAT 281 or MAT 380 or permission of instructor. Cr 3.

**STA 574 Statistical Programming**
This course focuses on statistical programming using software SAS and/or STATA. Topics include, but are not limited to, data management, database programming, statistical graphics, generating statistical reports, basic statistical procedures (routine), modifying and creating MACROs (Routines) for non-standard statistical methods, etc. Prerequisite: MAT 212 or MAT 282 or permission of instructor. Cr 3.

**STA/OPR 575 Graduate Internship and Writing**
The course is intended to give students work experience with statistical data analysis through paid or unpaid internship opportunities. The student is expected to spend a minimum of ten weeks working with area businesses on statistical problems approved by the graduate committee. The student will submit to the graduate committee a formal written report on the internship experience. The report format should adhere to all the elements of a formal project/ thesis. At least one oral presentation to the public is expected before the student receives a pass/fail grade. Students within the Biostatistics track are required to take three credits; two for the internship experience and one for the writing component. Cr var.

**STA 580 Applied Statistical/Biostatistical Methods**
Basics in distribution theory (focus on CLT and Sampling distributions); standard one-, two-sample problems (both parametric and nonparametric); one-, two-way ANOVA; estimation and testing theory (focus on normal theory and the principles of likelihood), various chi-square tests (Wald, Likelihood ratio, and Score tests); and analysis of contingency tables. Prerequisites: MAT 153 and MAT 282. Cr 3.

**STA 581 Statistical Quality Control**
Methods and philosophy of statistical process control, control charts for variables, control charts for attributes, CUSUM and EWMA control charts, some other statistical process control techniques, process capability analysis, and certain process design and improvements with experimental design. Prerequisite: MAT 282. Cr 3.

**STA 582 Introduction to Longitudinal Data Analysis**
This is an introductory course on how to use statistical techniques to analyze longitudinal (repeated measures) data and interpret the results from such analysis. The course will focus primarily on application of the various statistical models covered, with direct application illustrated using standard statistical software. Topics include random or mixed-effects models (also called HLM or multilevel models), covariance pattern models, generalized estimating equations (GEE) models, and missing data in longitudinal studies. Cr 3.

**STA 583 Sample Survey Design and Analysis**
In this course, students will develop an understanding of alternative probability sample designs and the statistical and practical factors that impact design choices. Develop the ability to select an estimator for a population parameter and an estimator of its variance, given a sample design and auxiliary information (covariates). Introduce statistical principles and methods used to study disease and its prevention or treatment in human populations in clinical trials, including phase I to IV clinical trials. Ways of treatment allocation that will ensure valid inference on treatment comparison will be discussed. Other topics include sample size calculation, early stopping of a clinical trial, and noncompliance. Prerequisite: MAT 282. Cr 3.

**STA 584 Advanced Design and Analysis of Experiments**
Topics covered include: one-way and two-way layouts, factorial experiments, fractional replications in factorial experiments, BIB and PBIB designs, and repeated measure design. Prerequisite: MAT 282. Cr 3.
STA 585 Linear Models and Forecasting
This is an introductory regression and forecasting modeling course. Topics include basic concepts of linear models and forecasting, simple and multiple linear regression, model building and diagnostics, time series regression and smoothing, and forecasting time series with ARIMA (Autoregressive Integrated Moving Average) and Box-Jenkins models. Prerequisite: MAT 282. Cr 3.

STA 587 Categorical Data Analysis
Topics to be examined include: two-way tables, generalized linear models, logistic and conditional logistic models, loglinear models, fitting strategies, model selection, and residual analysis. Prerequisite: MAT 282. Cr 3.

STA 589 Survival Analysis
Survival and reliability concepts, mathematics of survival models, parametric and non-parametric estimates from complete and censored data, Kaplan-Meier estimators, regression models including Poisson regression and Cox’s proportional hazards model, time-dependent covariates, and analysis of rates. Prerequisite: MAT 282. Cr 3.

STA/OPR 590 Master’s Project/Thesis
The project must be approved by the graduate program committee in advance. Offered only as a pass/fail course. Prerequisites: full graduate standing and faculty approval. Cr 6.

STA 591 Topics in Biostatistics
Course will be offered on demand. Based on students’ interests, the course may cover one or more of the following topics: clinical trials, computer intensive statistical methods, statistical methods in bioinformatics, environmental statistics, or a combination of these topics. Prerequisites: full graduate standing and faculty approval. Cr 3.

STA/OPR 599 Independent Study
An opportunity for graduate students to pursue areas not currently offered in the graduate curriculum. Cr 3.
School of Nursing

Director: Krista Meinersmann
Coordinator, Doctor of Nursing Practice and Graduate Nursing Programs: Marjorie Thomas Lawson

Faculty in Nursing
Professors: Childs, Harris, Spross
Associate Professors: Farmer, Fournier, Hart, Johnson, Lawson, Meinersmann, Moody, Peake-Godin, Randall (Carla), Sepples
Assistant Professors: Baugh, Fackler, Samia, Sarton, Yetter
Instructors: Caton-Lemos, Dvorak, Elliott, Martin, Randall (Cynthia)
Lecturers, Goldenberg, Larsen,
Associate Professors Emeritae: Burson, Keith, MacPherson, Normandeau, Rodgers, Tiffany, Tukey, Vines, Woods, Smith
Assistant Professor Emerita: Nealand

Doctor of Nursing Practice (DNP)
The doctor of nursing practice (DNP) prepares graduates to provide the most advanced level of nursing care for individuals and communities. This includes the direct care of individual patients, management of care for individuals and populations, administration of nursing systems, and the development and implementation of health policy. The DNP program places emphasis on practice related consideration beyond what a student typically acquires during their master’s level education. The DNP is designed to prepare experts in specialized advanced nursing practice and focuses heavily on practice that is innovative and evidenced-based, reflecting the application of credible research findings. The practice-focused DNP generally includes integrated practice experiences and an intense practice immersion experience. Students in the DNP program generally carry out a practice application-oriented “final capstone project” which is an integral part of the integrated practice experience.
The DNP course of study is targeted to individuals with a master's degree in nursing. (e.g., advanced practice nurses [nurse practitioner, clinical nurse specialist, nurse midwife, nurse anesthetist], nursing management/administration, clinical nurse leader, etc.). In the future students will enter the DNP through additional entry options including BS in Nursing to DNP and Option (second degree) to DNP.
The current DNP program is forty-three credits in length and can be completed on either a full-time or part-time basis. It is expected that students completing the program will attain a minimum of 1,000 clinical hours, which includes incorporation of 500 clinical hours from their master’s program.

Admission Requirements

Application Deadlines
March 15th for fall admission

• Candidates should submit all application materials to: USM Office of Graduate Admissions, P.O. Box 9300, Portland, ME 04104-9300 by the application deadline.

Admission Information
Admission to the DNP program is on a competitive basis. The doctoral program in nursing seeks candidates whose master’s preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful doctoral study. Applicants with a master's degree in nursing (e.g., advanced practice nurses [nurse practitioner, clinical nurse specialist, nurse midwife, nurse anesthetist], nursing management/administration, clinical nurse leader, etc.) are eligible to apply to the DNP program. Each student’s application for admission will be evaluated based on a composite of the following recommended standards.

• A master’s degree in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
• A minimum graduate cumulative grade point average of 3.25 on a 4.0 scale.
• A graduate course in statistics taken within five years at time of application with a minimum grade of B or taken during the first year of matriculation into the DNP program.
• Test Scores: MAT or GRE taken with five years of application submission
  • Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
  • Graduate Record Examination (GRE):
    • Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    • Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
• Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores if English is not first language.
• Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
• The completed DNP application must include an essay describing the candidate’s motivation for pursuing this degree and the vision he/she has for the role. The essay is an important part of the application since it demonstrates the applicant’s ability to think, organize ideas, and express him/herself well in writing.
• Special essay instructions: maximum three typed double-spaced pages
  • Discuss your specific career goals for pursuing the DNP.
  • Identify prior experiences that have contributed to your decision to apply to a DNP program
  • Discuss how the goals, objectives, and curriculum of USM’s program will enable you to meet your post-DNP career goals.
  • Identify a specific clinical problem or issue that could be the focus of your capstone project.
  • Current resume.
• A scheduled formal interview with graduate faculty from the School of Nursing will be required following a preliminary review of all required admission materials. Individual consideration will be given to each applicant based upon the total profile presented.

Application material
In addition to the material described in the Admission Information section, applicants must also submit:
• A completed online USM graduate application and application fee.
• Three letters of reference reflecting professional practice and/or academic achievement.
• Evidence (photocopy) of unencumbered current RN licensure as a registered professional nurse.
• Evidence (photocopy) of current national certification in advanced practice specialty and state certification in which currently practicing if applicable.
• Completion of the “Verification of Post-Baccalaureate Clinical and Practice Hours” form.
• Two sets of official transcripts from all colleges or universities attended, including USM if applicable.

Health Requirements
• Students must comply with the University’s immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.
  • PPD—times two (last PPD given within the past calendar year)
  • Lab test (titer) providing immunity to:
    • Rubella
    • Rubeola
    • Mumps
    • Varicella
    • Tetanus and Diphtheria within the past ten years
  • Hepatitis Vaccine (three doses) and Hepatitis titer
• Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical residency courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical residency coursework. CPR certification is only accepted from the American Heart Association.
• All health information must be entered into the School of Nursing health record database controlled by the American DataBank and the cost of using this service is the student’s responsibility. The web address to access the database and enter health information is http://www.usmnursingcompliance.com. The deadline for entering health information is November 1 for doctoral students who will be entering their first residency course in January.

Program Requirements
The DNP program is approximately five academic semesters in length for full-time students and seven academic semesters in length for part-time students. A total of forty-three credit hours are required for completion of the DNP program; the total credit hours may increase if additional credit hours are needed to complete the capstone project. The number of required residency hours (contact hours) during the doctoral program is a minimum of 500 hours; when added to the clinical hours obtained in the applicants master’s program the total should be a minimum of 1,000 contact hours.

Background Checks:
Students must pay for and complete a comprehensive background check prior to starting the clinical residency courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical residency placements will stop progression in the doctoral program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The web address to access the database is http://www.usmnursingcompliance.com.

Status of RN License and National/State Certification in Advanced Practice Specialty (if applicable):
Once a student is matriculated into the DNP program they are required to notify the coordinator of the DNP and graduate nursing programs of any change in status of their RN license or state/national certification.

Sample: Full-Time Program Sequence (43 credits)

Advanced Practice Nurses

<table>
<thead>
<tr>
<th>FALL I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 700 Genetics and Immunology: Scientific Foundations for Practice</td>
<td>4</td>
</tr>
<tr>
<td>NUR 702 Informatics Technology</td>
<td>3</td>
</tr>
<tr>
<td>MPH 525 American Health System or Graduate Elective (600 or 700)</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 701 Ethical Approaches to Practice Dilemmas</td>
<td>3</td>
</tr>
<tr>
<td>MPH 670 Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>NUR 625 Principles of Health Care Finance or Graduate Elective (600 or 700)</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>9</td>
</tr>
</tbody>
</table>

233 USM Graduate Catalog 2012-2013
FALL II
NUR 703 Professional Communication 3
NUR 704 Models of Care: Transforming the Practice Environment 3
AMS 535 Epidemiology 3
Total credits 9

SPRING II
NUR 705 Clinical Residency & Capstone I 6
Graduate Elective (600 or 700) 3
Total credits 9

FALL III
NUR 706 Clinical Residency & Capstone II 6
Total credits 6

SPRING III
GRS 701 Doctoral Continuation 1-3
Total credits 1-3

Additional Information

Program Policies
In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the DNP program are as follows.

Admission Credit
This credit, which has been earned at USM prior to matriculation, must be approved by graduate faculty prior to admission and is subject to the condition that a grade of B or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. The prerequisite graduate course in statistics will not be accepted for admission credit if older than five years at time of admission. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the DNP Curriculum, Admission, and Advancement Committee (DNP/CAAC).

Transfer Policy and Credit
This credit, which has been earned at an institution other than USM, must be approved at the time of admission and request for approval included as part of the admission application. No graduate courses that are older than five years will be accepted for transfer credit. The prerequisite graduate course in statistics will not be accepted for transfer credit if older than five years at time of admission. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Transfer credits will be noted on the student’s USM transcript and counted toward the student’s degree.

- For each graduate course the student wishes to be considered for transfer credit, the student must:
  - Have completed the course in question no more than five years prior to beginning doctoral study in nursing at USM.
  - Have submitted, as part of the application file, a transcript that indicates completion of the course under consideration for transfer, with a minimum grade of B.
  - Have submitted a complete syllabus (course name and number, course description and objectives, reading lists, etc.) and supporting documentation (evaluation information, papers/reports, etc.), and indicated the USM course name and number to be considered as equivalent.
  - The request will be reviewed by the DNP admissions committee and referred to the faculty designee who has expertise in the area of instruction. The faculty designee may ask for additional information from the student, including an official transcript, or consult with the previous instructor or other sources.
  - The designee will then make a recommendation to the DNP admissions committee, and the committee members will vote to determine whether the course(s) is/are considered equivalent.
  - The student will be informed of the decision by the chair of DNP admissions committee.
  - The result of the request will be documented in the student’s SON academic file, and the appropriate information will be filed in the registrar’s office.

Background Check Policy
Students must pay for and complete a comprehensive background check prior to starting the clinical residency. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical residency placements will stop progression in the doctoral program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The Web address to access the database is http://www.usmnursingcompliance.com.

Program Grade Policies
In the doctoral program, all students must achieve a minimum of a B grade (3.0) for all required courses. The first time a student earns below a B, the course must be retaken successfully (B or above) in order to continue with program progression. A course can only be retaken one time. Unsuccessful completion of the course retaken or of a second course will result in dismissal from the DNP Program and academic withdrawal from the University.
In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the DNP Program and academic withdrawal from the University. An incomplete grade in a prerequisite course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.25 GPA is necessary for graduation. Students may only count 3 credits of B- in an elective toward graduation. A cumulative GPA below 2.67 (B-) in any one semester will result in dismissal from the DNP program and academic withdrawal from the University.

General Enrollment
The DNP Curriculum, Admissions, and Advancement Committee (DNP/CAAC) and program faculty reserve the right to review a student’s record to make recommendations regarding progression.

Student Appeals and Complaints
The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints
To provide doctoral students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.

Academic Grade Appeal Policy
The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal
All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within 14 days following the student’s receipt, in writing, of the decision by the School of Nursing director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

General Enrollment Policies
When students have accepted admission to the DNP Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.
Continuous Enrollment

Once matriculated into the DNP program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the DNP and Graduate Nursing Programs or the chairperson of the DNP/GCAAC. Continuous enrollment requires that every doctoral student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the doctoral degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the DNP and Graduate Nursing Programs.

Leave of Absence

All doctoral students may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM’s current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the DNP and Graduate Nursing Programs or the chairperson of the DNP/GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar. To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the DNP/GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student’s inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the DNP/GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure and state and national certification in their specialty. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine Doctor of Nursing Practice program is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing’s Baccalaureate and Master’s Programs are accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, D.C., 20036, (202) 887-6791.

The DNP Program of the School of Nursing is subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing (http://www.usm.maine.edu/nursing). Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
• Respect and protect the rights and property of others.
• Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
• Practice personal and academic integrity and expect it from others.
• Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
• Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
• Explore controversial issues through open dialogue and respectful deliberation.
• Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
• Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12
The Doctor of Nursing Practice (DNP) Courses - All NUR designated courses are "blended" format

NUR 700 Genetics and Immunology: Scientific Foundations for Practice
This course provides an integrated discussion of the vital basic science concepts in the areas of genetics and immunology that underlie advanced nursing practice. Emphasis is placed on those aspects of basic science that are most directly applicable to the understanding of disease processes and advanced nursing practice. In the area of genetics this includes the analysis of genetic information for decision making around disease management and the communication of genetic information to others. In the area of immunology it includes understanding how the immune system contributes to disease and how it can be manipulated as part of disease therapy. Cr. 4.

NUR 701 Ethical Approaches to Practice Dilemmas
Examination of selected ethical frameworks and their application to practice are the focus of this course. Exemplars are used to illustrate how the principles of ethics can guide decision making when a clinical, organizational, interprofessional, or research dilemma occurs. Emphasis is on development of the leadership qualities necessary for the implementation of the DNP role. Cr. 3.

NUR 702 Informatics Technology
The contributions of health care information to quality assurance and improvement in patient care is the focus of this course. Factors that contribute to the adoption of health care information technologies and the challenges regarding their successful utilization are examined. Health care information technologies used in the assessment of patient outcomes, provider productivity, and health care programs are analyzed. Cr. 3.

NUR 703 Professional Communication
Examination of advanced communication skills within various clinical settings, organizations and communities is the focus of this course. Contemporary views of small group communication theory including Functional Theory, Symbolic Convergence Theory, Structuration Theory and the Naturalistic Paradigm are discussed. Group development, group communication processes, and methods for analyzing group communication are also examined. Interprofessional communication, conflict negotiation, and the value of peer groups are explored. Cr. 3.

NUR 704 Models of Care: Transforming the Practice Environment
The goal of this course is to provide the DNP student with the knowledge and skills necessary to assume a leadership role in transforming healthcare and educational environments. Concepts associated with evidenced-based nursing practice models are introduced and examined. Strategies for creating a culture of evidenced-based practice for individuals, aggregates, and systems are identified. The concepts of information management and translation science are examined and tools to apply evidence to practice are emphasized. Cr. 3.

NUR 705 Clinical Residency & Capstone I
This is the first of two seminar/clinical practicums in the DNP concentration designed to expand the student’s breadth and/or depth of clinical knowledge and skills in an area of practice. Emphasis is on developing and demonstrating leadership expectations within the framework of the DNP role. This is accomplished by application of clinical knowledge to deliver or create, implement or evaluate practice interventions, health delivery systems, and/or clinical teaching. Each residency includes a capstone project. The focus of this project in the first residency is on assessment and either an implementation or intervention project at a group or organizational level. Cr. 6.

NUR 706 Clinical Residency & Capstone II
This is the second of two seminar/clinical practicums in the DNP concentration designed to expand the student’s breadth and/or depth of clinical knowledge and skills in an area of practice. Emphasis is on developing and demonstrating leadership expectations within the framework of the DNP role. This is accomplished by application of clinical knowledge to deliver or create, implement or evaluate practice interventions, health delivery systems, and/or clinical teaching. This residency includes a continuation of the capstone project. The focus of this project in the second residency is on evaluation of the project implemented or intervention delivered in the previous semester and disseminating the knowledge learned. Cr. 6.

NUR 625 Principles of Health Care Finance
An introduction to health care financial management principles, practices, tools, and models is the focus of this course. The relationships between financial management and quality outcomes will be explored. Information systems and technology will be used to plan, monitor, and evaluate fiscal resources for practice and program initiatives. Cr. 3.

GRS 701 Doctoral Continuation Credits
This is a one-credit course that permits doctoral degree candidates registered for less than six credits to retain eligibility for financial aid, university-funded fellowships, scholarships, graduate assistantships, student health insurance, loan deferment, visa compliance, and access to University services, including USM computers, library, and recreational facilities. Requirements include receiving certification of adequate academic progress from the program coordinator and dissertation/capstone chair, and obtaining approval from the Office of Graduate Studies. Cr. 1.

MPH 670 Quality Improvement
This course introduces students to the principles and practice of quality improvement in medical care and public health organizations. The course content focuses on describing, measuring, improving, and evaluating the quality of health care for patients and populations. Students develop competencies in identifying and conceptualizing opportunities for quality improvement; selecting and using quality improvement tools and methods; and presenting their work in professional meetings. The theories and concepts of quality measurement, quality improvement implementation, and evaluation are presented. Students become familiar with a range of commonly used quality improvement tools and methods and gain experience in applying them. Examples and case studies are drawn from medical care providers and public health programs. Cr. 3.
HPM 525 American Health System
Introduces students to the organization, financing, and management of the American healthcare and public health systems and the dynamic changes that are affecting health organizations as a result of market-based and policy forces. Students develop an understanding of: (1) the key components of healthcare and public health, (2) how organizations and systems are financed, regulated, and managed in a dynamic market and policy environment, (3) the changing role of population health and public health systems, and (4) the efficiency, effectiveness and equity of health services. Cr 3.

AMS 535 Epidemiology
This course is intended to give students a basic foundation in principles for the conduct and interpretation of population-based studies of the distribution, etiology, and control of disease. Topics include randomized experiments, non-randomized cohort studies, case-control studies, cross-sectional and ecological studies, screening of health populations, measures of effect, causal inference, sources of bias, and problems of measurement. Recent publications from the epidemiologic and general medical literature will be used to illustrate the application of the concepts to specific epidemiologic issues and to develop skills in interpreting quantitative information. Cr 3.
MS in Nursing - Adult Health Clinical Nurse Specialist

Admission suspended effective January 1, 2012.

In response to the Consensus Model for APRN Regulation, the American Nurses Credentialing Center (ANCC) plans to retire the Adult Health Clinical Nurse Specialist certification by 2014.

MS in Nursing - Adult Nurse Practitioner

Admission suspended effective January 1, 2012

In response to the Consensus Model for APRN Regulation, the American Nurses Credentialing Center (ANCC) plans to retire the Adult Nurse Practitioner certification by 2014.

MS in Nursing - Adult Psychiatric/Mental Health Clinical Nurse Specialist

Admission suspended effective January 1, 2012

In response to the Consensus Model for APRN Regulation, the American Nurses Credentialing Center (ANCC) plans to retire the Adult Psychiatric/Mental Health Clinical Nurse Specialist certification by 2014.

MS in Nursing - Adult Psychiatric/Mental Health Nurse Practitioner

Admission suspended effective January 1, 2012

In response to the Consensus Model for APRN Regulation, the American Nurses Credentialing Center (ANCC) plans to retire the Adult Psychiatric/Mental Health Nurse Practitioner certification by 2014.
The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master’s students in nursing gain skill and knowledge that builds on their clinical experience and generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations. Master’s students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client/patient teaching: in assessments and interventions; and in program design, implementation, and evaluation.

The Family Nurse Practitioner (FNP) concentration prepares an advanced practice nurse who functions as a primary care practitioner to individuals, families, groups, and communities. The FNP concentration is four to five academic semesters in length for students taking an average of twelve (12) credits per semester. Both full-time and part-time studies are available. A total of 53 credit hours are required for completion of the Family Nurse Practitioner concentration.

The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis. The family nurse practitioner concentration has a total of 616 clinical hours: 168 hours in clinical semester one, 224 hours in clinical semester two, and 224 hours in clinical semester three.

Graduates who complete this concentration are eligible to sit for national certification as a family nurse practitioner.

Admission Requirements

Application Deadlines
- Second Degree Direct-Entry MS-Option Program—November 1.
- All other programs (RN - MS and BSN - MS) have the following application cycles:
  - Spring semester admission—October 1
  - Fall semester admission—April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student’s application for admission will be evaluated based on a composite of the following recommended standards.
- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
  - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
  - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
- Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application materials

In addition to the materials described in the Admission Information section, applicants for this program must submit:
- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of reference reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

Health Requirements

Students must comply with the University’s immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.
- PPD—times two (last PPD given within the past calendar year)
• Lab test (titer) providing immunity to:
  • Rubella
  • Rubeola
  • Mumps
  • Varicella
  • Tetanus and Diphtheria within the past ten years
• Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

All health information must be entered into the School of Nursing health record database controlled by the American DataBank and the cost of using this service is the student’s responsibility. The web address to access the database and enter health information is http://www.usmnursingcompliance.com. The deadline for entering health information is November 1 for doctoral students who will be entering their first clinical course in January.

Program Requirements
The M.S. program in nursing is four to five academic semesters in length for students taking an average of twelve (12) credits per semester. Both full-time and part-time studies are available. A total of fifty-three credit hours are required for completion of the master’s degree program in the family nurse practitioner concentration. The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis.

