

1978

University of Southern Maine Centennial Catalog 1978-1979

University of Southern Maine

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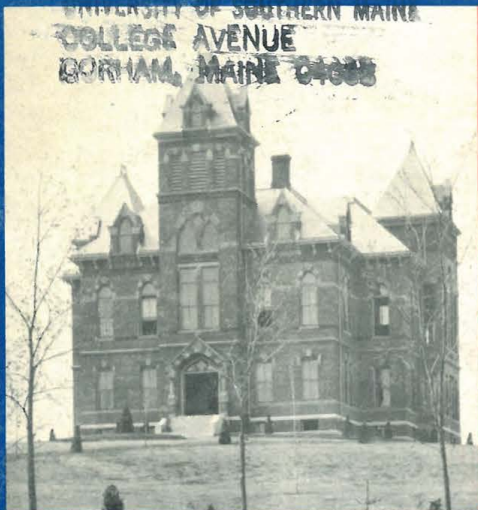
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1878



1978



**UNIVERSITY
OF SOUTHERN MAINE
CENTENNIAL CATALOG 1978-1979**

Maine Legislature Honors the University of Southern Maine

Excerpts From The JOINT RESOLUTION IN HONOR OF THE UNIVERSITY OF MAINE AT PORTLAND-GORHAM ON THE OCCASION OF ITS CENTENNIAL YEAR *

Whereas, it has been said "there are few earthly things more splendid than a university;" and

Whereas, "it is a place where those who hate ignorance may strive to know, where those who perceive truth may strive to make others see;" and

Whereas, "it is a place where seekers and learners alike band together in search for knowledge, . . ." and

Whereas, one place fitting of this description was established by act of the Maine Legislature on February 19, 1878 and appropriately titled Western Normal School; and

Whereas, through the years its name has changed . . . (from) Gorham Normal School . . . to University of Maine at Portland-Gorham; but its purpose has endured, making it one of the State's leading institutions of higher learning; and

Whereas, the University in all its splendor has not only inspired those in attendance with the desire to fit themselves more thoroughly for the profession of teaching and other fields, but has supplied the means of gratifying that end; and

Whereas, now, on the eve of this, the centennial anniversary of its founding, the University of Maine at Portland-Gorham possesses even greater potential for providing increased service to citizens of the region and the State; now, therefore, be it

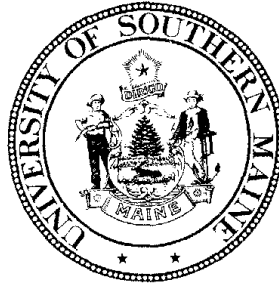
RESOLVED: That we, the members of the Senate and House of Representatives of the One Hundred and Eighth Legislature of the State of Maine, now assembled, being mindful of the paramount importance of education in our society, on this the 100th anniversary of the establishment of the University of Maine at Portland-Gorham, take this opportunity to publicly recognize the immeasurable contribution of that institution during the past century, to pay tribute to all those associated with it since its founding and to offer and extend to the University of Maine at Portland-Gorham our best wishes and encouragement for many more years of continued service and progress in the future; and be it further

RESOLVED: That as a token of tribute and of our support and encouragement that a duly authenticated copy of this Joint Resolution, signed by the Speaker of the House and the President of the Senate be prepared and presented to the Chancellor and the President to commemorate this memorable occasion.

*The University of Maine Board of Trustees voted, on May 24, 1978, to change the name of the University of Maine at Portland-Gorham to the University of Southern Maine, a unit of the University of Maine.

University of Southern Maine

A Unit of The University of Maine



Centennial Catalog

1978-1979

Prepared for the USM Office of Admissions by the Office of Publications and Public Information. Please address mail requests for catalogs and other printed admissions material to:

ADMISSIONS OFFICE, USM
96 Falmouth Street
Portland, Maine 04103

The University of Southern Maine is fully accredited by the New England Association of Schools and Colleges.

The University of Maine fully supports and complies with Title VI of the Civil Rights Act of 1964 and subsequent Equal Opportunity legislation, and does not discriminate in any way in any of its policies on the basis of sex, creed, race, color, or national origin.

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, with a campus in the city of Portland and another ten miles away in the town of Gorham, offers students the best of city and rural living. The campuses are interconnected by a free shuttlebus service leaving each campus on a regular basis throughout the day and evening.

Several schools and colleges comprise the University offering southern Maine excellent opportunities for liberal arts, professional, and specialized education.

The College of Arts and Sciences, the largest unit at USM, offers degree programs in over 24 disciplines. The College of Education provides undergraduate degrees in early childhood, elementary and secondary education, industrial arts and vocational technical education. Programs leading to a master of science degree in education are also available. The School of Business and Economics has programs in business administration, accounting and economics, plus an MBA program.

Programs in nursing and law are also located at USM. Many graduate, continuing education, and associate degree programs complete USM's academic offerings.

USM is accredited by the New England Association of Schools and Colleges. Additional accreditations have been earned by individual units within the University. The School of Nursing is accredited by the National League for Nursing. The College of Education is accredited by the National Council for Accreditation of Teacher Education. Several departments within the College of Arts and Sciences are approved by appropriate accrediting bodies.

USM was founded under the name of University of Maine at Portland-Gorham in 1970 by the merger of Gorham State College and the University of Maine in Portland. The two institutions brought to the merger rich and varied histories. UMPG was renamed the University of Southern Maine in 1978.

The Gorham campus began as Western Maine Normal School, established in 1878, on the site of the former Gorham Female Seminary. The original Gorham Academy Building (1807) and Town Hall (1821) are now part of the campus which includes McLellan House (1772), the oldest brick house in Maine.

The Portland campus began as Portland Junior College, a community college developed by local businessmen during the Great Depression of the thirties when higher education had to be within commuting distance. The land was originally part of the Deering Estate, home of one of Portland's most prominent citizens when the city enjoyed its heyday as a shipping port.

To help commemorate USM's Centennial Year, a series of "Then and Now" photographs are presented throughout this catalog. The photos, some dating back to the late 1800's, demonstrate how academic and student life have changed through the years.

ACADEMIC CALENDAR

1978 - 1979

FALL SEMESTER 1978

September 5	Registration
September 6	First Day of Classes
October 6-10	Semester Break
November 22-27	Thanksgiving Recess
December 15	Last Day of Classes
December 18-22	Finals

SPRING SEMESTER 1979

January 13	Registration
January 15	First Day of Classes
February 19-23	Recess
April 2-6	Recess
May 11	Last Day of Classes
May 14-18	Finals
May 19	Commencement

University of Southern Maine: A Capsule View of Campus Life and Services

Extra-curricular activities offered at USM are an integral part of the university environment. There are over 60 student organizations, encouraging active participation and providing opportunities to shape the university educational and social environment. Major associations, music and theatre groups, special interest groups, governance committee, intercollegiate and intramural athletics, recreation clubs, publications, and religious organizations offer a wide scope of activity areas and opportunities to meet and exchange ideas with students with similar interests.

Films, lectures, seminars, theatre productions and other cultural events offered on both campuses and in the city of Portland add a valuable dimension to campus life. In addition, USM's clubs and committees sponsor many social and cultural opportunities including dances, concerts, and parties.

Intercollegiate athletic competition is available to both men and women. In men's competition, the university competes successfully in varsity cross country, soccer, basketball, hockey, tennis and golf. USM is a member of the National Association of Intercollegiate Athletics (District 5), National Collegiate Athletic Association, New England College Athletic Conference, and Western Maine Athletic Conference. USM has represented New England in several national championships during the past several years.

Several women's teams have competed successfully in both state and regional championships in recent years. Women may participate in field hockey, tennis, volleyball, basketball, softball and lacrosse. The University holds membership in the Maine Association for Intercollegiate Athletics for Women, Eastern Association for Intercollegiate Athletics for Women, and Association for Intercollegiate Athletics for Women.

Residence Halls house approximately 1,000 students in five dormitories on the Gorham campus. All students residing on campus must participate in the 19 meals per week food plan which serves students in cafeterias on both campuses.

The University is committed to an effort of establishing living units which are integral parts of the overall educational program. Students are given as many options for different life styles as is possible in a close living situation. Individual freedom is stressed with equal respect for the rights of other residents. The halls are staffed by full-time resident directors and resident assistants who possess a variety of backgrounds and expertise.

Off-Campus Housing—Because the USM campus has such a large commuter population, the Residence Life Office on each campus makes every effort to assist the college community in obtaining off-campus accommodations.

Two fully-staffed health clinics, one located on each campus, are equipped to treat a variety of health problems and perform certain laboratory tests. In addition, a close liaison exists with Maine Medical Center in Portland for prompt handling of cases not serviced by the University.

Handicapped students are provided barrier-free access to all classrooms and two dormitories, which are equipped with ramps for wheelchairs and elevator buttons coded in braille. USM is committed to maximizing educational opportunities for handicapped students, and accessibility has been a major consideration in university development.

An applicant reporting a physical handicap will be scheduled for an interview with the Office of Counseling and Career Development. The University does not discriminate against qualified handicapped persons in admissions or access to, or treatment or employment in, its programs and activities. USM has designated Counseling and Career Development as the office coordinating compliance with this policy.

A major library is located in each campus holding a combined total of over 280,000 volumes, 30,000 microfilms and microfiches, 20,000 government documents, and approximately 1,800 periodical subscriptions. Campus collections are complementary; books and periodicals are not duplicated in each library. Materials not found on one campus can be borrowed by ordering from the other campus. Both libraries have specialized collections of old and unusual books as well as listening facilities for the libraries' record collections.

The Exchange Programs of the University of Southern Maine offer students the broadest alternatives in educational programs. For many students, academic coursework through exchange programs which enable a portion of USM degree work to be carried out at another institution, either at home or abroad, is an important and attractive opportunity. USM offers the following exchange programs:

National Student Exchange Program

This program offers USM students up to a year at one of 40 member colleges or universities throughout the United States, including Alaska and Hawaii. It also allows students from member schools to reciprocally attend USM. During 1977-78, over 30 USM students attended other institutions including the University of Hawaii, University of Idaho and University of Southern Florida, while approximately the same number came to USM from institutions which included University of Oregon, New Mexico State University and Illinois State University. For further information about this program, contact the Office of Admissions.

British Exchange Program

USM offers a British Exchange Program wherein each year approximately two dozen USM students attend either Whitelands College or King Alfred's College in England and a similar number of British students attend USM in a variety of study areas. For more information, contact the Dean of the College of Education.

Semester Abroad Program

Through the School for International Training, USM offers students the opportunity to participate in the College Semester Abroad Program (including summer). Students may earn up to 14 elective credits for one semester of work taken at any one of a number of international locations ranging from Oxford, England to Katmandu, Nepal. For further information, contact the Office of the Vice President for Educational Services.

Detailed information on these and other aspects of life at USM are described in a Preview Booklet available through the Admissions Office, 96 Falmouth Street, Portland, Maine 04103.

In addition, the University compiles the official Student Handbook, which is distributed to all students, explaining campus policies, governance structure, Disciplinary Code, functions of various campus offices which include Student Union and Student Center, Housing Office, Health Services, Counseling and Career Development, Handicapped Student Services, Veteran's Affairs, and other offices which offer student services.

Admissions — Undergraduate Studies

DIRECTOR OF ADMISSIONS

William J. Munsey

ASSOCIATE DIRECTOR OF ADMISSIONS

Edwin C. Horne

ASSISTANT DIRECTOR OF ADMISSIONS

Marjorie J. Rodgers

ADMISSIONS COUNSELOR

Heidi H. Remy

The University of Southern Maine is pleased to know of your interest in the University and invites your review of the information contained in this catalog. If the Admissions Office can be of further assistance, please contact the office by phone or in writing. We welcome visitors to our campus and urge that you contact the Admissions Office should you desire an appointment to tour the University facilities.

The approval of candidates seeking admission to the University is on a selective basis. Candidates must be

graduates of approved secondary schools or hold the high school equivalency diploma. The University seeks candidates whose preparatory program, scholastic achievement, interest, motivation, and personal recommendations are indicative of success with University studies. Applications are accepted for entering freshmen and transfer students in most programs for either the Fall or Spring semesters. The following is a list of Schools and Colleges, with academic majors to which students may apply.

PROGRAMS OF STUDY

COLLEGE OF ARTS AND SCIENCES

American Studies
Applied Chemistry (B.A. degree or B.S. degree)
Applied Music
Art (B.A. degree)
Art (B.F.A. degree)
Biology, including Pre-Med., Pre-Dental and Pre-Vet.
Communication
Computer Science
Criminal Justice
Earth Science
Economics
English
French
Geography-Anthropology
History
Liberal Studies*
Mathematics
Mathematics and Computer Science
Music
Philosophy
Political Science
Psychology
Self-Designed major**
Social Science
Social Welfare
Sociology
Theatre

*Liberal Studies: Declaration of this major is normally done at the end of the Sophomore year, with the approval of the Liberal Studies Major Board.

**Self-Designed major: Approval of this program must be made by the Committee on Self-Designed majors after students have enrolled at the University.

ENGINEERING

This University offers the first year of the program common to all Engineering majors, and the first and second years in Engineering Physics. These offerings meet the requirements of the corresponding programs at the University of Maine at Orono. Students who complete either one or two years here continue their studies at UMO.

COLLEGE OF EDUCATION

The College of Education currently offers four-year programs leading to the degree of Bachelor of Science.

Programs of the College of Education:

Early Childhood
Elementary Education
Art Education
Music Education
Language Communications
Learning Disabilities (Minor)
Physical Education Leadership (Minor)
Industrial Arts Education
Vocational-Technical Education
Industrial Arts Technology (non-teaching program)
Vocational Technology (non-teaching program)
SECONDARY EDUCATION:
*Mathematics and Computer Science

*See Mathematics and Computer Science information under College of Arts and Sciences.

SCHOOL OF NURSING

The School of Nursing offers a four-year program leading to the degree of Bachelor of Science, with a major in nursing.

In addition to the usual University fees and expenses, nursing students must purchase uniforms (approximately \$100.00) during the sophomore year. They must also provide themselves with a car for one semester during the senior year for use in the course in Community Health Nursing.

**SCHOOL OF BUSINESS
AND ECONOMICS**

The School of Business and Economics offers a four-year program leading to the degree of Bachelor of Science in Business Administration with majors available in Business Administration and Accounting. The Bachelor of Science degree with a major in Economics is also available. The School also offers a Master of Business Administration degree.

ASSOCIATE DEGREE STUDIES

Business Administration

The School of Business and Economics offers a two-year program leading to the degree of Associate of Science in

Business Administration. Students in this program may pursue a Management/Accounting option, a Hotel, Motel, Restaurant Management option, a Real Estate option, and a banking option offered in cooperation with the American Institute of Banking.

Therapeutic Recreation

The Department of Recreation and Leisure Studies offers a two-year program leading to the Associate Degree in Therapeutic Recreation. Candidates who successfully complete this program have opportunities for employment in nursing homes, homes for the elderly, agencies for the handicapped, rehabilitation centers, and appropriate programs offered by human service agencies, camps, parks, and playgrounds.

York County Community College Services

York County Community College is the cooperative effort of USM and SMVTI (Southern Maine Vocational Technical Institute). It is designed as an outreach program to extend Associate Degree programs to the citizens of York County. With centers located in Biddeford and Sanford, YCCCS offers a variety of Associate Degree options.

NEW ENGLAND REGIONAL PROGRAM

In cooperation with the New England Board of Higher Education the University offers undergraduate 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 twenty-five percent. Because the listing of programs varies from year to year, candidates should check the most-up-to-date listings. The following schedule represents the fields of study available in the New England Regional Student Program for 1978-79. The 1979-80 listing will be available from the New England Board of Higher Education during the fall of 1978. Check with your guidance counselor or the Board at 40 Grove Street, Wellesley, Massachusetts 02181.

PROGRAM

- Two-Year Program
- Two-Year Business Administration (Associate Degree Program)
- Four-Year Program
- Art Education
- Criminal Justice
- Industrial Technology
- Industrial Arts Education
- Social Welfare

OPEN IN 1978 TO STUDENTS FROM:

- Conn., R.I.
- Conn., R.I.
- Conn., Mass., N.H., R.I., Vt.
- Conn., R.I.
- Conn., R.I.
- Conn., Mass., R.I.

REQUIREMENTS FOR ADMISSION

SECONDARY SCHOOL PREPARATION

Requirements for admission to the University are established by each school and college within the University. The requirements indicated below are in keeping with the degree programs currently established.

College of Arts and Sciences

- | | |
|---|-------------|
| English | 4 Units |
| *Mathematics | 3 Units |
| **Sciences | 2 Lab Units |
| History/Social Science | 2 Units |
| ***Foreign Language | 2 Units |
| *Mathematics Majors 4 Units | |
| **Biology and Premedical Majors 3 Lab Units | |
| ***Foreign Language Majors 3 Units | |

An Early Admission Program, described on the next page, is available for selected students who have completed their junior year of high school and who display both the intellectual capacity and social maturity to succeed in a university program of the College of Arts and Sciences.

School of Business and Economics

Four-Year Baccalaureate Program

- | | |
|----------|---------|
| English | 4 Units |
| Algebra | 2 Units |
| Geometry | 1 Unit |
| Elective | 9 Units |

College of Education

- | | |
|---------|---------|
| English | 4 Units |
|---------|---------|

- *Mathematics 3 Units (2 Algebra,
1 Geometry)
- Sciences 2 Lab Units
- History/Social Science 2 Units
- Foreign Language Optional
- *Mathematics majors in Secondary Education 4 Units

School of Nursing

- English 4 Units
- Mathematics 3 Units (Algebra I, II,
Geometry I)
- Sciences 2 Lab Units (Biology,
Chemistry)
- History/Social Science 2 Units
- Foreign Language Optional

Associate Degree Studies

BUSINESS ADMINISTRATION

Candidates applying to this program of study may have either a college preparatory or a commercial business background. It should be noted that candidates with commercial business backgrounds must have records of strong academic achievement to be considered. English and mathematics are the basic prerequisites for this program. All other work in high school would be elective course study.

THERAPEUTIC RECREATION

Candidates applying for admission to this program may have either a college preparatory or a general education background. Candidates with general subject backgrounds must have records of strong academic achievement to be considered. English and biological sciences are the basic prerequisites for the program.

COLLEGE OF ARTS AND SCIENCES EARLY ADMISSION PROGRAM

The Early Admission Program in the College of Arts and Sciences provides the opportunity for selected students who have completed their junior year of high school to enter the University as full-fledged University freshmen. The Early Admission Program has been designed for students who display both the intellectual capacity and social maturity to succeed in a university program.

Students who are desirous of receiving their high school diploma after the completion of one year in the Early Admission Program must obtain the prior approval of their high school guidance director or principal. Students expecting to receive the high school diploma must arrange with the University Registrar to have an official transcript of grades forwarded to the secondary school at the completion of the academic year.

To be eligible for admission, the applicant should have at least a B average and/or rank in the top twenty percent of his/her high school class at the end of the junior year. Course work normally expected to be completed by the end of the junior year includes: three years of English, two years of mathematics beginning at the introductory algebra level; one year of social science/history, one year of biology, chemistry, or physics, and one year of a foreign language. In addition, the applicant should register for and take the Scholastic Aptitude Test (SAT) at the earliest possible date and arrange to have the scores forwarded to the Director of Admissions at the University. The American

College Test (ACT) may be submitted in lieu of the SAT for admission purposes.

The student should confer with his high school guidance counselor or principal regarding eligibility to participate in the Early Admission Program. The student and the principal/counselor will complete the Early Admissions Application, and along with an official transcript, submit it to the Admissions Office at USM.

The Admissions Office in cooperation with the Academic Dean's Office in the College of Arts and Sciences will review each Early Admission Application. Those students approved for this program are assured admission to the University upon completion of the standard University admission form and receipt of the application fee. Students thus admitted under this program are accorded all the rights and privileges of entering freshmen. Special advising will be available through the CAS Dean's Office prior to and during the first year of the Program.

It is expected that most Early Admission Program applicants will apply for the Fall Semester. Under certain circumstances a student will be considered for other academic semesters. Application forms must be submitted as early as possible. For Fall Semester, all Early Admissions applications should be received by April 15.

Submit completed application forms and address questions to the Director of Admissions, University of Southern Maine, 96 Falmouth St., Portland, Maine 04103.

COLLEGE ENTRANCE EXAMINATION BOARD AND AMERICAN COLLEGE TESTING

1. STUDENT DESCRIPTIVE QUESTIONNAIRE/ADMISSION TESTING PROGRAM. As a member institution of the College Entrance Examination Board the University of Southern Maine endorses and strongly urges all freshman applicants to provide complete information on the *Student Descriptive Questionnaire* of the *Admission Testing Program*. Applicants for admission to USM **must have all test results reported directly from either the Educational Testing Service or the American College Testing program.**

2. The University of Southern Maine Admissions Office will accept either Scholastic Aptitude Test & Achievement Test scores, or American College Test scores for candidates seeking admission. **All candidates** applying for admission must submit test scores from either the Scholastic Aptitude Test & Achievement Test battery or the American College Testing program unless arrangements for testing to be waived have been approved by the Director of Admissions.

3. Applicants should work with the high school guidance office in registering for and counseling in the preparation for the required testing.

4. Candidates submitting Scholastic Aptitude Test & Achievement Test results **are required to submit two Achievement Scores** in support of their application. One test should be the English Composition Achievement Test. When possible, the second test should relate to the student's field of study, such as history, mathematics, foreign language, a science, etc.

5. Veterans or applicants who have been out of school at least three years and students applying to the Associate

Degree Programs are not required to take the Achievement Tests.

6. High School juniors are encouraged to take achievement tests in non-continuing subjects on the June test date. Guidance Counselors should be consulted for details.

Reporting Test Results

For equal consideration candidates are required to submit all test results no later than the January test date of the SAT/ACT test battery. Scores must be submitted directly to the University Admissions Office from the Educational Testing Service, Box 592, Princeton, New Jersey 08540 or Box 1025, Berkeley, California 97401, or The American

College Testing Program, P.O. Box 451, Iowa City, Iowa 52240.

Dates for the Scholastic Aptitude Test and Achievement Tests for 1978-79:*

November 4, 1978

December 2, 1978

January 27, 1979

March 31, 1979 (SAT only)

May 5, 1979

June 2, 1979

*Both the SAT and certain Achievement Tests will be available on most of these test dates in 1978-79. Candidates may select one of these dates for taking the SAT. They must select another of these dates for the Achievement Tests.

SEEKING ADMISSION TO THE UNIVERSITY

APPLICATION PROCEDURE

1. The University maintains a rolling admission policy which allows candidates to apply and be considered throughout the year. Certain academic programs have strict enrollment quotas which require advanced planning and earlier applications. Students seeking financial assistance from the University and those planning to live on campus are urged to arrange adequate time to complete all admissions requirements in advance of the semester in which they plan to enter the University.

We urge all candidates to have completed admission files by December 15 for January admission and June 1 for September admission.

2. Obtain a copy of the University brochure and application form from the Office of Admissions or from the high school principal or guidance counselor.

3. Select the program which promises fulfillment of personal ideals, interests and abilities. Be ready to take specific entrance examinations upon request of the Music Department, or the Department of Industrial Education and Technology if you are applying to one of these programs.

4. Mail the completed application and application fee of \$10.00 (non-refundable) to the Director of Admissions, University of Southern Maine, 96 Falmouth Street, Portland, Maine 04103.

5. The high school should forward to the Admissions Office a transcript of academic work completed along with recommendations. Student copies cannot be accepted for evaluation.

6. Transfer applicants must have official transcripts sent to the Admissions Office for all post high school work attempted. This includes college, technical school, nursing school and military school programs. **Student copies cannot be accepted for evaluation.**

7. All required test results (SAT's and Achievements or ACT scores) **must be sent directly from the testing service to the University Admissions Office.**

8. Candidates are urged to contact the Admissions Office to determine if all required materials have been received. This should be done by mid-December for January admission and by mid-June for September admission. The Admissions Office will endeavor to contact students when documents are missing from files. However, our work load oftentimes delays correspondence to individual candidates.

ADMISSION PROCEDURE

1. After the student's application has been reviewed and evaluated, the Director of Admissions will notify the applicant of the appropriate decision.

2. Upon acceptance, the student will be required to make appropriate deposits. A deposit of \$55.00 will be required of each residence hall applicant. A deposit of \$25.00 is required of all commuting students. Refund requests will be honored by the University to June 1 for September enrollment and to January 1 for the spring semester if the request is received in writing to the Director of Admissions.

3. Admission to the University is not final until the student has satisfactorily completed all Admissions Office requirements.

4. Physical and mental health are basic considerations in admitting any applicant to the University, but a physical handicap, such as confinement to a wheelchair or blindness is not in itself a necessary barrier to admission. All classroom buildings and two dormitories are equipped with ramps for wheelchair access. Most elevator buttons are coded in braille. An applicant reporting a physical handicap will be scheduled for an interview with the University Coordinator of Handicapped Services, who will in turn submit recommendations to the Director of Admissions. In consultation with other University offices the Admissions Office reserves the right to refuse admission to any candidate it feels that the University cannot adequately assist in the completion of degree work.

5. The University reserves the right to cancel the acceptance of any application it deems necessary for academic or personal reasons.

6. Interview: With the exception of candidates applying to the Music, Industrial Arts and Vocational-Technical programs, interviews are optional unless requested by the Admissions Office. The Admissions Office strongly encourages candidates to visit the campus and request interviews to investigate University programs and become acquainted with the University facilities and surrounding area. Campus tours during the academic year must be arranged in advance.

DEPARTMENTAL REQUIREMENTS FOR ADMISSION

Art

FRESHMEN - Candidates applying as freshmen to the

Department of Art **do not** submit a portfolio. In their freshman year they are considered ART CANDIDATES and must complete the ART CORE courses (Design I & II, Drawing I & II, History of Art I & II). During the spring semester, while completing the ART CORE courses, ART CANDIDATES **are required** to submit a portfolio to be formally accepted as matriculated art students in the Department of Art. Further information is available to ART CANDIDATES through the Department of Art.

TRANSFERS - Transfer students from other colleges who **have not** completed the ART CORE courses (or equivalent) should follow the instructions outlined above for freshmen. Transfer students who have completed the ART CORE courses are required to submit a portfolio in conjunction with their application. Portfolio dates for these students who have completed the ART CORE courses are:

Fall Semester - November 13, 1978

Spring Semester - March 12, 1979

Music

All candidates for the Music Major will be asked to appear before the faculty of the Music Department for an in-

strumental or vocal audition. A written music achievement test will also be administered. Students will be notified by the Music Department of the appropriate procedure to follow and the dates available for on-campus visitations.

Industrial Arts

Applicants for the Industrial Arts program will be invited to the Industrial Education Center for a tour of the facility, interviews with the faculty and testing of mechanical comprehension. Students will be notified by the Industrial Arts coordinator of the appropriate procedure to follow and the dates available for on-campus visits.

Vocational-Technical

Applicants for the Vocational Education or Technology programs are required to submit affidavits of a minimum of three years of occupational experience and appear for a personal interview.

ADDITIONAL ADMISSIONS INFORMATION

PHYSICALLY HANDICAPPED STUDENTS

Traditionally, the handicapped student has been denied many educational opportunities due to physical barriers and discriminatory attitudes. The University is committed to maximizing the educational potential of handicapped students by providing the opportunity and support to fulfill their aspirations of higher learning.

For detailed information, handicapped students should contact the Coordinator for Handicapped Student Services at the University or the undergraduate Admissions Office.

FOREIGN STUDENTS (Undergraduates)

Financial assistance for foreign students applying to the University is extremely limited. It is, therefore, regrettable that the University cannot encourage greater numbers of foreign applications. Foreign students who have met academic requirements **and require no financial assistance** from the University may expect more favorable consideration.

Candidates applying for degree status at the University are required to submit official school and college transcripts to the Director of Admissions. Candidates from foreign countries whose native language is **not English** are required to submit test results of the TOEFL examination (Test of English as a Foreign Language). In addition, candidates must submit test results of the Scholastic Aptitude Test (SAT).

Candidates applying who have completed at least one year of University studies at an English-speaking University with acceptable grades are not required to take the SAT examination. They must, however, take the TOEFL examination if English is **not** the native language.

FINANCIAL AID

Students seeking information concerning financial aid opportunities at the University are referred to the section of this catalog under **Student Financial Aid**.

READMISSION

All undergraduate degree candidates who withdraw from all course work at the University of Southern Maine during any semester must apply for readmission through the Admissions Office. There is no application fee required. Applicants seeking readmission will be reviewed by the Admissions staff for their academic standing, financial status with the University Business Office and the requirements to enter a new degree program should the applicant desire to change the intended field of study. Students readmitted to the University are advised to clarify with their Academic Dean the expected course requirements to complete degree work.

SPECIAL STUDENTS (Non-Degree)

Special Students are enrolled on a space-available basis each semester. Candidates interested in special student status must file a Special Student application with the University. Special Students enrolled at the University are ineligible to be considered for financial aid and will be considered for housing and course enrollment only on a space-available basis the beginning of each semester.

Special Students must file an application with the Academic Dean's office prior to each semester they plan to attend the University.

Please contact the following offices to secure further information:

College of Arts & Sciences - Dean's Office,
113 Bonney Hall, USM,
96 Falmouth Street, Portland, Maine 04103.

School of Business & Economics - Dean's Office,
100 Payson Smith Hall, USM,
96 Falmouth Street, Portland, Maine 04103.

College of Education - Dean's Office,
Bailey Hall, USM, Gorham, Maine 04038.

School of Nursing - Dean's Office,
55 Exeter Street, USM,
96 Falmouth Street, Portland, Maine 04103.

ADMISSION TO ADVANCED STANDING—TRANSFER STUDENTS

Admission to the University of Southern Maine as a transfer student is on a selective basis and is controlled by classroom, dormitory, and quota space. A student who has attended any institution of learning beyond high school is classified as a transfer student even though the student may in the final analysis not transfer in credits. A student accepted for admission from an accredited institution will receive advanced standing credit when the work is "C" grade or better in courses corresponding to those offered by the University of Southern Maine and if applicable to the student's program of study.

Students applying for admission from any institution which is not accredited by the New England Association of Schools and Colleges or any other regional accrediting agency must have a 2.75 average (on a 4.0 scale) to be considered for admission. The Admissions Office, in conjunction with the Dean of a particular School or College within the University may defer for one semester acceptance of credit from a non-accredited institution.

Credits accepted from non-accredited institutions must be "B" grades or better and applicable to the student's program of study.

All applicants for admission to advanced standing must complete the same forms as an incoming freshman and request that official transcripts be mailed to the Director of Admissions from any previous colleges attended. Student copies are not acceptable. Copies of catalogs including course descriptions must accompany all transcripts for evaluation.

Transfer applicants at the time of submission of an application **who have earned less than 30 semester hours of**

credit must provide the Admissions Office with an official high school record which should include college entrance test results.

ADMISSION TO ADVANCED STANDING WITHIN THE UNIVERSITY OF MAINE SYSTEM

Applications may be procured at the Admissions Office of any University of Maine campus. Transcripts are sent from the sending campus to the Admissions Office at no cost to the student; however, students must request that the transcript be sent.

Students must have a minimum of 2.0 in a parallel degree program on a 4.0 scale for transfer consideration to this campus.

Transfer credit will be awarded for all courses in Liberal Studies or a University parallel program. A grade of "B" or better must be earned in General Studies or nonparallel programs.

Students from within the University of Maine system are given preference over all other transfer applicants but are subject to the same requirements and policies described in this catalog.

CREDIT BY EXAMINATION

It shall be the policy of the University of Southern Maine to grant credit for the introductory course in a subject field to an enrolled student who presents evidence of competency in that field by completing the appropriate Advanced Placement Examination of the College Entrance Examination Board. A score of three or better is required by the University for advanced placement credit.

College Level Examination Program (CLEP)

1. General Examination

The schools and colleges at the University of Southern Maine will grant credit for the general College Level Examination Program (CLEP) examinations as follows:

<i>Title of Examination</i>	<i>Credit For</i>	<i>Credit Hours</i>
English	ENG 100	3
Humanities	General Education	6
Social Science	General Education	6
Mathematics	General Education	6
Science	General Education	6

A score of 500 or better will be necessary to receive credit.

The five general examinations are designed and intended primarily for incoming freshmen rather than for typical transfer students.

2. Subject Examination (CLEP)

COLLEGE OF ARTS AND SCIENCES—Certain academic departments within the College of Arts and Sciences have established policies relative to the acceptance of CLEP subject credit. Interested candidates should contact the Dean of the College of Arts and Sciences for detailed information.

SCHOOL OF BUSINESS AND ECONOMICS—The School of Business and Economics will accept satisfactory completion of CLEP subject examinations and allow credit toward the completion of degree requirements. Interested candidates should discuss their eligibility for taking these examinations with the Dean of the School of Business and Economics.

SCHOOL OF NURSING—Available for advanced placement is credit in subject examinations offered through CLEP. Interested candidates should discuss their eligibility for taking these examinations with the Dean of the School of Nursing. The School of Nursing also offers credit-by-examination in certain courses of the nursing major for advanced placement. For more details, interested students should contact the appropriate Department Chairman.

COLLEGE OF EDUCATION — The College of Education will accept satisfactory completion of CLEP subject examinations and allow credit toward the completion of degree requirements. Interested candidates should discuss their eligibility for taking these examinations with the Dean of the College of Education.

FINANCIAL INFORMATION

STUDENT EXPENSES: Academic Year of 1978-79

The financial requirements of the University, changing costs, state and legislative action, and other matters may require an adjustment of these charges and expenses. The University reserves the right to make adjustments to the estimated charges and expenses as may from time to time be necessary in the opinion of the Board of Trustees up to the date of Final Registration for a given academic term. The applicant acknowledges this reservation by the submission of an application for admission or by registration.

APPLICATION FEE — An Application Fee must accompany each application at each campus unless the student has previously matriculated at this campus. \$ 10.00

MATRICULATION FEE — A one-time fee for each student who elects to pursue a degree program within the University 15.00

COMMENCEMENT FEE — A one-time fee for each degree candidate, to be paid 6 weeks prior to the commencement 10.00

ANNUAL EXPENSES: FULL-TIME UNDERGRADUATE STUDENTS

Undergraduate Tuition for a Resident of Maine 820.00

Undergraduate Tuition for New England Regional Program 1,025.00

(Tuition for Non-Residents, as defined below, is \$2,350.)

Student Activity Fee

(required of all undergraduates taking twelve hours or more) 24.00

Books and Supplies — Textbooks, personal laboratory equipment, etc., are not furnished by the University.

Annual costs vary from \$150 to 220.00

Voluntary Health Insurance — Optional but strongly recommended 60.00

ADDED EXPENSES FOR DORMITORY RESIDENTS

Board and Room for Dormitory Residents (per academic year)-double room 1,520.00

-single room 1,650.00

ORIENTATION FEE

— All incoming full-time day Freshmen - Fall Semester 10.00

Spring Semester 5.00

— All incoming full-time day transfer students 5.00

OPTIONAL MEALS FOR OFF-CAMPUS RESIDENTS: \$780.00 per academic year.

LATE FEE

A *Late Fee* of \$10.00 is charged a student who registers after the prescribed day of registration or who fails to satisfy his/her financial obligation with the business office when due and payable. *Students must register each semester, one semester at a time.*

TUITION FOR OTHER CLASSIFICATIONS OF STUDENTS

Registration Fee — A registration fee of \$5 per semester is charged each part-time day student, each Continuing Education student, and each Summer Session student.

Continuing Education Division and Summer Session — Summer Session students are charged \$30 per semester hour (no maximum) for courses carrying degree credit. Continuing Education students are charged \$30 per semester hour for courses carrying degree credit, up to a maximum of \$410 per semester. The tuition, fees, and related maximums set forth herein do not apply to non-degree credit work. CED bulletins announce the fees for their non-degree courses.

York County Community College — Tuition for residents of Maine is \$30 per credit hour up to a maximum of \$385 per semester plus the \$5 registration fee.

Graduate School — Tuition for residents of Maine is \$30 per credit hour up to a maximum of \$470 per semester plus the \$5 registration fee.

School of Law — Tuition for residents of Maine is \$1,250 per year; tuition for non-residents is \$2,770 per year. The \$15 Application Fee and \$15 Matriculation Fee are also charged. For other expenses, see the School of Law catalog.

Other Part-time Students — Registration fee of \$5 per semester, plus tuition for residents of Maine of \$30 per semester hour up to a maximum of \$410 per semester, or tuition for non-residents of Maine of \$92 per semester hour up to a maximum of \$1,175 per semester, or tuition for New England Regional Program students of \$37.50 per semester hour up to a maximum of \$512.50 per semester.

Auditing of Courses — Tuition and Registration Fees are charged for audited courses at the usual hourly rate, except for a student who is already paying the maximum tuition.

Adding Courses — All "adds" must be paid for at the time of the "add" if it results in an additional tuition charge. The late fee will apply if not done so.

Tuition and Fee Grants — Tuition and fee grants will be restricted to those specifically authorized by the Board of Trustees and will include tuition grants for Maine residents over age sixty-five who wish to register for undergraduate courses at any campus of the University of Maine.

DEPOSITS

A deposit of \$25 is due when the applicant is notified of acceptance by the Director of Admissions. If a residence hall room is requested, an additional \$30 is due. These deposits will be applied toward the student's account when the student registers. (They should not be confused with the matriculation fee of \$15, which is a non-refundable charge, or prepayments made on accounts which are not refundable.)

The deposits are forfeited in case an applicant withdraws after June 1 for the fall semester or after January 1 for the spring semester. If a freshman, transfer, or readmission applicant notifies the Director of Admissions of withdrawal prior to June 1 for September enrollment or January 1 for spring semester, the deposits will be refunded. Notification must be in writing.

Upperclassmen desiring to live in a resident hall must pay a room deposit of \$60 during the spring in order to assure that rooms will be reserved for them in the fall. The deposit will be applied to the fall semester bill. If it is found that residence hall accommodations are not desired, the deposit will be refunded if the Office of Residence Life is notified by June 1. After June 1, but prior to August, \$30 will be non-refundable. After August 1 the full \$60 is non-refundable.

PAYMENT OF BILLS

Students who preregister may receive a bill through the mail. However, the University is not obligated to send out such a bill. The student is responsible for paying fees in full by the appropriate due date stated in this catalog or registration instructions. Failure to do so will result in the student being assessed the \$10.00 late fee.

All University bills, including those for room and board in University buildings, are due and payable on or before August 23 for the fall semester and on or before January 3 for the spring semester. Bills may be paid at the business office at either campus by mail or in person. Checks should be made payable to **University of Maine**.

Scholarships and grants, *other than University awards*, which are to be used for tuition payments, should be confirmed with the Business Offices on or before the first day of classes in order to receive proper credit against outstanding bills.

Students not on an authorized deferred payment of fees plan and who have not paid their tuition and fees in full by the first day of classes, may have their registration for that semester cancelled. This means specifically that a student will receive no credit for any courses taken during that semester. Students who are allowed to register in error may have their registrations cancelled. Any fees paid by that student will be refunded to the student or credited against other charges due the University by that student.

INSTALLMENT PROGRAM

Students whose circumstances are such that payments of their semester bill in full at the time prescribed would work a real hardship will be permitted to use the following schedule:

One-half the total semester bill at registration plus **FINANCE CHARGE**; balance to be paid in three monthly installments.

The privilege of using this program will be withdrawn if payments are not made promptly as scheduled. There is a \$6.00 one-time **FINANCE CHARGE** each semester. A student must be taking a minimum of six credit hours to use the plan.

UNIFORM REFUND POLICY

I. Degree-Credit Programs (Other than Summer Session)

1. **Tuition.** Tuition may be refunded in accordance with the scale and provisions set forth below for students withdrawing during the first six weeks of a term.

- a. **Scale.** Attendance period is counted from first day of class and includes weekends and holidays. The refund will be reckoned from the date on which the student notifies the Registrar.

	<i>Refund Percentage</i>
1st week	80%
2nd week	60%
3rd week	40%
4th week	30%
5th week	20%
Over five weeks	No Refund

- b. **Provisions.**

- (1) A student enrolled in a full-time program who drops or adds a course and continues to be in a full-time program will have no financial adjustments of tuition.
 - (2) In no case will tuition be reduced or refunded because of voluntary absence from classes.
 - (3) Tuition adjustments attributable to involuntary absence, for example, extended illness or military service, will be processed by the respective campus of the University of Maine on a case-by-case basis.

2. **Fees.** University fees are not refunded.

II. Degree-Credit Programs (Summer Session)

1. **Tuition.** Tuition may be refunded in accordance with the scale and provisions set forth below for students withdrawing.

- a. **Scale.** Attendance period is counted from first day of class and includes weekends and holidays. The refund will be

reckoned from the date on which the student notifies the Registrar.

	<i>Refund Percentage</i>
(1) Six-week Courses	
1st week	75%
2nd week	50%
3rd week	25%
After 3rd week	-0-
(2) Three-week Courses	
1st week	50%
After 1st week	-0-

b. Provisions

- (1) In no case will tuition be reduced or refunded because of voluntary absence from classes.
- (2) Tuition adjustments attributable to involuntary absence, for example, extended illness or military service, will be processed by the respective campus of the University of Maine on a case-by-case basis.

2. Fees. University fees are not refunded.

III. Dining and Residence Activities. The board and room charges will be refunded in accordance with the following wherein the student is withdrawing from the institution:

1. Scale

- a. Board.** Board charges for a student leaving the residence halls or withdrawing from the University will be at the full daily rate through the date of clearance and for one-half the daily rate for the remaining full days.

b. Room

(1) Normal Academic Year (Fall & Spring Semesters)

	<i>Refund Percentage</i>
1st and 2nd weeks	80%
3rd and 4th weeks	60%
5th and 6th weeks	40%
7th, 8th, and 9th weeks	20%
Over 9 weeks	No Refund

(2) Summer Session

(a) Six-week Courses

1st week	75%
2nd week	50%
3rd week	25%
After 3rd week	-0-

(b) Three-week Courses

1st week	50%
After 1st week	-0-

- 2. Exceptions.** Exceptions will be made only in cases of illness, extreme hardship, or when an occupant leaves for the convenience of the University. The charges in these cases will be determined by the University according to the circumstances of each case.

RULES GOVERNING RESIDENCE

A student is classified as a resident or a non-resident for tuition purposes at time of admission to the University. The decision, made by the appropriate campus Business Manager, is based upon information furnished by the student's application and any other relevant information. No student once having registered as an out-of-state student is eligible for resident classification in the University, or in any college thereof, unless the student has been a bona fide domiciliary of the state for at least a year immediately prior to registration for the term for which resident status is claimed. This requirement does not prejudice the right of a student admitted on a non-resident basis to be placed thereafter on a resident basis provided the student has acquired a bona fide domicile of a year's duration within the state. Attendance at the University neither constitutes nor necessarily precludes the acquisition of such a domicile. For University purposes, a student does not acquire a domicile in Maine until the student has been here for at

least a year primarily as a permanent resident and not merely as a student; this involves the probability of a student's remaining in Maine beyond the student's completion of school. In general, members of the Armed Forces and their dependents are normally granted in-state tuition rates during the period when they are on active duty within the State of Maine.

Subject to the provisions of the preceding paragraph, the **domicile** of an unmarried minor follows that of the parents or legally appointed guardian. The bona fide year-round **domicile** of the father, if living, otherwise that of the mother, is the **domicile** of such a minor; but if the father and the mother have separate places of residence, the minor takes the domicile of the parent with whom the minor lives or to whom the minor has been assigned by court order. If neither of the parents is living, the unmarried minor takes the **domicile** of the legally appointed guardian.