Background Checks
Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The Web address to access the database is http://www.usmnursingcompliance.com.

Status of RN License
Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Sample: Full-Time Program Sequence
Family Nurse Practitioner (FNP)
FALL I
  BIO 545 Advanced Pathophysiology 3
  NUR 601 Advanced Pharmacotherapeutics 3
  NUR 602 Advanced Health Assessment 4
  NUR 604 Nursing Research 3
Total credits: 13

SPRING I
  NUR 606 Leadership, Health Policy, and Role 3
  NUR 650 Primary Care of the Adolescent 1
  NUR 651 Primary Care of Women 1
  NUR 652 Primary Care Management of the Well Child 1
  NUR 654 Primary Care of the Well Prenatal Woman 1
  NUR 664 Primary Health Care of the Adult I 3
  NUR 667 Clinical Practicum and Seminar I 3
Total credits: 13

FALL II
  NUR 608 Applied Theories for Advanced Interpersonal Skills 3
  NUR 653 Primary Care of the Ill Child 2
  NUR 603 Nursing Theory and Knowledge Development 3
  NUR 665 Primary Health Care of the Adult II 3
  NUR 668 Clinical Practicum and Seminar II 3
Total credits: 14

SPRING II
  NUR 666 Primary Health Care of the Adult III 3
  NUR 669 Clinical Practicum and Seminar III 3
  NUR 658 Graduate Clinical Project 3
  NUR 690 Role Seminar 1
  Elective (Graduate) 3
Total credits: 13

Total Graduate Program credits - Family Nurse Practitioner (FNP) 53
Program Policies
In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit
This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology, or Advanced Health Assessment will not be accepted for admission credit if older than three years at projected time of first clinical course. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit
This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology or Advanced Health Assessment will not be accepted for transfer credit if older than three years at projected time of first clinical course. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Policy
Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The web address to access the database is http://www.usmnursingcompliance.com.

Program Grade Policies
In the undergraduate portion of their program, students in the RN-MS Program and students in the MS Option Program for non-nurses, must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

Students in the MS Option Program must receive a minimum of “pass” in undergraduate clinical courses to progress. For a second degree option student who receives a first low pass grade in an undergraduate clinical course, the first low pass course may be repeated once. If the student receives a second low pass in the same or another undergraduate clinical course, the student will be dismissed from the Graduate Nursing Program. Second degree option students must complete all undergraduate course and clinical requirements before being eligible to start graduate courses.

Students in the MS Option Program who fail NCLEX-RN cannot progress in their course of studies without review by the GCAAC and permission of the director of the School of Nursing.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B- or above), the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student’s record to make recommendations regarding progression.
Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered.

The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student’s receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in either the MS Option Program or the RN to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students in either of these programs choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.
Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for
a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the
GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar
year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy
is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate
Nursing Programs.

Leave of Absence

Students enrolled in the full-time MS Option Program are not eligible for a leave of absence. All other students in the Graduate Nursing
Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year.
Note that when a request for a leave of absence is made at midterm, USM’s current grading policies apply. Approval of the leave of absence
is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made
regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the
registrar.

To request a leave of absence, the student must:
- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in
the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:
- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request
  for leave of absence)

The School of Nursing will advise the registrar of the student’s inactive status. Students, whose file has been inactive for greater than or
equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status
must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program
coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master’s degree program in nursing is a participant in the New England Regional Student Program.
For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103,
(207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the
Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students,
and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open
communication, and personal and professional growth among the diverse members of our academic community. We believe that these
commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity
and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and
economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging
the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and
cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of
civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the
impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique
contributions to the community as a whole.
As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility:

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12.
MS in Nursing - Family Psychiatric/Mental Health Nurse Practitioner

Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson

Professors: Harris, Spross
Associate Professors: Farmer, Hart, Johnson, Lawson, Moody, Peake-Godin, Randall (Carla), Sepples
Assistant Professors: Baugh, Samia, Sarton, Yetter

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master’s students in nursing gain skill and knowledge that builds on their clinical experience and generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations.

Master’s students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client/patient teaching; in assessments and interventions; and in program design, implementation, and evaluation.

The Family Psychiatric/Mental Health Nurse Practitioner (FPMH/NP) concentration prepares an advanced practice nurse with skills in therapeutic interventions and introduces medication management with individuals, families, and groups across the lifespan. The Family Psychiatric/Mental Health Nurse Practitioner concentration has a total of 616 clinical hours: 168 hours in clinical semester one, 224 hours in clinical semester two, and 224 hours in clinical semester three.

Graduates who complete the FPMH/NP concentration are eligible to sit for national certification as a nurse practitioner in family psychiatric/mental health.

Admission Requirements

Application Deadlines

- Second Degree Direct-Entry MS-Option Program—November 1.
- All other programs (RN – MS and BSN – MS) have the following application cycles:
  - Spring semester admission—October 1
  - Fall semester admission—April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student’s application for admission will be evaluated based on a composite of the following recommended standards.

- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in total health assessment.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- A second undergraduate course in statistics.
- A minimum of 4.0 on the analytic writing sample.
- Test Scores: MAT or GRE taken with five years of application submission
  - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
  - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
- Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application materials

In addition to the materials described in the Admission Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of reference reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.
Health Requirements
Students must comply with the University’s immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.
- PPD—times two (last PPD given within the past calendar year)
- Lab test (titer) providing immunity to:
  - Rubella
  - Rubeola
  - Mumps
  - Varicella
- Tetanus and Diphtheria within the past ten years
- Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

All health information must be entered into the School of Nursing health record database controlled by the American DataBank and the cost of using this service is the student’s responsibility. The web address to access the database and enter health information is http://www.usmnursingcompliance.com. The deadline for entering health information is November 1 for doctoral students who will be entering their first clinical course in January.

Program Requirements
The M.S. program in nursing is five academic semesters in length for students taking an average of twelve (10) credits per semester. Both full-time and part-time studies are available. A total of fifty-four credit hours are required for completion of the master’s degree program in nursing for the family psychiatric/mental health nurse practitioner concentration. The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis.

Background Checks
Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The Web address to access the database is http://www.usmnursingcompliance.com.

Status of RN License
Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Sample: Full-Time Program Sequence

<table>
<thead>
<tr>
<th>FALL I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 545 Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 671 Foundations of Advanced Practice Mental Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 672 Biological and Behavioral Components of Mental Health and Illness</td>
<td>3</td>
</tr>
<tr>
<td>NUR 680 Advanced Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 601 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 602 Advanced Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>NUR 606 Leadership, Health Policy, and Role</td>
<td>3</td>
</tr>
<tr>
<td>NUR 685 Advanced Psychiatric/Mental Health Care of Children, Adolescents, &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>NUR 686 Clinical Practicum and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 603 Nursing Theory and Knowledge Development</td>
<td>3</td>
</tr>
<tr>
<td>NUR 604 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NUR 675 Advanced Psychiatric/Mental Health Care of Adults &amp; Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>NUR 678 Clinical Practicum and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 658 Graduate Clinical Project</td>
<td>3</td>
</tr>
<tr>
<td>NUR 674 Advanced Psychiatric/Mental Health of Groups &amp; Vulnerable Populations</td>
<td>3</td>
</tr>
<tr>
<td>NUR 673 Clinical Practicum and Seminar III</td>
<td>3</td>
</tr>
<tr>
<td>NUR 690 Role Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Elective (Graduate)</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>13</td>
</tr>
</tbody>
</table>

Total Graduate Program credits - Family PMH/Nurse Practitioner (NP) 53

Program Policies
In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

**Admission Credit**

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology, or Advanced Health Assessment will not be accepted for admission credit if older than three years at projected time of first clinical course. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

**Transfer Credit**

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology or Advanced Health Assessment will not be accepted for transfer credit if older than three years at projected time of first clinical course. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

**Background Check Policy**

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The web address to access the database is [http://www.usmnursingcompliance.com](http://www.usmnursingcompliance.com).

**Program Grade Policies**

In the undergraduate portion of their program, students in the RN-MS Program and students in the MS Option Program for non-nurses, must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory course (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student’s record to make recommendations regarding progression.

**Student Appeals & Complaints**

The School of Nursing follows the UMS graduate student and appeals policies.
Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Students, or in the nature of their disagreement or complaint. OGS shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student’s receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in either the M.S. Option Program or the RN to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students in either of these programs choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy
is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

**Leave of Absence**

Students enrolled in the full-time M.S. Option Program are not eligible for a leave of absence. All other students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM’s current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:
- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

**Background Check Policy**

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

**Inactivation Policy**

Student admission, matriculation, and/or progression will be inactivated under the following conditions:
- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student’s inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

**Time Limit**

All requirements for the degree must be completed within six years from the date of first matriculation.

**Professional Licensure**

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

**New England Regional Student Program**

The University of Southern Maine master’s degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

**Commitment to Civility**

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility:
- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
• Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from
and making a safe space for voices of dissent.
• Explore controversial issues through open dialogue and respectful deliberation.
• Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
• Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive
learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive
behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and
work environment. Approved by SON faculty 01/26/12
MS in Nursing - Clinical Nurse Leader (CNL)
Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson

Professors: Harris, Spross
Associate Professors: Farmer, Hart, Johnson, Lawson, Moody, Peake-Godin, Randall (Carla), Sepples
Assistant Professors: Baugh, Samia, Sarton, Yetter

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master’s students in nursing gain skill and knowledge that builds on their clinical experience and generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations. Master’s students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client/patient teaching; in assessments and interventions; and in program design, implementation, and evaluation.

The Clinical Nurse Leader (CNL) concentration prepares a generalist who will function as a clinical leader for setting-specific nursing practice. The CNL role is at the point of care with responsibilities in management of care, the care environment, and unit specific patient outcomes. The Clinical Nurse Leader (CNL) concentration is five academic semesters in length for students taking an average of nine (9) credits per semester. Both full-time and part-time studies are available. A total of 42 credit hours are required for completion of this concentration.

The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis. The clinical nurse leader concentration has a total of 468 clinical hours: 84 hours in clinical semester one, 84 hours in clinical semester two, and 300 hours in clinical semester three. Graduates who complete this program are eligible to sit for national certification as a clinical nurse leader through the Commission on Nurse Certification.

Admission Requirements

Application Deadlines
Spring semester admission—October 1
Fall semester admission—April 1

Admission Information
Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study. Applicant to this concentration must have a minimum of two (2) years of clinical experience as a registered nurse.

Each student’s application for admission will be evaluated based on a composite of the following recommended standards.

- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
  - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
  - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
  - Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
  - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material
In addition to the materials described in the Admission Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of reference reflecting professional practice; one from a current clinical nurse peer and one from a current clinical supervisor or manager.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.
Health Requirements

Students must comply with the University’s immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

- PPD—times two (last PPD given within the past calendar year)
- Lab test (titer) providing immunity to:
  - Rubella
  - Rubeola
  - Mumps
  - Varicella
- Tetanus and Diphtheria within the past ten years
- Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

All health information must be entered into the School of Nursing health record database controlled by the American DataBank and the cost of using this service is the student’s responsibility. The web address to access the database and enter health information is http://www.usmnursingcompliance.com. The deadline for entering health information is November 1 for doctoral students who will be entering their first clinical course in January.

Program Requirements

The M.S. program in nursing is four to five academic semesters in length for students taking an average of twelve (10) credits per semester. Both full-time and part-time studies are available. A total of forty-two credit hours are required for completion of the master’s degree program in the clinical nurse leader concentration. The number of required clinical/experiential hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis.

Background Checks

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The Web address to access the database is http://www.usmnursingcompliance.com.

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Sample: Full-Time Program Sequence

Clinical Nurse Leader (CNL)

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 604 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NUR 614 Theoretical Foundation of Leadership &amp; Role*</td>
<td>3</td>
</tr>
<tr>
<td>BIO 545 Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER II</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 610 Integrated Health Assessment &amp; Pharmacology*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 625 Principles of Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>HRD 631 Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER III</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 628 Health Systems, Policy, &amp; Economics*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 621 Clinical Seminar I*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 615 Clinical Project I*</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Elective (500-700)</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER IV</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 608 Applied Theories of Advanced Interpersonal Skills</td>
<td>3</td>
</tr>
<tr>
<td>NUR 624 An Interprofessional Approach to Population-Based Health*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 622 Clinical Seminar II*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 617 Clinical Project II*</td>
<td>1</td>
</tr>
<tr>
<td>Total credits</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER V</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 623 CNL Immersion Clinical Seminar III*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 618 Clinical Project III*</td>
<td>1</td>
</tr>
<tr>
<td>Total credits</td>
<td>4</td>
</tr>
<tr>
<td>Total Graduate Program credits: Clinical Nurse Leader (CNL)</td>
<td>42</td>
</tr>
</tbody>
</table>

*The Graduate Nursing Program reserves the right to delay offering the twenty-four-credit sequence for this concentration until a sufficient cohort is enrolled; minimum of ten students.
Program Policies
In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit
This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit
This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Policy
Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The web address to access the database is http://www.usmnursingcompliance.com.

Program Grade Policies
In the undergraduate portion of their program, students in the RN-MS program must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a clinical course (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student’s record to make recommendations regarding progression.

Student Appeals & Complaints
The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints
To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.
Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The dean of the program must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student’s receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in the RN to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at mid-term, USM’s current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the
Background Check Policy
Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy
Student admission, matriculation, and/or progression will be inactivated under the following conditions:
- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student’s inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit
All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure
Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program
The University of Southern Maine master’s degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility
The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

257

USM Graduate Catalog 2012-2013
MS in Nursing - Nursing Education
Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson

Professors: Harris, Spross
Associate Professors: Farmer, Hart, Johnson, Lawson, Moody, Peake-Godin, Randall (Carla), Sepples
Assistant Professors: Baugh, Samia, Sarton, Yetter

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master’s students in nursing gain skill and knowledge that builds on their clinical experience and generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations. Master’s students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client/patient teaching; in assessments and interventions; and in program design, implementation, and evaluation.

The Nursing Education concentration prepares graduates to teach in entry-level nursing programs in both didactic and clinical courses and engage in other professional roles such as professional staff development. The Nursing Education concentration is four academic semesters in length for students taking an average of nine to twelve (9-12) credits a semester. Both full-time and part-time studies are available. A total of 44 credits are required for completion of this concentration.

The number of required experiential hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis. The clinical nurse educator concentration has a total of 224 experiential hours: 112 hours in clinical semester one and 112 hours in clinical semester two.

Graduates who complete this program meet the educational criteria for the National League for Nursing (NLN) Nurse Educator Certification. The graduate must also meet the NLN role criteria for certification eligibility.

Admission Requirements
Application Deadlines
Spring semester admission—October 1
Fall semester admission—April 1

Admission Information
Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student’s application for admission will be evaluated based on a composite of the following recommended standards.
• A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
• A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
• An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
• An undergraduate course in total health assessment.
• Test Scores: MAT or GRE taken with five years of application submission
  • Miller Analog Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
  • Graduate Record Examination (GRE):
    • Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    • Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
• Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
• Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
• Current resume.
• A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material
In addition to the materials described in the Admission Information section, applicants for this program must submit:
• A completed online USM graduate application and application fee.
• Completion of a program selection form.
• Two letters of reference reflecting professional practice and academic achievement.
• Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
• An essay reflective of professional goals.
Health Requirements
Students must comply with the University’s immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.
- PPD—times two (last PPD given within the past calendar year)
- Lab test (titer) providing immunity to:
  - Rubella
  - Rubeola
  - Mumps
  - Varicella
  - Tetanus and Diphtheria within the past ten years
- Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

All heath information must be entered into the School of Nursing health record database controlled by the American DataBank and the cost of using this service is the student’s responsibility. The web address to access the database and enter health information is http://www.usmnursingcompliance.com. The deadline for entering health information is November 1 for doctoral students who will be entering their first clinical course in January.

Program Requirements
The M.S. program in nursing is four academic semesters in length for students taking an average of ten to twelve (10-12) credits per semester. Both full-time and part-time studies are available. A total of forty-four credit hours are required for completion of the master’s degree program in nursing for the nursing education concentration. The number of required clinical/experiential hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis.

Background Checks
Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The Web address to access the database is http://www.usmnursingcompliance.com.

Status of RN License
Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Sample: Full-Time Program Sequence
Nursing Education
SEMMESTER I
- NUR 604 Nursing Research 3
- NUR 614 Theoretical Foundation of Leadership & Role* 3
- NUR 636 Foundations in Nursing Education 3
- BIO 545 Advanced Pathophysiology 3
Total credits: 12

SEMMESTER II
- NUR 610 Integrated Health Assessment & Pharmacology* 3
- NUR 625 Principles of Health Care Finance 3
- NUR 637 Methods of Education in Nursing 3
- HRD 631 Adult Learner 3
Total credits: 12

SEMMESTER III
- NUR 608 Applied Theories for Advance Interpersonal Skills 3
- NUR 628 Health Systems, Policy, & Economics* 3
- NUR 615 Clinical Project I* 1
- NUR 621 Clinical Seminar I* 3
Total credits: 10

SEMMESTER IV
- NUR 624 An Interprofessional Approach to Population-Based Health* 3
- NUR 622 Clinical Seminar II* 3
- NUR 617 Clinical Project II* 1
- Graduate Elective (500-700 level) 3
Total credits: 10

Total Graduate Program credits: Nursing Education 44

*The Graduate Nursing Program reserves the right to delay offering the twenty-credit sequence for this concentration until a sufficient cohort is enrolled; minimum of ten students.
**Program Policies**

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

**Admission Credit**

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

**Transfer Credit**

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

**Background Check Policy**

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The web address to access the database is [http://www.usmnursingcompliance.com](http://www.usmnursingcompliance.com).

**Program Grade Policies**

In the undergraduate portion of their program, students in the RN-MS Program must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn a B- or lower, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. In the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken. A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student’s record to make recommendations regarding progression.

**Student Appeals & Complaints**

The School of Nursing follows the UMS graduate student and appeals policies.

**Non-Academic Complaints**

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.
Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The decision of the director of the program in which the course or other exercise or activity is offered shall be rendered within three weeks and shall be final.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student’s receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.
Leave of Absence

All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM’s current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student’s inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master’s degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.

262
• Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12
MS in Nursing - Nursing Management
Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson

Professors: Harris, Spross
Associate Professors: Farmer, Hart, Johnson, Lawson, Moody, Peake-Godin, Randall (Carla), Sepples
Assistant Professors: Baugh, Samia, Sarton, Yetter

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master’s students in nursing gain skill and knowledge that builds on their clinical experience and generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals, families, and high risk populations. Master’s students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client/patient teaching; in assessments and interventions; and in program design, implementation, and evaluation.

The Nursing Management concentration prepares graduates for roles in management, leadership, and quality assessment in a variety of settings. The program is designed to enhance the ability of nurses to think and act strategically and collaboratively, engage in management, participate in policy decision-making, and lead organizations through health care change, with the ultimate goal of improving patient outcomes. The Nursing Management concentration is four academic semesters in length for students taking an average of nine to twelve (9-12) credits per semester. Both full-time and part-time studies are available. A total of 38 credits are required for completion of this concentration.

The number of required experiential hours (contact hours) is not based on a credit hour to contact hour basis. The nurse management concentration has a total of 224 experiential hours: 112 hours in clinical semester one and 112 hours in clinical semester two.

Graduates who complete this program meet the educational criteria for the American Nurses Credentialing Center (ANCC) Nurse Executive Advanced Certification. The graduate must also meet the ANCC role criteria for certification eligibility.

Admission Requirements

Application Deadlines
Spring semester admission—October 1
Fall semester admission—April 1

Admission Information
Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student’s application for admission will be evaluated based on a composite of the following recommended standards.

- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
  - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
  - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
- Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material
In addition to the materials described in the Admission Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of reference reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.
Health Requirements

Students must comply with the University’s immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

- PPD—times two (last PPD given within the past calendar year)
- Lab test (titer) providing immunity to:
  - Rubella
  - Rubeola
  - Mumps
  - Varicella
- Tetanus and Diphtheria within the past ten years
- Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

All health information must be entered into the School of Nursing health record database controlled by the American DataBank and the cost of using this service is the student’s responsibility. The web address to access the database and enter health information is http://www.usmnursingcompliance.com. The deadline for entering health information is November 1 for doctoral students who will be entering their first clinical course in January.

Program Requirements

The M.S. program in nursing is four academic semesters in length for students taking an average of ten (10) credits per semester. Both full-time and part-time studies are available. A total of thirty-eight credit hours are required for completion of the master’s degree program in nursing in the nursing management concentration. The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis.

Background Checks

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The Web address to access the database is http://www.usmnursingcompliance.com.

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Sample: Full-Time Program Sequence

Nursing Management

Sample: Full-Time Program Sequence

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 604 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NUR 614 Theoretical Foundation of Leadership &amp; Role*</td>
<td>3</td>
</tr>
<tr>
<td>MPH 675 Health Information Management</td>
<td>3</td>
</tr>
<tr>
<td>Graduate elective (500-700 level)</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 608 Applied Theories for Advance Interpersonal Skills</td>
<td>3</td>
</tr>
<tr>
<td>NUR 625 Principles of Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>MPH 670 Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>HRD 631 Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 628 Health Systems, Policy, &amp; Economics*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 615 Clinical Project I*</td>
<td>1</td>
</tr>
<tr>
<td>NUR 621 Clinical Seminar I*</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 624 An Interprofessional Approach to Population-Based Health*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 622 Clinical Seminar II*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 617 Clinical Project II*</td>
<td>1</td>
</tr>
<tr>
<td>Total credits</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Graduate Program credits: Nursing Management 38

*The Graduate Nursing Program reserves the right to delay offering the seventeen-credit sequence for this concentration until a sufficient cohort is enrolled; minimum of ten students.
Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Policy

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The web address to access the database is http://www.usmnursingcompliance.com.

Program Grade Policies

In the undergraduate portion of their program, students in the RN-MS Program must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory course (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student’s record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.
Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the program director in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/Administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student’s receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in the RN to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.
Leave of Absence

All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM’s current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:
- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:
- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student’s inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master’s degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.
- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
• Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12
MS in Nursing - RN to Master of Science Degree Program for Registered Nurses

The RN to Master of Science degree program at the University of Southern Maine School of Nursing has been created specifically for registered nurses whose career goals will be enhanced through graduate study. The program facilitates and supports educational mobility and strengthens the leadership abilities of nurses who already have a foundation of professional experience. When required undergraduate courses have been completed, students in this program proceed directly into the master’s program, bypassing the baccalaureate degree.

This program is designed so that students may complete the required junior and senior undergraduate nursing courses in twelve to eighteen months, if attending full time. Part-time study is also possible. The RN completes courses in new areas of content. In addition, there is assessment of and credit for previously attained knowledge and skill.

The RN to master’s program is built upon prerequisites to the nursing major that include courses in the natural and behavioral sciences, humanities, fine arts, and core courses required of all undergraduate students at USM.

The following areas of specialization are offered in the graduate program for RN to MS applicants:

- Family Nurse Practitioner (FNP)
- Family Psychiatric/Mental Health Nurse Practitioner (FPMH/NP)
- Clinical Nurse Leader
- Nursing Management
- Nursing Education

Admission Requirements

Application Deadlines

Spring semester admission—October 1
Fall semester admission—April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student’s application for admission will be evaluated based on a composite of the following recommended standards.

- An associate degree or diploma in nursing from a program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
  - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
  - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
- Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admission Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of reference reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

Health Requirements

Students must comply with the University’s immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

- PPD—times two (last PPD given within the past calendar year)
- Lab test (titer) providing immunity to:
  - Rubella
  - Rubeola
  - Mumps
  - Varicella
  - Tetanus and Diphtheria within the past ten years
Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

All health information must be entered into the School of Nursing health record database controlled by the American DataBank and the cost of using this service is the student’s responsibility. The web address to access the database and enter health information is http://www.usmnursingcompliance.com. The deadline for entering health information is November 1 for doctoral students who will be entering their first clinical course in January.