Subject to the provisions of the first paragraph above, an adult student, defined for the purposes of these rules as one who is either married or **eighteen** years of age or older, will be classified as a resident of Maine if **the student has completed twelve continuous months of domicile in Maine immediately preceding registration for the term for which resident status is claimed.**

Subject to the provisions of the first paragraph above, if a non-resident student has a spouse who has a residence in Maine, the student shall be deemed to have a residence in Maine.

To change resident status, the following procedures are to be followed:

- A. Submit "Request for Change of Residence Status" form to the Business Manager. If the Business Manager's decision is considered incorrect:
- B. The student may appeal the Business Manager's decision in the following order:
 1. Vice President for Finance and Administration
 2. President
 3. Vice Chancellor for Business and Financial Affairs, University of Maine, Chancellor's Office (This decision must be considered final.)

In the event that the campus Business Manager possesses facts or information indicating a change of status from resident to non-resident, the student shall be informed in writing of the change of status and will be given an opportunity to present facts in opposition to the change. The student may appeal the Business Manager's decision as set forth in the preceding paragraph.

No applications will be considered for changes after September 1 for the fall semester and January 15 for the spring semester.

All changes approved during a semester will be effective at the beginning of the next semester; none are retroactive.

In all cases, the University reserves the right to make the final decision as to resident status for tuition purposes.

STUDENT FINANCIAL ASSISTANCE

The basic premise of the student financial aid program at USM is that the student's parents are primarily responsible for meeting expenses related to that student's education. Additionally, the student is expected to contribute from

summer earnings and/or savings. The amount of money a student is assumed to have available is determined in accordance with the College Scholarship Service system of need analysis (Uniform Methodology), as approved by the United States Office of Education.

USM recognizes that many students are financially emancipated from parents and, provided they meet standards of independence established by the U.S. Office of Education, will consider them without regard to the parent's financial situation.

It is important, therefore, that students and, when appropriate, their parents work out a financial plan in advance of University attendance. When such a plan indicates that there is need for financial aid, the University may assist with counseling directed toward better management of family resources and, if needed, supplement those resources with some combination of loans, scholarships, and part-time employment.

WHEN AND HOW TO APPLY

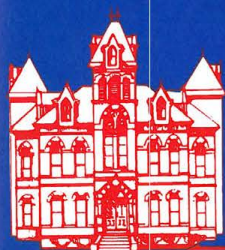
Although the University has no deadline for financial aid applications, students are encouraged to apply as early as possible. Most find it convenient to apply for financial assistance at the same time they apply for admission or as soon as possible thereafter. The University subscribes to and uses the services and research of the College Scholarship Service (CSS), a division of the College Entrance Examination Board, to determine student's resources. A CSS Financial Aid Form (FAF), which must be completed by all aid applicants, may be obtained through any high school guidance office or a University of Maine Student Financial Aid Office.

All undergraduate students who do not hold a baccalaureate degree must apply for a Basic Educational Opportunity Grant. Application procedures for this specific program are contained in the FAF.

ADDITIONAL INFORMATION

Applications and additional information may be obtained by contacting the Office of Student Financial Aid, USM, Corthell Hall-2nd floor, College Avenue, Gorham, Maine 04038; tel. (207) 780-5250.

UNIVERSITY OF SOUTHERN MAINE



1878

OUR CENTENNIAL YEAR



1978

A Goodly Heritage: Old Barns

1878

"Who Does Not Advance Goes Backward." This banner, displayed on dedication day, reflected the mood of those Gorham citizens who had gone to work early that year, determined that Gorham Town should be the home of the third state normal school. The men's work, after proper authorization by the state, was to raise in town meetings \$15,000 for a building to house the new institution. Private subscription and the Trustees of Gorham Seminary, together with the sale of an old barn and apples, provided the balance. The old barn and apples are listed in the accounts as bringing in \$20.50. A committee of prominent town citizens, chaired by Col. Frederick Robie, selected the site and supervised the construction and furnishing of the building known today as Corthell Hall.

On December 26, 1878 this building and a renovated Gorham Seminary were complete and ready to be transferred to the State. A procession of dignitaries formed at the new building and marched to the Congregational Church, where the formal dedication ceremonies took place. The last lines of an ode written especially for the occasion rang out with promise for the future:

"Here in this house youth shall gather to learn;
Thence they who learn shall go forth that they teach;
They that receive shall give gifts in their turn."

After the ceremonies, the dignitaries and guests walked to Ridlon and Harding Halls for dinner. This was women's work. They had decorated the halls with banners and evergreens, and they had brought all their culinary skills to bear on turkey, chicken, spare ribs, ham, potted beef, chicken and lobster salad, apple and cranberry sauce, assorted pies and fruits, for this significant occasion on the day after Christmas. They served more than 500 people. Gorham as a town knew it was advancing.

The new institution opened its doors for classes on January 29, 1879, with 85 students enrolled. There were six teachers. One was also the principal, Mr. William J. Corthell, former State Superintendent of Common Schools. Two taught the Model School classes. A janitor completed the staff.

To be admitted, a young man had to be seventeen years of age and a young lady sixteen. A certificate of "good mental ability and high moral character" was to be presented at the time of examination. Young ladies lived at Normal Hall, the former Gorham Seminary, and paid \$2.75 per week when two shared a room. One alone paid \$3.00. Young men lived with town families for \$.50 or \$1.00 per week and had table board at Normal Hall for \$2.50. Tuition was free to those who pledged to teach in the State.

The curriculum required everyone after the first year to complete eight quarters or two years for graduation. Each student took some fifteen subjects for a specified number of quarters. In addition, reading, drawing, writing, spelling, and music were required throughout the entire course. A description of the reading course for one term included "voice culture, vocal expression, narration and description, recitative." Everyone had to attend chapel daily.

The first class was graduated January 22, 1880, and Mr. Corthell gave it a special name. He said, "God may have made a better fruit than the strawberry; but if He did, I do not know it, so I will call this class the Strawberry Class." Another class was graduated in June, and thereafter until 1905 two classes finished each year.

The catalog for 1884 boasts a total of 199 graduates for the first five years. During that current year 147 graduates were known to have been teaching. There were young men and women in all of these early classes.

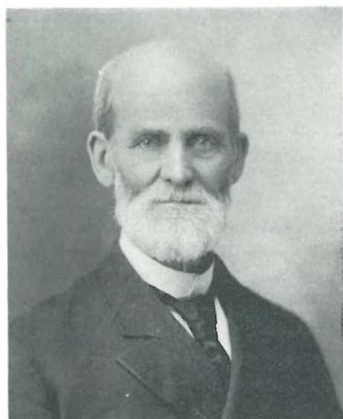
The Town Council of Gorham officially recorded a resolution in March, 1978, marking 1878 as a significant milestone in the town's history and saluting those early citizens for their vision.

1948

A barge named "Laura" left Diamond Island at 7:30 one fall morning in 1947 and sailed across Casco Bay to the Deering-Winslow wharf in Portland, where cranes waited to transfer its cargo of 10,000 feet of lumber to trucks. This lumber consisted of dismantled sections from the first of four navy buildings declared government surplus and destined to provide buildings for Portland Junior College. PJC had been a college without walls of its own and without a campus. Now it was to have both.



1773 The Hugh McLellan House, an historic brick house located on the site of the Gorham campus, is still in use as a residence hall.



1878 Corthell Hall was built to house the newly established Western Maine Normal School. Dr. William Corthell was appointed first president of the institution.



1882 The first graduating class of Western Maine Normal School is seated in front of Corthell Hall.

The College's Board of Directors under the leadership of Mr. Raymond Oakes and Dean Luther Bonney were prime forces in the establishment of permanent quarters for this institution. They had purchased properties of the Deering estate, had obtained a grant from the State Legislature, and had negotiated with the federal government for these navy buildings. When Mr. Oakes announced to the student body in October of 1946 the plans for the purchase of the Deering estate, a newspaper editorial heralded the move as "good news for everybody."

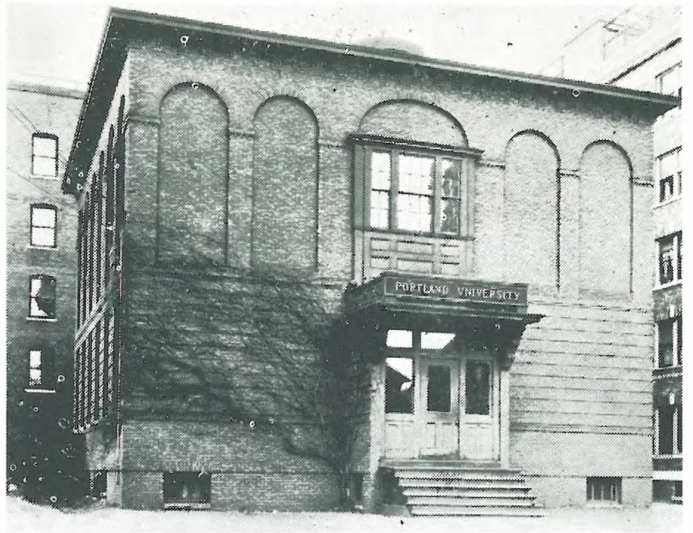
After the suspension of classes for three years, PJC had reopened in January, 1946, with an enrollment of 350 students for classes in Business Administration, Liberal Arts, and refresher courses for veterans. On the faculty were thirteen full-time and six part-time members. Two years later in 1948 the new campus was ready for occupancy.



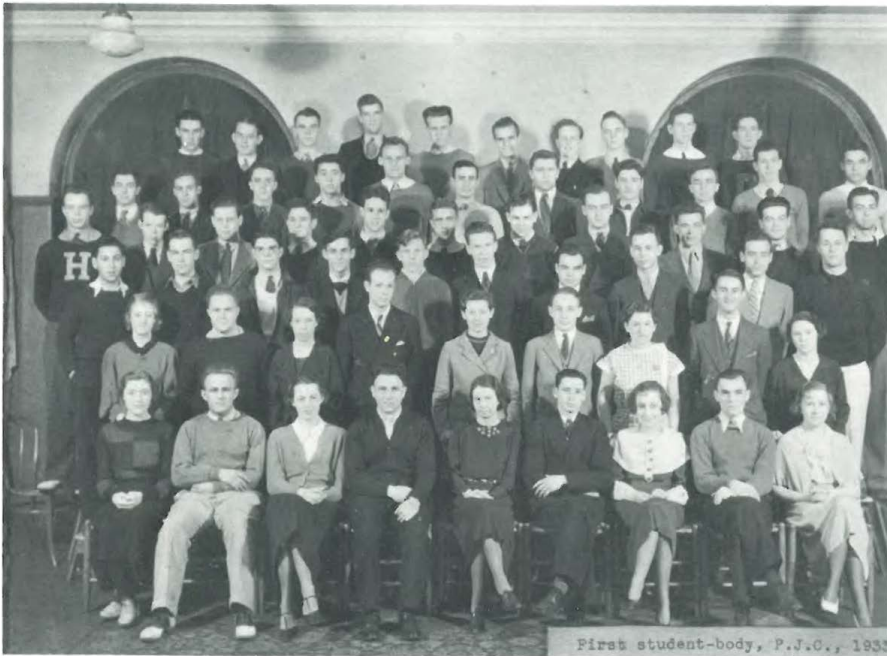
1911-1912 Chapel services met every morning in the Corthell Hall Assembly Room.



1970 The Dining Center on the Gorham campus reflects the more modern aspect of some of the newer buildings on the Gorham campus.



1921 Portland University, which received its first charter in 1921, was first located in this brick building in downtown Portland.



1933 Portland University Extension Courses, Inc. became known as Portland Junior College. Its first class was organized in 1933.

The Deering estate was located in one of the oldest sections of Portland Town; and, before Augusta was selected, it had been seriously considered as a possible site for the state's capital. On the grounds was a huge barn where the owner's horses had been stabled. By the time the College moved to this location, the "Old Barn," as it is still affectionately referred to, had been transformed into a lovely neo-colonial building, housing assembly halls, a cafeteria, a lounge, a shower, and the heating plant. The navy buildings had been reassembled into classrooms and a library. The little Cape Cod was used as the administration building. Today only the Cape Cod and the navy building, used as a bookstore, still stand.

Portland Junior College had begun as Portland University Extension Courses, Inc. in 1933. It was under the auspices of Boston University and Dean Everett Lord of the College of Business Administration. Classes were originally held in the Y.M.C.A. After two other locations PJC in 1948 moved to the present site of the Portland campus.

Prior to and during this time another educational institution had been evolving in Portland. Portland University was the corporate name of Portland University Law School and Portland University College of Business Administration. Its first charter was granted in 1921. Legislative action in 1949 empowered the Law School to confer degrees of law; two years later the College of Business Administration was also empowered to confer degrees.

In 1957 PJC became a branch campus of the University of Maine at Orono, and four years later Portland University became a part of the University of Maine in Portland. Thus the dedication and vision of many people came to fruition; but yet another chapter in this story remained to be written. That, of course, is the story of the union of the Gorham and Portland institutions.

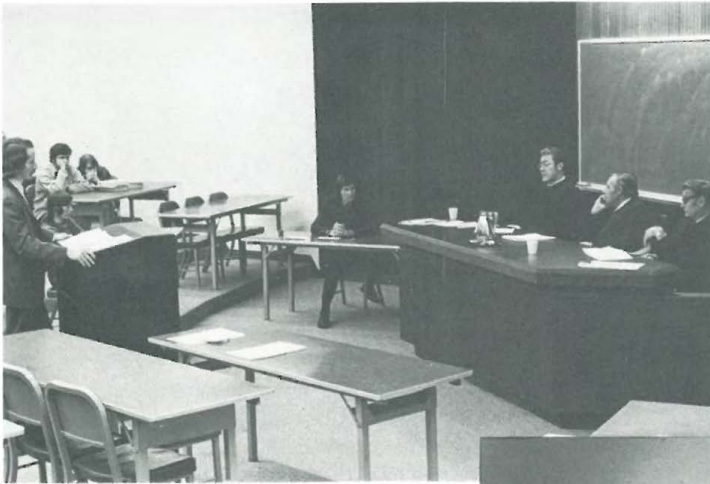
1948 The site of the Deering estate, where the original barn and cape cod still stood, was purchased for Portland Junior College. Several surplus navy buildings were erected to provide facilities for classes.



1960 Portland Junior College merged with the University of Maine in 1957 to become the University of Maine in Portland. Payson Smith Hall, named for a prominent Maine educator, was constructed as the first building of the new university campus.



1961 The University of Maine School of Law, formed when Portland University merged with the University of Maine in Portland, was originally housed on High Street, Portland.



1975 Law students participate in a Moot Court presentation.

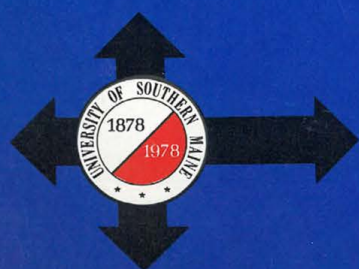


1972 The University of Maine School of Law currently occupies the lower floors of the Law School/Center for Research and Advanced Study building on the Portland campus.



1807, 1965 Luther Bonney Hall, named for the dean of Portland Junior College, stands on the site of the original manor house of the Deering estate.

The union of the Gorham and Portland institutions under the name of the University of Maine at Portland-Gorham took place July 1, 1970. First the administrative offices and a year later the academic departments merged to form the southern most campus of the University of Maine. Eight years later, effective July 1, 1978, the name was changed to the University of Southern Maine.



Quest for Quality, Search for Service
Centennial Year 1878 - 1978

Academic Policies

GENERAL REQUIREMENTS FOR ALL BACCALAUREATE CANDIDATES

The General Education Requirement of the University consists of 30 semester hours, 24 hours of which consist of four 6-hour groups of courses, each group either interdisciplinary or chosen from a different one of the four areas of (1) Humanities, (2) Fine and Applied Arts, (3) Science and Mathematics, and (4) Social Sciences. The prefix-codes of acceptable course selections are listed below.

The remaining six hours, designated Area-5 General, shall be selected from one, or a combination of the four academic groupings, CAS designation, or when school or college requirements permit, PE and REC activity courses.

With the exception of K-P or GE majors, departmental courses in the student's major may not be applied toward fulfillment of the General Education Requirement.

AREA 1: HUMANITIES —

6 credits from:

CLS	(Classics)
CPEN	(Comparative Literature)
ENG	(English)
FRE	(French)
GMN	(German)
GRK	(Greek)
LAT	(Latin)
PLY	(Philosophy)
SPN	(Spanish)

AREA 2: FINE AND APPLIED ARTS —

6 credits from:

ARTH	(Art History and Appreciation)
ARTS	(Art Studio Courses)
DNCE	(Dance)
MUS	(Music)
THE	(Theatre)

AREA 3: SCIENCE AND MATHEMATICS —

6 credits from:

ASTR	(Astronomy)
BIO	(Biology)
CHEM	(Chemistry)
CS	(Computer Science)
ESCI	(Earth Science)
GEOL	(Geology)
GSCI	(General Science)
MET	(Meteorology)
MS	(Mathematics)
OCN	(Oceanography)
PHYS	(Physics)
PSCI	(Physical Science)

AREA 4: SOCIAL SCIENCES —

6 credits from:

ANY	(Anthropology)
COM	(Communication)
CJ	(Criminal Justice)
ECON	(Economics)
GEOG	(Geography)
HIST	(History)
POL	(Political Science)

PSY	(Psychology)
SOC	(Sociology)
SWE	(Social Welfare)

AREA 5: GENERAL —

6 credits from:

Any courses from the above academic groupings College of Arts and Sciences (CAS) courses

*Physical Education (PE) or Recreation/Leisure (RLS) courses

**The College of Arts and Sciences requires no Physical Education courses but accepts optional PE or RLS credits in Area 5. The School of Business and Economics requires no PE courses but accepts optional PE or RLS credits in Area 5 for 4-year Business Administration and Accounting majors only. The School of Nursing requires 2 credits of Physical Education and/or Recreation/Leisure, and accepts in Area 5 not more than 2 added optional PE or RLS credits. The College of Education requires a year of Physical Education but accepts no PE credits as applicable to Area 5. (Certain students in the School of Nursing or College of Education may be exempted from all PE requirements under criteria described in this catalog having to do with the School of Nursing or College of Education.)*

USM SYSTEM OF COURSE CODING

10-99	No degree credit
000-099	Associate Degree program
100-199	Introductory level
200-299	Intermediate level
300-399	Intermediate level
400-499	Senior level, others by permission
500-599	Graduate level
600-699	Professional graduate level as in the School of Law

ATTENDANCE POLICY

The attendance policy is left to the discretion of the individual faculty member. Each semester, it is the responsibility of the faculty member to inform the students in each class of the attendance requirements for the class.

EXAMINATION POLICY

The examination policy is left to the discretion of the individual faculty member to inform the students in each class of the examination requirements for that class.

Usually, two to four preliminary examinations are administered in each course and count heavily on the final grade. Final examinations are normally scheduled at the end of each semester according to a regular schedule. Finals cannot be given before the regularly scheduled examination period.

ABSENCE FROM A FINAL EXAMINATION

Students who miss a final examination and are failing the course at the time may be given the grade of F instead of being marked "I" for the semester grade. A student who

misses a final examination should immediately contact the instructor to apply for a special examination.

GRADE REPORTS

Grade reports are mailed to all students at their home address of record approximately two weeks after the end of each semester. Final grades cannot be secured in advance from the Registrar.

REGISTRATION

Registration is conducted by the Office of the Registrar and includes course selection and payment of University charges. Newly admitted undergraduate degree candidates are notified by the Office of Admissions or the Registrar of their scheduled time of registration. Continuing students register in priority order based on the number of credits earned through the previous semester. Registration for the spring semester is conducted near the end of the fall semester and registration for the fall semester is conducted near the end of the spring semester. Special (non-matriculated) students register only after all degree candidates have had the opportunity to register. No student may register for more than 18 credit hours in one semester without the permission of the advisor and Dean. No registration is complete without the satisfaction of the related financial obligation to the University.

THE GRADING SYSTEM

Grades at the University are given in terms of letters, with the option of a + or - designation, 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—High honors.

B—Honors.

C—Satisfactory, successful, and respectable meeting of the course objectives.

D—Low-level work, below the average required for graduation for an undergraduate, and a failing grade for a graduate student. In addition, individual departments may limit the number of D grades accepted, as stated in the departmental sections of this catalog. The paragraph on "Minimum Grade Policy" and "Repeating Courses" should also be noted.

F—Failure to meet the course objectives.

P—Pass: given only for certain courses open to the pass-fail option.

I—Incomplete: a temporary grade given when the student because of extraordinary circumstances has failed to complete course requirements. Required work must be completed by arrangement with the instructor with a maximum time limit of one calendar year. At that time the I must be replaced by a grade of A, B, C, D, F, P, or INC as determined by the instructor or the Dean as appropriate.

At the end of each semester the Registrar shall notify faculty members involved and their department chairmen of students who have carried unresolved I's on their transcripts for one year. The I grade will be resolved by their department chairman and Dean in special cases where the faculty member has not resolved the I.

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 or the Dean.

W—Withdrawal after the second week through the sixth week of a semester. If a student has not officially withdrawn by the end of the sixth week of the course, one of the above regular grades, normally F, will be assigned. The W notation may be obtained after the sixth week under unusual circumstances if so determined by the instructor and the Dean.

Y—Satisfactory progress after one semester of a two-semester course: grade and credits to be given upon completion of second semester.

AU—Student attended course on a non-credit basis.

ACADEMIC RECORD CHANGES

Considerable care is taken to insure 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.

GRADE-POINT AVERAGES

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

A	4.00 grade points per credit hour
A-	3.67 grade points per credit hour
B+	3.33 grade points per credit hour
B	3.00 grade points per credit hour
B-	2.67 grade points per credit hour
C+	2.33 grade points per credit hour
C	2.00 grade points per credit hour
C-	1.67 grade points per credit hour
D+	1.33 grade points per credit hour
D	1.00 grade points per credit hour
F	0.00 grade points per credit hour

To compute the grade-point average for a semester, first multiply the grade points earned in each course by the number of credit hours assigned to that course. The resulting product is the number of quality points for that course. Then divide the total number of quality points earned during the semester by the total number of credits carried in that semester. The result is carried out to four decimal places to produce the grade-point average for that semester.

To compute the cumulative grade-point average, divide the total quality points earned by the total credits attempted in all semesters.

At the end of each semester, full-time students with grade-point averages of 3.2 or better are placed on the Dean's list.

REPEAT COURSE POLICY

When a student repeats a course and earns a grade of A, B, C, D, F or P the initial grade remains on the transcript but only the later grade is used in computing the grade-point average or for credit. No course in which one of the above grades has been earned may be repeated more than once without written permission of the Dean or Director of the appropriate school, college, or division. This policy does not apply to courses specifically designed to be repeated.

ADD-DROP

During the first week of a semester, students may add courses and select or reverse the Pass-Fail Option. A period of two weeks is permitted to drop courses with no grade notation. This procedure enables the student to make the necessary changes in the planned curriculum. A student dropping a course after the second week through the sixth week of courses will receive the grade notation of W. If a

student has not officially withdrawn by the end of the sixth week of the course, he or she will be assigned a regular grade, normally F. The W notation may be assigned after the sixth week 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 in any one of the procedures described above will be graded F in that course and must assume all financial obligations associated with it.

MINIMUM GRADE POLICY

Minimum cumulative grade-point averages for all undergraduate programs at the University are as follows:

	<i>Cumulative Minimum Grade-Point Averages</i>	
	<i>For Good Standing</i>	<i>For Probationary Standing</i>
Associate Degree Programs		
Completion of 15 credit hours	1.60	1.35
Completion of 30 credit hours	1.80	1.60
Completion of 45 credit hours	2.00	1.80
Freshmen: end of 1st semester	1.35	1.15
Freshmen: end of 2nd semester	1.60	1.35
Sophomores: end of 1st semester	1.80	1.60
Sophomores: end of 2nd semester	2.00	1.80
Juniors and Seniors: end of each semester	2.00	1.80

Students with repeated semesters of probationary standing may be suspended at the discretion of the Dean. Students are removed from probation when their cumulative grade-point average meets the above indicated minimum standard.

Students with majors or minors in English, History, Political Science, or Psychology in the baccalaureate program of the College of Arts and Sciences, or the Secondary Education program of the College of Education, or the Social Sciences area of the College of Education must achieve at least six credits with grades of B or better in their major or minor requirements. No grades of D will count toward fulfillment of the major or minor requirements in these programs.

Students in the Nursing Major must achieve a 2.25 cumulative grade-point average in order to enter the clinical courses. D grades will not count toward fulfillment of the major requirements in the Nursing Program.

Industrial Arts Education majors must maintain a 2.5 cumulative index prior to and throughout the professional sequence, i.e., IAED 380, IAED 381, and EDU 324. No more than one D grade will be accepted in the technical and professional courses required of Industrial Arts majors.

CLASS MEMBERSHIP

Since a minimum of 120 credit-hours is required for graduation in most four-year programs, at least 30 credit-hours should be earned each year. To progress satisfactorily through college, a student is expected to carry at least 15 credit-hours each semester. Permission must be obtained from the advisor and the appropriate Dean if a student wishes to carry more than 18 credit-hours.

For standing as a sophomore, a student shall have completed at least 19 percent of the hours required for graduation, for junior standing 44 percent, and for senior standing 69 percent. Exceptions are the Industrial Arts Education and Industrial Arts Technology programs with respective percentages of 25 percent, 50 percent, and 75 percent, and the School of Nursing with respective percentages of 20 percent, 53 percent, and 76 percent.

The requirements by classes, schools and colleges are:

<i>School or College</i>	<i>Required Number of Credit-Hours</i>			<i>Total to Graduate</i>
	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>	
Arts and Sciences	23	53	83	120
Business and Economics				
Baccalaureate Programs	23	53	83	120
Two-Year Business	23	—	—	62
Education				
Music Education	26	60	94	137
Industrial Arts Education	33	63	93	122
Industrial Arts Technology	33	63	94	124
All Other Programs	23	53	83	120
Nursing	24	63	91	120

UNSATISFACTORY PROGRESS POLICY

A student who is a degree candidate is expected to complete and pass the courses for which he/she is registered during a given semester. A student who fails or withdraws (W) from more than 2 courses during a semester may be placed on academic probation or suspended by the Dean of the college, school or division.

AUDIT POLICY

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.

PASS-FAIL OPTION

The purpose of the pass-fail grade option is to encourage students to broaden their educational experiences with a reduced possibility of harming their grade point averages. The student's choice is kept confidential and the instructor grades the student in the same manner as the rest of the class. The Registrar will retain the instructor's submitted grade on file. If the grade is A, B, C, or D it will be converted to a P. Grades of F or I will be handled in their normal sense.

Courses taken to satisfy General Education Major or Minor Requirements may not be taken pass-fail. Undergraduate degree candidates may register for a maximum of six hours of pass-fail credits in any one semester, up to a maximum of 18 hours of the total credit hours required for graduation.

Students may exercise the Pass-Fail Option only during the registration period or during the add period each semester. The Pass-Fail Option, once contracted, may be reversed only during the add period.

SCHEDULE CHANGES

Once a semester commences, a period of one week is permitted to add courses and select or reverse the Pass-Fail Option. A period of two weeks is permitted to drop courses with no grade notation. This procedure enables the student to make the necessary changes in the planned curriculum. A student dropping a course after the second week through the sixth week of classes will receive the grade notation of W. If a student has not officially withdrawn by the end of the sixth week of the course, he or she will be assigned a regular grade, normally F. The W notation may be assigned after the sixth week 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 in any one of the procedures described above will be graded F in that course and must assume all financial obligations associated with it.

Students who find that their names are not in the instructor's official list should check immediately with the Registrar's Office to make necessary corrections in the registration records.

SUSPENSION

Students may be suspended from the University either by the Dean of the appropriate academic unit or by the University Disciplinary Committee. Academic suspension is automatic when a student receives a semester average below

1.0. Other standards vary from college to college and from class to class. Students are urged to consult advisors to learn the standards that apply to them. For details about disciplinary suspension and dismissal, consult the "Disciplinary Code," published by the Educational Services Office.

WITHDRAWAL FROM THE UNIVERSITY

The procedure for withdrawal from the University is to secure an official withdrawal slip from the Registrar's Office and complete an exit interview with a member of the Educational Services' staff.

If a student withdraws from the University during the first two weeks of the semester, there will be no courses or grades recorded. Students withdrawing after the second week through the sixth week will receive a W grade for each course in which the student was enrolled. Students withdrawing after the sixth week will receive regular grade designations as determined by the instructors. Under unusual circumstances, grades of W can be assigned after the sixth week if approved by both the instructor and the Dean.

Withdrawn students, in good standing with the University, who wish to return to school at a future date, must submit an application to return to the Admissions Office before July 1 for the fall semester and before November 15 for the spring semester.

RESIDENCE REQUIREMENT

In all undergraduate divisions at the University, a minimum of 30 credit-hours, including at least 9 hours in the major field, must be completed while registered in the school or college from which the degree is sought. A student may earn 6 of these 30 credit-hours at another campus of the University of Maine. Unless special permission is granted by the Dean of the school or college concerned to pursue work elsewhere, the work of the senior or final year must be completed at this University.

INDEPENDENT STUDY

Junior and senior students may elect independent study in their major for one to six credits. Normally, no more than three credits may be earned in a semester.

The student submits an independent study application which includes a detailed description of the proposed program of study. Permission of the instructor and approval by the department chairman and the Dean are required.

The approved independent-study form is filed with the Registrar during the registration period.

INDEPENDENT STUDY TERM

Information regarding an independent-study term is provided in the section of the catalog dealing with the College of Arts and Sciences.

DOUBLE MAJORS

When a student completes the basic requirements for graduation from schools or colleges and the course requirements for two majors, the student should request the Dean to notify the Registrar, who will record the double major on the student's transcript.

POST-BACCALAUREATE STUDY FOR SECOND DEGREE

A second Bachelor's Degree may not be granted a student until he has completed an additional year of college work (as represented by a minimum of thirty (30) semester hours) above the requirements for the first degree. Such work must be completed in accordance with all other University regulations.

It is the responsibility of the Office of the Dean of the school or college in which the second degree is sought to provide the approval for undertaking the second degree and certifying the completion of all requirements prior to receipt of the second degree.

CHANGE OF MAJOR WITH A SCHOOL OR COLLEGE

Permission to change from one major to another is granted only by the Office of the Dean and the head of the department in which the student expects to major. A form for the change may be obtained from the Registrar's Office. A change-of-major form must be filed with the Registrar's Office.

CHANGE OF COLLEGE OR SCHOOL

Information on the procedure for change of college or school may be obtained from the Registrar's Office.

COURSE WORK AT OTHER INSTITUTIONS

Matriculated students at the University are expected to secure written approval from the appropriate Dean prior to taking course work at another institution. Such credits outside the University of Maine system count towards the total degree hours required but are not figured in the cumulative grade-point averages.

THE PERMANENT ACADEMIC RECORD

The permanent academic record is maintained by the Office of the Registrar for all students of the University. While the grade report is the unofficial notification to the student, academic dean and advisor of that student's academic achievements for a given semester, 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 of Maine. 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 Business Office. There is a charge of two dollars for a single transcript and

one dollar for each additional copy ordered at the same time. Other types of transcripts are: Unofficial — Issued Directly to Student, available at no charge to an active student, but limited to one per semester and only after grades are posted for that semester; Placement Transcript provided for the student's placement folder. This is unofficial, but may be reproduced by the Placement Office for prospective employers at no additional cost.

CONFIDENTIALITY POLICY

The University complies totally 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 either campus.

GRADUATION REQUIREMENTS

A candidate for a bachelor's degree must (a) receive passing grades in courses required by the University, the school or college, and the major department; (b) accumulate the number of credit-hours required by the school or college in which the student is registered; (c) achieve an accumulative average of not less than 2.00; (d) meet the requirements of the major department; (e) complete an Application for Degree with the Office of the Registrar at the beginning of the semester of graduation.

GRADUATION WITH DISTINCTION

Graduating seniors are cited for graduation honors on the diploma and on the transcript. Students who have achieved a cumulative index of 3.50 or higher graduate summa cum laude; those with a cumulative index of 3.25 to 3.49 inclusive graduate magna cum laude; and those with a cumulative index of 3.00 to 3.24 inclusive graduate cum laude. The cumulative index for the purpose of graduation with distinction is based on the student's total college record.

Transfer students (including those transferring within this University from a two-year to a four-year program) must maintain an accumulative average of 3.0 or above for course work in the baccalaureate program, and must earn at least 30 credits, normally the final 30 credits, at the University.

DEPARTMENTAL HONORS PROGRAM

Students graduating in the University Departmental Honors Program will have the designation "with Honors in" the appropriate major.

Guidelines for graduation with departmental honors vary among University schools and colleges. Students should check with appropriate dean for details.

College of Arts and Sciences

ACTING DEAN

Paulette French

ASSISTANT DEANS

Joseph F. Hearn,
123 Bonney Hall, Portland
Eugene P.A. Schleh,
300-B Bailey Hall, Gorham

The following policies and programs may change during the year covered by this current catalog. Students seeking information about forthcoming changes should contact the office of the Dean of the College of Arts and Sciences.

The College of Arts and Sciences offers a wide variety of courses, majors and programs leading to graduate and professional study, careers, and intellectual enrichment. The College, as a constantly developing unit of the University, provides a quality liberal arts education for students. Students in the College have the opportunity to specialize and increase their knowledge of a particular discipline or area of interest. A broad range of department and program options and alternative educational methods allows students to get the maximum benefit from their college experience. With good advising, experimentation and commitment, all CAS students have the opportunity to follow a quality program suited to their present needs and future aspirations.

In addition to meeting the needs of its students, the College of Arts and Sciences offers programs of study and service to students in all other schools of the University. Students enrolled in the College of Education, the School of Nursing, or the School of Business and Economics all must take some or most of their required and elective course work in various departments of the College of Arts and Sciences.

DEPARTMENTAL ORGANIZATION OF THE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is composed of the following departments, each of which is described in the following pages:

Art Department
Biology Department
Chemistry Department
Communication Department
Earth Sciences, Physics, and Engineering Department
English Department
Foreign Languages and Classics Department
Geography-Anthropology Department
History Department
Mathematics and Computer Science Department
Music Department
Philosophy Department
Political Science Department
Psychology Department
Social Welfare Department
Sociology Department
Theatre Department

BACHELOR OF ARTS DEGREE PROGRAMS

Programs of study leading to a Bachelor of Arts (B.A.) degree are available for students who meet the admission standards for the specific program, who successfully complete the program requirements, and who satisfy the General Education Requirements of the University. B.A. degree programs are available in the following major areas:

American Studies
Applied Chemistry (also B.S. degree)
Applied Music
Art
Biology
Communication
Computer Science
Criminal Justice
Earth Science/General
Earth Science/Geology
Economics
English
French
Geography-Anthropology
History
Liberal Studies
Mathematics
Music
Philosophy
Political Science
Psychology
Self Design
Social Welfare
Sociology
Theatre

BACHELOR OF FINE ARTS DEGREE PROGRAM

A Bachelor of Fine Arts (B.F.A.) degree with a major in Art may be earned through the Art Department in the College of Arts and Sciences.

ACADEMIC MAJORS PROVIDED BY THE COLLEGE OF ARTS AND SCIENCES FOR THE COLLEGE OF EDUCATION

The College of Arts and Sciences as one of its services provides a number of programs which enable students in the College of Education to concentrate in various subject

areas. The Major and Minor programs in CAS available to Education students are:

Art

Art Education

Mathematics

Mathematics Major and Minor (Secondary Education)

Mathematics Major and Minor (Elementary or Kindergarten-Primary Education)

Music

Music Education

REQUIREMENTS FOR DEGREE PROGRAMS

Before students can qualify for a degree, they must fulfill three types of requirements which affect the total academic program: Departmental (or Program) requirements; College of Arts and Sciences requirements; and University requirements.

University General Education Requirements*

All College of Arts and Sciences students must fulfill the **General Education Requirement** in order to graduate. This requirement consists of 30 credit hours selected from the following areas:

AREA 1: HUMANITIES

6 credits from:

CLASSICS (CLS)

COMPARATIVE LITERATURE (CPEN)

ENGLISH (ENG)

FRENCH (FRE)

GERMAN (GMN)

GREEK (GRK)

LATIN (LAT)

PHILOSOPHY (PLY)

SPANISH (SPN)

AREA 2: FINE AND APPLIED ARTS

6 credits from:

ART HIST./APPRECIATION (ARTH)

ART STUDIO COURSES (ARTS)

DANCE (DNCE)

MUSIC (MUS)

THEATRE (THE)

AREA 3: SCIENCE AND MATHEMATICS

6 credits from:

ASTRONOMY (ASTR)

BIOLOGY (BIO)

CHEMISTRY (CHEM)

EARTH SCIENCE (ESCI)

GEOLOGY (GEOL)

GENERAL SCIENCE (GSCI)

METEOROLOGY (MET)

MATHEMATICS (MS)

OCEANOGRAPHY (OCN)

PHYSICS (PHYS)

PHYSICAL SCIENCE (PSCI)

AREA 4: SOCIAL SCIENCES

6 credits from:

ANTHROPOLOGY (ANY)

COMMUNICATION (COM)

CRIMINAL JUSTICE (CJ)

ECONOMICS (ECON)

GEOGRAPHY (GEOG)

HISTORY (HIST)

POLITICAL SCIENCE (POL)

PSYCHOLOGY (PSY)

SOCIAL WELFARE (SWE)

SOCIOLOGY (SOC)

AREA 5: GENERAL

6 credits from:

ANY COURSES FROM THE ABOVE ACADEMIC GROUPINGS

COLLEGE OF ARTS AND SCIENCES (CAS) COURSES

**PHYSICAL EDUCATION COURSES (PE) or RECREATION/LEISURE COURSES (RLS)

College Requirements

The College of Arts and Sciences requires that students successfully complete 120 credit hours and meet both departmental (or program) and University requirements in order to graduate with a baccalaureate degree. If, prior to the publication of the next catalog, the College adopts any additional requirements or changes the existing requirements, these will be announced and additional information may be obtained from the office of the Dean of Arts and Sciences.

*Except for K-P or GE majors, department courses in the student's major area may not be applied toward fulfillment of the General Education Requirement. In addition, students in the School of Business and Economics, the College of Education, or the School of Nursing may be further restricted in course selections from one or more of the five areas because of the specific requirements of the program in which they are enrolled.

Physical Education is **not a requirement for Arts and Sciences students, but may be elected under Area 5 of the General Education Requirements.

Departmental (or Program) Requirements

Departments and Programs have specific requirements which must be met by students majoring in them as candidates for a baccalaureate degree. Students should consult the descriptions of the departmental or program requirements for the major under the appropriate headings in this catalog. Students should also keep in close contact with major advisers to stay abreast of changes and new directions in the curriculum sequence. Education students must be sure to consult both the CAS departmental sequence and the sequence for Education majors in this section of the catalog.

PLANNING AN ACADEMIC PROGRAM IN CAS

Advising

Perhaps the most important component in planning an academic program in the College of Arts and Sciences is good advising. Students are encouraged and urged to stay in close contact with their academic advisers in order to choose or develop a program best suited to their needs and aspirations. CAS advisers can keep them posted about the latest developments in the College and University which may affect or interest them as well as the ever changing national picture. The adviser is the one resource a student always has for concerned evaluation, suggestions, and assistance in keeping an accurate record of accomplishments. Every student is assigned an adviser upon

entering the College, although students always have the option of changing their adviser as interests grow and their academic program takes shape.

Choosing a Major

Choosing a major is one of the difficult decisions all students have to make during their tenure in CAS. Since this is an important decision, students are encouraged to experiment fully during their freshman and sophomore years in the many disciplines available in the College before making a final decision at the end of the sophomore or the beginning of the junior year. With the help of their academic advisers, students should arrive at a choice which is both realistic and enjoyable. Although it is always possible for students to change their major, the most careful attention prior to their choice is urged to prevent students from limiting their exploration too early. All students may follow a major "track" in any department at any time. Fine Arts students, however (especially in Art and Music), usually must begin their serious program early because of portfolio and audition requirements. Students planning to major in a science are advised to contact a major adviser and begin the required course sequences as soon as possible.

CAS MINIMUM WRITING PROFICIENCY AND COMPOSITION REQUIREMENTS

Writing Proficiency Requirement

All CAS students must have a minimum writing proficiency. This proficiency can be demonstrated in one of these ways:

1. By achieving a score above 55 on the Test of Standard Written English (TSWE)*, which is a part of the CollegeBoard testing program.
2. By showing a record of success in writing courses already completed at the college level.
3. By achieving a score above the third decile in each of the Language Arts Skills tested by the Iowa Tests of Educational Development (ITED). (This test will be administered on request by the English Department; Fee: \$2.00.)

Students who have scored below 42 on the TSWE Exam **must** take ENG 50, a non-credit remedial writing course (Proficiency Writing), until they can demonstrate minimum proficiency by either (1) passing an ITED test, as above, or (2) passing an equivalent test administered by the staff of ENG 50.

No student will be admitted to Junior class standing who has not demonstrated minimum writing proficiency.

Composition Requirement

All students must take a three-credit course in college-level writing, either ENG 100 or ENG 101. This requirement will be waived, however, for the following students:

1. Those who score 50 or better on the Test of Standard Written English (TSWE)*.
2. Those who score in the ninth decile in each of the Language Arts Skills as tested by the Iowa Tests of Educational Development (ITED).
3. Those who show a strong record of success in writing courses already completed at the college level, as determined by the English department.

4. Those who score above 540 in the C.L.E.P. English test, who will be given credit for having passed ENG 100.

*Complete records of students with TSWE scores of 35 or 49 will be reviewed to determine proper placement of waiver.

CAS MINIMUM MATHEMATICS PROFICIENCY REQUIREMENTS

All CAS students must have a minimum mathematics proficiency. This proficiency can be demonstrated in one of three ways:

1. By achieving a score of above 450 on the mathematics subtest of the Scholastic Aptitude Test (SAT).
2. By passing an equivalent test administered by the Department of Mathematics and Computer Science.
3. By passing Ms 011, a non-credit remedial algebra course.

No student will be admitted to Junior Class standing who has not demonstrated minimum mathematics skill.

CAS MAJORS, MINORS, AND PROGRAMS

CAS Departments offer majors, minors, and concentrations in a number of different disciplines to allow students to follow the program which best suits their needs. In addition to those described under the following department headings, there are several other options that students may choose in planning their academic program: **Self-Designed Major, Liberal Studies Major, Independent Study Term.**

Self-Designed Major

The Self-Designed Major is an option for creative students who wish to pursue a multi-disciplinary program on a theme or problem not available to them within a department major. The Self-Designed Major must be structured around an area as broad as a departmental major and must provide breadth and depth dimensions consistent with a College of Arts and Sciences Major. This Major encourages a broad in-depth concentration and is structured by the individual student in conjunction with faculty sponsors. Students may apply for this program to the Committee on Self-Designed Majors at the normal time for declaring a major. The program description and guidelines may be obtained from the office of the Dean of CAS.

Liberal Studies Major

The Liberal Studies Major is a structured, generalized program in the College of Arts and Sciences for students who choose not to specialize in an academic discipline, declare a major, or follow a program concentration. Students interested in this course of study may apply to the Liberal Studies Major Board at the normal time for declaring a major. Guidelines for this program may be obtained from the office of the Dean of CAS.

Independent Study Term

The Independent Study Term is designed to be a productive and challenging experience for mature, creative students. Students who have identified an academic project or program which they feel would contribute significantly to their program may, with the approval of a faculty sponsor

and the department involved, apply for a semester of independent study. Students should discuss this option with their academic adviser, since it may be a useful tool in many programs requiring serious projects, theses, or original work. General guidelines may be obtained from departments or the office of the Dean of CAS.