Program Requirements

Undergraduate Requirements

The program facilitates and supports educational mobility and strengthens the leadership abilities of nurses who already have a foundation of professional experience. When required undergraduate courses have been completed, students in this program proceed directly into the master's program, bypassing the baccalaureate degree. This option is designed so that students may complete the required junior and senior undergraduate nursing courses in one full-time year, beginning in May and ending the following May. Part-time study is also possible.

The R.N. is offered both courses in new areas of content and assessment of and credit for previously attained knowledge and skill. The R.N. to master's option is built upon prerequisites to the nursing major that include courses in the physical and behavioral sciences, humanities, fine arts, and core courses required of all undergraduate students at USM.

Credits-by-Examination

Credits-by-examination may be earned in selected non-nursing courses. Non-nursing undergraduate courses open to credit by examination include English composition, general psychology and sociology, growth and development, human anatomy and physiology, and pathophysiology. Contact the Director of Prior Learning Assessment, (207) 780-4663, for an appointment or information.

Required Undergraduate Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY/MAT XXX Statistics</td>
<td>3/4</td>
</tr>
<tr>
<td>BIO 345 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 308 Professional Communications and Technology Utilization in Nursing *</td>
<td>3</td>
</tr>
<tr>
<td>NUR 309/310 Health Assessment I Practicum Lab</td>
<td>4</td>
</tr>
<tr>
<td>CON 321 Health-Related Research</td>
<td>3</td>
</tr>
<tr>
<td>NUR 314 RN Credit Options</td>
<td>30</td>
</tr>
<tr>
<td>CON 356 Concepts in Community Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR 419 Community Nursing Partnerships for RNs**</td>
<td>2</td>
</tr>
</tbody>
</table>

*Not required if RN has completed a baccalaureate degree in another field.

**NUR 419 may not be taken unless RN credit options have been completed and posted.

Sequencing of Courses

Some courses and credits-by-examination have prerequisites which must be completed prior to enrollment. Some prerequisites may transfer into USM from another accredited institution; others may be taken at USM.

Upon completion of undergraduate courses, the R.N. to Master of Science student enrolls in graduate courses. All graduate courses are required and concentrations total thirty-eight to fifty-four credits.

Basic Nursing Credits

The School of Nursing recognizes 30 credits (NUR 314) for basic nursing courses transferred from an associate degree (ADN) program accredited by the National League for Nursing at the time the degree was awarded.

These credits are applied toward fulfillment of the undergraduate requirements for RN students who have successfully completed CON 308 Professional Communication and Technology Utilization in Nursing and Health Sciences.

Students who have not graduated from an accredited associate degree program may sit for a comprehensive nursing examination or complete a portfolio documenting their nursing knowledge and experience.

The graduate program in nursing is four academic semesters in length for students taking an average of ten to twelve (10-12) credits per semester. Both full-time and part-time study options are available. Students must complete the program within six years.

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. A maximum of six credit hours may be approved for admission credit. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.
Background Check Policy
Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The web address to access the database is http://www.usmnursingcompliance.com.

Program Grade Policies
In the undergraduate portion of their program, students in the RN-MS Program must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course once; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A grade of C- or below must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and retaking the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory course (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.) In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student’s record to make recommendations regarding progression.

Student Appeals & Complaints
The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints
To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.

Academic Grade Appeal Policy
The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal. If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.
The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal
All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student’s receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

General Enrollment Policies
When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in either the M.S. Option Program or the R.N. to Master of Science Degree Program must successfully complete all of the undergraduate requirements before starting their graduate course of study. If students in either of these programs choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression
Continuous Enrollment
Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence
All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM’s current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:
- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy
Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy
Student admission, matriculation, and/or progression will be inactivated under the following conditions:
- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)
The School of Nursing will advise the registrar of the student’s inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

**Time Limit**
All requirements for the degree must be completed within six years from the date of first matriculation.

**Professional Licensure**
Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

**New England Regional Student Program**
The University of Southern Maine master’s degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Admissions, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4836.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

**Commitment to Civility**
The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12
MS in Nursing - Dual Degree—Master of Science in Nursing and Master of Business Administration

In collaboration with the School of Business, the School of Nursing offers a joint Master of Science in Nursing/Master of Business Administration (M.S./M.B.A.). The dual master’s degree in nursing and business administration at the University of Southern Maine is designed for students in the health professions who wish to combine advanced nursing practice with the analytical tools of business. Graduates are prepared for leadership positions in health care with emphasis on developing the skills needed to inform and guide organizational change.

Admission to this program is done jointly by the School of Nursing and the School of Business. Several factors are evaluated in determining a candidate’s admissibility to the two programs that make up the dual degree. Included in the assessment of a candidate’s potential to perform satisfactorily in the programs are the undergraduate grade point average, accredited nursing baccalaureate degree, and academic performance in any previous graduate coursework.

The number of required clinical hours (contact hours) in the nursing component is not based on a credit hour-to-contact hour basis. The MS portion of the degree has a total of 336 clinical hours: 168 hours in Clinical Immersion I and 168 hours in Clinical Immersion II. Students must complete all course requirements from nursing and business prior to the awarding of either degree.

Admission Requirements

Application Deadlines

Spring semester admission—October 1
Fall semester admission—April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student’s application for admission will be evaluated based on a composite of the following recommended standards.

- A baccalaureate degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- An undergraduate course in total health assessment.
- Test Scores: GRE taken with five years of application submission
  - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
  - Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
  - Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application Material

In addition to the materials described in the Admissions Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of reference reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

Health Requirements

Students must comply with the University’s immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

- PPD—times two (last PPD given within the past calendar year)
- Lab test (titer) providing immunity to:
  - Rubella
  - Rubeola
  - Mumps
  - Varicella
- Tetanus and Diphtheria within the past ten years
- Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.
All health information must be entered into the School of Nursing health record database controlled by the American DataBank and the cost of using this service is the student’s responsibility. The web address to access the database and enter health information is http://www.usmnursingcompliance.com. The deadline for entering health information is November 1 for doctoral students who will be entering their first clinical course in January.

Program Requirements

The nursing portion of this dual degree is approximately two academic semesters in length for students taking an average of ten (10) credits per semester. Both full-time and part-time studies are available. A total of twenty-one credit hours are required for completion of the graduate nursing component of the MS/MBA degree.

Background Checks

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The Web address to access the database is http://www.usmnursingcompliance.com.

Status of RN License

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

Program Course Sequence

Theoretical Nursing Core (21 credit hours)
- NUR 603 Nursing Theory and Knowledge Development
- NUR 604 Nursing Research
- NUR 606 Leadership, Health Policy, and Role
- NUR 608 Applied Theories for Advanced Interpersonal Skills (Must precede or be concurrent with NUR 658)
- NUR 658 Graduate Clinical Project (Prerequisites: NUR 604 and NUR 603)
- NUR 697 Nursing Management Clinical Immersion I (168 hours of practicum)
- NUR 698 Nursing Management Clinical Immersion II (168 hours of practicum) (Prerequisite: NUR 697)

MBA Foundation Courses* (15 credit hours – all courses are 3-credit hours)
- BUS 340 Managing Organizational Behavior
- MBA 501 Economic Analysis
- MBA 502 Financial Accounting
- MBA 504 Probability and Statistics for Business Decision Making
- MBA 505 Financial Management (Prerequisites: MBA 501, 502, 504)

*MBA Foundation courses may be waived based on prior undergraduate course work with equivalent content and grade of C (2.0) or better.

MBA Core and Electives (30 credit hours)
- ACC 630 Management Accounting Systems (Prerequisites: MBA 501, 502)
- MBA 611 Introduction to Organizational Change (Prerequisite: BUS 340)
- MBA 612 Topics in International Business (Prerequisites vary by instructor)
- MBA 615 Ethical and Legal Issues in Business
- MBA 62X Select Finance course (Prerequisite: MBA 505)
- MBA 660 Managerial Marketing (Prerequisite MBA 502)
- MBA 670 Management Science (Prerequisite: MBA 504)
- MBA 674 Topics in Information Systems Management
- MBA 675 Production/Operations Management (Prerequisite: MBA 670)
or MBA 672 Supply Chain Management (Prerequisite: MBA 670)
- MBA 698 Practicum (Taken in the final semester of coursework.)

Electives (9 credits – fulfilled by Theoretical Nursing Core)

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.
Background Check Policy

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The web address to access the database is http://www.usmnursingcompliance.com.

Program Grade Policies

In the graduate program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student’s record to make recommendations regarding progression.

Student Appeals & Complaints

The School of Nursing follows the UMS graduate student and appeals policies.

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate
Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal
All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student’s receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

General Enrollment Policies
When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Program Progression
Continuous Enrollment
Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence
All students in the Graduate Nursing Programs are required to request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM’s current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:
- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy
Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy
Student admission, matriculation, and/or progression will be inactivated under the following conditions:
- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student’s inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit
All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure
Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.
New England Regional Student Program

The University of Southern Maine master’s degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Studies, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12
MS in Nursing - Post-Master’s Certificate of Advanced Study

The post-master’s certificate is designed to meet the educational needs of the master’s prepared registered nurse interested in obtaining preparation for practice in an additional specialty. Students enrolled in this program join the master’s students enrolled in the respective concentrations.

Post-Master’s Certificates of Advanced Study (CAS) are available in the following specialties:

- Family Nurse Practitioner (FNP)
- Family Psychiatric/Mental Health Nurse Practitioner (FPMH/NP)
- Nursing Education
- Nursing Management
- Clinical Nurse Leader

Admission Requirements

Applicants must adhere to the same admission criteria and process of all other graduate applicants. In addition to the application materials, applicants to the post-master’s CAS are required to submit: copies of all syllabi from initial master’s program in nursing, documentation of total clinical hours, and identification of individual courses to which clinical practicum are imbedded.

Application Deadlines

- Spring semester admission—October 1
- Fall semester admission—April 1

Admission Information

Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student’s application for admission will be evaluated based on a composite of the following recommended standards.

- A master’s degree in nursing from a program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum graduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admissions Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of reference reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- Evidence (photocopy) of current state and national certification in specialty (if appropriate).
- An essay reflective of professional goals.

Health Requirements

Students must comply with the University’s immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

- PPD—times two (last PPD given within the past calendar year)
- Lab test (titer) providing immunity to:
  - Rubella
  - Rubeola
  - Mumps
  - Varicella
- Tetanus and Diphtheria within the past ten years
- Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association. All health information must be entered into the School of Nursing health record database controlled by the American DataBank and the cost of using this service is the student’s responsibility. The web address to access the database and enter health information is http://www.usmnursingcompliance.com. The deadline for entering health information is November 1 for doctoral students who will be entering their first clinical course in January.

Program Requirements

EXAMPLES:

Program Requirements for Family Nurse Practitioner

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 601</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 602</td>
<td>Advanced Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>BIO 545</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>
An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course until the failed course has been successfully retaken.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence unless the student retakes the course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

Students who fail any required theory course for the first time with a grade below a B- (or B- or equivalent) will be subject to the following policies:

1. Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence unless the student retakes the course within one calendar year.
2. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.
3. If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

A grade of C or below in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course.

Program Requirements for Family Psychiatric/Mental Health Nurse Practitioner

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 671 Foundations of Advanced Practice Mental Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 672 Biological and Behavioral Components of Mental Health and Illness</td>
<td>3</td>
</tr>
<tr>
<td>NUR 601 Advance Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 680 Advanced Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 545 Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 602 Advanced Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Concentration Courses NUR 685, NUR 686, NUR 673, NUR 674, NUR 676, and NUR 679</td>
<td>18</td>
</tr>
<tr>
<td>NUR 690 Role Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Total Credits</td>
<td>38</td>
</tr>
</tbody>
</table>

Program Policies

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology, or Advanced Health Assessment will not be accepted for admission credit if older than three years at projected time of first clinical course. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology or Advanced Health Assessment will not be accepted for transfer credit if older than three years at projected time of first clinical course. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

Background Check Policy

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The web address to access the database is http://www.usmnursingcompliance.com.

Program Grade Policies

In the graduate program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken. A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course.

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course.

In the graduate program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken. A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course.

In the graduate program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken. A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course.
course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student’s record to make recommendations regarding progression.

Student Appeals & Complaints
The School of Nursing follows the UMS graduate student and appeals policies

Non-Academic Complaints
To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.

Academic Grade Appeal Policy
The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the intent and the spirit of the course, and the interests of both the instructor and the student. The purpose of the appeal process is to determine if the grade is justified based on the work submitted by the student and not on a mistake of prejudice on the part of the instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal
All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student’s receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

General Enrollment Policies
When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.
Program Progression

Continuous Enrollment
Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence
All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM’s current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:
- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy
Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy
Student admission, matriculation, and/or progression will be inactivated under the following conditions:
- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student’s inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit
All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure
Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program
The University of Southern Maine master’s degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Studies, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility
The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility:
- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
• Respect and protect the rights and property of others.
• Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
• Practice personal and academic integrity and expect it from others.
• Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
• Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
• Explore controversial issues through open dialogue and respectful deliberation.
• Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
• Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12
MS in Nursing - MS Option for Non-Nurses with Baccalaureate Degrees

This program allows students who hold a baccalaureate degree in another field to earn a master’s degree in nursing in three years of full-time study. Students taking this program build their undergraduate and graduate nursing courses upon previous academic and life experiences. Admission is competitive and limited. This program requires full-time enrollment in the planned sequence of study.

During the first year, students admitted to the Option program complete 500-level cross-listed courses, as well as two upper-division undergraduate courses. Upon completion of the summer of the second year, or after completing nine credits of graduate study following completion of undergraduate courses, students must sit for the State Board Examination (NCLEX-RN) and become licensed as a registered nurse. Failure to pass the NCLEX-RN licensure examination prior to the first graduate clinical practicum will stop progression in the program. Upon completion of all graduate courses, a Master of Science in Nursing is conferred.

Admission Requirements

Application Deadlines
Second Degree Direct-Entry MS-Option Program—November 1.

Admission Information

Admission to the Master of Science degree Option program is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student’s application for admission will be evaluated based on a composite of the following recommended standards.

- A minimum of a baccalaureate degree from an accredited college or university.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics, with a minimum grade of B.
- Test Scores: MAT or GRE taken with five years of application submission
  - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
  - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1,000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
- Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material

In addition to the materials described in the Admissions Information section, applicants for this program must submit:

- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of reference reflecting professional and academic achievement.
- An essay reflective of professional goals.

Health Requirements

Students must comply with the University’s immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.

- PPD—times two (last PPD given within the past calendar year)
- Lab test (titer) providing immunity to:
  - Rubella
  - Rubeola
  - Mumps
  - Varicella
- Tetanus and Diphtheria within the past ten years
- Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

All health information must be entered into the School of Nursing health record database controlled by the American DataBank and the cost of using this service is the student’s responsibility. The web address to access the database and enter health information is http://www.usmnursingcompliance.com. The deadline for entering health information is November 1 for doctoral students who will be entering their first clinical course in January.
**Program Requirements**

**Prerequisite Course Requirements**

Due to the intensity of the MS Option Program, every applicant is required to have completed an undergraduate statistics course with a grade of B- or above prior to their May matriculation. In order to reduce the number of credits during the first summer (Summer I), it is strongly recommended that students complete an undergraduate pathophysiology course with a grade of B- or above; USM course or comparable. Students, who complete a research course other than CON 521 at USM, must submit an electronic copy of the course syllabus for review to determine content equivalency at the time of admission to the program.

- If course(s) are taken at an institution other than USM, transcripts must be requested by student at completion of course(s) and forwarded to the School of Nursing to be placed in academic file.
- All remaining courses not completed prior to matriculation will be incorporated into the first summer course schedule (Summer I).
- All courses completed prior to matriculation and considered for transfer must have a grade of B- or above.
- Completion of a course in anatomy and physiology is highly recommended.

The Graduate Admissions Committee will review each individual’s undergraduate coursework and make individual prerequisite requirements if any one or more areas are significantly under represented. (For instance, an individual whose major includes no social sciences may be required to take sociology/psychology courses.)

Prerequisite Courses (see above)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER I (Year 1)</td>
<td>23</td>
</tr>
<tr>
<td>BIO Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>CON 521 Health Related Research</td>
<td>3</td>
</tr>
<tr>
<td>CON 502 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>CON 556 Concepts in Community Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR 509 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR 508 Health Assessment Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NUR 511 Transition to Professional Nursing Role for MS Option Students</td>
<td>1</td>
</tr>
<tr>
<td>NUR 514 Fundamentals of Nursing Lab for MS Option Students</td>
<td>2</td>
</tr>
<tr>
<td>NUR 512 Nursing Arts and Science for MS Option Students</td>
<td>3</td>
</tr>
</tbody>
</table>

**FALL I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 541 Adult/Older Adult Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 542 Adult/Older Adult Health Nursing Lab</td>
<td>4</td>
</tr>
<tr>
<td>NUR 530 Mental Health Nursing for MS Option Students</td>
<td>3</td>
</tr>
<tr>
<td>NUR 531 Mental Health Nursing Lab</td>
<td>2</td>
</tr>
<tr>
<td>NUR 538 Older Adult Health Nursing Community Partnership for MS Option Students</td>
<td>2</td>
</tr>
<tr>
<td>NUR 532 Nursing Care of the Older Adult in the Community</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 17

**SPRING I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 543 Reproductive and Sexual Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 544 Reproductive and Sexual Health Nursing Lab</td>
<td>2</td>
</tr>
<tr>
<td>NUR 545 Child Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 561 Child Health Nursing Lab</td>
<td>2</td>
</tr>
<tr>
<td>NUR 513 Advanced Nursing Skills Lab</td>
<td>1</td>
</tr>
<tr>
<td>NUR 523 Management of the Critically Ill Adult/Older Adult for MS Option Students</td>
<td>3</td>
</tr>
<tr>
<td>NUR 526 Management of the Critically Ill Adult/Older Adult Clinical for MS Option Students</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 18

**SUMMER II (Year 2)**

Begin study in one of the following advanced practice nursing concentrations:
- Family Nurse Practitioner
- Family Psychiatric/Mental Health Nurse Practitioner

(See appropriate sections for sample program sequences)

Total Program Credits - Year 1: 49-61
Total Program Credits - Years 2 + 3: 53-54
Total Program Credits: 102-115

**Program Policies**

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.
**Admission Credit**

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

**Transfer Credit**

This credit must be approved at the time of admission and request for approval included as part of the admissions application. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

**Background Check Policy**

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The web address to access the database is [http://www.usmnursingcompliance.com](http://www.usmnursingcompliance.com).

**Program Grade Policies**

In the first year of their program, students in the MS Option Program for non-nurses, must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to second-year classes. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. A grade of less than B- in a required course that is repeated or in a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

Students in the MS Option Program must receive a minimum of “passes” in first-year clinical courses to progress. For a second-degree option student who receives a first low pass in a first-year clinical course, the first low pass may be repeated once. If the student receives a second low pass in the same or another first-year clinical course, the student will be dismissed from the Graduate Nursing Program. Second degree option students must complete all first-year course and clinical requirements before being eligible to start the second-year courses (Summer II).

Students in the MS Option Program who fail NCLEX-RN cannot progress in their course of studies without review by the GCAAC and permission of the director of the School of Nursing.

In the second- and third-year years of the program, all students must achieve a minimum of a B- grade for all required courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A second- or third-year course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student’s record to make recommendations regarding progression.

**Student Appeals & Complaints**

The School of Nursing follows the UMS graduate student and appeals policies.

**Non-Academic Complaints**

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.
Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student’s receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

If the student remains aggrieved by the decision of the instructor under step one, he or she may, within fourteen days after formal receipt of the decision of the program director of the department under step two, he or she may, within fourteen days of receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program. Students enrolled in the MS Option Program must successfully complete all of the first-year requirements before starting their second-year course of study. If students choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.
Leave of Absence

Students enrolled in the full-time MS Option Program are not eligible for a leave of absence. All other students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM’s current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student’s inactive status. Students, whose file has been inactive for more than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.

New England Regional Student Program

The University of Southern Maine master’s degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Studies, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
• Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
• Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12
MS in Nursing - Master of Science Degree for Certified or State-Approved Advanced Practice Nurses

The Master of Science degree program for certified or state-approved Advanced Practice Nurses is designed to meet the educational needs of certified nurse practitioners who do not hold either a baccalaureate and/or master’s degree in nursing. Program length varies according to the academic credentials of the individual entering the program.

Admission Requirements

Application Deadlines
Spring semester admission—October 1
Fall semester admission—April 1

Admission Information
Admission to the Master of Science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student’s application for admission will be evaluated based on a composite of the following recommended standards:
- A degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
- An undergraduate course in introductory statistics which includes descriptive and inferential statistics.
- A undergraduate course in total health assessment.
- Test Scores: MAT or GRE taken with five years of application submission
  - Miller Analogy Test (MAT): A score that ranks in the 45th percentile or higher for intended major.
  - Graduate Record Examination (GRE):
    - Taken prior to August 1, 2011 - combined aptitude scores of 1.000 (V.Q.) or higher.
    - Taken after August 1, 2011 - a verbal reasoning score of 153 or higher; a quantitative reasoning score of 147 or higher; and, a minimum of 4.0 on the analytic writing sample.
- Submission of official TOEFL (Test of English as a Foreign Language) or IELTS scores in addition to GRE scores (if English is not first language).
- Applicants whose native language is not English must have earned a TOEFL score of at least 550 on the paper-based test, 79 or higher on the Internet-based test, or 213 on the computer-based test, or an IELTS score of 6.5 or higher.
- Current resume.
- A personal interview with graduate faculty of the School of Nursing may be requested following a preliminary review of all required admission materials.

Application material
In addition to the materials described in the Admissions Information section, applicants for this program must submit:
- A completed online USM graduate application and application fee.
- Completion of a program selection form.
- Two letters of reference reflecting professional practice and academic achievement.
- Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
- An essay reflective of professional goals.

Health Requirements
Students must comply with the University’s immunization requirements. In addition, students must comply with School of Nursing health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical residency.
- PPD—times two (last PPD given within the past calendar year)
- Lab test (titer) providing immunity to:
  - Rubella
  - Rubeola
  - Mumps
  - Varicella
- Tetanus and Diphtheria within the past ten years
- Hepatitis Vaccine (three doses) and Hepatitis titer

Student health records and evidence of an unencumbered RN licensure must be on file in the School of Nursing prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification are required prior to beginning clinical coursework. CPR certification is only accepted from the American Heart Association.

All health information must be entered into the School of Nursing health record database controlled by the American DataBank and the cost of using this service is the student’s responsibility. The web address to access the database and enter health information is http://www.usmnursingcompliance.com. The deadline for entering health information is November 1 for doctoral students who will be entering their first clinical course in January.
**Program Requirements**

Those practitioners without a baccalaureate degree must complete additional undergraduate coursework required in the RN to MS program. Certified and state approved Advanced Practice RN to MS students are not required to take undergraduate health assessment, microbiology, pathophysiology, or NUR 419 (Community Nursing Partnership for RNs).

**Background Checks**

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The Web address to access the database is [http://www.usmnursingcompliance.com](http://www.usmnursingcompliance.com).

**Status of RN License**

Once a student is matriculated into the graduate nursing program, he or she is required to notify the coordinator of the graduate nursing program of any change in status of his or her RN license.