Cooperative Education Opportunities

Many departments in the College of Arts and Sciences work in cooperation with businesses, agencies and other programs to provide practical experiences for students. Students may earn credit as well as have the opportunity of putting their classroom experience into useful practice. Students interested in cooperative education should contact the chairman of the department of their area of interest or the office of the Dean of CAS.

CAS COURSES

Each semester the College of Arts and Sciences offers courses on a variety of topics and themes which are not sponsored by individual departments. These courses are listed as "CAS" courses in the schedules and special course description sheets every semester. Further information on these courses may be obtained from the Office of the Dean of CAS.

American Studies

The Departments of History and English, in cooperation with other departments, offer an interdisciplinary major leading to a Bachelor of Arts degree (B.A.) in American Studies.

Requirements

Students may apply for this program to the American Studies Board. Students majoring in American Studies must complete the following requirements:

Category	Credits
a. Category I: American Literature (to include English 342 and 343, "American Literature I and II")	12
b. Category II: American History (to include History 131-132, "U.S. History to 1877- U.S. History since 1877," or History 133-134, "American History I and II")	12

c. Category III: Humanities and Arts (American Philosophy, American Art, American Music, American Drama)	6
d. Category IV: Social Sciences (Political Science, Geography, Sociology, Economics)	6
e. Senior American Studies Seminar (to be team-taught by one member of the English Department and one member of the History Department)	3
f. Concentration: 6 additional credits in either Category I or Category II	6

45

g. Comprehensive Examination. The examination is based upon the American Studies Reading List to be given majors upon their acceptance into the program. Students must pre-register for the examination (given in December and April). Satisfactory performance will consist of a grade of C or better on the examination.

The program description and complete guidelines may be obtained from the office of the Dean of the College of Arts and Sciences.

Social Science

The Social Science major is a multi-disciplinary program offered by the Departments of Economics, Geography-Anthropology, History, Political Science, and Sociology.

Concentration Requirements

Students must meet the following requirements within the discipline selected for concentration:

- a. Geography-Anthropology - concentration not currently available.
- b. History - to include at least 12 credit hours at the 200 level or above. 21 credits
- c. Political Science - 21 credit hours as arranged with adviser.
- d. Sociology - to include Soc 100, 300, 305 or Soc 307, 312, 356. 12 credits
- e. Economics - to include Econ 101, 102, 301, 302; three advanced economics courses including Econ 201. 21 credits

This program description and complete guidelines may be obtained from the office of the Dean of the College of Arts and Sciences.



ART

Chairman of the Art Department: Juris K. Ubans, Ground Floor, Robie Hall, Gorham.

Associate Professors Bearce, Franklin, M. Moore, Rakovan, J. Ubans; Assistant Professors Henry, Hewitt.

PROGRAMS

In the College of Arts and Sciences, the Department of Art offers programs leading to both a Bachelor of Arts degree (B.A.) and a Bachelor of Fine Arts degree (B.F.A.). Through the College of Education, the Department offers an Art Education program leading to a Bachelor of Science degree (B.S.), which qualifies graduates to teach or supervise art in all grades of the public schools.

DEPARTMENT OF ART

If you wish to apply for admission to the Department of Art at USM please use the following procedures:

Make formal application to the Director of Admissions, Admissions Office, USM, Portland Campus, Portland, Maine. This procedure also serves those non-degree candidates currently enrolled in the Continuing Education Division or as a special student at USM. If you are a degree candidate currently enrolled at USM who wishes to transfer from your current discipline into the Department of Art, you must obtain a change of major form and submit this form with your up-to-date transcript to the Chairman, Department of Art.

By following these procedures you identify yourself as a **CANDIDATE** for matriculation in the Department of Art. All **CANDIDATES** before they are permitted to submit their portfolio of art work to the Department, are **now** required to have completed the ART CORE (consisting of

FUNDAMENTAL DESIGN I & II, FUNDAMENTAL DRAWING I & II, and HISTORY OF ART I & II) before matriculating as an art major in the Department of Art.

Next you must submit a portfolio of your own original works of art to the Department for evaluation. The portfolio should consist of twelve (12) works in varying media, including one self-portrait drawn from life. The entire portfolio should indicate the applicant's current interest and may include prints, drawings, paintings, posters, photographs, and films, but 35mm slides or photographs of three-dimensional work should be submitted rather than the work itself. The Department cannot accept responsibility for damage or loss, and asks that no glass, three-dimensional work or work larger than 20" x 24" be submitted.

Portfolio deadlines and application forms may be obtained from the USM Admissions Office or the Department of Art.

Applicants and their parents are cordially invited to visit the University and become acquainted with our facilities when portfolios are returned.

Final notification of a decision will come from the Office of Admissions when the admission folder is completed. Students already enrolled in the University who wish to change their major to art must follow the departmental admission procedures concerning submission of portfolio, as described above, and will be notified of acceptance by the Department of Art.

RECOMMENDED ART COURSES

To Meet General Education Requirements of Students Majoring in Other Programs

For students outside the art major who seek to meet the General Education Requirement in Fine and Applied Arts, the following courses are recommended by the Department of Art:

- ARTH 101 Introduction to Art
- ARTH 111 History of Art I
- ARTH 112 History of Art II
- ARTH 273 Film as Image and Idea
- ARTS 141 Design I (space permitting)
- ARTS 151 Drawing I (space permitting)

GENERAL EDUCATION REQUIREMENTS FOR ART MAJORS

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a Baccalaureate Degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

All art majors must satisfy the General Education Requirement in Area 2 (Fine and Applied Arts) by acquiring six credits in courses outside the art program. Acceptable courses are coded COM, DNCE, MUS or THE.

REQUIREMENTS FOR ART MAJORS

Requirements for Bachelor of Arts (B.A.) Degree*

ART CORE (18 credits)

- ARTS 141 Design I
- ARTS 142 Design II
- ARTS 151 Drawing I
- ARTS 152 Drawing II
- ARTH 111 History of Art I
- ARTH 112 History of Art II

ART HISTORY REQUIREMENT (9 credits)

- ARTH 411 Philosophy of Art
(may substitute PLY 220)
- ARTH Elective
- ARTH Elective

STUDIO ART REQUIREMENT (18 credits of ARTS Electives)

GENERAL EDUCATION REQUIREMENT (30 credits)

ELECTIVES* (45 credits)

*No more than 60 credit hours with ART designation may be used to fulfill 120 credit-hour degree requirement.

Requirements for Bachelor of Fine Arts (B.F.A.) Degree †

ART CORE (18 credits)

- ARTS 141 Design I
- ARTS 142 Design II
- ARTS 151 Drawing I
- ARTS 152 Drawing II
- ARTH 111 History of Art I
- ARTH 112 History of Art II

STUDIO ART REQUIREMENT† 45 Credits of Electives

ART HISTORY REQUIREMENT (9 credits)

- ARTH 411 Philosophy of Art
(may substitute PLY 220)
- ARTH Elective
- ARTH Elective

GENERAL EDUCATION REQUIREMENT (30 credits)

ELECTIVES† (18 credits)

†A concentration of 12 credits in Painting, Printmaking, Ceramics, Drawing or Other (specified by the department) area is required.

Art Education Program Requirements for Bachelor of Science (B.S. Degree)

ART CORE (18 credits)

- ARTS 141 Design I
- ARTS 142 Design II
- ARTS 151 Drawing I
- ARTS 152 Drawing II
- ARTH 111 History of Art I
- ARTH 112 History of Art II

ART HISTORY REQUIREMENT (6 credits)

- ARTH 411 Philosophy of Art
(may substitute PLY 220)
- ARTH Elective

STUDIO ART REQUIREMENT (27 credits)

- ARTS 232 Ceramics I
- ARTS 261 Painting I
- ARTS 271 Photography I
- ARTS Printmaking
- ARTS 291 Sculpture I
- ARTS Elective
- ARTS Elective
- ARTS Elective
- ARTS Elective

PROFESSIONAL EDUCATION REQUIREMENT (24 credits)

- ARTE 221 Practicum in Art Education
- ARTE 321 Principles and Procedures
in Art Education
- EDU 350 Modern Philosophies
of Education
- EDPY 333 Human Growth and
Development
- EDU 324 Student Teaching
(6-cr. course)
- EDU 324 Student Teaching
(6-cr. course)

GENERAL EDUCATION REQUIREMENT (30 credits)

ELECTIVES (15 credits)

COURSES IN ART

Art History

ARTH 101 Introduction to Art

Selected experiences using original works, lecture, panel discussion, slides, films, and other means to confront the student with the significance of the visual arts in human history. The aim of the course is to involve students in direct experiences affecting their own perception of visual form.

Cr 3.

ARTH 111 History of Art I

Examination and discussion of the early epochs of art from prehistoric cultures through the Renaissance. Special attention is directed to the relationships of historical and theoretical knowledge to creative expression. Divergent viewpoints of the art historian, the critic, and the artist are explored. The first half of an overview of the visual arts emphasizing the interrelationships of cultural values and the forms of art. Prerequisite: Preference given candidates for matriculation in the Department of Art, or those with permission of the instructor. Cr 3.

ARTH 112 History of Art II

A continuation of ARTH 111 from the Renaissance through the 20th Century. In both semesters of the course examples of architecture and sculpture, paintings, etc. are used as the basis of inquiry. Prerequisite: Preference given candidates for matriculation in the Department of Art, or those with permission of the instructor. Cr 3.

ARTH 211 History of Architecture and the Urban Environment

A study of the European-American tradition of architectural design with emphasis upon the basic styles which influence American architecture and their utilization in urban America. Consideration of aesthetic and social interplay of architectural design throughout history, especially as it is manifest in urban design. Prerequisite: ARTH 112. Cr 3.

ARTH 212 Classical Art

A survey of ancient art and architecture with special emphasis on discussing the key monuments of Greek and Roman art and their influence on later artistic periods. Prerequisite: ARTH 111. Cr 3.

ARTH 214 Renaissance Art

An examination of the art and architecture of the fifteenth and sixteenth centuries both north and south of the Alps. Emphasis will be given to the cultural traditions, historical events and theoretical foundations which contributed to the development of Renaissance art. Prerequisite: ARTH 112. Cr 3.

ARTH 215 17th & 18th Century Art

The course will survey the Baroque and Rococo movements in painting, sculpture, and architecture. The impact of the Academies and academic art and the enlightenment will be given special attention. Prerequisite: ARTH 112. Cr 3.

ARTH 216 19th & 20th Century Art

This course will survey the many "isms" of the 19th and 20th century in art and architecture. The key figures in these movements (e.g. Romanticism, Classicism, Cubism, Expressionism), their major works and some of the underlying philosophies and circumstances motivating these movements will be discussed. Prerequisite: ARTH 112. Cr 3.

ARTH 273 Film as Image and Idea

An approach to the appreciation of motion pictures and allied arts through the understanding and analysis of the context, range, and resources of this, the only major form of creative expression conceived and developed entirely

within the industrial age. Principles of evaluation, illustrated through the development of motion pictures to their present state. Prerequisite: Permission of the instructor. Cr 3.

ARTH 312 History and Appreciation of the Graphic Arts

An explanation of the graphic techniques: woodcut, engraving, etching, aquatint, lithography, etc. A study of the graphic arts as they have evolved throughout the history of art with emphasis upon the important graphic artists of Europe, America, and the Orient. Prerequisite: ARTH 112. Cr 3.

ARTH 313 Renaissance Art - Italian

This course will deal with painting and sculpture in the lands south of the Alps (primarily Italy). The student will investigate questions regarding chronology, attributions, and iconography associated with the various artists of the Italian Renaissance. Prerequisite: ARTH 214. Cr 3.

ARTH 314 Renaissance Art - Northern

This course deals with painting and sculpture in the lands north of the Alps. The student will explore the problems with chronology, iconography, and style, associated with each individual artist of the Northern Renaissance. Prerequisite: ARTH 214. Cr 3.

ARTH 315 Western Art 1790-1880

A study of the major movements of the first half of the modern era covering the period between 1780-1880. Prerequisite: ARTH 112. Cr 3.

ARTH 316 Modern Art

A continuation of ARTH 315 covering the period from 1880-1950 and including the growth and development of the modern "isms." Prerequisite: ARTH 112. Cr 3.

ARTH 317 Contemporary Art

Contemporary Art: 1950 to ?. An examination and discussion of developments in the visual arts since 1950. Prerequisite: ARTH 112. Cr 3.

ARTH 379 Topics in Film

A selection of courses, dealing with the film, but varying in content from semester to semester. Each current course will have a course description on film in the Department of Art. Courses may concern national industries (*The American Cinema*, *The Russian Film*, *The German Film*, etc.); directors (*Renoir*, *Brunel*, *Dreyer*, etc.); genre (*The Documentary*, *The Gangster Film*, *The Western*, etc.); or similar topics. Prerequisite: ARTH 113. Cr 3.

ARTH 411 Philosophy of Art

An investigation into the theories of art and beauty found in the writings of philosophers, painters, writers, and critics which form the basis of understanding of the fine arts. Readings and discussion of writers from ancient to modern times. Prerequisite: ARTH 112. Cr 3.

ARTH 418 Independent Study in Art History

An opportunity for the student who has demonstrated competence in a specific area of study to work independently with scheduled tutoring from a faculty member of the student's choice. Prerequisite: Permission of instructor and Art Department chairman. Cr 1 to 6.

Studio Art Courses

ARTS 141 Fundamental Design I

A coordinated series of experiments with basic design problems directed toward developing an awareness of the design potential, and the confidence, imagination, and skill to realize this potential. Prerequisite: Preference given candidates for matriculation in the Department of Art, or those with permission of the instructor. Cr 3.

ARTS 142 Fundamental Design II

A continuation of Fundamental Design I towards the completion of a foundation in the understanding and use of the basic elements of design. The course will consist of projects which relate form, space, color, and imagination as elements of a complete composition. Prerequisite: ARTS 141. Cr 3.

ARTS 151 Fundamental Drawing I

The craft and concepts of making drawings, stimulated by the forms, spaces, and images of the tangible world, an introduction to marking tools and surfaces. Exposure to places, events, and objects with the purpose of stimulating the need to draw. Prerequisite: Preference given candidates for matriculation in the Department of Art, or those with permission of the instructor. Cr 3.

ARTS 152 Fundamental Drawing II

Continuation of Fundamental Drawing I with drawing from the model. Prerequisite: ARTS 151. Cr 3.

ARTS 231 Ceramics

An introduction to methods and processes of clay forming, including modeling, pressing, handbuilding, and the potter's wheel. Emphasis of form and texture, with aspects of glaze composition and firing procedures. Prerequisite: Art Core Courses. Cr 3.

ARTS 233 Textiles

Introductory exercises with elementary weaves, the harness loom, backstrap, and inkle looms, and tapestry weaving. The student is encouraged to experiment with fibre construction. The emphasis is on fundamentals. Prerequisite: Art Core Courses. Cr 3.

ARTS 241 Design III

A coordinated series of experiments dealing with ways of organizing imagery. Simultaneity, sequence, and motion will be the concepts considered within a wide range of more advanced projects. Prerequisite: Arts 142. Cr 3.

ARTS 251 Drawing III

Extensive combining of media. Stress on role of images, both object and model. Prerequisite: Arts 152. Cr 3.

ARTS 261 Painting I

An introduction to basic aspects of the painting process as related to visual perception and technique. Prerequisite: Art Core Courses. Cr 3.

ARTS 271 Photography I

Photography as a creative medium. Provision of basic skills in the use of the camera and laboratory equipment. Investigation and practice in the fundamental techniques and processes of black and white photography as an art form. Prerequisite: Art Core Courses. Cr 3.

ARTS 281 Printmaking/Relief

Introduction to Relief Printmaking: Woodcut, Linoleum Block, Wood Engraving. Prerequisite: Art Core Courses. Cr 3.

ARTS 283 Printmaking/Stencil

Introduction to silk screen printing, including photo-mechanical reproduction. Prerequisite: Art Core Courses. Cr 3.

ARTS 285 Printmaking/Intaglio

Introduction to intaglio printmaking, using etching, engraving, aquatint, mezzotint, and drypoint. Prerequisite: Art Core Courses. Cr 3.

ARTS 287 Printmaking/Lithography

Introduction to the process of lithographic printing from stones. Prerequisite: Art Core Courses. Cr 3.

ARTS 291 Sculpture

A foundation course directed towards the developing awareness of basic elements of sculptural form and the discipline of making objects. Prerequisite: Art Core Courses. Cr 3.

ARTS 331/332 Intermediate Ceramics

Application of design principles in production of ceramic-ware with a concentration on advanced problems in wheel-thrown forms and hand-building sculptures. Prerequisite: ARTS 231. Cr 3/3.

ARTS 333/334 Intermediate Textiles

Students may choose to concentrate on harness loom weaving or tapestry weaving. Exercises with basic weaves, pattern matching, etc., using standard yarn with emphasis on appropriate use of materials and techniques leading to individual experiment action and design. Free fibre construction and natural dyeing are encouraged. Prerequisite: ARTS 233. Cr 3.

ARTS 341/342 Intermediate Design

Advanced investigation of design problems. Prerequisite: ARTS 241. Cr 3/3.

ARTS 351/352 Intermediate Drawing

Continued drawing with emphasis on independent direction. Prerequisite: ARTS 251. Cr 3/3.

ARTS 361/362 Intermediate Painting

Continued investigation of the painting process using both assigned problems and arrangements of the student's own invention. Use of a variety of media. Prerequisite: ARTS 261. Cr 3/3.

ARTS 363 Painting/Watercolor

Watercolor, wash, dry-brush, ink and wash, gouache, and other techniques in watermedia. Emphasis on individual concepts and personal expression. Prerequisite: ARTS 261. Cr 3.

ARTS 364 Painting/Materials and Techniques

An introduction to materials, methods, and techniques for the professional artist-craftsman. Examination, comparison, and testing of materials, both traditional and experimental. Prerequisite: ARTS 261. Cr 3.

ARTS 371/372 Intermediate Photography

Exploration of concepts and techniques of photography with emphasis on individual forms of expression. Prerequisite: ARTS 271. Cr 3/3.

ARTS 385/386 Intermediate Printmaking/Intaglio

Continuation of intaglio with emphasis on viscosity techniques. Prerequisite: ARTS 285. Cr 3/3.

ARTS 387/388 Intermediate Printmaking/Lithography

Continuation of lithography with emphasis on color printing. Prerequisite: ARTS 287. Cr 3/3.

ARTS 391/392 Intermediate Sculpture

The theory and practice of sculptural composition using a variety of techniques with traditional and new materials. Prerequisite: ARTS 291. Cr 3/3.

ARTS 407 Advanced Problems in Art

An opportunity for the student to do advanced work in the discipline of his/her choice, culminating in a related project. Prerequisite: Permission of instructor and Art Department chairman. Cr 1 to 6.

ARTS 408 Independent Study in Art Studio

An opportunity for the student who has demonstrated competence in a specific area of study to work independently with scheduled tutoring from a faculty member of the student's choice. Prerequisite: Permission of instructor and Art Department chairman. Cr 1 to 6.

ARTS 431/432 Advanced Ceramics

Investigation and realization of advanced ceramics projects with an emphasis on personal development and professional attitudes. Prerequisite: ARTS 331 and 332. Cr 3/3.

ARTS 451/452 Advanced Drawing

Making personal and complete drawings and series of drawings. Emphasis on individual concepts and personal expression. Prerequisite: ARTS 351 and 352. Cr 3/3.

ARTS 461/462 Advanced Painting

Continuation of intermediate painting. Emphasis on individual concepts and personal expression. Prerequisite: ARTS 361 and 362. Cr 3/3.

Art Education**ARTE 121 Introduction to Art Education**

A study of growth and development in the creative abilities of children; how to utilize art projects to foster initiative, imagination, cooperation, and appreciation in the classroom. Prerequisite: Permission of instructor; not for students accepted as Art Education majors. Cr 3.

ARTE 122 Handcrafts

An introduction to the general handcrafts, including macrame; leatherwork; batik; tie-dye; decoupage; sticher; candlemaking; rugmaking; mosaics; string art; textile, metal, and wood painting; refinishing furniture; glass etching; paper mache; sandcastings, etc. Cr 3.

ARTE 221 Practicum in Art Education

Designed to give the art major student an early first-hand experience with children and the professional aspects of teaching. The student will work with children in elementary and secondary schools in the area. Prerequisite: Art Core Courses.

ARTE 321 Principles and Procedures in Art Education

This course endeavors to help the prospective art teacher arrive at a workable philosophy of art education through readings, discussions, and projects in basic instructional techniques for the elementary and secondary grades. Prerequisite: ARTE 221. Cr 3.

ARTE 428 Independent Study in Art Education

An opportunity for the student who has demonstrated competence in a specific area of study to work independently with scheduled tutoring for a faculty member of the student's choice. Prerequisite: Permission of instructor and Art Department chairman. Cr 1 to 6.

BIOLOGY

Chairman of Biology Department: Helen L. Greenwood, 314 Science Building, Portland.

Professor Najarian; Associate Professors Greenwood, Holmes, Mazurkiewicz, Riciputi, Schwinck; Assistant Professors Dorsey, Gainey, O'Mahoney.

PROGRAMS

A four-year program is offered in Biology. This program provides students with a Liberal Arts education emphasizing the sciences. Graduates of this program have found careers in biological and medical research laboratories, field biology and pharmaceutical sales, or have furthered their education by entering graduate, medical, dental, optometry and law schools, as well as

schools for allied health professions.

The required Biology courses expose the student to an examination of life from the molecular level to the biotic community. Other Biology courses may be elected to suit individual interests and needs. The required courses in Chemistry and Physics reflect the interdisciplinary status of Biology today.