**Sample Curriculum**

<table>
<thead>
<tr>
<th>FALL I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 601 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 603 Nursing Theory and Knowledge Development</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective I</td>
<td>3</td>
</tr>
<tr>
<td>Total credits</td>
<td>9</td>
</tr>
</tbody>
</table>

| SPRING I                                       |         |
| NUR 604 Nursing Research                       | 3       |
| NUR 608 Applied Theories of Advanced Interpersonal Skills | 3       |
| Graduate Elective II                           | 3       |
| Total credits                                   | 9       |

| FALL II                                        |         |
| NUR 606 Leadership, Health Policy, and Role    | 3       |
| NUR 658 Graduate Clinical Project              | 3       |
| Graduate Elective III                          | 3       |
| Total credits                                   | 9       |
| Total Program credits                          | 27      |

Note: RN to MS students (not having a baccalaureate degree in nursing) must complete additional undergraduate coursework. For women’s health nurse practitioners, an articulation agreement regarding course credit review has been established with Planned Parenthood Federation of America, Inc., of Philadelphia, PA. Graduates of other programs will be evaluated on an individual basis.

**Additional Information**

**Program Policies**

In addition to the general policies described in the University of Southern Maine Graduate Catalog Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

**Admission Credit**

This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. A maximum of six credit hours may be approved for admission credit provided a grade of at least a B was earned in each individual course. Exceptions to the maximum credits allowed at time of admission must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

**Transfer Credit**

This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in each individual course. Additional transfer credit may be approved in unusual circumstances.

**Background Check Policy**

Students must pay for and complete a comprehensive background check prior to starting graduate clinical courses. In addition, students must sign a disclosure agreement allowing the school to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program. All information required for the criminal background check must be entered into the School of Nursing database controlled by the American DataBank. The web address to access the database is [http://www.usmnursingcompliance.com](http://www.usmnursingcompliance.com).

**Program Grade Policies**

In the undergraduate portion of their program (if applicable), students must achieve a minimum of a B- in all NUR, CON, statistics, and pathophysiology designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.
In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A grade of C- or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B- or above), and the student retakes the theory course within one calendar year, the student will be required to perform eight hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

Students who fail (C+ or below) any of the concurrent clinical or theory courses cannot proceed to the next clinical-theory sequence course until the failed course has been successfully retaken.

A grade of C or below in the clinical component of a course will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. (Please refer to the Academic Policies section of this catalog.)

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester result in dismissal from the Graduate Nursing Program and academic withdrawal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count three credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the Graduate Nursing Program and academic withdrawal from the University.

The GCAAC and program faculty reserve the right to review a student’s record to make recommendations regarding progression.

**Student Appeals & Complaints**

The School of Nursing follows the UMS graduate student and appeals policies.

**Non-Academic Complaints**

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of (OGS) is to provide impartial guidance to students in identifying the nature of their disagreement or complaint, OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.

**Academic Grade Appeal Policy**

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

- The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than thirty days after a final grade is posted to the student’s record. The instructor must respond within fourteen days of receiving the appeal.

- If the student remains aggrieved by the decision of the instructor under step one, he or she may petition the program director of the department under step two, he or she may, within fourteen days after formal receipt of the instructor’s final decision, appeal, in writing, to the director of the program in which the course or other exercise or activity is offered. The program director must respond within fourteen days of receiving the appeal.

- If the student remains aggrieved by the decision of the program director of the department under step two, he or she may, within fourteen days after formal receipt of the program director’s final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

- The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within twenty-one days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed, (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise, or (c) that another appropriate remedy be administered.

- The student or the instructor may, within fourteen days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within ten days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within twenty-eight days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies’ decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.
Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the School of Nursing (refer to above Academic Grade Appeal Policy). The dean of the college must be included in this process. Within fourteen days following the student’s receipt, in writing, of the decision by the School of Nursing Director, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

General Enrollment Policies

When students have accepted admission to the Graduate Nursing Program they must matriculate in the semester they were accepted or they will be withdrawn from the program.

Students enrolled in the Master of Science Degree Program must successfully complete all of the required undergraduate requirements, if applicable, before starting their graduate course of study. If students choose to drop back into the traditional undergraduate nursing program they will be withdrawn from the Graduate Nursing Program. Students may then reapply to the graduate nursing program once they have successfully completed the Bachelor of Science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Transfer of major into a specialty other than identified at the time of matriculation is dependent on availability. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment

Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree. If the continuous enrollment policy is not maintained, a letter will be sent to the student, the advisor, and the Office of Graduate Studies from the coordinator of the Graduate Nursing Programs.

Leave of Absence

All students in the Graduate Nursing Programs may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM’s current grading policies apply. Approval of the leave of absence is the responsibility of the coordinator of the Graduate Nursing Programs or the chairperson of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the coordinator to the student, the advisor, the Office of Graduate Studies, and the registrar.

To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the coordinator or chairperson of the GCAAC with a copy to the advisor
- Confer with the coordinator prior to the end of the leave of absence to ensure that the student can register

Background Check Policy

Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the graduate nursing program.

Inactivation Policy

Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or coordinator regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student’s inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the coordinator or the GCAAC chairperson to determine what requirements must be met to activate registration.

Time Limit

All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure

Students are required to maintain current registered professional nursing licensure. Students are required to notify the graduate program coordinator of any change in status of their RN license.
New England Regional Student Program

The University of Southern Maine master’s degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Studies, University of Southern Maine, 96 Falmouth St., Portland, ME 04103, (207) 780-4386.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The Graduate Nursing Programs of the School of Nursing are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12
Certificate of Graduate Study in Nursing Education

This nine-credit certificate program prepares students to teach in entry- and master’s-level nursing programs in both didactic and clinical courses and engage in other professional roles such as staff development. Three required courses (three credits each) for this certificate provide a foundation in theories of nursing education, external factors that influence nursing education, curricular models, teaching methodologies and strategies, and critical analysis of theories of learning and teaching. All courses will be offered as blended courses (some low residency required). The third course has a low-residency requirement as it entails a clinical practicum with supervision by faculty and an identified preceptor for either a didactic and/or clinical experiential component.

Admission Requirements

Application Deadlines
- Spring semester admission—October 1
- Fall semester admission—April 1

Admission Information
- A degree with a major in nursing from a degree program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing
- Completion of the Application for a Certificate of Graduate Study (CGS) which can be found at http://www.usm.maine.edu/grad
- Current resume.

Application material
- In addition to the materials described in the Admissions Information section, applicants for this program must submit:
  - Completion of a program selection form.
  - Two letters of reference reflecting professional practice and academic achievement.
  - Evidence (photocopy) of unencumbered current licensure as a registered professional nurse in Maine.
  - An essay reflective of professional goals.

Program Requirements

Curriculum (9 credits):
- NUR 636 Foundations of Nursing Education – 3 credits
- NUR 637 Methods of Education in Nursing – 3 credits
- NUR 638 Education Practicum and Seminar – 3 credits

Additional Information

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the USM School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

- Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate harassing or discriminatory conduct of any kind. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment. Approved by SON faculty 01/26/12

USM Graduate Catalog 2012-2013
Course Descriptions

Advanced Practice Concentrations - Courses

NUR 601 Advanced Pharmacotherapeutics
This course builds upon undergraduate understanding of pharmacological principles and agents by preparing students to evaluate and prescribe medications for common preventative, acute, and chronic health problems. The regulatory aspects of drug administration and prescription from the perspective of advanced nursing practice are examined. The development of clinical decision-making skills essential to safe, effective, and ethical pharmacological interventions will be the focal point of the course. Current concepts in pharmacogenomics and pharmacological therapies as part of the treatment of commonly encountered health problems are stressed. Cr 3.

NUR 602 Advanced Health Assessment
This course builds upon undergraduate knowledge of anatomy, physiology, pathophysiology, and health assessment of individuals across the life span. Physical assessment and diagnostic reasoning skills needed for advanced practice nurses are emphasized. 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. The social and historical context of knowledge development in nursing are examined with an emphasis on the relationship between theory, research, and practice in nursing. Cr 3.

NUR 604 Nursing Research
This course prepares nurses in advanced practice to appraise and use research and other evidence to provide high quality health care, to initiate change and to improve nursing practice and to evaluate their own practice systematically. Emphasis is on developing relevant clinical questions, searching for studies and other evidence, systematic appraisal of evidence, and determining whether and how to apply the findings. Commonly used research designs are explained. Strategies for organizing evidence and implementing evidenced-based practice changes are explored. Cr 3.

NUR 606 Leadership, Health Policy, and Role
This course examines the complexity of the American Health Care System and current efforts to restructure the system. Past, current, and potential roles of advanced practice nurses related to access, and the goals of Healthy People 2020 are examined. Sociopolitical, economic, and ethical issues embedded in public policy decisions are explored. Attention is given to the role of advanced practice nurses in influencing, creating, and implementing policy in diverse populations across the lifespan. Cr 3.

NUR 608 Applied Theories of Advanced Interpersonal Skills
Theories of communication, group, family/developmental, stress, consultation, and crisis are examined as they relate to interpersonal relations. The emphasis is on the acquisition of advanced communication skills and strategies for analyzing effective and ineffective communication. Self-reflection is an underlying thread when applying a range of theories to practice. Cr 3.

NUR 644 Advanced Practice Adult Health Nursing I
This is the first theory course in the adult health clinical nurse specialist (CNS) concentration. While all advanced practice competencies are introduced, the major emphasis of the course is on the patient sphere of influence and the direct care competency of the adult health CNS role. Nursing assessments and interventions for common, acute medical surgical illnesses, trauma, and acute manifestations of chronic illnesses are emphasized. Prevention and management of adverse events, emergencies, and complications are addressed. Basic strategies for integrating evidence-based guidelines into practice are introduced. Cr 3.

NUR 645 Advanced Practice Adult Health Nursing II
This is the second theory course in the adult health clinical nurse specialist (CNS) concentration. Emphasis is on advanced nursing assessments and interventions for patients with chronic illnesses as well as interdisciplinary care of this population. Contemporary evidence-based approaches to assessment, management, and outcome evaluation are addressed. Strategies for synthesizing various sources of evidence are discussed. Cr 3.

NUR 646 Clinical Practicum and Seminar I
This is the first clinical course in the adult health clinical nurse specialist (CNS) concentration. The focus of the course is on the patient sphere of influence and the direct care role of the CNS. Emphases are on CNS role acquisition, the clinical application of theories and science, and the use of advanced nursing assessments and interventions in patients with acute medical-surgical problems. Approaches to anticipating, preventing, and managing adverse events, emergencies, and complications are addressed. Cr 3.

NUR 647 Advanced Practice Adult Health Nursing III
This is the third theory course in the adult health clinical nurse specialist (CNS) concentration. The health care system’s sphere of influence and the leadership and management competencies of the CNS are the focus of this course. Managing and negotiating health care delivery systems and monitoring and ensuring the quality of health care are emphasized. Content on staffing, resource management, and rules and regulations as they relate to this advanced practice role is presented. Strategies for integrating theoretical, evidence-based, and practical approaches to quality improvement, to managing risk, change, and complexity, and to program development are discussed. Cr 3.

NUR 648 Clinical Practicum and Seminar II
This is the second clinical course in the adult health clinical nurse specialist (CNS) concentration. Applications of pathophysiology and nursing and interdisciplinary management of chronic illnesses are emphasized. The focus is on the synthesis and use of various sources of evidence in advanced medical-surgical practice. CNS role acquisition and socialization, particularly related to patient and nursing personnel spheres of influence, are discussed. In addition, advanced practice competencies of the CNS are analyzed. Cr 3.
NUR 649 Clinical Practicum and Seminar III
This is the third clinical course in the adult health clinical nurse specialist (CNS) concentration. Utilization of evidence-based strategies for managing and negotiating health care delivery systems and monitoring and ensuring the quality of health care are addressed. Clinical application of leadership and management competencies of the CNS role is emphasized. Emphasis is on quality of care initiatives, program development and management, change implementation, and assessing the impact of rules, regulations, and other internal and external contextual factors on care delivery. Cr 3.

NUR 650 Primary Care of the Adolescent
The emphasis in this course is on evidence-based assessments and interventions for adolescents. Anticipatory guidance and education for the parents of these adolescents and strategies for prioritizing adolescent and family health care and health education needs are emphasized. Cr 1.

NUR 651 Primary Care of Women
This course is designed to prepare advanced practice nurses to provide women’s health care from adolescence to geriatrics in the primary care setting. The emphases are on prevention, promotion, maintenance, and restoration of health. Evidence-based approaches to assessment, intervention, and evaluation of women’s health issues are addressed. Cr 1.

NUR 652 Primary Care Management of the Well Child
The emphasis in this course is on evidenced-based assessments and interventions for well infants and children. Anticipatory guidance and education for the parents of these children and strategies for prioritizing child and family healthcare and health education needs are emphasized. Cr 1.

NUR 653 Primary Care of the Ill Child
The emphases are on assessment and interventions for children with acute illnesses and education for the parents and children. Development of physical and psychosocial assessment and intervention skills specific to the pediatric population in the primary care setting are addressed. Decision making related to prioritizing child and family health care and health education needs is emphasized. Cr 2.

NUR 654 Primary Care of the Well Prenatal Woman
This course is designed to prepare advanced practice nurses to provide primary care to the well prenatal woman. Focus is on health promotion, assessing and minimizing risk, and preventing complications. Emphasis is on collaboration and ensuring continuity of care. Cr 1.

NUR 658 Graduate Clinical Project
This course is designed to promote the effective application of research and other evidence to clinical practice. Examples may include evaluating and/or modifying current practice standards, disseminating research results, increasing clinical application of evidence-based interventions, or adapting and designing a research-based intervention. Cr 3.

NUR 664 Primary Health Care of the Adult I
This is the first in a sequence of three courses in the family nurse practitioner concentration. Emphasis is on the provision and primary care to individuals and families in the context of community. Assessment, diagnosis, intervention and management strategies related to acute episodic care and health maintenance of adolescent, adult, and older adult populations are stressed. Particular focus is on the development of physical, psychosocial, and cultural assessment and intervention skills specific to the populations in primary care settings. Cr 3.

NUR 665 Primary Health Care of the Adult II
This is the second in a sequence of three courses in the family nurse practitioner concentration. Emphasis is on the provision of health promotion and primary care to individuals from adult through geriatrics and families in the context of community. Within the context of chronicity, the emphases are on assessment, diagnostic, intervention, and management strategies related to long-term health problems and the accompanying social and cultural issues in adolescent, adult, and older adult populations. Particular focus is on interdisciplinary and collaborative aspects of the advanced practice role, direct care for selected groups, and principles of evidenced-based practice. Cr 3.

NUR 666 Primary Health Care of the Adult III
This is the final in a sequence of three courses in the family nurse practitioner concentration. Emphasis is on the provision of health promotion and primary care to older adults. The focus is on gerontological concerns and complex health issues. Emphasis is on evidenced-based approaches to assessment and management of older adults within the context of family and community across settings. Cr 3.

NUR 667 Clinical Practicum and Seminar I
This is the first in a sequence of three clinicals/seminars designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of the community. The emphases are on the application of assessment, diagnostic, intervention, and management strategies to selected populations who need acute care and health maintenance. Particular focus is on using physical, psychosocial, and cultural assessment and intervention skill, and reflection on process issues related to clinical practice. Cr 3.

NUR 668 Clinical Practicum and Seminar II
This is the second in a sequence of three clinicals/seminars designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of the community. The emphases are on the application of assessment, diagnostic, intervention, and management strategies to selected populations related to long-term health problems and the accompanying social and cultural issues. Particular focus is on the integration and application of didactic information into clinical practice, development and refinement of the clinical decision-making process, critical evaluation of evidenced-based decisions, and reflection on process issues related to clinical practice. Cr 3.
NUR 669 Clinical Practicum and Seminar III
This is the final in a sequence of three clinicals/seminars designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of community. The focus is on the application of assessment, diagnostic, intervention, and management strategies in selected populations across the life span with emphasis on the older adult. Emphasis is also on the refinement of skills reflective of beginning-level competency as an advanced practice nurse. Cr 3.

NUR 671 Foundations of Advanced Practice Mental Health Nursing
In this course the range of issues pertinent to the advanced practice psychiatric mental health nurse practitioner are examined. Specific emphasis is on advanced mental health assessment across the lifespan and the initial clinical interview from a theoretical and research perspective. Other content includes the history and role development of the advanced practice nurse in this specialty and in specific areas of practice including case management and consultation/liaison. The health care environment is discussed and implications for psychiatric mental health nursing practice and research are examined. Cr 3.

NUR 672 Biological and Behavioral Components of Mental Health and Illness
In this course mental health and illness from several theoretical perspectives across the life cycle are examined. Theory and applications of biological psychiatry, behavioral neuroanatomy, psychiatric epidemiology, and psychosocial theories are addressed. Foundations of mental health, stress and coping, presentation of acute and chronic psychiatric illnesses are explored. Major psychiatric disorders including presenting symptoms, neurobiological factors, and environmental factors are discussed. Emphasis is on developing knowledge and skill in diagnosis using the DSM IV. Common medical problems that mimic the major psychiatric disorders are discussed and strategies for making differential diagnosis are identified. Cr 3.

NUR 673 Clinical Practicum and Seminar II
This is the second clinical practicum in the psychiatric mental health concentration. Focus for this clinical involves application of theory in working with adults and older adults across the lifespan with emphasis on the advanced practice role of individual psychotherapist. Pharmacological interventions and effective medication management are integrated.

NUR 674 Advanced Psychiatric/Mental Health Care of the Adult & Older Adult
This is the second in a sequence of three courses designed to examine the theoretical, research, and practice foundations of advanced psychiatric nursing working with adult and older adult populations. Major frameworks for individual psychotherapy are explored. Cr 3.

NUR 675 Advanced Psychiatric/Mental Health of Groups & Vulnerable Populations
This is the third in a sequence of three courses designed to examine the theoretical, research, and practice foundations of advanced psychiatric nursing practice. Focus is on expanding the theory and practice toward complex systems, and working with groups and vulnerable populations across the lifespan. Advanced practice options and special interest areas are explored. Cr 3.

NUR 676 Advanced Psychiatric/Mental Health Care of the Adult & Older Adult
This is the third clinical practicum in the psychiatric mental health concentration. Focus for this clinical involves the application of theory in working with groups and vulnerable populations across the life span. Emphasis is on integrating the advanced practice competencies and working collaboratively with members of the health care team in providing holistic care to clients. Pharmacological interventions and effective medication management are integrated. Cr 3.

NUR 677 Advanced Psychopharmacology
This course is designed to prepare the advanced practice nurse (APRN) in the clinical application of pharmacotherapeutic principles to psychiatric disorders across the life span. Theory and principles of neurobiology are analyzed and applied. The major classes of psychotropic agents are studied, including antidepressants, anxiolytics, mood stabilizers, antipsychotics, sedative-hypnotics, stimulants, and cognitive enhancers. Other drugs and drug classes are examined as appropriate and relative to the clinical context. Drug pharmacogenomics, pharmacodynamics, pharmacokinetics, indications, contraindications, interactions, and side-effects are evaluated in detail. Methods for evaluating efficacy of treatment and adjustment of pharmacotherapeutic regimens are emphasized. Cr 3.

NUR 678 Advanced Child and Adolescent Psychopathology
This course is designed to prepare psychiatric nurse practitioners with the knowledge to address the mental health needs of children and adolescents. A developmental psychopathology framework is utilized to examine common psychiatric diagnoses including symptom clusters and comorbidities. Emphases are on the approaches to assessment, diagnosis, and management of children and adolescents with a range of mental health needs based on current evidence-based research within the context of families. Cr 3.

NUR 679 Clinical Practicum and Seminar III
This seminar is designed to prepare advanced practice nurses to provide psychiatric care to children and adolescents who present with a variety of mental health needs. The focus of this seminar is on the clinical practice and the application of theory and evidence-based practice in the psychiatric treatment of children and adolescents. Emphases are on the application of assessment, diagnosis, and management of strategies in working with children and adolescents with mental health needs. Pharmacological interventions and effective medication management are integrated. Cr 3.

NUR 680 Advanced Psychopharmacology
This course is designed to prepare the advanced practice nurse (APRN) in the clinical application of pharmacotherapeutic principles to psychiatric disorders across the life span. Theory and principles of neurobiology are analyzed and applied. The major classes of psychotropic agents are studied, including antidepressants, anxiolytics, mood stabilizers, antipsychotics, sedative-hypnotics, stimulants, and cognitive enhancers. Other drugs and drug classes are examined as appropriate and relative to the clinical context. Drug pharmacogenomics, pharmacodynamics, pharmacokinetics, indications, contraindications, interactions, and side-effects are evaluated in detail. Methods for evaluating efficacy of treatment and adjustment of pharmacotherapeutic regimens are emphasized. Cr 3.

NUR 681 Advanced Child and Adolescent Psychopathology
This course is designed to prepare psychiatric nurse practitioners with the knowledge to address the mental health needs of children and adolescents. A developmental psychopathology framework is utilized to examine common psychiatric diagnoses including symptom clusters and comorbidities. Emphases are on the approaches to assessment, diagnosis, and management of children and adolescents with a range of mental health needs based on current evidence-based research within the context of families. Cr 3.

NUR 683 Clinical Practicum and Seminar: Child and Adolescent
This seminar is designed to prepare advanced practice nurses to provide psychiatric care to children and adolescents who present with a variety of mental health needs. The focus of this seminar is on the clinical practice and the application of theory and evidence-based practice in the psychiatric treatment of children and adolescents. Emphases are on the application of assessment, diagnosis, and management of strategies in working with children and adolescents with mental health needs. Pharmacological interventions and effective medication management are integrated. Cr 3.

NUR 685 Advanced Psychiatric/Mental Health Care of Children, Adolescents, & Families
This is the first course in a sequence of three courses designed to examine the theoretical and evidence-based practice foundations for advanced practice mental health nursing. Emphases are on the approaches to assessment, diagnosis, and management of children, adolescents, and families. Cr 3.
NUR 686 Clinical Practicum and Seminar I
This is the first clinical practicum in the psychiatric mental health concentration. Focus for this clinical involves application of theory in working with children, adolescents, and families across the life span with emphasis on the advanced practice role of the psychotherapist. Pharmacological interventions and effective medication management are integrated. Cr 3.

NUR 690 Role Seminar
The major focus of the seminar is to prepare students to make a successful transition from graduate student to advanced practice nurse. Issues such as becoming credentialed, negotiating a contract, developing a portfolio, networking, resume writing, and utilization of resources will be addressed. Emphasis is placed on developing strategies for negotiating systems and creating work environments supportive of novice advanced practice nurses. Cr 1.

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

Dual MS in Nursing/MBA Courses

NUR 697 Nursing Management Clinical Immersion I
This is the first in a sequence of two clinical courses in the M.S. portion of the M.S./M.B.A. Program. The focus is on synthesis and application of knowledge gained in the nursing and business core courses and role acquisition and socialization as a nurse administrator. Emphasis is on assessment and need identification in an organization, resulting in appropriate intervention strategies to impact the delivery of patient care in health care organizations. Economic, political, and other relevant factors affecting the organization and delivery of health care will be analyzed. Cr 3.

NUR 698 Nursing Management Clinical Immersion II
This is the final in a sequence of two clinical courses in the M.S. portion of the M.S./M.B.A. Program. The focus is on models of innovation and change in the health care system. Implementation and evaluation of intervention strategies for the delivery of quality patient care within an organizational setting are emphasized. Cr 3.

Clinical Nurse Leader, Nursing Education, and Nursing Management Concentrations - Courses

NUR 610 Integrated Health Assessment & Pharmacology
Integrated concepts from health assessment and pharmacology are utilized to achieve high quality outcomes for education, management, and practice. Evidence-based nursing and interdisciplinary approaches to outcomes management are emphasized. Cr 3.

NUR 614 Theoretical Foundations of Leadership and Role
Explore multiple theories integral to implementation of a leadership role for the masters prepared nurse. The emphasis is on acquisition and application of leadership, organization, ethics, interpersonal, and information management concepts to improve clinical processes, safety, and patient/institutional outcomes. Cr 3.