REQUIREMENTS FOR A BIOLOGY MAJOR IN ARTS AND SCIENCES

		Credit hours
*MS 152	Calculus A	4
PHYS 121 and 122	General Physics (5 credits each semester) to be taken as a two-semester sequence	10
CHEM 113	Qualitative Principles of Chemistry I	3
CHEM 114	Qualitative Laboratory Techniques I	2
CHEM 115	Qualitative Principles of Chemistry II	3
CHEM 116	Qualitative Laboratory Techniques II	2
CHEM 251 and 253	Organic Chemistry I and II	6
CHEM 252 and 254	Organic Chemistry Laboratory I and II	5
CHEM 231	Fundamentals of Analytical Chemistry	2
CHEM 232	Analytical Chemistry Laboratory	4
Foreign Language through Intermediate Level (Arts and Sciences only), or a passing grade in French 112 or German 112. Credits to be earned depend upon the language proficiency of the student. Challenge examinations are available.		0-6
Physical Education		1
BIO 101 and 102	Biological Principles (3 credits) plus Biological Experiences (1 credit)	4
BIO 103 and 104	Biological Diversity (2 credits) plus Survey of Animals and Plants (2 credits)	4
BIO 201	Principles of Genetics	3
BIO 203 and 204 or 206	Comparative Vertebrate Embryology and Anatomy (3 credits) plus Comparative Vertebrate Embryology Laboratory or Comparative Anatomy Laboratory (2 credits)	5
BIO 311 and 312	Microbiology (3 credits) plus Microbiological Laboratory (2 credits)	5
BIO 331 and 332	Ecological Principles (3 credits) plus Field Ecology (2 credits)	5
BIO 401 and 402	General Physiology (3 credits) plus General Physiology Laboratory (2 credits)	5
†BIO 421	Biology Seminar I	1
†BIO 431	Biology Seminar II	1

*Students not prepared for MS 152 should precede this course with MS 140, Pre-Calculus Mathematics (3 credits).

†Optional, but strongly recommended.

NOTE: Students interested in preparation for Medical Technology, or Medical or Dental Schools, should take the same chemistry courses as required for a major in Biology. All students are reminded that, in addition to departmental requirements, they must also meet the requirements of the College of Arts and Sciences.

COURSES IN BIOLOGICAL SCIENCES

BIO 019 Biological Basis of Human Activity

A course designed to elucidate the basic biological constraints of human performance. This course does not serve as a prerequisite for BIO 103 or BIO 111.

Cr 3.

BIO 101 Biological Principles

An introduction to the structure and function of animal and plant systems in terms of cells, molecules, energy, and heredity.

Cr 3.

BIO 102 Biological Experiences

Laboratory studies of the structure, function, and reproduction of cells and the examination of representative animals and plants. Cr 1.

BIO 103 Biological Diversity

The origin, evolution and diversity of life. Must be taken with BIO 104. Prerequisite: BIO 101. Cr 2.

BIO 104 Survey of Plants and Animals

Comparative laboratory studies of structural and reproductive adaptations of organisms. Must be taken with BIO 103. Prerequisite: BIO 102. Cr 2.

BIO 111 Human Anatomy and Physiology

The study of functional anatomy and physiology of the human. Prerequisite: BIO 101. Cr 3.

BIO 112 Practical Human Anatomy and Physiology

Laboratory studies of the structure and functions of the human body including histology and physiological experiments. Not open to those who have completed BIO 206. Prerequisite: BIO 102, BIO 111 or concurrent with BIO 111. Cr 1.5.

BIO 151 History of Biology

A chronological survey of developments in biological investigations from earliest records to the present day. Prerequisite: BIO 101. Cr 3.

BIO 175 Animal Reproduction

A comparative analysis of both asexual and sexual methods of reproduction. Intent of course is to place in perspective the variety of reproductive styles and behavior of this prime property of life. Prerequisite: BIO 101, or permission of instructor. Cr 3.

BIO 200 Human Heredity and Embryology

This course presents the fundamental principles of genetics and embryology as they apply to humans. The influence of nutrition, drugs, viruses and physical agents on development will be discussed. Prerequisite: BIO 101. NOT open to students who have passed BIO 203. Cr 3.

BIO 201 Principles of Genetics

A study of heredity through a discussion of the mechanism and control of gene action. Current research on the nature of mutations and the role of genes in development, behavior, and populations will be examined. Prerequisite: BIO 101. Cr 3.

BIO 202 Experimental Genetics

Practical laboratory experience in techniques used in genetics. Prerequisite: BIO 201. Cr 2.

BIO 203 Comparative Vertebrate Embryology & Anatomy

The embryonic origin and evolutionary relationships of vertebrate structure. Prerequisite: BIO 101 and BIO 103. Cr 3.

BIO 204 Comparative Vertebrate Embryology Laboratory

Laboratory experiments and observations on amphibian, chick, and mammalian embryos. Prerequisite: BIO 203 or concurrent with BIO 203. Cr 2.

BIO 206 Comparative Vertebrate Anatomy Laboratory

A comparison of the anatomy of vertebrates by dissection of adults and demonstration of embryological development. Prerequisites: BIO 104, BIO 203 or concurrent with BIO 203. Cr 2.

BIO 217 Evolution

A study of the processes and evidences of organic evolution. Prerequisite: BIO 101. Cr 3.

BIO 220 Natural History of Lower Vertebrates

The evolution, taxonomy, structure, and natural histories of fishes, amphibians, and reptiles, with major emphasis on the fauna of the Northeastern states. 2 hours of lecture and 4 hours of lab/week. Prerequisites: BIO 101, BIO 102. Cr 4.

BIO 222 Natural History of Higher Vertebrates

The evolution, taxonomy, structure, and natural histories of birds and mammals, with major emphasis on the fauna of the Northeastern states. 2 hours of lecture and 4 hours of lab/week. Prerequisites: BIO 101, BIO 102. Cr 4.

BIO 231 Botany

A study of structure, function, development, reproduction, and environmental adaptations of representative non-vascular and vascular plants. Prerequisite: BIO 101, BIO 102. Cr 3.

BIO 232 Botany Laboratory

Laboratory examination of topics discussed in BIO 231. Prerequisite: Concurrent with BIO 231. Cr 1.5.

BIO 241 Plant Physiology

A study of the physiological activities of plants, and their growth and development as influenced by internal and external factors. Prerequisites: BIO 103, and BIO 104, 1 year chemistry or permission of the instructor. Cr 3.

BIO 242 Plant Physiology Laboratory

Laboratory examination of phenomena in plant physiology. Prerequisite: concurrent with BIO 241. Cr 1.5.

BIO 281 Microbiology and Human Disease

Fundamentals of microbiology with emphasis on infectious diseases of people, including bacteria, rickettsia, fungi, viruses, protozoa and helminths. Prerequisites: BIO 101, and college chemistry. Cr 3.

BIO 282 Microbiology and Human Disease Laboratory

Laboratory techniques in the cultivation, identification and control of microorganisms. Prerequisites: BIO 281 or concurrently. Cr 2.

BIO 292 Ornithology

The basic biology of birds: life histories, migration, behavior, and economic importance, with emphasis on species found in eastern North America. (Students supply their own binoculars or spotting scopes.) Cr 3.

BIO 311 Microbiology

A consideration of protozoa, fungi, bacteria, and viruses of medical and biological importance. Prerequisites: BIO 101, one year of college chemistry. Cr 3.

BIO 312 Microbiological Laboratory

The laboratory isolation and examination of microorganisms by various techniques. Prerequisites: BIO 102, BIO 311, or concurrent with BIO 311. Cr 2.

BIO 321 Histology

A lecture and laboratory course in which the microscopic anatomy of animal tissues is studied. Slide preparation is not included. Two hours of lecture and 4 hours of lab. Prerequisites: BIO 101 and BIO 102. Cr 3.

BIO 322 Histochemistry

A laboratory course offering practical experience in histological and histochemical techniques. Prerequisites: BIO 101, 102, CHEM 251. Cr 3.

BIO 331 Ecological Principles

The interrelationships of living organisms and their environments, including man's impact on ecosystems. Prerequisite: BIO 103. Cr 2.



BIO 332 Field Ecology

Field and laboratory studies demonstrating basic concepts of ecology. (Numerous field trips.) Prerequisites: BIO 331 or concurrent with BIO 331. Cr 2.

BIO 335 Entomology

Integrated lecture-laboratory course on the biology of insects and their impact on man. Prerequisite: BIO 103. Cr 3.

BIO 351 Invertebrate Zoology

The morphology, physiology, and phylogenetic relationship of non-backboned animals. Prerequisite: BIO 101. Cr 2.

BIO 352 Survey of Invertebrates

Laboratory experience on the anatomy, physiology, and behavior of invertebrate animals. Prerequisite: BIO 351, or concurrent with BIO 351. Cr 2.

BIO 361 Parasitology

The life histories and host-parasite relationships of animal parasites, with emphasis on those of man. Prerequisite: BIO 101. Cr 2.

BIO 362 Parasitological Laboratory

The morphology and life cycles of parasitic protozoa, helminths, and arthropods. Prerequisite: BIO 361, or concurrent with BIO 361. Cr 2.

BIO 371 Fishery Biology

A study of the principles, theories, and methods used in fishery biology; historic and contemporary fish culture practices, and environmental modifications affecting fishery resource production. Freshwater, estuarine, and marine fisheries will be considered. Prerequisites: BIO 103-104, one year of college chemistry. Cr 3.

BIO 372 Fishery Biology: Lab and Field

Practical laboratory and field experiences of methods and

techniques used in fishery biology. Prerequisites: BIO 371 or concurrent with BIO 371. Cr 2.

BIO 401 General Physiology

A study of physiological processes and their regulation in animals. Prerequisites: BIO 101, PHYS 122. Cr 3.

BIO 402 General Physiology Laboratory

Laboratory examination of physiological mechanisms in animals. Prerequisites: BIO 401 or concurrently. Cr 2.

BIO 421 Biology Seminar I

Weekly oral reports and discussions by students and staff, on biological topics of current interest. Prerequisite: 16 hours of biology or permission of instructor. Cr 1.

BIO 431 Biology Seminar II

A continuation of BIO 421. Prerequisite: 16 hours of biology or permission of instructor. Cr 1.

BIO 441 Problems in Biology

Independent library or laboratory studies on a special topic, as mutually arranged by instructor and student. Prerequisite: by arrangement. Credit arranged.

BIO 451 Comparative Physiology

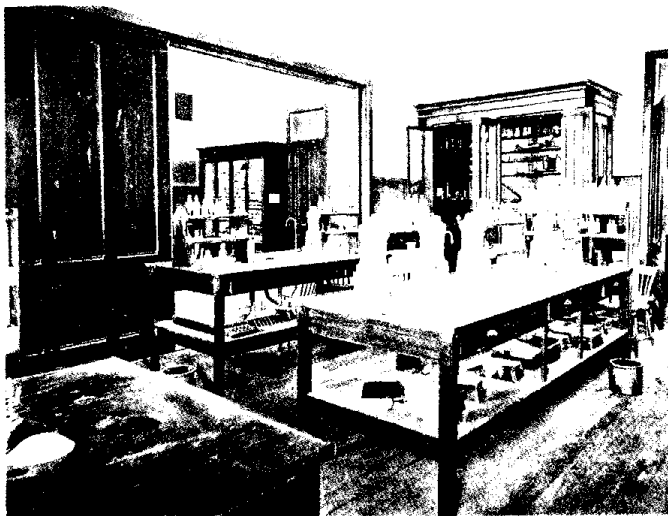
Physiological and biochemical basis of environmental adaptation. Prerequisite: 1 year college biology, one semester organic chemistry. Cr 3.

BIO 452 Comparative Physiology Laboratory

Laboratory experiments on the physiological basis of environmental adaptation. Prerequisite: BIO 451 or concurrently. Cr 2.

BIO 491 Biochemistry

A lecture course in which the biological strategies for synthesis, energy utilization, information transfer, and control systems are examined at the molecular level. Prerequisites: CHEM 253 or permission of instructor. Cr 3.



CHEMISTRY

Chairman of Chemistry Department: Alan G. Smith, 363-A Science Building, Portland.

Professors Smith, Sottery, M. Whitten; Associate Professor Provencher; Laboratory Demonstrator Wigglesworth.



PROGRAMS

The field of chemistry is concerned with the structure of matter and its transformation. The Department of Chemistry offers a four-year program leading to a Baccalaureate degree (either B.S. or B.A.) in Applied Chemistry. The principal objectives of this program are to provide students with (1) knowledge of both the theoretical and practical aspects of the science of chemistry and (2) the opportunity to explore a practical application of chemistry of their own choosing. Thus, students will be equipped upon graduation to enter a variety of occupations which require knowledge and practice of chemistry.

As a general rule, candidates for the B.S. degree in Applied Chemistry should complete the majority of their formal course work at the University by the end of the first three years of their studies. (Please see the sample schedules which are printed below.) The fourth year in the B.S. program will consist mainly of intensive independent study and field experience in a specific application of chemistry. After a reasonable orientation period, the student will participate actively in the day-by-day operations of a laboratory (or alternative facility) as a functioning member of the staff. Supervision of the Applied Chemistry major during this period will be provided by a suitably qualified staff member of the host facility and by a member of the chemistry faculty, who will also supervise the independent study. Students will thus learn the practical techniques at first hand, and will gain experience in approaches to the solution of real problems.

The curriculum for Applied Chemistry majors is designed to teach both practice and theory, rather than just theory, as is usual for those programs whose only immediate interest is the preparation of students for graduate study.

Elective and required courses in computer science and mathematics are intended to develop understanding of the applications of computers to such operations as the statistical analysis of laboratory data and the interfacing of mini-computers to laboratory instrumentation. Students who are interested in the Applied Chemistry major program are urged to consult with a member of the chemistry faculty to discuss the various options. Those who plan a career in an applied field of chemistry are advised to consider the B.S. option. In this program, they will have the opportunity for field experience with a practical application of chemistry. Students who prefer to retain a wider range of career options, especially in other disciplines which make extensive use of applications of chemistry, should consider the B.A. option. This program allows students to explore a somewhat broader set of elective courses. Even greater flexibility is afforded by the Self-Designed and Liberal Studies Major programs which are administered by the office of the Dean of Arts and Sciences. It is the intention of the chemistry faculty to prepare graduates of the Applied Chemistry program for productive effort in a society in which chemistry plays a vital role.

Students who apply for admission to the Applied Chemistry program are required to have completed college preparatory courses in chemistry, physics, and mathematics. At least two years of high school algebra and a semester each of geometry and trigonometry are recommended as part of the students' high school program. (Freshmen in the applied chemistry program who lack this preparation in mathematics are required to take MS 140, pre-calculus mathematics.) To be retained in the Applied Chemistry program, a student must maintain a minimum overall grade average (GPA) of 2.0; a GPA of 2.5 in required nonchemistry courses; and a GPA of 3.0 in

required chemistry courses. Applied Chemistry majors who are candidates for the B.S. degree are required to complete the following courses:

CHEM 113 & 114, 115 (or 215) & 116; 231 & 232; 251 & 252; 253 & 254 (or 255 & 256); 321 & 322; 371 & 372; 400(*).

CS 160 or MS 120,

GEE 101

MS 152

PHYS 121, 122

*Candidates for the B.A. degree are not required to take the CHEM 400 series independent study.

In addition, all applied chemistry majors will be required either to demonstrate proficiency in technical writing or to pass satisfactorily a one-credit course in the topic.

Students interested in the Applied Chemistry program are urged to consult the chairman of the Department of Chemistry for additional information.

OPPORTUNITIES

Among the industrial positions for which a B.S. in chemistry is appropriate are research and development, process control, technical sales and management training. Industries in such fields as drugs, electronics, plastics, petroleum, paper and metals require chemists.

Teaching in elementary and high schools is an extremely valuable calling for which a university degree is essential.

For one who has initiative and imagination but also patience, caution, and meticulous accuracy, a vast new realm governed by laws as yet undiscovered waits to be explored. Research is a challenging field and laboratories devoted to it are found throughout the country, in universities, in private or public research institutes or foundations and in industry. While the discoveries resulting from fundamental research may, and probably will, find practical application, the driving energy that actuates the research chemist is love of chemistry for its own sake. For some forms of research or for university teaching, graduate degrees are important (M.S. or Ph.D.).

A degree in chemistry provides excellent preparation for dentistry or medicine, and may provide a powerful combination with business, law (patents), writing and library work (for technical journals and libraries) and languages (for translating).

PERSONAL QUALIFICATIONS

A chemist must be objective and capable of self-discipline in accepting results of experiments with complete honesty of observation, thought, and judgment. However, your interest, dedication, and enthusiasm in pursuing chemistry for its own sake are required if you are to do well in your courses and succeed in your vocation.

WHAT DO CHEMISTS STUDY?

What is produced when two substances are brought into contact in a reaction vessel? What forces hold the invisible atoms together? What are the shapes of the molecules of reactants and products? Is shape important? Is energy released or consumed during the reaction? How much?

These are a few of the kinds of questions asked by chemists. The methods for obtaining answers to these questions and some of the answers are dealt with in the chemistry courses which prepare a student for a career in chemistry. Many of

the questions have not yet been adequately answered. Therein lies part of the excitement of chemistry. The subject, just like all branches of science, is open-ended and leaves scope for discovery, curiosity, and imagination.

SCOPE

It is apparent from the diversity of questions that chemists ask that there are many aspects to the subject—synthesis, analysis, energetics, rate of reaction, mechanism, structure, instrumentation, theory-application. Because it is not possible for a person to be thoroughly knowledgeable in all branches of chemistry, it is convenient (though artificial) to divide chemistry along the following lines.

ANALYTICAL

In all branches of science and technology it is essential to know the amounts of each element in the sample. The responsibilities of the Analytical Chemist include devising methods of analysis and developing automated procedures.

INORGANIC

Inorganic materials have skyrocketed into industrial importance with the development of solid state physics (such as for transistors and similar electronic devices) and space research. Inorganic Chemists observe chemical properties of elements and compounds, relate these properties to sizes, shapes, and structures of molecules and to forces holding them together, and synthesize compounds with desired properties on the basis of this knowledge.

ORGANIC

New organic substances—synthetic rubbers, plastics, textiles, drugs, hormones, dyes, insecticides, etc.—have appeared in every home, community, and industry. Thousands of new compounds are invented by Organic Chemists every year, and the properties of these compounds are studied.

BIOCHEMISTRY

Biochemists strive for a greater understanding of the chemical processes occurring in humans, animals, and plants. Their activities include preparing and testing drugs and hormones, investigating the chemical basis of mental and physical illness, and studying the role of substances such as enzymes, DNA, RNA, and chlorophyll in life processes.

PHYSICAL

Physical Chemists like to discover mathematical equations to describe quantitatively how substances behave in different situations. For example, the behavior of electrons which bind atoms together or the conductance of electricity by ions in solution can be explored both experimentally and theoretically. Spectroscopy, thermodynamics, catalysis and high-speed reactions are but some of their interests.

Today more than ever before the traditional divisions (as enumerated above) are less distinct and the interdisciplinary areas of science have become very exciting. The molecular basis for life involves chemistry, biology, and physics. Nuclear chemistry and physics, geo-chemistry, the physics and chemistry of solids and the mathematical treatment of the forces that hold atoms together are areas where it is clearly difficult to distinguish between different branches of science and mathematics.

SAMPLE SCHEDULE

1. For a Bachelor of Science degree in Applied Chemistry

FALL		SPRING	
FRESHMAN YEAR			
CHEM 113, 114 (Qual. Principles I)	5	CHEM 115, 116 (Qual. Principles II)	5
PHYS 121 (General Physics) (G)	5	PHYS 122 (General Physics) (G)	5
*MS 152 (Calculus A)	4	ENG 100 or 120 (G) (S)	3
CS 160 (Intro. Computer Programming)		ELECTIVE	3
OR MS 120 (Intro. to Statistics)	3		16
	<u>17</u>		
SOPHOMORE YEAR			
CHEM 251, 252 (Organic Chem. I)	5.5	CHEM 215 (S)	3
CHEM 231, 232 (Analytical Chem.)	6	CHEM 253, 254 (Organic Chem. II)	
GEE 101 (Engineering Design I)	2	OR 255, 256 (Structural Chem.)	5.5
ELECTIVE	2-3	MS 153 (Calculus B) (S)	4
		GEE 102 (Engineering Design II) (S)	2
		ELECTIVES	0-2
	<u>15.5-16.5</u>		<u>14.5-16.5</u>
JUNIOR YEAR			
CHEM 371, 372 (Physical Chemistry)	5.5	CHEM 321, 322 (Inorg. Chemistry)	5.5
ELECTIVES	9-10	ELECTIVES	10
	<u>14.5-15.5</u>		<u>15.5</u>
SENIOR YEAR			
INDEPENDENT STUDY (one or two semesters)	15		
ELECTIVES	10-12		
	<u>25-27</u>		

MINIMUM TOTAL HOURS FOR GRADUATION 120

*MS 152 is a pre- or corequisite for PHYS 121, and for CHEM 215. Students lacking the necessary background for MS 152 (i.e., two years of high school algebra plus geometry and trigonometry) should plan to enroll in MS 140, Precalculus Mathematics, 3 credits, and defer PHYS 121, 122 until their sophomore year.