NUR 615 Clinical Project I
This is the first course in a two to three credit course sequence designed to facilitate project planning and management, evidenced-based practice, and/or education praxis. Emphasis is on leadership and project design. The clinical project may vary based on the concentration in which the student is enrolled. Cr 1.

NUR 617 Clinical Project II
This is the second course in a two- to three-credit course sequence designed to facilitate project planning and management, evidenced-based practice, and/or education praxis. The student continues with the project proposed in semester one. Emphasis is on implementation, data collection, and analysis in semester two. Cr 1.

NUR 618 Clinical Project III
This is the third course in a two- to three-credit course sequence designed to facilitate evidenced-based practice. Emphasis in this third semester is on project completion, evaluation and dissemination. Cr 1.

NUR 621 Clinical Seminar I
This is the first in series of two to three clinical seminars. Emphasis is on synthesis and application of knowledge and theoretical principles to achieve role acquisition and socialization within the student’s concentration. Focus is on organizational and role assessment and assimilation. Self-reflection and critique of evolving role acquisition is emphasized. Practicum is required in a setting relevant to the student’s concentration. Cr 3.

NUR 622 Clinical Seminar II
This is the second in a series of two to three clinical seminars. Students continue to assimilate role competencies with emphasis on implementation and evaluation in more complex situations. Self-reflection and critique of evolving role acquisition is emphasized. Clinical practicum is required in a clinical, organizational, or education setting relevant to the student’s academic concentration. Cr 3.

NUR 623 CNL Immersion: Clinical Seminar III
This is the third in a sequence of clinical seminars, designed in partnership with clinical agencies, as a 300-hour capstone CNL clinical immersion practicum. Faculty, preceptors, and students periodically meet to discuss experience, issues, role development, and implementation. Self-reflection on the evolving CNL role is emphasized. Cr 3.
NUR 624 An Interprofessional Approach to Population-Based Health
An interprofessional approach to caring for populations across the lifespan is the focus of this course. Major components include concepts of health, levels of prevention, epidemiology of wellness, global health issues, and control of health problems. Community assessment, planning, intervention, and evaluation of complex and chronic health related issues are stressed. Cr 3.

NUR 625 Principles of Health Care Finance
An introduction to health care financial management principles, practices, tools, and models is the focus of this course. The relationships between financial management and quality outcomes will be explored. Information systems and technology will be used to plan, monitor, and evaluate fiscal resources for practice and program initiatives. Cr 3.

NUR 628 Health Systems, Policy, and Economics
A critical analysis of socioeconomic, political, legal, ethical, and global factors that affect health care delivery is emphasized. The relationships between policy, economics, and outcomes are explored. The focus is on the role of the nurse to influence health care policy, quality improvement, and financial decision making of health care delivery, equity in access, and patient safety. Cr 3.

MS Option Program Courses
CON 502 Pharmacology
This course provides an overview of the principles of pharmacokinetics and pharmacodynamics. The major drug categories are reviewed with emphasis placed on the therapeutic use, action, and adverse reactions of selected prototype drugs. Emphasis is placed on the benefits and risks of drug therapy, thereby preparing the nursing student for safe, therapeutic pharmacologic interventions. First semester of curriculum. Cr 3.

CON 521 W Health-Related Research
Introduction to health-related research with an emphasis on understanding the research process and becoming a consumer of research. Critique of health-related research findings to health professions and their application to professional practice is a major component of this course. CON 521 is a Writing Intensive course. For nursing majors, this course must be completed before taking any 400-level nursing course. Prerequisite or concurrent: PSY 105D or MAT 120D. Cr 3.

CON 556 Concepts in Community Health
This course introduces the concepts and principles basic to the development and maintenance of the community’s health. The epidemiological process guides the survey of current major health issues. The course focuses on the health issues of groups in the community at local, state, national, and global levels. Cr 3.

NUR 508 Health Assessment Practicum
The course provides knowledge and skills essential to conduct an in-depth bio-psycho-social-cultural, holistic health assessment of well individuals through the life span. Emphasis is placed on data collection through development of communication and physical examination skills. Data will then be analyzed and nursing diagnoses developed. Concurrent with NUR 509. Cr 2.

NUR 509 Health Assessment
This course provides knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessment of well individuals throughout the life span. Emphasis is placed on data collection through effective communication and physical skills followed by data analysis and identification of nursing diagnostics. Cr 3.

NUR 511 Nursing Role for MS Option Students
This seminar introduces accelerated and option program nursing students to content in nursing history, theory, and research. Students will consider the major constructs of nurse, health, and caring practice. It is a transitional course that seeks to prepare students for the accelerated programs of study at USM, provide a framework for understanding professional education, and for exploring the transition into nursing. Cr 1.

NUR 512 Nursing Arts and Sciences for MS Option Students
This course introduces the student to concepts and skills basic to the art and science of nursing. The nursing process is introduced as the problem-solving tool, and is used along with scientific principles in the teaching of foundational nursing therapeutics used in most practice settings. First semester of curriculum. Cr 3.

NUR 513 Advanced Nursing Skills - Lab
This course builds on the theory, scientific principles, and psychomotor skills introduced in NUR 512/514 to promote role development in the core competencies of nursing practice. Prerequisites: NUR 512 and 514, concurrent with NUR 523, and 526. Cr 1.

NUR 514 Fundamentals of Nursing Labs for MS Option Students
Provides an historical and contemporary perspective on the nature and scope of nursing and focuses on theory, scientific principles, and psychomotor skills used to implement the foundational nursing therapeutics that promote, maintain, and restore the health of the client. Concurrent with NUR 512. Cr 3.

NUR 516 Child Health Nursing - Lab
Child health lab provides an opportunity for the student in various health care settings to apply the theoretical concepts of health promotion, maintenance, and restoration with children and their families who are at risk or may be experiencing alterations in health. Concurrent with NUR 545. Cr 2.

NUR 523 Management of the Critically Ill Adult/Older Adult for MS Option Students
Students examine evidence-based therapeutic nursing intervention that supports adult and older adult clients experiencing complex health problems. Viewing clients as holistic beings, students study and analyze the skills necessary for delivery of care to high acuity adult and older adult clients. Concurrent with NUR 526. Cr 3.

NUR 424/524. Clinically-Applied Genetics
This course explores the genetic basis of human health and disease. It examines the specific mechanisms by which genetic differences give rise to altered body function and influence disease risk, and how these differences are inherited. It emphasizes the advances in genetics that impact the prevention, diagnosis, and treatment of illnesses and conditions. In so doing, it both addresses the basic science of genetics and also explores related clinically-applied topics such as the ethical implications of genetics, genetic screening, genetic risk assessment, and gene therapy. NUR 524, the graduate-level class, will include an additional 1-hour per week seminar. Prerequisites: NUR 523 or consent of instructor. Cr 3.

NUR 526 Management of the Critically Ill Adult/Older Adult Clinical for MS Option Students
Students will intervene therapeutically with adults and older adults experiencing complex health problems. Students practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Open to second degree option students only. Concurrent with NUR 523. Cr 4.

NUR 530 Mental Health Nursing for MS Option Students
This course examines the theory and practice of psychiatric/mental health nursing. Assessment of clients and intervention strategies are explored. Interdisciplinary aspects of mental health care delivery and current issues in mental health nursing are discussed. Concurrent with NUR 531. Cr 3.

NUR 531 Mental Health Nursing - Lab
This course offers students an opportunity to focus nursing practice on promotion, maintenance, and restoration of mental health. Clinical experience is provided in a mental health/psychiatric nursing setting. The emphasis is on application of concepts of mental health/psychiatric nursing. Concurrent with NUR 530. Cr 2.

NUR 532 Nursing Care of the Older Adult in the Community
The focus of this course is the family-centered care of older individuals in the community. Emphasis is on nursing assessment, diagnosis, and therapeutic interventions with individuals and families coping with chronic illnesses. Health promotion/risk reduction strategies are applied. The roles of the nurse in interdisciplinary community settings are explored. Ethical issues unique to community settings are analyzed. Prerequisite: NUR 512/514 or concurrent. Cr 3.

NUR 538 Community Nursing Partnership for MS Option Students
In this course students work within a community partnership to care for individual clients/families and work with residents in developing community-based health programs. This experience provides students with an opportunity to care for culturally diverse individuals, families, and groups. Leadership roles, including ongoing community partnership development, will be emphasized. Prerequisite: CON 356. Cr 2.

NUR 541 Adult/Older Adult Health Nursing
During this course, students will explore evidence-based nursing therapeutics that support both the adult and the older adult client experiencing health problems. The course considers major health problems in the United States, focusing on nursing knowledge needed for care of adults and older adults experiencing acute and chronic alterations in health in a variety of care settings. This course will encourage students to develop and practice critical thinking skills necessary for delivery of family-centered care in today’s complex health care system. The roles of collaboration, advocacy, and teaching are introduced as the student nurse interacts with clients and their support systems across the continuum of care. Prerequisites: NUR 100, 200 or 211; NUR 209/210; NUR 212/213; BIO 345; CON 302 (within one year). NUR 541 is offered in the fall semester and is open only to option students. Cr 3.

NUR 542 Adult/Older Adult Health Nursing - Lab
Students will intervene therapeutically with adults and older adults experiencing health problems. Students will practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 541. Cr 4.

NUR 543 Reproductive and Sexual Health
This course focuses on the theory and research in reproductive and sexual health care. While emphasis is placed on holistic nursing care of diverse healthy families from preconception through the childbearing process, high risk conditions, including end of life care for neonates, and the interventions necessary for successful adaptation are also discussed. Male and female reproductive health issues and nursing care across the lifespan will be presented. Prerequisite or concurrent: NUR 541/542 and CON 502. Cr 3.

NUR 544 Reproductive and Sexual Health Nursing - Lab
This course offers students experience in providing holistic nursing care to individuals and families engaged in childbearing experiences. Emphasis is placed on health needs and alterations during the childbearing process, as well as promotion and maintenance of health before, during, and after childbirth. Concurrent with NUR 543. Cr 2.

NUR 545 Child Health Nursing
In this course, students examine family-centered nursing care in the health promotion and health care of children. Class discussions focus on theories, research, and literature related to health needs and common health problems of children. Family, heredity, environment, and socioeconomics are among the factors examined in discussions of nursing in child health. Prerequisites: CON 502; NUR 541/542. Concurrent with NUR 516. Cr 3.
**Graduate Electives**

**NUR 519 Introduction to Forensic Nursing**
This introductory course provides the student with knowledge and nursing strategy to better meet the needs of those affected by forensic-related health care situations and ultimately improve patient outcomes. The history and development of forensic nursing as a scientific subspecialty of nursing is explored. The forensic nursing process; application of the forensic nursing role (i.e. sexual assault management, death investigation, child death review, abuse/neglect, emergency department, etc.); violence and victimology; injury identification and interpretation; evidence recognition, collection, preservation, and documentation; and forensic nursing and the medical/legal interface are also explored. Cr 3.

**NUR 682 Orthopedic Evaluation and Treatment for the Primary Health Care Professional**
This course reviews the current clinical literature on the prevention, recognition, assessment, and treatment of sports-related orthopedic conditions that occur in the physically active. A lab component is included that provides practice in common orthopedic screening techniques as part of pre-participation screening as well as practice in evaluation of sports-related injuries and initial interventions. Cr 3.

**Certificate of Graduate Study in Nursing Education - Courses (blended format)**

**NUR 636 Foundations of Nursing Education**
This course is the first graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. Historical and philosophical underpinnings of education are explored. Emphasis is given to reflection on personal experience, exploration of current issues in nursing education, nursing education theory, and critical analysis of theories of learning and teaching. Cr 3.

**NUR 637 Methods of Education in Nursing**
This course is the second graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. Components of course and curriculum development including assessment of learners' needs, course objectives and outcome measures, content selection and development, and teaching strategies are examined. Emphasis is on developing expertise as an educator by increasing sensitivity, knowledge, and skill in creating effective teaching programs that reflect an understanding of the learner, context, and content. Cr 3.

**NUR 638 Education Practicum and Seminar**
This course is the third graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. In this course the concept of “praxis” is fully realized. With guidance from the faculty, students will select an educational experience to develop, implement, and evaluate. Experiences may include, however are not limited to, in-service programs, classroom and clinical teaching, and community education programs. Cr 3.
Professional and Continuing Education

Executive Director: Monique M. LaRocque
Director of Program Development: Susan Nevins; Director of Operations: Stacy Calderwood; Executive Director, National Resource Center for Other Life Long Learning Institutes: Kali Lightfoot; Director of CTEL; Director of Conference Services: Liz Morin; Associate Director of Academic Programs: Karin Pires; Associate Director of Program Development; Amertah Perman; Coordinator of PCE Student Services; Amy Gieseke; Assistant Director, Osher Lifelong Learning Institute: Susan Morrow; Accounts Manager: Cherie Tate.

Professional and Continuing Education (PCE) provides and supports alternative learning opportunities to enable students to make progress towards completing their degrees, expanding their professional capacities, and enriching their lives through professional and continuing education. The division serves traditional students, adult students and seniors. PCE supports the transition and/or development of academic programs into alternative formats and schedules that meet the needs of today’s diverse student population. Through partnerships with academic departments the division provides leadership in expanding programs geared to the adult population and marketing and student services necessary to support these programs.

Program Areas

USM Online

USM Online is offered in partnership with academic departments. PCE provides program development of online degrees and certificates, faculty support and development in teaching, online student services, registration services and marketing expertise. For 2012-13, the following programs are available online:

Undergraduate Degrees
B.S. in Business Administration (7 week format)
B.A. in Liberal Studies, Humanities Track (7 week format)
B.S. in Applied Technical Leadership
B.S. in Leadership and Organizational Studies
B.S. in Leadership and Organizational Studies, Integrative Professional Studies Track
B.A in Communication

Undergraduate Certificates
Certificate in Gerontology
Certificate in Leadership Studies
Certificate in Creative Leadership and Global Strategy

Graduate Degrees
M.S. in Adult and Higher Education
M.A. in Leadership Studies

Graduate Certificates
Certificate of Graduate Study in Leadership
Certificate of Graduate Study in Creative Leadership and Global Strategy

USM Summer

USM Summer offers over 500 courses, both on campus and online, in accelerated formats ranging from one to seven weeks. In addition, a variety of innovative institutes and conferences are sponsored during the summer months. Short-term travel programs offer students a vibrant learning experience and an excellent opportunity to earn up to six credit hours in one- to five-week international or domestic travel-based courses. Contact us by email at pce@usm.maine.edu, by phone at (207) 780-5900, or online at http://www.usm.maine.edu/summer

USM Winter

USM Winter offers online courses and some short-term travel-based courses during the break between fall and spring semesters. This term provides an opportunity for students who want to accelerate their degree progress. Contact us by email at pce@usm.maine.edu by phone at (207) 780-5900, or online at http://www.usm.maine.edu/winter

USM Weekend

USM Weekend offers a variety of courses from Friday evenings through Saturday afternoons each term, making onsite, traditional academic coursework more feasible for working adults. Contact us by email at pce@usm.maine.edu or by phone at (207) 780-5900.

USM Off-Campus

USM Off-Campus provides a variety of distance courses at University College in Bath/Brunswick and Saco and other statewide sites. These centers offer an array of services including registration, admission, financial aid, and academic advising.

Bath/Brunswick, 9 Park Street, Bath, ME 04530, (207) 442-7736 or 800-696-2329
Saco, 110 Main Street, Saco Island, Saco, ME 04072, (207) 282-4111 or 800-696-3391

Professional Development Programs

Professional Development Programs provide professional development opportunities for individuals with a focus on intensive, in-depth certificate programs and short-term, skills-based courses in the areas of business and management, health and human services, and nonprofit management. These noncredit programs earn CEUs that are required by some professions for re-licensure. PCE also offers customized

304
training to meet the specific business needs of local organizations; and provides workforce development training in collaboration with community partners. Training can be delivered at the Abromson Center in Portland or on site. Contact us by email at pce@usm.maine.edu, by phone at (207) 780-5900, or online at http://www.usm.maine.edu/pdp.

Osher Lifelong Learning Institute (OLLI)
The Osher Lifelong Learning Institute (OLLI) is a membership organization for people 50 years and older, committed to providing a variety of intellectually challenging courses and activities in a creative and inclusive learning community. An extensive array of liberal arts and science courses are peer taught by volunteers. There are no entrance requirements or grades, and no college background is needed. OLLI also sponsors lectures including the SAGE series, social activities, and educational travel. Membership and course fees are affordable and scholarships are available. Contact us by phone at (207) 780-4406 or online at http://www.usm.maine.edu/olli.

National Resource Center for Osher Lifelong Learning Institutes
The National Resource Center for Osher Lifelong Learning Institutes is a communication hub disseminating management resources and best practices, planning conferences, and providing general support for a network of 117 OLLIs in 50 states with 108,000 total members. The OLLIs are initially established and funded by The Bernard Osher Foundation of San Francisco. The National Resource Center also houses the office of the Maine Senior College Network which provides communication, resources, and annual conferences for the 17 Senior Colleges located throughout Maine. Contact us by phone at (207) 780-4128 or online at http://www.usher.net or http://www.mainseniorcollege.org.

Service Courses
PCE offers service courses that fulfill specific requirements of some USM programs.

ABU 190 Spreadsheets and Problem Solving
Spreadsheet proficiency is a graduation requirement for some academic programs. Proficiency can be demonstrated by earning a C or higher grade in this course, or by successfully passing a spreadsheet proficiency exam. ABU 190 is an examination of problem-solving techniques using modern computer applications software. The primary focus is on the use of electronic spreadsheets as a problem-solving tool, including proper spreadsheet model design and the use of appropriate graphical representation of model results. Other computer problem-solving software is examined. Interpretation and effective communication of results, both written and oral, are practiced. Every semester. Prerequisite: MAT 101 (C- or higher) or equivalent proficiency and computer literacy. Cr 3.

Student Services
PCE provides a team of Service Representatives and Advisors in support of all PCE programs.

PCE Service Representatives
PCE Service Representatives provide student inquiry and registration services for all PCE program areas.

PCE Advisors
PCE Advisors provide student support and guidance for the online degree and certificate programs from initial inquiry through graduation. This includes support through the admission process, including financial aid, prior learning experience, transfer evaluation and course registrations. Once matriculated into an online degree or certificate program students will be assigned an Online Student Success Advisor who will support them through graduation.

PCE Student Service Center
PCE Student Service Center is located in the USM Abromson Center at 88 Bedford Street, Portland, Maine. Contact us by email at pce@usm.maine.edu, by phone at (207) 780-5900, or online at http://www.usm.maine.edu/pce/services.

Faculty Services
Center for Technology Enhanced Learning (CTEL)
The Center for Technology Enhanced Learning (CTEL) supports the efforts of faculty, departments, and programs that develop online and blended programs and courses and who use technology in the classroom to enhance teaching and learning. CTEL is particularly interested in supporting courses and programs that attract new audiences to USM (e.g. place-bound or working adults) and expand higher education opportunities for the people of Maine and beyond. CTEL coordinates courses delivered via interactive television (ITV), compressed video (CV), and PolyCom. CTEL also facilitates the regional SLOAN Conference which provides an opportunity for faculty to learn from experts and share their own expertise in developing and using creative pedagogy and technologies. Contact us by phone at (207) 780-4077, or online at http://www.usm.maine.edu/ctel.

Conference Services
Conference Services provides rental, registration and planning services to external groups accessing USM facilities for meetings, conferences or other functions. Services are available both on and offsite. Contact us by phone at (207) 780-5960 or online at http://www.usm.maine.edu/conferences.
University of Maine School of Law

Dean: Peter Pitegoff

Juris Doctor

Professors: Burke, Cluche, Friedman, Galbraith, Heimes, Knott, Lupica, Maine, Norchi, Northrop, Pitegoff, Rogoff, Smith, Wanderer, Ward, Wriggins, Zarr; Associate and Assistant Professors: Arey, Bam, Ghachem, Owen, Schindler, Welch; Emeritus Professors: Delogu, Khoury, Reiser

The University of Maine School of Law offers high-quality legal education to a carefully selected student body. With a fine faculty, excellent library resources, and a nationally oriented curriculum strong in basic legal courses, the Law School takes pride in educating students who become capable and motivated attorneys.

The academic program is rigorous and demanding. Thanks to the School’s size, its students have the benefit of small classes, frequent and informal contact with the faculty, and a supportive atmosphere. These factors do much to ease the strains attendant upon entry to an exacting profession.

The School averages less than 300 students, making it one of the smallest law schools in the country. The student body is remarkably varied in age, professional and academic experience, and background.

The School’s 22 full-time faculty members, along with part-time instructors drawn from practicing attorneys and the judiciary, represent a diversity of backgrounds, expertise, and interests.

The School is fully accredited by the American Bar Association and is a member of the Association of American Law Schools. Established in Portland in 1962, it is the law school of the University of Maine System and an administrative unit of the University of Southern Maine. The School’s location is accessible for students with disabilities and provides facilities for classroom and seminar discussion, library research, moot court participation, clinical practice, legal publications, and student activities. The Law School publishes two student-edited journals: The Maine Law Review and the Ocean and Coastal Law Journal.

For more information on the Law School, contact the Admissions Office, University of Maine School of Law, 246 Deering Avenue, Portland, ME 04102, (207) 780-4341, or visit the Law School web site at http://www.mainelaw.maine.edu.

Center for Law and Innovation

The Center for Law and Innovation was established in 1999 in recognition of the role of law in economic development based on investments in science and technology. The Center offers educational opportunities in intellectual property and technology-related law to students, practicing attorneys, and Maine’s technology sectors through courses, conferences, seminars, and a clinical program. The Center also engages in research projects that support Maine’s investment in science and technology R&D. As home to the Maine Patent Program and the Intellectual Property Law Clinic, the Center offers education and assistance in patent, trademark, and copyright law to companies, inventors, and entrepreneurs around the state of Maine and enables students to practice before the U.S. Patent and Trademark Office.

Cumberland Legal Aid Clinic

The Cumberland Legal Aid Clinic, established in 1969, is one of the nation’s oldest continuously operating law school clinical programs and a highly respected provider of legal services. CLAC’s clinical programs give third-year law students opportunities to provide direct representation to low-income clients. Students are admitted to practice in court as "student attorneys" and are directly responsible for all aspects of their cases. Maine Law offers four separate clinical courses through CLAC: General Practice Clinic, Juvenile Justice Clinic, Refugee and Human Rights Clinic, and Prisoner Assistance Clinic, along with legal work in domestic violence matters.

Center for Oceans and Coastal Law

The Center for Oceans and Coastal Law is devoted to research and education in ocean law and policy. It supports the marine law curriculum and the student-edited Ocean and Coastal Law Journal. The Center’s current research areas include law of the sea, maritime security, comparative marine law, international maritime boundary delimitation, maritime ports, ocean and coastal resources and their management, and the marine environment of the Gulf of Maine. The Center for Oceans and Coastal Law has active ties and research collaborations with leading universities and maritime institutes around the world.
Office of Sponsored Programs

Pre-award Services
The Office of Sponsored Programs (OSP) is responsible for encouraging externally funded initiatives in support of program-related activities of academic, research and development, and administrative units; and serves as the major resource to faculty and staff who wish to pursue such projects. The Office maintains information on and promotes awareness of funding opportunities, assists in refining project ideas and matching them with a potential sponsor’s priorities and requirements, assists in the preparation of grant applications, and serves as the final approving authority for such applications.

In addition to having access to many online funding sources, OSP maintains a subscription to an online funding opportunities database via the Community of Science. This is accessible by all faculty and staff and can be invaluable to individuals seeking to do their own searches.

OSP publishes a monthly newsletter during the academic year that provides information on funding opportunities for scholarly, creative, or research oriented projects; highlights currently funded projects; and provides recognition for faculty and staff awards.