(G): Course fulfills a General Education requirement

(S): Course suggested for Chemistry majors

SAMPLE SCHEDULE

2. For a Bachelor of Arts degree in Applied Chemistry

FALL		SPRING	
FRESHMAN YEAR			
Chem 113, 114 (Qual. Principles I)	5	CHEM 115, 116 (Qual. Principles II)	5
GEE 101 (Engineering Design I)	2	*MS 152 (Calculus A)	4
CS 160 (Intro. Computer Programming)		GEE 102 (Engineering Design II) (S)	2
OR MS 120 (Intro. to Statistics)	3	ELECTIVES	4-5
ENG 100 or 120 (G) (S)	3		15-16
ELECTIVE	3		
	<u>16</u>		
SOPHOMORE YEAR			
CHEM 251, 252 (Organic Chem. I)	5.5	CHEM 215 (Quant. Principles) (S)	3
		CHEM 253, 254 (Org. Chem. II)	
PHYS 121 (General Physics) (G)	5	OR 255, 256 (Structural Chem.)	5.5
CHEM 231, 232 (Analytical Chem.)	5	PHYS 122 (General Physics) (G)	5
		ELECTIVES	3
	<u>15.5</u>		<u>16.5</u>
JUNIOR YEAR			
MS 153 (Calculus B) (S)	5	†CHEM 321, 322 (Inorganic Chem.)	5.5
†CHEM 371, 372 (Physical Chem.)	5.5	ELECTIVES	10-11
ELECTIVES	5-6		15.5-16.5
	<u>15.5-16.5</u>		

MINIMUM TOTAL HOURS FOR GRADUATION 120

*MS 152 is a pre- or corequisite for PHYS 121 and CHEM 215. Students lacking the necessary background for MS 152 (i.e., two years of high school algebra plus geometry and trigonometry) should plan to enroll in MS 140, Precalculus Mathematics, 3 credits, in the fall semester of their freshman year.

†May be postponed until the senior year.

(G): Course fulfills a General Education Requirement

(S): Course suggested for Chemistry majors

COURSES IN CHEMISTRY

CHEM 010 Prerequisites for College Chemistry

This is a remedial, non-credit course, designed to aid students who do not have an adequate background for CHEM 113 because they have never had high school chemistry. This course will provide an introduction to: definitions of terms and empirical and molecular formulas, chemical equations, gases and kinetic theory, atomic structure, bonding, oxidation-state and rules of nomenclature. In addition, a portion of the course will be devoted to a review of the basic mathematical techniques needed for freshman chemistry. Since CHEM 113 is offered in the Fall Semester, a student who completes CHEM 010 in the Summer would be able to start freshman chemistry work the following Fall. This course has no prerequisites and carries no college credit. Offered each Summer. Cr 0.

CHEM 101 Chemistry for Health Sciences

Provencher or Smith

A presentation of those general topics in chemistry which are pertinent to students in health-related areas. Included are introductory units on matter and its properties; measurement; elements and compounds; atomic structure; solutions, dispersions, and water; osmotic pressure; chemical bonds; chemical nomenclature; stoichiometry; radiochemistry; gases; acids, bases and buffers; and energy relationships in chemical processes. Two lectures and one recitation per week (usually concurrent with CHEM 102). Offered each fall semester. Not appropriate for applied chemistry or biology majors. Cr 3.

CHEM 102 Introduction to Laboratory Measurement

Wigglesworth

Experiments will be designed to teach students how to perform accurate and reliable measurements using the major parameters of mass and volume. Topics to be covered include: physical and chemical changes; separation of a mixture; analysis of an ionic solution; properties of water; gases; acids, bases and buffers; titration. One recitation and two laboratory hours per week. Offered each fall semester. Corequisite: CHEM 101. Laboratory fee: \$5.00. Not appropriate for applied chemistry or biology majors. Cr 1.

CHEM 103 Introduction to Organic and Biochemistry

Provencher or Smith

Stress will be placed upon those aspects of the subject matter which are of special importance for students of the health sciences. Topics to be covered include: nomenclature of organic compounds; electron distribution in organic molecules; structural features of organic molecules; sub-

stitution, elimination, and addition reactions; oxidation-reduction reactions; carbohydrates; lipids; proteins and amino acids; enzymes; nucleic acids; metabolism; summary of some aspects of nutrition; pharmaceuticals; medical applications of radiochemistry. Two lectures and one recitation period per week (usually concurrent with CHEM 104). Offered each spring semester. Prerequisite: CHEM 101. Not appropriate for applied chemistry or biology majors. Cr 3.

CHEM 104 Introductory Organic and Biochemistry

Laboratory

Wigglesworth

Students will perform experiments intended to illustrate those aspects of organic chemistry of importance to living systems, as well as elementary principles of biochemistry. Topics to be included comprise the separation and identification of organic compounds; qualitative reactions of lipids, proteins, and nucleic acids; introduction to enzyme chemistry. One recitation and two laboratory hours per week. Offered each spring semester. Corequisite: CHEM 103. Laboratory fee: \$5.00. Not appropriate for applied chemistry or biology majors. Cr 1.

CHEM 107 Chemistry for Technology

Whitten

A one-semester course intended to illustrate the connections between chemical theory and practical problems in the Industrial Arts. Two hours of lecture and one two-hour laboratory per week. Offered spring semester only. Not suitable for Chemistry majors. Cr 3.

CHEM 111 General Chemistry I

Whitten

A study of selected fundamental concepts and theories of chemistry: atomic structure, the periodic classification, chemical bonding, molecular structure, chemical reactions and equilibria are discussed. Three lecture hours and one three-hour laboratory per week. Cr 4.

CHEM 112 General Chemistry II

Whitten

A continuation of topics presented in CHEM 111. Prerequisite: CHEM 111. Three hours of lecture and one three-hour laboratory per week. Cr 4.

CHEM 113 Qualitative Principles of Chemistry I

Sottery or Whitten

A presentation of selected fundamental principles of chemical science. These principles will be presented in qualitative terms and illustrated by concrete examples of their applications in working laboratories and in ordinary non-laboratory experience. This course and CHEM 114

(normally taken concurrently) provide the basis for courses involving further applications of chemistry for all students except those in health sciences. Three lectures per week. Offered each semester. Cr 3.

CHEM 114 Qualitative Laboratory Techniques I

Whitten or Wigglesworth

A study in the laboratory of experiments specifically designed to illustrate the principles which are presented in CHEM 113 lectures. One recitation and two laboratory hours per week. Corequisite: CHEM 113. Laboratory fee: \$5.00. Offered each semester. Cr 2.

CHEM 115 Qualitative Principles of Chemistry II

Sottery or Whitten

A presentation of topics of chemistry additional to those presented in CHEM 113. This course is designed to provide a solid foundation for all further studies in chemistry and is a prerequisite for all upper level chemistry courses*. Offered each semester. Prerequisite: grade of C or better in CHEM 113.

*Students who achieve a grade of A or B in CHEM 113 may, with instructor's permission, elect CHEM 215 in place of CHEM 115.

CHEM 116 Qualitative Laboratory Techniques II

Whitten or Wigglesworth

A study in the laboratory of experiments designed to illustrate the principles presented in CHEM 115 lectures. One recitation and two laboratory hours per week. Prerequisite: grade of C or better in CHEM 114. Corequisite: CHEM 115 or CHEM 215. Laboratory fee: \$5.00. Offered each semester.

CHEM 140 Energy, Man and Environment

Sottery

This course presents a study of man's energy needs, and the alternative energy sources available. In addition, the impact on the environment of the utilization of various energy sources will be considered. No prerequisite. Offered each semester in the CED. Cr 3.

CHEM 141 Environmental Chemistry

Whitten

The role of chemistry and the chemical industry in creating many environmental problems; the application of chemistry to aid in the solution of environmental problems. Prerequisite: one semester of an introductory college-level chemistry course or one year of high school chemistry completed within the last three years. Offered at least one semester each year. Cr 3.

CHEM 215 Quantitative Principles of Chemistry

Provencher or Sottery

A quantitative presentation of selected chemical principles introduced in CHEM 113 and 115. Problem solving by dimensional analysis is stressed. Techniques are introduced for determining the uncertainty of computational results based on the precision of the data.

This course should be elected by all applied chemistry majors, and by others who plan to enroll in CHEM 371 (Physical Chemistry). Prerequisite: a grade of C or better in CHEM 115*. Corequisite: MS 152 or equivalent. Three recitations per week. Offered each spring semester.

*Students who receive a grade of A or B in CHEM 113 may, with instructor's permission, elect CHEM 215 instead of CHEM 115. Cr 3.

CHEM 231 Fundamentals of Analytical Chemistry

Provencher

A survey of modern analytical principles and instrumental techniques with emphasis on environmental, clinical, and industrial applications. Two lectures per week. Prerequisite: a grade of C or better in CHEM 115 or CHEM 215. Offered each fall semester. Cr 2.

CHEM 232 Basic Laboratory Techniques of Analytical Chemistry

Provencher

Quantitative experimental determination by means of gravimetric, volumetric, and instrumental methods. Classical procedures and modern instrumentation, including mass, optical, and particle resonance spectrometry, spectrophotometry, electroanalysis and chromatography. One recitation and six laboratory hours per week. Prerequisite: a grade of C or better in CHEM 116. Corequisite: CHEM 231. Offered each fall semester. Cr 4.

CHEM 251 Fundamentals of Organic Chemistry

Smith or Sottery

An intensive treatment of the subject within the framework of the headings: nomenclature; structure and stereochemistry; reaction types: substitution, addition, elimination and oxidation-reduction; reaction mechanisms and factors influencing them; spectroscopic techniques of structure determination (mass, nuclear magnetic resonance, ultraviolet-visible and infrared). One recitation and two lecture hours per week. Prerequisite: a grade of C or better in CHEM 115 or 215. Offered each fall semester. Cr 3.

CHEM 252 Basic Laboratory Techniques of Organic Chemistry

Smith or Sottery

Experiments will be performed to illustrate such techniques as: thin-layer, column, and gas chromatography; distillation; melting and boiling points; synthesis; identification and characterization of organic compounds; kinetic and thermodynamic control of reaction rates. One recitation and three laboratory hours per week. Offered each fall semester. Prerequisite: a grade of C or better in CHEM 116. Pre- or corequisite: CHEM 251. Laboratory fee: \$10.00. Cr 2.5.

CHEM 253 Organic Chemistry II

Smith or Sottery

A continuation of CHEM 251, but with a more extensive (and intensive) investigation of the principal categories of organic reactions. Extensive problem-solving in such areas as structure determination, spectroscopy, and stereochemistry. The structures and fundamental chemical reactions of lipids, carbohydrates, proteins and nucleic acids will be presented. Three lectures per week. Offered each spring semester. Prerequisite: a grade of C or better in CHEM 251. Cr 3.

CHEM 254 Organic Chemistry Laboratory II

Smith or Sottery

Experiments will be performed to demonstrate some chemical properties of representative substances from the

classes described in CHEM 253, which is a corequisite. Among the techniques demonstrated by experiment will be adsorption chromatography; gas chromatography; ultraviolet/visible and infrared spectrophotometry; NMR spectroscopy; polarimetry, and determination of specific rate constants by various methods. One hour of recitation and three lab hours per week. Prerequisite: a grade of C or better in CHEM 252. Pre- or corequisite: CHEM 253. Offered each spring semester. Laboratory fee: \$10.00.

Cr 2.5.

CHEM 255 Structural Chemistry

Provencher and Smith

A general consideration of the importance of stereochemistry and molecular geometry in chemical reactions. Introductory group theory will be presented, with specific applications of the symmetry properties of both organic and inorganic species. The applications of such techniques as spectroscopy and optical rotary dispersion to the elucidation of steric relationships will be presented. Four lectures per week. Prerequisites: MS 140 and a grade of C or better in CHEM 251. Offered each spring semester.

Cr 4.

CHEM 256 Structural Chemistry Laboratory

Provencher and Smith

Elucidation of molecular structure by means of spectroscopic analysis. Mixtures of compounds of industrial, clinical or environmental importance will be separated chromatographically and subjected to spectroscopic techniques including flame emission, ultraviolet and infrared absorption spectroscopy. One recitation and three laboratory hours per week. Prerequisite: A grade of C or better in CHEM 232 and 252. Prerequisite or corequisite: Chemistry 255. Offered each spring semester. Lab fee: \$10.00.

Cr 2.5.

CHEM 321 Fundamentals of Inorganic Chemistry

Provencher

Descriptive chemistry of the inorganic compounds, structure, bonding and ligand field theory. Three lectures per week. Prerequisite: Grade of C or better in CHEM 231, 215 & 255. Not offered every year.

Cr 3.

CHEM 322 Basic Laboratory Techniques of Inorganic Chemistry

Provencher

Preparation and characterization of inorganic compounds. Particular emphasis on those techniques employed in industry, research and quality control laboratories. One recitation and three laboratory hours per week. Prerequisite: A grade of C or better in CHEM 232 & 256. Prerequisite or corequisite: Chemistry 321. Not offered every year. Lab fee: \$10.00.

Cr 2.5.

CHEM 371 Fundamental Principles of Physical Chemistry

Provencher or Sottery

This course is designed to introduce majors in applied chemistry to the principles of theoretical chemistry: CLASSICAL and STATISTICAL THERMODYNAMICS, MOLECULAR ENERGETICS, QUANTUM PHENOMENA and EQUILIBRIUM. Candidates for the B.S. degree elect this course in the fall semester of the junior year. (B.A. candidates may postpone until the

senior year). 3 recitations per week. Prerequisites: A grade of C or better in CHEM 215, CHEM 231 and MS 153. Offered each fall semester.

Cr 3.

CHEM 372 Physical Chemistry Laboratory

Provencher

Experiments illustrative of theoretical principles pertinent to chemical processes, such as thermochemistry, absorption phenomena, electrochemistry and physical properties of gases. One recitation and three laboratory hours per week. Prerequisite: A C grade or better in CHEM 232. Prerequisite or corequisite: CHEM 371. Lab fee: \$10.00. Offered each fall semester.

Cr 2.5.

CHEM 373 Physical Chemistry II

Provencher or Sottery

This course is designed to present additional principles of theoretical chemistry (to those considered in CHEM 371) to majors in the applied chemistry program. The COLLOIDAL STATE, MACROMOLECULES, CRYSTALLINITY REACTION TIME, and the chemistry of SURFACES and INTERFACES will be emphasized. Three recitations per week. Prerequisite: a grade of C or better in CHEM 371. Offered each spring semester.

Cr 3.

CHEM 375 Chemical Dynamics

Provencher

Lecture topics include: measurement of reaction rates, elementary gas phase reactions, reactions in solution, in the solid state, and on surfaces, homogeneous catalysis, and reaction mechanisms. Three lectures per week. Offered in alternate years. Prerequisite: a grade of C or better in CHEM 371.

Cr 3.

CHEM 376 Chemical Dynamics Laboratory

Provencher

Experiments will be performed in: solution kinetics (clock reactions), stopped-flow reactions, adsorption on solid surfaces, gas phase thermal decomposition, discharge flow-reactor studies, flash photolysis, single photon counting, and fluorescence quenching. Must be taken concurrently with CHEM 375. One hour of prelab recitation and three laboratory hours per week.

Cr 2.5.

CHEM 377 Spectroscopy

Provencher

The course topics will include a brief survey of quantum mechanics, introduction to atomic spectra, molecular spectroscopy, absorption, emission and luminescence spectroscopy, with descriptions of instrumentation, techniques, and spectral interpretation. Three lectures per week. Offered on an alternate-year basis with CHEM 375 and 376. Corequisite: CHEM 378. Prerequisite: a grade of C or better in CHEM 371.

Cr 3.

CHEM 378 Spectroscopy Laboratory

Provencher

Experiments will be performed in low resolution ultraviolet and infrared absorption spectroscopy, flame and plasma spectroscopy, resonance fluorescence spectroscopy, atomic absorption and time-resolved spectroscopy. Must be taken concurrently with CHEM 377. Prerequisite: a grade of C or better in CHEM 371. One hour of prelab recitation and three laboratory hours per week. Offered at the same time as CHEM 377.

Cr 2.5.

CHEM 400-498 Independent Study

Independent study required of all B.S. majors in applied chemistry. An intensive exposure to a selected area of applied chemistry through an internship served in an appropriate clinical, industrial, government or research facility. The site and problem are to be selected by the student in conference with a faculty advisory committee and a representative of the training facility. Offered Fall, Spring and Summer. Cr 1-15.

PSCI 310 History of Sciences

Whitten

A comprehensive survey of the historical development of science from earliest records to the present. Attention is given to the nature of science, methods of scientific discovery, the interrelations of science and technology, and the implications of science for society. The emphasis is on the physical sciences. Prerequisite: Two years (minimum of 12 credit hours) of college science. Offered spring semester only. Cr 3.

PSCI 400 Science and Society

Sottery

Readings and discussions concerning the relationships between science and society. The tactics and strategy of science and the philosophical and social implications of present scientific theories are considered with the aim of promoting understanding of the role of science in modern life. The interactions between scientists and society and the relationship between research and technology are also examined. Not offered every year. Senior students and others by instructor's permission. Cr 3.

PSCI 501 History of Science

Whitten

A study of the historical development of the sciences from earliest records to the mid-twentieth century. The methods of scientific discovery; the role of controversy, institutions, and governments; the interrelationships of science and technology; and the interaction of science and society are examined. Prerequisite: undergraduate major or minor in science, others by permission of the instructor. Usually offered in spring semester only. Cr 3.

CHEM 511, 512, 513 Modern Topics in Chemistry

Sottery

These courses are designed to provide teachers of Chemistry, Physics and other sciences with new ideas for presentation and explanation of chemical topics including but not limited to: Thermodynamics, Energetics, Kinetics, Orbital Theory, and States of Matter. (The topics for presentation are selected according to the express wishes of each class.) The use of demonstration techniques and visual aids will be emphasized. Prerequisite: a year of college chemistry. Offered during summer session with a frequency determined by demand. Cr 3.

CHEM 531 Instrumentation in General Chemistry

Provencher

This course will deal with the design, construction, and operation of instruments useful and pertinent to general chemistry laboratories: fluorescence, absorption spectroscopy, gas chromatography, stopped-flow kinetics, strain gauge manometry and other techniques which can be demonstrated with relatively inexpensive and available components. Three lecture hours per week. Offered during Summer Session only. Cr 3.

COMMUNICATION

Chairman of Communication Department: Russell Kivatisky, 120 Bedford St., Portland.

Associate Professors Pic'l, Whiting; Assistant Professors Kivatisky, Sereno.

The development of communication understanding and skills, like communication itself, is a continual process. The study of communication involves the examination and exploration of processes by which verbal and/or nonverbal information is transmitted from one information processing system to another, the physical and social-psychological factors which affect the transmission and reception of the messages, and the consequences of feedback on the systems. The systems could be individuals, groups, organizations, societies, cultures, or cybernetic mechanisms.

During human transactions, symbolic information such as words and behaviors are transmitted and processed by the participants. Machine-based communication focuses on the transmission and processing of electronic data. At this time, the Department of Communication emphasizes the study of human transactions in its coursework. However, students may focus their degree programs on other areas of communication theory by supporting their program with courses from appropriate departments, schools, or colleges within the University.

In order to understand the interdependency of human communication, majors take courses in such departments as Anthropology, Philosophy, Sociology, Psychology, English, and Political Science. The Communication Internship Program allows majors to study a particular aspect of communication in the field. That is, applying knowledge acquired in the classroom in a practical setting. All Communication majors will examine the different levels of communication analysis, but each will be expected to specialize in one area to successfully complete the degree program. The area of expertise should be chosen from one of the eight divisions of the International Communication Association. The divisions are as follows:

INTERNATIONAL COMMUNICATION ASSOCIATION DIVISIONS

- I Information Systems
- II Interpersonal Communication
- III Mass Communication
- IV Organizational Communication
- V Intercultural Communication
- VI Political Communication
- VII Instructional Communication
- VIII Health Communication

Specialization in one of the divisions will prepare Communication majors for employment or further study in such fields as education, government, business, law, health care, and the media.

Students desiring a Bachelor of Arts degree in Communication will be required to complete a total of forty-five credit hours. All students are reminded that, in addition to meeting departmental requirements for a major, they must also meet the University's General Education Requirements. Communication majors will be required to complete all of the following courses:

- COM 102 Introduction to Communication
- COM 171 Interpersonal Communication
- COM 250 Small Group Communication
- COM 272 Persuasion
- COM 310 Nonverbal Communication

In addition, fifteen credit hours must be selected from the following course offerings:

- COM 150 Business Communication
- COM 271 Argumentation
- COM 290 Organizational Communication
- COM 320 Intercultural Communication
- COM 380 Rhetorical Theory
- COM 420 Communication and Cognition
- COM 430 Communication Internship
- COM 490 Theories of Mass Communication
- COM 491 Independent Study

Fifteen additional credit hours of course-work should be selected from departments which support the students' chosen division of expertise, and must be approved by their advisors. Listed below are some *examples* of possible supportive course-work found in other departments within the College of Arts and Sciences.

DIVISION I INFORMATION SYSTEMS

- CS 160 Computer Programming I
- CS 260 Computer Programming II
- CS 169 Computer Organization and Programming
- CS 269 Machine and Assembler Language
- CS 369 Systems Programming

DIVISION II INTERPERSONAL COMMUNICATION

- BIO 151 Neurobiological Basis of Behavior
- PLY 102 Introduction to Philosophy:
The Myth of Certainty
- PSY 320 Psychology of Personality
- PSY 330 Social Psychology
- PSY 360 Cognitive Processes

DIVISION III MASS COMMUNICATION

- SOC 310 Social Change
- SOC 312 Social Stratification
- SOC 355 Social Structure and Politics
- POL 210 Power and Change in Society
- POL 258 Public Opinion

DIVISION IV ORGANIZATIONAL COMMUNICATION

- PSY 311 Industrial Psychology
- SOC 315 Personality and Social Systems
- SOC 332 Industrial Sociology
- SOC 356 Social Organization
- SOC 357 Bureaucracy in Modern Society

**DIVISION V
INTERCULTURAL COMMUNICATION**

ANY 301 Culture Contact and Culture Change
 SOC 371 Race and Culture Conflict
 POL 104 Introduction to International Relations
 POL 274 Current International Problems
 POL 388 International Organization

**DIVISION VI
POLITICAL COMMUNICATION**

POL 102 Man and Politics
 POL 257 Political Parties
 POL 292 American Political Thought
 PLY 240 Political Philosophy
 SOC 355 Social Structure and Politics

**DIVISION VII
INSTRUCTIONAL COMMUNICATION**

PSY 351 Psychology of Motivation
 PSY 360 Cognitive Processes
 PLY 102 Introduction to Philosophy:
 Ways of Knowing
 PLY 104 Introduction to Philosophy:
 The Myth of Certainty
 SOC 331 Sociology of Education

**DIVISION VIII
HEALTH COMMUNICATION**

SWE 199 Self-Concept and the Handicapped
 SWE 350 Social Problems and Social Welfare Policy
 SWE 370 Human Development and Social Welfare
 SOC 333 Sociology of Medicine
 SOC 374 Sociology of Mental Health and Mental Illness

Those students who wish to enter graduate school will be advised, in addition to the above requirements, to take the

following sequence of research courses:

CS 100 Introduction to Computer Science
 MS 120 Introduction to Statistics
 MS 264 Statistical Methods for Research
 PLY 250 Philosophy of Science

COURSE DESCRIPTIONS

COM 100 Research

A lecture course designed to acquaint students with the sources and methods of scholarly research. Course will provide students with basic knowledge to carry out projects in secondary and primary research, from conception to execution. Research project required. Cr 3.