Post-award Services
The OSP provides financial management assistance and administrative support to principal investigators and project directors after an award is received. Services include: review and approval of all award documents, preparation and submission of financial reports, requests for reimbursement, budget revisions, amendments, etc. These services are a collaborative effort on the part of OSP staff and project staff. Services continue through the termination date, ending with the submission of the final program and final financial reports.

Increasingly, governmental agencies are turning to OSP to provide management and approval for post-award modifications. In many cases, such requests can be approved and processed by OSP with proper notification to the sponsor.

Additional information is available online: http://www.usm.maine.edu/osp.
Administration of the University of Southern Maine

Administrative Organization as of June 1, 2012
President: Selma Botman, 707 Law Building, Portland, tel: 780-4480
Provost and Vice President for Academic Affairs: John R. Wright, 711 Law Building, Portland, tel: 780-4485
Associate Provost for Academic Affairs: Dahlia Lynn, 732 Law Building, Portland, tel: 780-4544
Chief Operating Officer: Katherine Greenleaf, 732 Law Building, Portland, tel: 228-8505
Chief Financial Officer: Richard R. Campbell, 724 Law Building, Portland, tel: 780-4484
Chief Information Officer: William W. Wells, 626 Law Building, Portland, tel: 780-4995
Chief Student Affairs Officer: Craig L. Hutchinson, 220 Sullivan Complex, Portland, tel: 780-4035
Chief Student Success Officer: Susan Campbell, 100 Payson Smith, Portland, tel: 780-4547
Vice President for University Advancement: 722 Law Building, Portland, tel: 780-4708
Senior Organizational Development Partner: Martha Freeman, 209 Deering Avenue, Portland, tel: 228-8304
Executive Director of Public Affairs: Robert Caswell, 601 Law Building, Portland, tel: 780-4200
Senior Advisor and Special Assistant to the President for Planning and Project Development: Timothy Stevens, 709 Law Building, Portland, tel: 228-8183

Administrative Offices Serving Students

Academic Assessment
Susan King, director

Admission, Undergraduate
Mary Sloan, director

Admission, Graduate

ARAMARK Dining Services
Chris Kinney, senior food service director

Arts, Humanities and Social Sciences, College of
Lynn Kuzma, dean

Athletics and Recreation
Al Bean, director

Bookstores
Nicole Piaget, director

Community Service and Civic Engagement
Andrea Thompson McCall, director of community service learning

Community Standards, Office of
Stephen Nelson, director

Facilities Management
Robert Bertram, executive director

Financial Aid, Student
Keith DuBois, director

Financial Resources
Cynthia S. Quinn, executive director

Graduate Studies
Dahlia Lynn, dean

Law, University of Maine School of
Peter Pitegoff, dean

Law Library, University of Maine School of Law
Christopher Knott, director
Leviston–Auburn College
Joyce Gibson, dean

Libraries
David Nutty, director

Management and Human Service, College of
Joseph McDonnell, dean

Multicultural Student Affairs
Susan Evans, coordinator
Reza Jalali, coordinator

Other Lifelong Learning Institute
Kali Lightfoot, executive director of national resource center, OLLI

Registrar’s Office
Steven G. Rand, registrar

Residential Life and Resident Education
Denise Nelson, director of residential life

Science, Technology and Health, College of
Andrew L. Anderson, dean

Student Billing
Virginia Johnson, bursar

Student Information Systems
Marthina S. Berry, director

Student Involvement and Activities
Christopher O’Connor, director of student life: Portland
Jason Saucier, director of student life: Gorham

Student Success
Susan Campbell, chief student success officer
Joseph Austin, executive director
Elizabeth M. Higgins, executive director

Telecommunications
Nancy Austin, director

University Health and Counseling Centers
Kristine A. Bertini, director

University Outreach
Monique M. LaRocque, executive director

USM Public Safety
Kevin Conger, director


Andrews, Samuel G. (1966-2007) Chief Financial Officer Emeritus; Associate Professor of Business Administration; Babson College, B.S., 1964; University of Maine, M.S., 1966


Ayers, George H. (1959-1991) University of Maine, B.A., 1951; The Ohio State University, M.A., 1959; Associate Professor Emeritus of Geosciences


Barringer, Richard E. (1988-2011) Harvard University, A.B., 1959; University of Massachusetts, M.A., 1963; Massachusetts Institute of Technology, Ph.D., 1968; Professor Emeritus of Community Planning and Development, Muskie School of Public Service


Burson, Janet Z. (1978-2005) Syracuse University, B.S., 1964; Oregon State University, M.S., 1975; Vanderbilt University, Ed.D., 1990; Associate Professor Emerita of Nutrition


Chabot, Maurice J. (1965-2011) University of Maine, B.A., 1961; Bowdoin College, M.A., 1965; Associate Professor Emeritus of Mathematics;

Chandler, Joseph (1968) Bowdoin College, A.B., 1942; University of Maine, M.B.A., 1967; University of New Hampshire, M.A., 1971; Associate Professor Emeritus of Business Administration


Coogan, William H., III (1972-2005) Boston College, B.A., 1963; Rutgers University, M.A., 1964; University of North Carolina, Ph.D., 1971; University of Maine School of Law, J.D., 1988; Associate Professor Emeritus of Political Science


Dickey, Edna F. (1946-1973) University of New Hampshire, B.A., 1933, M.A., 1936; Associate Professor Emerita of History

Dietrich, Craig (1968-1997) University of Chicago, A.B., 1961, Ph.D., 1970; Professor Emeritus of History


Foster, Carolyn N. (1966-2001) Douglass College (Rutgers), A.B., 1958; Purdue University, M.S., 1961; Bowdoin College, A.M., 1966; Associate Professor Emerita of Mathematics


Greenwood, Helen L. (1969-1995) Northeastern University, B.S., 1958; University of New Hampshire, M.S., 1960; University of Connecticut, Ph.D., 1969; Dean and Associate Professor of Natural and Applied Sciences Emerita


Healy, Phyllis Foster (1980-2011) Hunter College, B.S.N., 1971; University of California at San Francisco, M.S.N., 1972; University of Texas at Austin, Ph.D., 1990; Associate Professor Emeritus of Nursing


Kilbreth, Elizabeth H. (1985-2012) B.A., 1973; Johns Hopkins University, M.H.S., 1979; Brandeis University, Ph.D., 1996; Associate Research Professor Emerita, Muskie School of Public Service


Kilbreth, Elizabeth H. (1985-2012) B.A., 1973; Johns Hopkins University, M.H.S., 1979; Brandeis University, Ph.D., 1996; Associate Research Professor Emerita, Muskie School of Public Service

Kilbreth, Elizabeth H. (1985-2012) B.A., 1973; Johns Hopkins University, M.H.S., 1979; Brandeis University, Ph.D., 1996; Associate Research Professor Emerita, Muskie School of Public Service


Kilbreth, Elizabeth H. (1985-2012) B.A., 1973; Johns Hopkins University, M.H.S., 1979; Brandeis University, Ph.D., 1996; Associate Research Professor Emerita, Muskie School of Public Service

Kilbreth, Elizabeth H. (1985-2012) B.A., 1973; Johns Hopkins University, M.H.S., 1979; Brandeis University, Ph.D., 1996; Associate Research Professor Emerita, Muskie School of Public Service

Kilbreth, Elizabeth H. (1985-2012) B.A., 1973; Johns Hopkins University, M.H.S., 1979; Brandeis University, Ph.D., 1996; Associate Research Professor Emerita, Muskie School of Public Service

Kilbreth, Elizabeth H. (1985-2012) B.A., 1973; Johns Hopkins University, M.H.S., 1979; Brandeis University, Ph.D., 1996; Associate Research Professor Emerita, Muskie School of Public Service

Kilbreth, Elizabeth H. (1985-2012) B.A., 1973; Johns Hopkins University, M.H.S., 1979; Brandeis University, Ph.D., 1996; Associate Research Professor Emerita, Muskie School of Public Service
Padula, Alfred L. (1972-1998) Holy Cross College, B.S., 1957; Universidad de las Americas, M.A., 1961; University of New Mexico, Ph.D., 1975; Professor Emeritus of History
Rhodes, Gale (1985-2007) North Carolina State University, B.S., 1965; University of North Carolina, Ph.D., 1971; Professor Emeritus of Chemistry
Rieser, Alison (1980-2007) Cornell University, B.S., 1973; George Washington University, J.D., 1976; Yale Law School, LL.M., 1990; Professor Emerita of Law, University of Maine School of Law
Rogers, Paul C. (1965-1992) College of the Holy Cross, B.N.S., 1945; Boston University, M.A., 1948; Professor Emeritus of Mathematics
Saldanha, Estelita L. (1966-1985) University of Lisbon, B.A., 1943; University of Nebraska, B.S., 1946, M.A., 1947; Cornell University, Ph.D., 1950; Professor Emeritus of Psychology
Sawtelle, Gwen D. (1938-1953) University of Minnesota, B.S., George Peabody College for Teachers, M.S., 1939; Associate Professor Emerita of Arts
Schwanauer, Francis (1965-2006) Technical University of Stuttgart, Dr. Phil., 1959; Professor Emeritus of Philosophy
Tizón, Judy (1972-2010) University of Illinois, B.A., 1965; University of California, M.A., 1969, Ph.D., 1975; Associate Professor Emerita of Anthropology
Tukey, Geraldine M. (1970-2000) Mercy College of Detroit, B.S.N., 1957; Boston University, M.S., 1964; Associate Professor Emerita of Nursing
Ventresco, Fiorello B. (1966-1997) Boston University, A.B., 1959; University of Michigan, M.A., 1961; Associate Professor Emeritus of History
Vines, Susan W. (1991-2003) Associate Dean Emeritus for Research and Associate Professor Emeritus of Nursing; Keuka College, B.S.N., 1966; Boston University, M.S.N., 1971; Case Western Reserve University, Ph.D., 1987
White, William "Bumper" (1998-2011) Lake Forest College, B.A., 1974 Lesley College, M.A., 1975; University of Massachusetts, Ph.D., 1985; Associate Professor Emeritus of Education
Whitten, Maurice M. (1955-1983) Colby College, A.B., 1945; Columbia University, M.A., 1949: The Ohio State University, Ph.D., 1971; Professor Emeritus of Chemistry
Young, Anne P. (1965-1984) Boston University, B.S., 1943, M.A., 1944; University of Chicago, Ph.D., 1951; Professor Emerita of History

*Deceased
FACULTY

Aboueissah, AbouEl-Makarim A. (2005) Associate Professor of Mathematics and Statistics; Alexandria University, B.S., 1985, M.S., 1992; Michigan State University, M.S., 1998; Western Michigan University, Ph.D., 2002


Aiello, Frederie (1983) Associate Professor of Business Administration and Senior Research Associate, Center for Business and Economic Research; Northeastern University, B.S., B.A., 1971, M.B.A., 1974

Alagic, Suad (2001) Professor of Computer Science; University of Sarajevo, B.S., 1970; University of Massachusetts, M.S., 1972; University of Edinburgh, Ph.D., 1977


Anderson, Andrew L. (1975) Dean, College of Science, Technology and Health, and Professor of Technology; University of Wisconsin at Platteville, B.S., 1973, M.S., 1975; Iowa State University, Ph.D., 1983

Andreani, Jeanette M. (2001) Associate Professor of Social Work; Northeastern University, B.S., 1984; Simmons College, M.S.W., 1987; Tulane University, Ph.D., 2000


Arey, Angela Crossman (2007) Associate Legal Writing Professor; American University, B.A., 1995; University of Maine School of Law, J.D., 2005

Artz, Nancy (1989) Director of USM Honors Program and Professor of Business Administration; The Pennsylvania State University, B.S., 1979; Northwestern University, M.M., 1982, Ph.D., 1989


Ball, Carolyn (2011) Associate Professor of Public Policy; Nasson College, B.A., 1973; Southern Illinois University, M.A., 1978; Purdue University, Ph.D., 1990

Bam, Dmitri (2011) Associate Professor of Law; Syracuse University, B.S., 2001; Stanford Law School, J.D., 2004

Bampton, Matthew (1992) Associate Professor of Geography; Portsmouth Polytechnic, B.A., 1984; Clark University, M.A., 1990, Ph.D., 1991


Bang, Nancy (2010) Assistant Professor of Nursing; Atlantic Christian College, B.S.N., 1979; Virginia Commonwealth University, M.S.N., 1984; Ph.D., 2010

Baugher, John E. (2005) Associate Professor of Sociology; Towson University, B.S., 1991; Tulane University, M.A., 1994, Ph.D., 2001

Beauregard, Jeffrey (1995) Associate Professor of Educational Leadership; University of Washington, B.A., 1973; University of Illinois at the Medical Center, M.H.P.E., 1981; University of Illinois at Chicago Ph.D., 1987


Benedict, Lucille (2007) Assistant Professor of Chemistry; Marywood University, B.S., 1999; SUNY Oneonta, B.S., 2002; Rensselaer Polytechnic Institute, Ph.D., 2007

Bennett, James A. (2004) Associate Professor of Finance; Dartmouth College, A.B., 1986; University of Texas, Ph.D., 1994


Bertram, Benjamin (1997) Associate Professor of English; University of California-Santa Cruz, B.A., 1989, M.A., 1994; University of California-San Diego, Ph.D., 1997


Bizub, Steven (2010) Lecturer of Music Education; University of Michigan, B.Mus., 1998; Oakland University, M.M., 2007

Bjelic, Dusan (1990) Professor of Criminology and Legal Studies; Essex University, B.A., 1971; Durham University, Ph.D., 1975

Black, Roxie (2003) Associate Professor of History; Brandeis University, B.A., 1973; Oxford University, B.Phil., 1975, A.M., Harvard University, 1977; Ph.D., Harvard University, 1984


Boothe, Robert (1993) Associate Professor of Computer Science; University of California San Diego, B.S., 1985; University of California Berkeley, M.S., 1989, Ph.D., 1993

Botman, Selma (2008) President and Professor of History; Brandeis University, B.A., 1973; Oxford University, B.Phil., 1975, A.M., Harvard University, 1977; Ph.D., Harvard University, 1984


Blue, Carl (2011) Associate Professor of Technology; Appalachian State University, B.S., M.S., 2001; North Carolina State University, Ph.D., 2006

Blum, Janet Whately (1999) Associate Professor of Exercise, Health, and Sport Sciences; University of Maine, B.S., 1982; Northeastern University, M.S., 1987; Boston University, Sc.D., 1991


Booth, Robert (1993) Associate Professor of Computer Science; University of California San Diego, B.S., 1985; University of California Berkeley, M.S., 1989, Ph.D., 1993

Botman, Selma (2008) President and Professor of History; Brandeis University, B.A., 1973; Oxford University, B.Phil., 1975, A.M., Harvard University, 1977; Ph.D., Harvard University, 1984

**Brady, E. Michael** (1984) Chair, Department of Human Resource Development and Professor of Adult Education and Senior Research Fellow, Osher Lifelong Learning Institute; St. Mary’s Seminary and University, A.B., 1971; University of Connecticut, M.S.W., 1977; St. Mary’s Seminary and University, M.Div., 1980; University of Connecticut, Ph.D., 1982

**Bravo, Daniel** (2011) Lecturer in Mathematics and Statistics; University of Chile, B.S., 2002, M.S., 2005; Wesleyan University, Ph.D., 2011

**Briggs, David A.** (1984) Associate Professor of Computer Science; Swarthmore College, B.A., 1975; University of Massachusetts at Amherst, M.S., 1984, Ph.D., 1988

**Broida, John P.** (1985) Associate Professor of Psychology; University of Colorado at Boulder, B.S., 1973; Western Illinois at Macomb, M.S., 1976; SUNY Albany, Ph.D., 1984

**Brown, Scott W.** (1987) Professor of Psychology; Goddard College, B.A., 1974; University of Maine, Ph.D., 1984


**Burk, George** (1985) Associate Professor of Art; Indiana University, B.S., 1961, M.F.A., 1963

**Burke, E. James** (2005) Clinical Professor of Law, Cumberland Legal Aid Clinic, University of Maine School of Law; Bates College, B.A., 1971; Western New England College School of Law, J.D., 1976

**Caffentzis, Constantine G.** (1987) Professor of Philosophy and Honors Program; City College of the University of New York, B.A., 1966; Princeton University, Ph.D., 1978

**Cameron, Ardis** Professor and Director of the Master of Arts in American and New England Studies Program; Western College for Women, Miami University, B.A., 1970; Stetson University, M.A., 1973; Boston College, Ph.D., 1986


**Cappeluti, Joseph** (1988) Professor of Education; University of Maine, B.S., 1970; University of Southern Maine, M.S., 1972; Virginia Polytechnic Institute and State University, Ed.D., 1975

**Carey, David, Jr.** (2000) Professor of History; University of Notre Dame, B.A., 1990; Tulane University, M.A., 1995; Ph.D., 1999

**Caron, Paul G.** (1999) Associate Professor of Education; University of Lowell, B.S., 1978; Boston College, M.Ed., 1989, Ph.D., 1994


**Caton-Lemos, Laurie** (1987) Instructor of Nursing; RN University of Southern Maine, BSN, 1979; University of Southern Maine, MSN, 1988; University of Southern Maine, FNP student 2009

**Champlin, David** (2001) Associate Professor of Biological Sciences; St. Olaf College, B.A., 1982; Cornell University, Ph.D., 1992

**Chapakis, Wendy L.** (1995) Professor of Sociology and Women and Gender Studies; University of California at Santa Cruz, B.A., 1977, M.A., 1989; University of California, Ph.D., 1995

**Chen, Johnny** (2010) Assistant Professor of Marketing; Oregon State University, B.A., 1997; University of Oregon, M.B.A., 2000, Ph.D., 2010

**Chene, Douglas G.** (2007) Assistant Professor of Accounting; The University of Michigan, Ann Arbor, A.B., 1976; The University of Michigan School of Public Health Service Traineeship, M.P.H., 1978; University of Illinois at Chicago, Ph.D., 1995; Thomas College, M.S., 2000

**Chickering, Ellen** (1998) Associate Professor of Music; Syracuse University, B.M.E., 1964, M.M., 1972

**Childs, Janis C.** (1994) Professor of Nursing; University of Delaware School of Nursing, BSN, 1971; University of Virginia School of Nursing, PNP, 1977; University of Virginia School of Nursing, MSN, 1980; George Mason University, Ph.D., 1994

**Chinn, Susan J.** (2001) Associate Professor of Management Information Systems; Virginia Commonwealth University, B.F.A., 1975, M.S., 1992; Kent State University, Ph.D., 1997

**Christensen, Paul** (2005) Associate Professor of Music; California State University, B.A., 1990; University of California, Ph.D., 2002

**Clary, Bruce** (1987) Professor of Public Policy and Management and Senior Research Associate; University of California at Santa Barbara, B.A., 1968; University of Southern California, M.A., 1970, Ph.D., 1974

**Cleary, Rosemary J.** (1998) Associate Professor of Social and Behavioral Sciences; Loyola University, B.A., 1975, M.A., 1978; University of Dallas, Ph.D., 1990

**Cluche, David P.** (1979) Professor of Law; Yale University, B.A., 1968; State University of New York, M.A., 1970; Harvard Law School, J.D., 1973

**Coulson, Robert W.** (1984) Associate Professor of Physics; The Ohio State University, B.S., 1965; Dartmouth College, M.A., 1968; University of Vermont, Ph.D., 1974


**Cole, Lucinda** (1989) Associate Professor of English; Auburn University, B.A., 1980; Louisiana State University, M.A., 1987, Ph.D., 1990

**Colgan, Charles S.** (1989) Professor of Public Policy and Management and Associate Director, Musikve School of Public Service, and Senior Research Associate, Center for Business and Economic Research; Colby College, B.A., 1971; University of Maine, Ph.D., 1992

**Colom, V. Edward** (2001) Associate Professor of Sociology; University of California Riverside, B.S., 1992; M.A., 1996; Ph.D. 2001

**Congdon, Clare Bates** (2007) Associate Professor of Computer Science; Wesleyan University, B.A., 1985; University of Michigan, M.S., 1988, Ph.D., 1995

**Conklin-Powers, Bernice** (2008), Assistant Professor of Social and Behavioral Sciences; Penn State, B.S., 1987; Loyola College in Maryland, M.A., 1994; Psy.D., 2001

**Conway, Jeremiah P.** (1978) Associate Professor of Philosophy; Fordham University, B.A., 1970; Yale University, M.Phil., 1974, Ph.D., 1978

**Coste, Tara Grey** (1997) Associate Professor of Leadership and Organizational Studies; Michigan Technological University, B.S., 1988, M.S., 1993, Ph.D., 1996

**Cowart, Wayne** (1989) Professor of Linguistics; Florida State University, B.A., 1967; Queens College, City University of New York, M.A., 1975; Ph.D., 1983

Currie, Douglas A. (2003) Associate Professor of Biological Sciences; University of St. Andrews, B.Sc., 1985; University of Cambridge, Ph.D., 1992


Dean, Ann C. (2000) Associate Professor of English and Director of College Writing; Harvard University, B.A., 1989; Rutgers University, Ph.D., 1999

Dean, Matthew (2010) Assistant Professor of Business Administration; The College of William and Mary, B.S., 1997; University of Connecticut, Ph.D., 2010

Deprez, Luisa S. (1976) Professor of Sociology; Keuka College, B.A., 1970; Rutgers University, M.S.W., 1971; Brandeis University, Ph.D., 1995

Diamon, Rolf (2003) Lecturer in Sociology; University of Maine at Portland-Gorham, B.A., 1974; Case Western Reserve, M.A., 1976; Boston University, Ph.D., 1993


Dacker, Raroil (2012) Associate Professor of Art; California State University, B.A., 1987; University of Pennsylvania, M.F.A., 1991


Dubois, S. Monroe (1997) Associate Professor of Applied Immunology; University of Texas-Austin, B.A., 1973, M.A., 1977; Yale University, Ph.D., 1994

Dvorak, Jean (2002) Instructor of Nursing; University of Michigan School of Nursing, BSN, 1974; University of Michigan Schools of Public Health and Nursing, MSN, 1982


Early, David J. (1989); Lecturer in Technology; Northeastern University, B.S., 1973; Rensselaer Polytechnic Institute, M.S., 1976

Ebben, Maureen (2007) Lecturer in Communication/Media Studies; Carroll College, B.A., University of Wisconsin-Milwaukee, M.A., Goldsmith’s College, University of London, M.A.; University of Illinois at Urbana-Champaign, Ph.D.


Elliott, Elizabeth K. (2000) Coordinator of the Undergraduate Nursing Program and Clinical Instructor and Lecturer of Nursing; Barnard College, AB, 1973; Columbia University School of Nursing, BS, 1976; Simmons College, MSANP, 1981


Erickson, Nancy E. (1996) Associate Professor of French; Moorhead State University, B.S., 1979; University of Minnesota, M.S., 1983; University of Michigan, Ph.D., 1992

Ettinger, Kreg (2004) Associate Professor of Anthropology; SUNY College, M.S., 1991; Syracuse University, Ph.D., 2004

Fallona, Catherine (2010) Assistant Professor of Nursing; University of Rhode Island, B.S.N., 1973; University of Massachusetts Boston, M.S., 2002; Yale University, D.N.Sc., 2010


Faksh, Mahmud A. (1987) Professor of Political Science; American University of Beirut, B.A., 1965; Oklahoma State University, M.A., 1967; University of Connecticut, Ph.D., 1973

Fallone, Catherine (2000) Director, School of Education and Human Development and Associate Professor of Education; University of Maine, B.S., 1991; University of Arizona, M.Ed., 1994; Ph.D., 1998

Farmer, Bonnie Cashin (2002) Associate Professor of Nursing; Northeastern University, A.S., 1969; St. Anselm College, B.S., 1972; University of New Haven, M.P.A., 1984; University of Rhode Island, Ph.D., 1994


Finch, Annie (2005) Director, Stonecoast M.F.A. in Creative Writing Program and Professor of English; Yale University, B.A., 1979; University of Houston, M.A., 1986; Stanford University, Ph.D., 1991

Finnan, Susan (2002) Director of the School of Social Work and Professor of Social Work; Russell Sage College, B.A., 1974; The Catholic University of America, M.S.W., 1981; University of Illinois at Chicago, Ph.D., 1996


Ford, James R. (2001) Associate Professor of Chemistry; University of Massachusetts, B.S., 1997; Ph.D., 1984

Forhan, Kate (2009) Professor of Political Science; University of California, B.A., 1971; M.A., 1972; The John Hopkins University, Ph.D., 1987

Fournier, Margaret A. (1976) Associate Professor of Nursing; Fitchburg State College, B.S.N., 1972; Boston University, M.S.N., 1976

Fraumeni, Barbara (2005) Professor of Public Policy and Management, and Chair, Doctoral Program in Public Policy, Muskie School of Public Service; Wellesley College, B.A., 1972; Boston College, Ph.D., 1980

Friedman, James (1980) Professor of Law; Brown University, A.B., 1971; University of Chicago, J.D., 1974

Galbraith, Christine D. (2001) Professor of Law; University of Illinois, B.S., 1992; University of Illinois College of Law, J.D., 1995


Gilbert, Dennis (2002) Lecturer, Communication and Media Studies; Colby College, B.A., 1972; University of Iowa, M.F.A., 1975
Gish, Nancy K. (1979) Professor of English; Western Michigan University, B.A., 1964; University of Michigan, M.A., 1965, Ph.D., 1973
Gold, Joel I. (1975) Professor of Finance; Pace College, B.B.A., 1968; Bernard Baruch College, M.B.A., 1972; University of Southern Maine, M.S., 1982; Florida State University, Ph.D., 1990
Goldbloom, Lee (1987) Associate Professor of Education; Purdue University, B.A., 1989; Governors State University, M.A., 1975; University of Illinois, Ed.D., 1980
Grant, Kim T. (1997) Associate Professor of Art; University of Virginia, B.A., 1984; University of Essex, M.A. 1987; University of Texas-Austin, Ph.D., 1995
Grover, Richard A. (1988) Associate Professor of Business Administration and Senior Research Associate, Center for Business and Economic Research; University of Connecticut, B.S., 1976; The Ohio State University, M.S., 1980, Ph.D., 1984
Gualtieri, Meghan Brodie (2010) Lecturer of Theatre; Ursinus College, B.A., 2000; Cornell University, M.A., 2003; Cornell University, Ph.D., 2010
Gupta, Bhisham C. (1985) Professor of Applied Mathematics; Punjab University, M.A., 1964; University of Windsor, M.S., 1969, Ph.D., 1972
Guvench, Mustafa G. (1989) Professor of Electrical Engineering; Middle East Technical University, B.S.E.E., 1968, M.S.E.E., 1970; Case Western Reserve University, M.S., 1975, Ph.D., 1975
Harris, David E. (1995) Professor of Natural and Applied Science; Salem State College, B.S.N., 1975; University of Vermont, Ph.D., 1990
Harris, E. Scott (1992) Director, School of Music, and Associate Professor of Music; Indiana University, B.M., 1980, M.M., 1987, Ph.D., 1993
Hart, Valerie A. (1996), Associate Professor of Nursing-Peter Bent Brigham Hospital School of Nursing, RN, 1968; Boston College, BSN, 1975; Columbia University, MSN, 1977; University of Maine, EdD, 1994
Hua, Margaret (2008) Lecturer of Chemistry; Bowdoin College, A.B., 1988; University of Connecticut - Institute of Materials Science, M.S., 1994; University of Maine - Orono, Ph.D. 1999
Heimes, Rita (2001) Clinical Professor of Law and Director of the Center for Law & Innovation; University of Iowa, B.A., 1990; Drake University Law School, J.D., 1993
Heiser, Robert S. (2005) Associate Professor of Marketing; St. Joseph’s University, B.A. and B.S., 1976; St. Thomas University, M.B.A., 1984; New Mexico State University, Ph.D., 2005
Hitchens, Frances (1985) Associate Professor of Teacher Education; Froebel College, Roehampton Institute, University of Surry, B.Ed., 1986; University of Massachusetts at Amherst, M.Ed., 1995, EdD, 2003
Howard, H. Cabanne (1997) Assistant Professor of Law and Public Policy; Cornell University, B.A., 1964; Georgetown University Law Center, J.D., 1970
Hrenko, Kelly (2010) Assistant Professor of Art; Southern Illinois University, B.F.A., 2000; University of Minnesota, M.Ed., 2005; University of Minnesota, Ph.D., August 2010
Huang, Luke (2011) Associate Professor of Technology; South China University of Technology, B.S., 1982, M.S., 1989; Iowa State University, M.S., 1994, Ph.D., 2001
Jankowski, Mariusz (1990) Associate Professor of Electrical Engineering; The City College of New York, B.E.E., 1980, M.E.E., 1982; City University of New York, Ph.D., 1989
Johnson, Paul (1999) Associate Professor of Social Work; Teesside University, B.A., 1983; Anglia University, B.S.W., 1994; Yeshiva University, D.S.W., 1996
Johnson, Rosemary (1987) Associate Professor of Nursing; McGill University, B.N., 1972; University of Rochester, M.S., 1976; University of Colorado, Ph.D., 1987
Jones, David B. (1998), Associate Professor of Recreation and Leisure Studies; Keystone Junior College, AA, 1972; Pennsylvania State University, BS, 1975; University of Minnesota, M Ed, 1980; University of Oregon, EdD, 1989

316 USM Graduate Catalog 2012-2013
Jones, Ken (2002) Associate Professor of Teacher Education; University of Louisville, B.S., 1987; M.Ed., 1990; Ed.D., 1999
Kading, Charles S. (1978) Professor of Theatre; California State University, B.A., 1973; University of Washington, M.A., 1975; California State University-Fullerton, M.F.A., 1982
Kaschub, Michele (1976; University of North Carolina at Chapel Hill, Ph.D., 1990
Kim, Yuseung (2006), Assistant Professor of Community Planning and Development; Yonsei University, B.S., 1999; Cornell University, M.R.P., 2001; University of Colorado Denver, Ph.D., 2010
Klotz, Robert J. (2001) Associate Professor of Political Science; Indiana University, B.A., 1990; Washington University in St. Louis, Ph.D., 1998
Kuech, Robert (1999) Associate Professor of Teacher Education; University of Vermont, B.A., 1975; Central Connecticut State College, M.S., 1981; Pennsylvania State University, Ph.D., 1999
Lahti, Michael (1999) Associate Professor of Teacher Education; University of Nebraska, M.A., 1990; University of Nebraska, M.S., 1992; University of Wisconsin-Madison, Ph.D., 1999
Lapidus, Alexander (2011) Lecturer of Literacy Education; Moscow State University, Russia, B.A., 1999; Payap University, Thailand, M.A., 2002
LaSala, Gerald J., Jr. (1987) Professor of Physics and Director, Southworth Planetarium; Yale University, B.A., 1970; Rutgers University, M.S., 1978; Dartmouth College, Ph.D., 1983
Lehmann, Robert (2001) Assistant Professor of Music; University of the Pacific, B.M. 1990; Eastman School of Music, M.M., 1992
Lin, Lin (2011) Assistant Professor of Mechanical Engineering; Beijing Polytechnic University, B.S., 1994; University of Maine, M.S., 2003, Ph.D., 2010
Lück, Carlos L. (1995) Associate Professor of Electrical Engineering; University of Sao Paulo, B.S., 1988; University of Southern California, M.S., 1992, Ph.D., 1995
Lupica, Lois R. (1994) Professor of Law and Associate Dean for Faculty Development; Cornell University, B.S., 1981; Boston University School of Law, J.D., 1987
Lynn, Dahlia B. (1996), Associate Provost and Vice President for Academic Affairs, Interim Dean for Graduate Studies and Associate Professor of Public Policy and Management; Ohio University, B.S., 1973; Indiana University, M.S., 1977; Florida International University, Ph.D., 1996
Macleod, Bruce (1986) Associate Professor of Computer Science; Bowdoin College, A.B., 1979; Rensselaer Polytechnic Institute, M.S., 1981; University of Massachusetts, M.S., 1985, Ph.D., 1989
Maher, Christine R. (1997) Professor of Biological Sciences; Miami University, B.S., 1984; University of Idaho, M.S., 1986; University of California-Davis, M.S., 1990, Ph.D., 1992
Mangain, Vaishali (1997) Associate Professor of Economics; L.S.R. College, Delhi University, B.A., 1988; Jawaharlal Nehru University, M.A., 1990; University of North Carolina, Ph.D., 1997
Mazurkiewicz, Michael, Jr. (1969) Professor of Biological Sciences; Rutgers University, B.S., 1961, M.S., 1964; University of Connecticut, Ph.D., 1970
McCullough, William T. (1990) Associate Professor of Recreation and Leisure Studies; Southern Connecticut State University, BS, 1971; Southern Connecticut State University, MS, 1977; Boston University, D Ed, 1986
McDaniel, Dana (2009) Associate Professor of Philosophy; Brooklyn College, A.B., 1982; John Jay College, M.A., 1985; Pace University, Ph.D., 1990
McGrath, Francis C., III (1985) Associate Professor of History; University of Massachusetts, B.A., 1980; University of Chicago, M.A., 1981, Ph.D., 1985
Meinersmann, Krista Manning Smith (1999) Director, School of Nursing, and Associate Professor of Nursing; University of Delaware, B.S.N., 1995; Villanova University, M.S., 1995; George State University, Ph.D., 1999
Merrill, Samuel (2001) Associate Research Professor of Community Planning and Development, Muskie School of Public Service; University of Maine, B.A., 1991; University of Minnesota, M.S., 1994, Ph.D., 2002
Messerlnschmidt, James (1986) Professor of Criminology; Portland State University, B.S., 1973; San Diego State University, M.A., 1976; University of Stockholm, Ph.D., 1979
Moody, Kimberly A., RN-CN (2000) Associate Professor of Nursing, Westbrook College, ADN, 1977; University of Southern Maine, BS, 1982; Boston University, MS, 1984; University of Washington, Ph.D., 1994
Moore, Lisa R. (2000) Associate Professor of Biological Sciences; University of Oregon, B.S., 1987; St. John’s College, M.A., 1989; Massachusetts Institute of Technology, Ph.D., 1997
Morris, Lisa (2002) Assistant Professor of Public Policy and Management, Muskie School of Public Service; University of Southern Maine, B.A., 1989; Rutgers University, M.S.W., 1993, M.S., 1994; University of North Carolina-Chapel Hill, Ph.D., 1999
Mundhenk, Leigh G. (1998) Associate Professor of Leadership and Organizational Studies; Duke University, B.S., 1972; University of Pennsylvania, M.S., 1987; Temple University, Ph.D., 1997
Munger, Jeanne L. (1994) Associate Professor of Marketing; The Ohio State University, B.S., 1979, M.B.A., 1982, Ph.D., 1992
Murphy, Julian (1984) Professor of Philosophy; Northern Illinois University, B.A., 1977; DePaul University, M.A., 1980, Ph.D., 1982
Nakroshis, Paul (1997) Associate Professor of Physics; University of Illinois, B.S., 1986; University of Massachusetts, Ph.D., 1993
Nemeroff, Carol (2008) Professor of Social & Behavioral Sciences; McGill University, BA, 1981; University of PA, MA, 1982; University of PA, Ph.D., 1988

Ng, Ah-Kau (1988) Professor of Applied Immunology; National Chung-Hsing University, B.S., 1969; SUNY Plattsburgh, M.A., 1972; Temple University School of Medicine, Ph.D., 1975


O'Mahoney-Damon, Patricia M. (1977) Associate Professor of Biological Sciences; Long Island University, B.S., 1971; SUNY Buffalo, M.A., 1974, Ph.D., 1977

Owen, Dave (2007) Associate Professor of Law; Amherst College, B.A., 1996; University of California, Berkeley School of Law, J.D., 2002

Panci, Daniel A. (1989) Associate Professor of Communication and Director, Media Studies Program; Augustana College Rock Island, B.A., 1983; Colorado State University, M.A., 1986; University of Missouri, Ph.D., 1989


Parker, Heidi (2010) Assistant Professor of Sport Management; University of North Carolina Pembroke, B.S., 1999; Western Carolina University, M.A.Ed., 2000; The Ohio State University, Ph.D., 2007

Pavri, Firooz (2004) Associate Professor of Geography; University of Bombay, B.A., 1991; University of Toronto, M.A., 1994; Ohio State University, Ph.D., 1999

Payne, Susan (1999) Research Professor of Health Policy and Management; University of Waterloo, B.A., 1969; University of Michigan, M.P.H., 1978; Boston University, Ph.D., 1986

Peake-Godin, Helen (1987) Associate Professor of Nursing, Spalding College, BSN, 1969; Emory University, MSN, 1979; Boston University, Ph.D., 1996

Pelsue, Stephen C. (1996) Associate Dean, College of Science, Technology and Health and Associate Professor of Applied Immunology; Northland College, B.S., 1988; North Carolina State University, Ph.D., 1993

Peng, Cheng (2003) Associate Professor of Mathematics and Statistics; East China Normal University, B.S., 1986; The University of Toledo, M.S., 2000, Ph.D., 2003

Peters, Gerald (1987) Associate Professor of English; University of Saskatchewan, B.A., 1975, M.A., 1982; University of Illinois, Ph.D., 1986

Pierson, David P. (2005) Associate Professor of Law; University of Maine School of Law, University of North Texas, M.S., 1993; Pennsylvania State University, Ph.D., 2000


Pitegoff, Peter (2005) Dean and Professor of Law, University of Maine School of Law; Brown University, A.B., 1975; New York University School of Law, J.D., 1981

Pollock, Stephen G. (1979) Professor of Geology; Bucknell University, A.B., 1968; University of Maine, M.S., 1972; Rutgers University, Ph.D., 1975

Porobic, Damir (2010) Lecturer of Art; Kansas City Art Institute, B.F.A., 2002; West Virginia University, M.F.A., 2005

Powell, David C. (2001) Professor of Criminology; University of London, B.S., 1973; University of Leeds, M.A., 1974; M.S., 1989; University of Wales, Ph.D., 2001


Prudenté, Caryn K. (1999) Associate Professor of Chemistry; Susquehanna University, B.A., 1985; University of Colorado at Boulder, Ph.D., 1993

Pryor, Charlotte (1999) Associate Professor of Accounting; University of Maryland, B.A., 1972; West Virginia University, M.S., 1977; Pennsylvania State University, Ph.D., 1996

Purdy, Warren (1980) Associate Professor of Business Administration; Bethany College, B.A., 1970; Fordham University, M.B.A., 1974

Rainone, Eve A. (1995) Associate Professor of English; Cornell University, B.A., 1980; University of Vermont, M.A., 1988; Brandeis University, Ph.D., 1995

Randall, Carla E. (2004) Associate Professor of Nursing; Lutheran Hospital School of Nursing, RN, 1979; Coe College, BSN, 1981; University of Dubuque, BSN, 1987; University of Victoria, Ph.D., 2005

Randall, Cynthia (2010) Lecturer in Nursing; University of Southern Maine, B.S.N, 1996; M.S.N. 2010

Read, Jason (2005) Associate Professor of Philosophy; Hampshire College, B.A., 1994; Binghamton University, Ph.D., 2001

Red, Patricia (2005) Lecturer in Teacher Education; University of Maine at Farmington, B.S., 1982; University of Oregon, M.S., 1987


Reichert, Edward (2001) Lecturer in Musical Theatre; The Aaron Copland School of Music/Queens College/CUNY, B.Mus.

Richeson, Nancy (2000) Professor of Recreation and Leisure Studies; Mankato State University, B.S., 1980; University of Nebraska, M.A., 1986; Ph.D. 2001


Robinson, Betty D. (1988) Associate Professor of Leadership and Organizational Studies; Colby College, B.A., 1973; University of Maryland, M.A., 1976; Boston University, Ph.D., 1983

Rodrique, Barry H. (2000) Associate Professor of Arts and Humanities; Evergreen State College, B.A., 1974; University of Maine, M.A., 1992; Université Laval, Ph.D. 1990

Roff, Martin (1972) Professor of Law; Cornell University, B.A.; University of California at Berkeley, M.A.; Yale University, LLB.


Ross, Flynn (2000) Associate Professor of Teacher Education; Tufts University, B.A., 1992; Columbia University, Ed.M., 1997; Ed.D., 2000


Sama, Linda (2008) Assistant Professor of Nursing, Boston College, BSN, 1977; University of Southern Maine, MSN, 1990; University of Massachusetts, Ph.D., 2007

Sanders, John J. (1982) Associate Professor of Accounting and Senior Research Associate, Center for Business and Economic Research; Plymouth State College, B.S., 1972; University of Southern Maine, M.B.A., 1977


Scherzt, Brenda (2002) Lecturer in American Sign Language; Art Institute of Boston, M.A.; University of Massachusetts, M.A.

Schüler, Irene (1980) Associate Professor of Art; Grinnell College, B.A., 1971; University of Minnesota, M.A., 1974, Ph.D., 1980


Schindler, Sarah (2009) Associate Professor of Law; The University of Georgia, A.B., 1999, J.D., 2003


Schneider, H. Lori (2007) Assistant Professor of Counselor Education; Northern Kentucky University, B.A., 1975; Xavier University, M.Ed., 1989; University of Louisville, Ed.D., 1999


Sepples, Susan B. (2002) Associate Professor of Nursing, Duke University, BSN, 1983; University of Virginia, Charlottesville, MSN, 1991; University of Virginia, Charlottesville, Ph.D., 1996

Shaffer, James B. (2004) Professor of Business; Purdue University, B.S. and M.E., 1967; Indiana University, M.B.A., 1970


Shaughnessy, Michael (1987) Professor of Art; University of Missouri, Kansas City, B.A., 1981; Ohio University, M.A., 1984

Schedletsky, Leonard (1979) Professor of Communication; Brooklyn College, B.A., 1965; San Francisco State College, M.A., 1968; University of Georgia, Ph.D., 1974

Sheepard-Kegl, Judy (1998) Professor of Linguistics; Brown University, B.A./M.A., 1975; Massachusetts Institute of Technology, Ph.D., 1985


Smith, Deirdre (1977) Professor of Law and Director, Cumberland Legal Aid Clinic; University of Pennsylvania, B.A., 1988; University of Maine School of Law, J.D., 1994


Stevens, Reid D. (1985) Associate Professor of Education; Suffolk College, B.S., 1971; University of Maine, M.Ed., 1973; University of Georgia, Ph.D., 1981

Stiles, Andrew J. (1999) Assistant Professor of Literacy Education; Colby College, B.A., 1994; Boston College, M.A., 1995, Ph.D., 2006

Staples, Joseph (2010), Lecturer of Environmental Science; SUNY, B.S., 1995; M.S. 1999; Illinois State University, Ph.D., 2010

Stasko, Daniel (2005) Associate Professor of Natural and Applied Sciences; Kent State University, B.S., 1994; University of Wyoming, Ph.D., 1998


Stevens, Reid D. (1985) Associate Professor of Education; Suffolk College, B.S., 1971; University of Maine, M.Ed., 1973; University of Georgia, Ph.D., 1981

Suleiman, James A. (2002) Associate Professor of MIS and Senior Research Associate, Center for Business and Economic Research; Lehigh University, B.S., 1988; University of South Florida, M.B.A., 1992; University of Georgia, Ph.D., 1998

Suscavage, Charlene E. (1986) Associate Professor of Spanish; Millersville University, B.S.E., 1970; University of Delaware, M.A., 1973; Pennsylvania State University, Ph.D., 1980

Swanson, Mark T. (1983) Professor of Geology; Northeastern University, B.S., 1975; Lehigh University, M.S., 1979; SUNY Albany, Ph.D., 1982


Sytsma, Donald (1972) Associate Professor of Psychology; Arizona State University, B.A., 1965; University of Waterloo, Ph.D., 1971

Theodore, Theresa A. (1995) Associate Professor of Biological Sciences; James Madison University, B.S., 1985; The College of William and Mary, M.S., 1989; University of Colorado, Ph.D., 1995

Thompson, Robert B. (2001) Associate Professor of Psychology, University of St. Andrews, M.A., 1989; University of Edinburgh, Ph.D., 1997

Thompson, W. Douglas (1989) Professor of Epidemiology and Faculty Associate in Health Policy and Management; Director of Bingham Consortium; Yale University, B.A., 1970, Ph.D., 1980

Thornton, Bill (1989) Professor of Psychology; University of Texas at Austin, B.A., 1974; Baylor University, M.A., 1975; University of Maine, Ph.D., 1982

Toy, Brian (1996) Associate Professor of Exercise, Health, and Sport Sciences; SUNY Cortland, B.S., 1983; Marshall University, M.S., 1985; University of Toledo, Ph.D., 1992
Tracy, Henry J. (1991) Professor of Chemistry; Bowdoin College, A.B., 1983; Massachusetts Institute of Technology, Ph.D., 1990
Tuchinsky, Adam-Max (2001) Associate Dean, College of Arts, Humanities and Social Sciences and Associate Professor of History; University of Illinois, B.A., 1991; University of North Carolina, M.A., 1994; Ph.D., 2001
Tussing, Justin (2007) Assistant Professor of English; University of New Hampshire, Durham, B.A., 1992; University of Iowa Writers’ Workshop, M.F.A., 1999
Valdés, Silvia R. (1994) Associate Professor of Mathematics and Statistics; University of Chile–Santiago, B.S., 1982; University of Iowa, M.S., 1990, Ph.D., 1993
Vassallo, Francesca (2002) Associate Professor of Political Science; University of Padua, B.A., 1993; American University, M.A., 1996; Georgetown University, Ph.D., 2001
Vella, Elizabeth J. (2007) Assistant Professor of Psychology; Sonoma State University, Rohnert Park, CA, B.A., 1998; Virginia Polytechnic Institute & State University, Blacksburg, VA, M.S. 2003 and Ph.D., 2005
Voyer, John J. (1987) Interim Director, School of Business, Professor of Business Administration, and Senior Research Associate, Center for Business and Economic Research; Harvard University, A.B., 1973; Clark University, M.B.A., 1981; University of Massachusetts, Ph.D., 1986
Wachholz, Sandra (1997) Associate Professor of Criminology; St. Cloud University, B.A., 1982; Sam Houston State University, M.A., 1984, Ph.D., 1994
Walker, Jeffrey A. (2000) Associate Professor of Biological Sciences, and Coordinator of Master’s in Biology Program; University of Pennsylvania, B.A., 1988; SUNY Stony Brook, Ph.D., 1995
Welty, Charles (1979) Chair of Master of Science in Computer Science Program and Professor of Computer Science; University of California at Berkeley, B.S., 1967, M.S., 1968; University of Massachusetts, M.S., 1977, Ph.D., 1979
Whitaker, R. Blake, Jr. (1997) Associate Dean, Lewiston-Auburn College and Associate Professor of Natural and Applied Sciences; Bates College, B.S., 1974; Yale University, Ph.D., 1980
Whitney, Jean (2002) Associate Professor of Special Education; Carleton College, B.S., 1986; University of Pittsburgh, M.Ed., 1987; University of Wisconsin-Madison, Ph.D., 1994
Wieselquist, Jennifer (2010), Lecturer in Psychology; College of William and Mary, B.S., 1991; University of North Carolina, M.A., 1995; Ph.D., 2000
Wininger, Kathleen J. (1989) Associate Professor of Philosophy; Southern Connecticut State University, B.A.; Temple University, Ph.D., 1988
Wise, John P. (2002) Professor, Applied Medical Sciences, George Mason University, B.S., 1990; George Washington University, Ph.D., 1994
Woodruff, Peter J. (2010) Assistant Professor, Biochemistry; Dartmouth College, B.A. 1999; University of California, Berkeley, Ph.D., 2007
Wriggins, Jennifer (1996) Professor of Law and Associate Dean for Research; Yale University, B.A., 1980; Harvard Law School, J.D., 1984
Wright, John R. (2000) Provost and Vice President for Academic Affairs and Professor of Technology; Massachusetts State College at Fitchburg, B.S., 1969; Rhode Island College, M.Ed., 1973; West Virginia University, Ed.D., 1976
Yetter, Susan (2008) Assistant Professor of Nursing; University of Pennsylvania, BSN, 1987; University of Pennsylvania, MSN, 1991; University of Southern Maine, Psychiatric Clinical Nurse Specialist, 1998; University of Southern Maine, PNP, 2001; University of St Louis, Geriatric NP, 2005; Duquesne University, Ph.D., 2008
Zarr, Melvin (1973) Professor of Law; Clark University, A.B., 1958; Harvard University, LL.B., 1963
Zhao, Ji (1998) Associate Professor of History, Lanzhou University, B.A., 1982; University of Hawaii at Manoa, M.A., 1988; Princeton University, Ph.D., 1995
Julie E. Ziffer (2007) Assistant Professor of Physics; Truman State University, B.S., 1994; Troy State University, M.S., 1997; University of Central Florida, Ph.D., 2006
Zura, Shannon (2007) Assistant Professor of Theatre; Cameron University, B.A., 1998; Temple University, M.F.A., 2003
Part-Time Faculty
Agnew, Aileen, Lecturer in American and New England Studies
Aieta, Amy, Instructor Nursing
Akers, Peggy, Instructor in Nursing
Albert, Sally, Lecturer in American Sign Language
Alexander, Tambria, Lecturer in Professional Education
Alves, Michelene, Lecturer Nursing
Ames, Pamela, Lecturer in Criminology
Andersen, Patricia, Lecturer in Art
Anderson, Walter, Lecturer in Geosciences
Animashaun, Najim, Lecturer in Political Science
Anthony, Jessica, Lecturer in English
Arbour, Raymond L., Lecturer in Technology
Aronson, Andrew, Lecturer in Modern and Classical Languages and Literatures
Ayan, Adam, Lecturer in Music
Bailey, Douglas E., Lecturer in Social Work
Bailey, Kerry, Lecturer in Teacher Education
Bailow, Judith, Instructor in Nursing
Baker, Harlan R., Lecturer in Theatre
Baker, Roxanne, Lecturer in American Sign Language
Ballantine, John Andrew, Lecturer in Geography and Anthropology
Barnes, Jack C., Lecturer in Core Curriculum
Baschlopf, Daniel J., Lecturer in Spreadsheets
Baxter, Jean M., Lecturer in Art
Bay, John, Associate Professor of Economics
Beach, Paul, Associate Professor in Physics
Beam, Chris, Lecturer in History
Beauclair, Claude, Lecturer in French
Beck, Joel, Lecturer in Operations Management
Bedder, Kenneth, Lecturer in Teacher Education
Belik, Barbara I., Lecturer in Accounting
Bellerose, Nora, Lecturer in Learning Foundations
Benak, Lynda, Lecturer Nursing
Bendzela, Michael T., Lecturer in English
Bennett, Brenda, Lecturer Nursing
Benson, S. Patricia, Lecturer in Art
Bernier, Rene, Lecturer in Chemistry
Beyland, Vanessa, Lecturer in Theatre
Bickford, Meredith, Lecturer in Learning Foundations
Bickford, Susan C., Lecturer in Art
Bilodeau, Richard, Lecturer in Business Administration
Birmingham, Thomas F., Lecturer in Technology
Birtolo, Pat Delaney, Lecturer in Human Resource Development
Bois, David, Lecturer in Teacher Education
Boisvert-Guay, Monique, Lecturer in Business Law
Bolduc, George R., Lecturer in Learning Foundations
Bonneau, Paulette, Lecturer in Social Work
Boston, Robert C., Lecturer
Bouchard, Donald L., Lecturer in Professional Education
Boulle, E. Thomas, Professor of Physics
Bowden-Schaible, Sally, Lecturer in Human Resource Development
Boulter, Aaron, Lecturer in Learning Foundations
Bourget, Michelle, Lecturer in Modern and Classical Languages and Literatures
Bowden, Kelley, Lecturer in Nursing
Boyer, David, Lecturer in Sociology
Boyle, Mary, Lecturer in Professional Education
Brier, Steve, Lecturer in Exercise, Health, and Sport Sciences and Recreation and Leisure Studies
Britting, Brian G., Lecturer in Technology
Brooks, Franklin, L., Lecturer in Social Work
Broom, Anna, Assistant Professor of Political Science
Burlin, Paul T., Assistant Professor
Burson, Janet, Associate Professor
Cantara, Debra, Instructor of Exercise, Health, and Sport Sciences and Recreation and Leisure Studies
Cappen, Shannon, Lecturer Nursing
Carlozzi, Joseph, Lecturer in Technology
Caron, Pamela, Lecturer in Technology
Carter, Leo, Lecturer in Chemistry
Carter, Michael, Lecturer in Teacher Education
Cartwright, Merrie, Lecturer in Environmental Science
Cash, Alice B., Lecturer in Business Administration
Chaimowitz, Daniel, Lecturer in Communication
Champagne, Jennifer, Lecturer in Professional Education
Chatfield, Jennifer, Lecturer in Nursing
Chebowicz, John, Lecturer in English
Chenard, Chris, Lecturer in Nursing
Chesley, Nancy, Lecturer in Teacher Education
Cheung, Michele J., Lecturer in English
Chidsey, David, Lecturer in Special Education
Chipman, Michelle, Instructor Nursing
Con, Susan, Lecturer in Human Resource Development
Colburn-Motta, Susan, Lecturer in Art
Cole, Joanne F., Lecturer in English
Condon, Kathleen, Lecturer in Modern and Classical Languages and Literatures
Conley, Amy, Lecturer Nursing
Conly, Sarah, Lecturer in Philosophy
Connell, Michael, Lecturer in Recreation and Leisure Studies
Connell, Michael C., Lecturer in Nursing
Connell, Michael C., Lecturer in History
Conroy, David, Lecturer in Engineering
Cooney, Amy, Instructor Nursing
Cormier, Michael, Lecturer in Professional Education
Cote, Guy, Lecturer in Engineering
Cote, Michael P., Lecturer in Economics
Covert, Karl, Lecturer in Human Resource Development
Cox, Joyce Ann, Instructor of Nursing
Crabtree, Troy, Lecturer in Teacher Education
Cross, Virginia W., Lecturer in Technology
Crowell, William, Lecturer in Engineering
Cummings, Glenn, Lecturer in Economics
Cunningham, Michael, Lecturer in Engineering
Curtis, Bernadette, Lecturer Nursing
Cyr, Laurel, Lecturer in Professional Education
Dahms, Debra, Instructor of Nursing
Dana, Richard, Lecturer in Accounting
Davidson, Daniel, Lecturer in Media Studies
Davis, Mary, Lecturer in Learning Foundations
Dawson, Doris, Lecturer in Art
Davee, Ann Marie, Lecturer Health and Sport Sciences
Dee, M. Susan, Lecturer in Professional Education
DeLeon, Andrea, Lecturer in Media Studies
Dennis, John, Associate Professor of Media Studies
Dennison, Richard A., Lecturer in Learning Foundations
Denton, Priscilla, Lecturer in Learning Foundations
Deraspe, Jen, Instructor of Recreation and Leisure Studies
Dickson, William, Lecturer in Business Administration
DiMillo, Jane Burke, Lecturer in Learning Foundations
Dunnington, James J., Lecturer in Technology
Durgin, Gerald, Lecturer in Teacher Education
Eaton, Jeff, Instructor, Nursing
Eaton, William, Lecturer in Engineering
Eaton-Bancroft, Irene, Lecturer in Nursing
Eckersley-Ray, Lynette, Lecturer in English
Edmands, Brenda, Lecturer English
Eldridge, Stuart, Lecturer in Anthropology
Eppich, Paula, Lecturer in Teacher Education
Eretzian, Barbara, Lecturer in Professional Education
Eskilson, Peter, Lecturer in Learning Foundations
Eyerman, Mark, Lecturer in Geography and Anthropology
Fagone, Renee, Instructor Nursing
Farnsworth, Suzanne, Nursing
Farr, Jane, Lecturer in Human Resource Development
Fenton, Clarence, Lecturer in Nursing
Fiandaca, Jennifer, Lecturer in Special Education
Field, Fred, Lecturer in Communication
Fink, Elaine, Lecturer in Biology
Fitch, Stacia, Lecturer in Social Work
Flahaven, James, Lecturer in Art
Foote, Richard H., Lecturer in Accounting
Fortuna, Leonard, Lecturer in Learning Foundations
Fotter, Kimberly, Lecturer in Teacher Education
Friedrichs, Irene, Lecturer in Teacher Education
Frost, Susan, Lecturer in Learning Foundations
Fuhrmann, Denise, Instructor of Nursing
Fyler, Bill, Instructor Nursing
Gale, Jon, Lecturer in Teacher Education
Gallant, Melissa, Lecturer Nursing
Gendron, Roger, Lecturer in Astronomy
Gerken, Matt, Assistant Professor of Exercise, Health, and Sport Sciences
Germani, Nancy, Lecturer in Teacher Education
Gillespie, Stuart, Lecturer in Music
Gilmartin, Robert, Lecturer in Learning Foundations, Mathematics
Gipson, Rita, Lecturer in American Sign Language
Glover, Robert A., Lecturer in Music
Goodale, Rebecca, Lecturer in Art
Goodlet, Virginia, Assistant Professor of Art
Goodness, Gregory, Lecturer in Educational Leadership
Gratto, Bernadette, Lecturer in Teacher Education
Green, Paul, Lecturer in Communication
Grenier-Farwell, Jacqueline, Lecturer in Professional Education
Griffin, John, Lecturer in Mathematics
Griffin, Robert, Lecturer in Teacher Education
Guiles, Polly, Lecturer in Accounting
Gunn, Nancy, Lecturer in Music
Hackett, Peter, Lecturer in Human Resource Development
Hall, Christine A., Lecturer in Theatre
Hanley, Susan, Lecturer in Teacher Education
Hannemann, Judith E., Lecturer in English
Hanson, Christina, Lecturer Nursing
Harlow, Bonnie, Lecturer in Teacher Education
Harriman, Nancy, Associate Professor in Teacher Education
Harrod, Elizabeth, Lecturer in Philosophy
Haskins, Christopher, Lecturer in Technology
Hathorne, Warren T., Lecturer in Technology
Haven, Valerie Claire, Lecturer in Professional Education
Hebson, Charles, Lecturer in Environmental Science and Policy
Hecker-Cain, Jane, Lecturer in Linguistics
Heintz-Knowles, Katherine, Assistant Professor of Communication
Hendrickson, Julie, Lecturer in Learning Foundations
Hendrie, Arden, Lecturer in English
Heward, Margarita, Lecturer in Modern and Classical Languages and Literatures
Higgins, Huko, Lecturer in Japanese
Hines, John, Lecturer in Philosophy
Hink, Jon, Lecturer in Environmental Science and Policy
Hinne, Mary, Lecturer in Teacher Education
Hobbs, Ann Marie, Lecturer in Teacher Education
Hodge, Karen, Lecturer in Computer Science
Hoekser, Karlee, Lecturer in Psychology
Hoffmann, Green, Instructor Nursing
Holt, Frankie, Lecturer in Sociology
Honan, Ellen, Lecturer in Professional Education
Hoos, Robin, Lecturer of Exercise, Health, and Sport Sciences
Horton, Scott, Lecturer in Human Resource Development
Howard, Clara L., Lecturer in Professional Education
Howard, Denis L., Lecturer in Technology
Howe, Elizabeth, Lecturer in Professional Education
Humphrey, Gene D., Lecturer in Learning Foundations
Hunt, John C., Lecturer in Political Science
Huntley, Brian, Lecturer in Engineering
Hutton, Nancy, Lecturer in Literacy Education
Ingerowksi, Frank S., Lecturer in Technology
Jackson-Lualli, Katherine, Assistant Professor in History
James, Judith, Lecturer in Music
Johansen, Carol, Lecturer in Business Administration
Johnson, Christine M., Lecturer in Learning Foundations
Johnson, Karen, Lecturer in Teacher Education
Johnson, Mark, Lecturer in Philosophy
Johnson, Jr., Paul, Lecturer in Human Resource Development
Jones, Jeff, Lecturer in Human Resource Development
Jones, Robert K., Assistant Professor
Jordan, Clover, Lecturer in Learning Foundations
Jordan, P. Len, Lecturer in Recreation and Leisure Studies
Jordan, Robert, Lecturer in Economics
Kaminski, Kate, Lecturer in Media Studies
Kaufman, Polly, Lecturer in History
Kelleher, Dorothy F., Lecturer in Learning Foundations
Kelly, Kevin, Lecturer in English
Kennedy, Judith Caren, Lecturer in Professional Education
Kern, Katherine, Lecturer in Engineering
Kim, Melissa, Lecturer in Communication
Kissack, Christine, Lecturer in Music
Klein, Angela, Instructor
Knott, Diane, Lecturer in Teacher Education
Knowles, Daniel, Lecturer in Mathematics
Konrad, Shelley C., Lecturer
Kramlich, Debra, Instructor Nursing
Krass, Teresa, Lecturer
Lamb, Frederick, Lecturer in Human Resource Development
Lampert, Allen, Lecturer in Teacher Education
Lancia, Peter, Lecturer in Literacy Education
Langevin, Cynthia, Lecturer
Lapping, Joyce, Lecturer in Economics
Larsen, Leslie, Lecturer Nursing
Larson, Deborah H., Lecturer in Professional Education
Leduc-Bell, Mary J., Lecturer in Teacher Education
Lee, William, Lecturer in Mathematics
Leen Cooley, Lew-an, Lecturer in Theatre
Leone, Pamela, Lecturer in Psychology
Lethem, Richard, Lecturer in Art
Libby, Patricia, Lecturer in Mathematics
Lieber, Robert, Lecturer in Art
Lisberger, Linda, Lecturer in Art
Lisi, Michelle, Lecturer in Learning Foundations
Littlefield, Elwood R., Lecturer in Technology
Lockman, David A., Lecturer in Technology
Lockman, James, Lecturer in Technology
Ludwig, Karen, Lecturer Nursing
Lushman, Catherine, Lecturer in American Sign Language
Lyden, Catherine, Lecturer Nursing
Lynch, Frederick J., Lecturer in Art
Lyons, Charles, Professor of Professional Education
Lyons, George, Lecturer in English
MacArthur, Susanne G., Lecturer in Professional Education
Makas, Elaine C., Associate Professor
Manderino, John, Lecturer in Learning Foundations
Manduca, Mark W., Lecturer in Music
Manglass, Ralph, Lecturer in Engineering
Marston, Alan, Lecturer in Communication and Theatre
Martin, Daniel, Lecturer in Engineering
Martin, Joyce, Lecturer in Teacher Education
Mason, Ann M., Lecturer in Mathematics
Matrisciano, Jane, Lecturer in Linguistics
Max, Stanley M., Lecturer in Mathematics and Learning Foundations
McCarthy, Joseph E., Lecturer in Biology
McCarthy, Michael, Lecturer in Educational Leadership
McCormick, Sarah, Lecturer in Theatre
McCullough, Rosemary, Lecturer in Learning Foundations
McDaniel, Noreen, Lecturer in Teacher Education
McDermott, Jennifer, Lecturer in Art
McElhinney, Donald, Lecturer in Engineering
McPhee, Karen, Instructor of Recreation and Leisure Studies
Medina, Patty, Instructor of Recreation and Leisure Studies
Mercer, Dennis D., Lecturer in Mathematics and Statistics
Mermer, Brion, Lecturer in Chemistry
Merrill, Reva, Lecturer in Technology
Meyers, Bernard C., Lecturer in Art
Michaud, Jessica, Lecturer Nursing
Mills, Jane, Instructor Nursing
Milo, Jessie-Sue, Lecturer in Human Resource Development
Minton, Leslie, Lecturer in Teacher Education
Mitchell, Kate, Lecturer in Learning Foundations
Mittal, Prashant, Lecturer in Business Administration
Mollom, Paul, Lecturer in Learning Foundations
Morrill, Mary, Lecturer in Chemistry
Morris, Michael S., Lecturer in Human Resource Development
Most, Ivan G., Lecturer in Technology
Moulton, Robert, Lecturer in Technology
Murphy, Kenneth, Lecturer in Professional Education
Murton, Pamela, Fieldwork Associate in Social Work
Napolitano-Romer, Andrea, Lecturer in Teacher Education
Needleman, Sara, Lecturer in Teacher Education
Nelson, Edwin R., Lecturer in Accounting
Nerbak, Glenn, Lecturer in Teacher Education
Nevue, Raymond, Professor of Finance
Neveux, Louis, Lecturer in Learning Foundations
Nedzialkowska, Beata, Lecturer in Art
Nilsson, Harold, Lecturer in Geosciences
Niziolek, Carol, Nursing Instructor
Nolin, Maura, Lecturer in Linguistics
Novack, Julie, Lecturer in American Sign Language
Nunery, Ann, Lecturer in Special Education
Oberholtzer, Ashlan, Lecturer Nursing
O’Connor, Wendy, Lecturer Nursing
O’Dell, Timothy, Lecturer in Music
O’Regan, Patrick, Lecturer in Human Resource Development
O’Reilly, Elaine, Lecturer in Human Resource Development
O’Shea, Cynthia, Lecturer in Professional Education
Olbert, Elizabeth, Lecturer in Art
Ouellette, Peggy, Lecturer Nursing
Page, Barbara, Lecturer in Teacher Education
Pakales, Joseph, Lecturer in Music
Panici, Ramona, Lecturer in Psychology
Paolino, Rolande, Lecturer in Teacher Education
Parker, Ryan, Lecturer in Music
Passarelli, Joseph, Lecturer in Accounting
Pattershall, George, Lecturer in Learning Foundations
Peavey, Elizabeth, Lecturer in Theatre
Pendexter, Erin, Lecturer Nursing
Pendleton, Denise, Lecturer
Perez, Carlos, Associate Professor of Physics
Perry, John, Lecturer in Mathematics
Persons, Alice, Lecturer in Business Law Development
Pfaffinger, Linda, Lecturer in Criminology
Pflug, Julie, Lecturer in Chemistry
Philbrick, Suzanne, Lecturer in Learning Foundations
Phinney, Rosamond J., Lecturer in Learning Foundations
Piechocki, Iride, Lecturer in Human Resource
Pierce, Brett, Lecturer in Communication
Pijewski, John, Lecturer in English
Pilling, Rebekah, Lecturer in Chemistry
Plumer, Timothy, Lecturer in Technology
Poliquin, Rhonda, Lecturer in Professional Education
Porter, Daniel, Lecturer in Core Curriculum
Pratt, Bruce, Lecturer in English
Szafranski, Tammy, Lecturer in English
Szatkowski, Elizabeth, Lecturer in Social Work
Tarraza, Marianne DeCain, Lecturer in Human Resource Development
Taylor, Karen D., Lecturer in Foreign Languages and Classics
Ten Broeck, Craig, Lecturer in Core Curriculum
Tepler, Denise, Lecturer in Anthropology
Thayer, Katherine, Lecturer of Nursing
Thibodeau, Elizabeth, Assistant Professor in Teacher Education
Thibodeau, Maxine, Lecturer Nursing
Thombs, David, Lecturer in Mathematics
Thombs, Williams, Lecturer in Learning Foundations
Thompson, John, Lecturer in Core Curriculum
Thompson, Tyler Corridan, Lecturer in Teacher Education
Thurlow, John, Lecturer in Teacher Education
Tolman, Heather, Instructor of Nursing
Toothaker, Dimitra, Lecturer in Modern and Classical Languages and Literatures
Torchio, Maggie, Lecturer Nursing
Toy, Christopher, Lecturer in Teacher Education
Trombley, Linda B., Lecturer
Trott, Alicia, Instructor of Recreation and Leisure Studies
Tru, Michael D., Lecturer
Turcotte, Linwood N., Lecturer in Professional Development and in Technology
Turlo, Kathleen, Lecturer in Teacher Education
Turner, Stephen, Lecturer in Chemistry
Tzianabos, Maria, Lecturer in Theatre
Van Brugh, Katrina, Lecturer in Modern and Classical Languages and Literature
Van Naught, Nick, Lecturer Health and Sport Sciences
Varney, Skip, Instructor of Recreation and Leisure Studies
Vaughan, William, Lecturer in Psychology
Ventresco, Fiorello, Lecturer in History
Verret, Julianne, Lecturer
Vincent, Noreen Byrne, Instructor Nursing
Walker, Timothy J., Lecturer in Human Resource Development
Walters, Susan, Lecturer in Teacher Education
Ward, Linda, Lecturer in Literacy Education
Warren, Tracy, Lecturer in Teacher Education
Water, Erika, Lecturer in English
Weaver, Virginia A., Lecturer in Learning Foundations
Weisbein, Harold Jr., Lecturer in Technology
Welden, Lori, Lecturer
White, Sylvia, Instructor Nursing
Whiton, Tanya, Lecturer in English
Wiley, Elise, Associate Professor Nursing
Wilkinson, Anne, Lecturer in Music
Williams, Edward, Lecturer in English
Wilson, Richard, Lecturer in Art
Witherbee, Nicole, Lecturer in Sociology
Wood, Kelleryn, Instructor Nursing
Wood-Mateska, Meredith, Lecturer Nursing
Wood-McCullough, Linda, Lecturer in Biology
Woodard, Frank, Lecturer in Engineering
Woodard, Strohn, Lecturer in Learning Foundations
Woodside, Marilyn, Lecturer in Professional Education
Yuhas, Joseph G., Lecturer
Zimmer-Rankin, Melinda, Instructor Nursing
Zink, Julie, Lecturer in Human Resource Development
Zuckerman, Karen, Instructor
The University of Southern Maine is accredited by the New England Association of Schools and Colleges which accredits schools and colleges in six New England states. Membership in the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The University of Southern Maine shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status or gender expression, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

Questions and complaints about discrimination in any area of the University should be directed to the campus compliance officer, 7 College Avenue, (207) 780-5094/TTY (207) 780-5646. Inquiries or complaints about discrimination in employment or education may also be referred to the Maine Human Rights Commission. Inquiries or complaints about discrimination in employment may be referred to the U.S. Equal Employment Opportunity Commission. Inquiries about the University’s compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin; Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, may also be referred to the U.S. Department of Education, Office of Civil Rights (OCR), Boston, MA 02109-04557, telephone (617) 223-9662 (voice) or (617) 223-9695 TTY/TDD. Generally, an individual may also file a complaint with OCR within 180 days of alleged discrimination.

The University of Southern Maine reserves the right to revise, amend or change items set forth in this catalog from time to time. Accordingly, 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 and maximum 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.

The University of Southern Maine supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of educational preparation of its applicants for admission.

Campus Safety and Security

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 requires universities to disclose three years of statistics regarding campus crime, including off campus buildings the University owns, and on public property adjacent to campus in Portland, Gorham, and Lewiston. The USM report (Safety and Security Information Report) also includes policies for campus security, such as those concerning alcohol and drug use, crime prevention, the reporting of crimes and sexual assaults, and other related matters. A copy may be obtained by accessing the following Web address: www.usm.maine.edu/police/safetyreport.htm or by calling the Office of Community Standards at (207) 780-5242 to request a paper copy.