COM 102 Introduction to Communication

A lecture-discussion course designed to provide students with a conceptual framework of the basic elements of communication. Topics discussed will include communication theory, self-concept, language and perception, small group communication, and nonverbal behavior. Cr 3.

COM 150 Business Communication

A lecture-discussion course in business communication, emphasizing industrial, managerial, and labor communication. Investigation of theory, models, nets, barriers to communication, and other topics, including basic methods and techniques of internal business communication. Cr 3.

COM 171 Interpersonal Communication

A lecture-discussion course designed to acquaint the student with the elemental components of interpersonal communication, its basic nature and function. The course involves a study of the potential of human communication; the phenomenon of communication through a study of logic, dialectic, and critical and creative thinking. These topics are brought to focus upon the problems of misunderstanding and their remedy. Cr 3.



COM 190 Media and Children

This course will examine films and television programs designed for the child audience. The class will view films and videotapes which represent the wide spectrum of children's media, and critically examine them in terms of their potential prosocial and antisocial effects. The readings and discussions will cover various theories and research models that address themselves to the impact of violence and fantasy modes on the young audience. Cr 3.

COM 250 Small Group Communication

A discussion-participation course designed to familiarize students with the theories and techniques of small-group communication. Students will examine role behavior, group norms, conflict, group development, problem solving, communication flow, and other relevant variables in actual small-group interactions. Cr 3.

COM 271 Argumentation

A lecture-discussion course in analysis, development, strategy, and tactics of rational discourse. Primary emphasis is upon the uses of evidence and logic as tools of argumentative inquiry and argumentative advocacy. Rationality is examined in the context of alternate life styles. Cr 3.

COM 272 Persuasion

A lecture-discussion course in art of influencing human behavior by means of communication. A study of the art of persuasion as a means of defense against the multitude of persuasive messages to which a member of contemporary American society is subjected. Investigation of the ethics of persuasion, beliefs, attitudes and values, and the persuasive impact of motivational appeals and other psychological factors. Cr 3.

COM 280 Mass Media and Human Interaction

Mass Media and Human Interaction concentrates on the history and effects of mass communication in our society. Through readings, viewings and independent research the student will explore the social consequences of our rapidly changing telecommunication technology. Mediums to be discussed include print, film, broadcasting and cable. Cr 3.

COM 290 Organizational Communication

A lecture-discussion course with a practical field study required. The class will examine factors relevant to communication within organizations and will discuss such topics as organizational roles, information flow, decision-making, leadership, and the nature of organizational change. Cr 3.

COM 310 Nonverbal Communication

A study of the effects of nonverbal factors on the process of human communication. Proxemics, body motion, paralanguage, metacommunication, and other specific areas of nonverbal behavior will be explored and examined. Each student will be required to either conduct a research project or prepare a scholarly paper related to a particular

area of nonverbal communication. Prerequisite: COM 102 or permission of the instructor. Cr 3.

COM 320 Intercultural Communication

A study of communication as an agent of cooperation/conflict between cultures, such as between nations, races, and societies. Focus is upon institutional agencies, such as the U.N., and upon simulations of intercultural communication, such as R. B. Fuller's *World Game*, the *Geophysical Year*, and others. Appropriate consideration is given to intercultural communication, such as cultural exchanges, diplomacy, performing groups, lecturers, consultants and similar cross-cultural relationships. Cr 3.

COM 380 Rhetorical Theory

A lecture-discussion course designed to investigate the literature in rhetorical theory from Aristotle to Kenneth Burke and I. A. Richards. Emphasis is placed upon the study of rhetoric as the art of discourse adapted to its end. Students will be required to complete a series of short critical research projects and to report the results in class. Final paper required. Prerequisite: any 3-credit communication course. Cr 3.

COM 420 Communication and Cognition

A lecture-discussion course designed to explore the relationships and interactions of communication and thinking. Emphasis is upon rationality as it may be influenced by language. Discussion topics include language acquisition, the Whorfian hypothesis, grammatical structures, and cultural influences upon communication and cognition. Prerequisites: Junior, Senior or permission. Cr 3.

COM 430 Communication Internship

An in-depth study of specific areas of communication theory conducted in the field. Students will focus their research efforts in an area related to their choice of communication expertise (i.e., Organizational Communication, Mass Communication, Intercultural Communication). Prerequisite: A precise definition of the research project, and advisor's consent. Cr var.

COM 490 Theories of Mass Communication

A discussion of significant factors related to mass communication systems. Contemporary theories of mass communication, the mass media, audience analysis, and the role of mass communication in society will be among the topics examined in the course. Students may elect to examine an aspect of mass communication which is of interest to them, and present their findings in a major research paper or project. Prerequisite: COM 102 or permission of the instructor. Cr 3.

COM 491 Independent Study

A concentrated program of research or study on a particular topic of the student's choice, with approval of a Communication faculty advisor. Periodic conferences with the advisor are required. Enrollment by permission. Cr 3-6.

CRIMINAL JUSTICE

Peter M. Lehman, Coordinator

The Criminal Justice Program is a four-year multi-disciplinary program leading to a Bachelor of Arts degree. Located at 120 Bedford Street on the Portland campus, the program has grown rapidly indicating strong student interest in this vital field, and strong University support for the program. The program is designed to present Criminal Justice students with a broad interdisciplinary perspective on Criminal Justice institutions and the social systems within which they operate. Students in the program become thoroughly acquainted with the institutions of Criminal Justice and are thus provided a broad range of post-graduation employment opportunities, as well as a valid foundation for graduate study in the social sciences and law. Most students in the program are interested in law studies or in social service occupations related to criminal or juvenile justice.

REQUIREMENTS

The Criminal Justice major requires 45 hours of course work: 15 hours in required Criminal Justice courses, 3

hours in Research Methods, and 27 hours in related areas of philosophy, sociology, social welfare, political science, history, and psychology. Majors are required to satisfactorily complete:

CJ 215 Criminology
CJ 301 Occupations and Occupational Roles
CJ 302 Criminal Law
CJ 310 Comparative Justice Systems
CJ 425 Senior Seminar

and:

Three (3) hours in a Methods of Research course approved by the program. (Presently approved courses are: SOC 205, PSY 205, PSY 355, SWE 455, GYA Y 200)

and:

at least nine (9) hours in **each** of the three "units" of Criminal Justice:

UNITS OF CRIMINAL JUSTICE

1) The Social Context of Criminal Justice Systems (9 hours required)

POL 210 Power and Change in American Society
POL 233 The American City
POL 251 Public Administration
POL 283 The American Judicial System
POL 292 American Political Thought
SOC 335 Sociology of Penology and Corrections
SOC 337 Sociology of Juvenile Justice
SOC 357 Bureaucracy in Modern Society
SWE 351 Human Services and the Consumer
SWE 364 Comparative Social Welfare Systems
HIST 235-450 Up to three hours, except HIST 321 and 333.

2) Deviance (9 hours required)

PLY 103 Introduction to Philosophy: Human Alienation*
PLY 109 Introduction to Philosophy: Law, Politics and Society*
PSY 224 Adolescent Development
PSY 326 Mental Deficiency
PSY 333 Psychopathology
SOC 200 Social Problems
SOC 374 Sociology of Mental Health and Mental Illness
SOC 375 Sociological Perspectives on Deviance

3) Law and Social Control (9 hours required)

PLY 210 Ethical Theories
PLY 240 Political Philosophy
PLY 260 Philosophy of Law
POL 284 American Civil Liberties
SOC 314 Social Control
SOC 336 Sociology of Law
SOC 371 Race and Culture Conflict
SWE 350 Social Problems and Social Welfare Policy
HIST 235-450 Up to three hours, except HIST 321 and 333

*either PLY 103 or PLY 109, but not both.

MAJOR CREDIT AND GRADE POLICY

1. There are prerequisites for most major credit courses. See the departmental course listings for particulars.
2. Upon petition to the Coordinator, a student may be allowed substitute courses in the Units. Substitutions must be approved in advance.
3. Courses to be taken for major credit at other institutions must be approved in advance.
4. Grades of "C" or better must be achieved in all courses for major credit. Courses taken pass/fail are not acceptable. The Coordinator of the program routinely requests faculty teaching major courses to submit a list of those students doing less than "C" work at mid-semester. These students are strongly encouraged to meet with their professor, and may be required to meet with the Coordinator for counseling.

COURSE DESCRIPTIONS

CJ 215 Criminology

An analytic survey of theoretical orientations which contribute to a sociological understanding of the inter-relationships between crime, law, and punishment; emphasis given to analysis of fundamental conflicts between law and social order as manifested in the organization and operation of the American criminal justice system. Also listed as SOC 215. Prerequisite: SOC 100 or POL 102.

Cr 3.

CJ 301 Occupations and Occupational Roles

An analysis of the various occupations and professions that function within the criminal justice system. Each semester the course will focus on one occupation or occupational constellation—including police, bench and bar, and social services. Prerequisite: CJ 215.

Cr 3.

CJ 302 Criminal Law

An examination of the articulation and application of criminal sanctions by agencies of the modern state. Special attention is given to the conflict between the "due process" and "crime control" models of the criminal process. Also listed as POL 302. Prerequisite: CJ 215.

Cr 3.

CJ 310 Comparative Criminal Justice Systems

A cross-national analysis of the form and substance of modern economic and political contexts in which these systems exist, as well as their historical development. Emphasis is placed on underlying differences in theories of social control in an attempt to understand the role that justice systems and their personnel play in a variety of nation states. Also listed as POL 310. Prerequisite: CJ 215.

Cr 3.

CJ 350 Topics in Criminal Justice

Specially developed courses exploring areas of interest and concern in depth. Among those courses currently considered are: Law and the Police, The Lawyer in Modern Society, Community-Based Corrections, Violence in American Society, Political Justice, Police Corruption, Juvenile Corrections, and Law and Personal Freedom. Offered as resources permit. These courses generally count toward completion of the "Units" of the major. Prerequisite: CJ 215 or permission.

Cr 3.

CJ 397 Independent Projects

Individually arranged reading and/or research for juniors and seniors concentrating on a particular subject of concern under the advice and direction of a faculty member. Apply to Program Coordinator.

Cr 3.

CJ 410 Internship

An opportunity for Criminal Justice majors to apply theoretical perspectives to actual field experience. Students will choose a topic for investigation with the advice and under the direction of a faculty member in the Criminal Justice Program and will be expected to submit to the Program Coordinator both a research proposal and a final

report on their activities. Prerequisite: advanced standing and permission of Program Coordinator.

Cr 3.

CJ 412 Research in Criminal Justice

Independent or group-organized research project or activity under the direction of a faculty member. Open to advanced students with some training or experience in research methods. Apply to the Program Coordinator.

Cr 1-3.

CJ 425 Senior Seminar

A seminar designed to integrate and synthesize the previous courses in the major sequence. Specific topics in Criminal Justice will be addressed from a broad interdisciplinary perspective. Open to senior Criminal Justice majors, or by permission of the instructor.

Cr 3.

INDEPENDENT, INTERN, AND RESEARCH PROJECTS

Independent study courses (CJ 397, CJ 410, and CJ 412) must be approved by the relevant department. The faculty advisor and student should submit a written proposal to the Coordinator of the Criminal Justice Program, who will attach a recommendation to the department for its consideration. Independent study applications are available at the Criminal Justice Office.

DECLARATION OF MAJOR

Consistent with the general policies of the College of Arts and Sciences, the Criminal Justice Program does not normally accept formal declaration of major before the second semester of the sophomore year.

Students in or beyond the second semester of their sophomore year should complete a "major declaration form." At the same time, their record will be evaluated and a final, binding version of their major requirements will be written. To be accepted as a formal major, the student must have been at the University for at least one full semester, be in good standing, and have demonstrated satisfactory performance in major courses.

Students are invited, before this time, to list their major with the Registrar and to be advised through the Criminal Justice Office. This listing, however, should be considered a declaration of intent.

This listing ensures that grade reports and other materials will be sent to the Criminal Justice Office and that the Coordinator will be listed as your major advisor.

Transfer students must also formally declare their major even though they enter with junior or senior standing.

TRANSFER CREDIT

Acceptance of degree credit (toward the 120 hours required for graduation) is done only by the Admissions Office and

the Dean of the College of Arts and Sciences. These degree credits are then allocated as counting towards 1. General education requirements. 2. Elective credit, or 3. Major credit.

In general, "C" work or better is accepted in courses corresponding to those offered by the University of Southern Maine and applicable to the student's program of study if taken at institutions accredited by the New England Association of Schools and Colleges, or other regional accrediting agency. Courses from non-accredited institutions must be "B" grades or better to be considered for degree credit. Within the University of Maine system, some courses are designated by the offering institutions as non-parallel or general studies courses. Courses in this category may be identified by their numbering system—the number preceding the program designation as in 10 LES (Bangor). Courses at USM numbered less than 100, e.g., MS 11, are also in this category. In order for these courses to be considered for degree credit, the student must have earned a "B" grade or better.

Courses accepted for degree credit are also acceptable for general education requirements credit unless they were taken pass/fail. Any degree credits accepted may count towards electives.

Major credit is evaluated by the Coordinator in consultation with the department which would offer the course at USM. Courses must be roughly equivalent to a course in the major at USM or clearly substantively applicable. Most of the courses in the major are junior/senior level courses and transfer students should realize that, generally, few courses will be accepted for major credit. Partial credit is sometimes granted towards the major.

When applying for major credit for courses, the student should collect course information (especially reading lists, assignment, examination questions, and papers) for submission to the Coordinator.

TRANSFER STUDENTS

Students contemplating transfer are advised to consult the Guide for Freshmen and Sophomores at the end of this section. Generally, students at USM are expected to have completed their general education requirements and their basic recommended prerequisites by the end of their sophomore year. Transfer students are strongly advised to follow a similar course.

The students should understand that "Law Enforcement" and other similar courses are generally "electives" and should avoid overspecializing in these courses.

Students should further note that equivalents to the "core" or "units" courses at USM are not generally available at two-year institutions. Students must expect to spend their junior and senior years at USM.

Writing proficiency is required in most of the CJ "units" and "core" courses. Students who are deficient in this skill are advised to enroll in remedial courses before they transfer. Students at USM are, on occasion, required to take remedial writing courses.

Students contemplating transfer are encouraged to send transcripts directly to the Criminal Justice Office for an unofficial pre-admission assessment of their standing in their major.

CONTINUING EDUCATION DIVISION

The Criminal Justice Program offers a complete major in the evening through the Continuing Education Division of

the University. Criminal Justice core courses and many "units" courses are offered in the evening. Persons who work during daytime hours may enroll as evening degree candidates. Persons who either do not have a high school diploma or who, for some other reason, cannot obtain regular admission to the University, may enroll through the "Deferred Degree Program" which leads to regular admission upon the successful completion of 30 credit hours. For more information contact the Continuing Education Division.

Day degree students are generally prohibited from enrolling in CED courses; however, they may change to evening degree status for any semester. Evening degree students may also change their status to day degree.

FINANCIAL ASSISTANCE

The University has financial assistance monies available in the form of scholarships, grants, loans, and part-time employment. This assistance is allocated on a University-wide basis upon the demonstration of financial need. Applications and information are available at the Admissions Office or the Office of Student Financial Aid.

Under the provisions of the Law Enforcement Education Program (LEEP), the University provides funds sufficient to cover the cost of tuition and fees for eligible full-time employees of the criminal justice system. A Criminal Justice major is not required.

The University participates in the New England Regional Program. Students from most other New England states, majoring in Criminal Justice, qualify for the in-state tuition rate, plus a surcharge of 25 percent.

AFTER GRADUATION IN CRIMINAL JUSTICE

Contrary to some popular thought, a college degree in anything does not come close to guaranteeing, or even launching, a career. The job market is competitive even for those who have advanced degrees. Graduate education is increasingly difficult to enter.

The program provides a solid but diversified intellectual basis which generally enhances the range of options open to the graduate. It is not a vocational program and does not, therefore, suffer from the "all or nothing" problem arising from narrow specialization. The range of options available includes law enforcement, law school, social services agencies (both inside and outside the CJ system), and academic graduate programs. It is not clear, however, that this range is greater than that available to graduates in other social and behavioral sciences.

Students should be aware that a major in Criminal Justice has some peculiar liabilities. There is a rather general skepticism about, and even hostility towards, CJ programs as somewhat disreputable. Even graduates of a strong respectable program such as at USM can expect to be somewhat disadvantaged by this general reputation in any of the career directions discussed below.

Although the boom is clearly over, there are some opportunities available in **LAW ENFORCEMENT OCCUPATIONS**. Larger police departments, inside and outside Maine, generally place a higher value on a bachelor's degree—although not necessarily CJ. Graduates in other fields, notably Political Science and Sociology compete highly successfully for positions. In any event, students should remember that most law enforcement

positions are filled by competitive examinations, and that particular educational background, beyond high school, is generally relevant only in final selection.

The program can provide a solid basis for *SOCIAL SERVICE OCCUPATIONS* both within the CJ system, such as in Juvenile, Probation-Parole, and diversion agencies, and also occupations outside, such as in welfare agencies. Graduates of the program have seemed to have fair success with these occupations. Students interested in this direction should generally be sure to include study in Social Welfare and Psychology in their program. The number of employment opportunities in this area is severely limited and apparently declining.

SOCIAL SERVICE GRADUATE PROGRAMS, such as in "social work" or "vocational and rehabilitation counseling," are available to CJ majors, although employment opportunities are, once again, severely limited. Other *APPLIED MASTERS PROGRAMS* such as "court administration," "police administration," etc., are also available, particularly for majors with a heavier political science concentration.

ACADEMIC GRADUATE PROGRAMS (M.A. and Ph.D) are available in Sociology, Political Science, and Psychology. Students interested in entering these programs should speak with faculty in the relevant departments as early in their college career as possible. *GRADUATE CRIMINAL JUSTICE PROGRAMS* are very receptive to graduates from the USM program. They emphasize the need for a solid grounding in Social and Behavioral

Sciences and for strong preparation in Statistics and Methods. Majors should augment the program with the Sociology/Political Science Statistics and Methods sequence.

RESEARCH POSITIONS are an option for CJ students both at a bachelor's and a graduate degree level. The Criminal Justice system, and attendant agencies, are expanding their research activities and in need of skilled practitioners sophisticated in both methods of research and the substantive concerns of the field. Students interested in this direction should pursue the Sociology/Political Science Statistics-Methods sequence as well as an advanced research seminar if possible. Research-oriented masters programs, probably in Sociology or Criminal Justice, should be considered.

More and more students are interested in attending *LAW SCHOOL*. The CJ Program provides a valid foundation for this option. Admission to professional school is highly competitive, and generally a grade-point average of 3.5 or better, and good scores on the Law School Admission Test (LSAT) are required for admission. A broad liberal arts background is considered ideal preparation for the study of law. Courses in English, History, Philosophy, and Political Science are strongly recommended. Students are urged to select courses which stress development of writing skills.

Students contemplating going on to graduate study should take the Graduate Record Examinations (GRE) early in their senior year. Seniors should contact the Placement Office for applications and additional career information.

You are cordially invited to be present
at the examination of classes and the
graduation of the Second Class of 1894,
at Gorham Normal School, June 20 and
21, 1894.



GUIDE FOR FRESHMEN AND SOPHOMORES EXPECTING TO MAJOR IN CRIMINAL JUSTICE

The checklist below is a guide for the first two years of University study for students interested in majoring in the Criminal Justice Program. The checklist does not represent a required set of courses. It is a suggested mixture of courses which will provide a solid groundwork for more advanced major study. The General Education Requirements are explained in more detail at the beginning of the CAS section of your catalog.

. . . . (3) AREA I: Humanities

CLS	FRE	LAT
CPEN	GMN	PLY
ENG	SPN	GRK

. . . . (3)

. . . . ENG 100 and/or ENG 101 are strongly recommended for CJ majors. They do not count towards major or Humanities requirements.

. . . . (3) AREA II: Fine Arts

ARTH	MUS	DNCE
ARTS	THE	

. . . . (3)

. . . . (3) AREA III: Science & Math

BIO	CHEM	GEOL	MET
ASTR	CS	PSYCI	PHYS
GSCI	MS	OCN	

. . . . (3)

Areas IV, Social Science, and V, General, will generally be fulfilled by Criminal Justice Program students in the course of taking the following recommended courses in their freshmen and sophomore years.

. . . . (3) ANY 101 Man: The Cultural View

. . . . (3) ECON 101 Principles of Economics I

. . . . (3) SOC 100 Introduction to Sociology

. . . . (3) POL 101 Introduction to American Government

. . . . (3) POL 102 Man and Politics

. . . . (3) SWE 101 Introduction to Human Services

. . . . (3) PSY 101 General Psychology, Part I

. . . . (3) PSY 102 General Psychology, Part II

. . . . (3) PLY 103 Introduction to Philosophy: Human Alienation

@ . . . (3) - or -

. . . . (3) PLY 109 Introduction to Philosophy: Law, Politics and Society

. . . . (3) HIST 131 or other courses in U.S. History

. . . . (3) HIST 132

+ @ . . . (3) SOC 200 Social Problems

+ @ . . . (3) SOC 205 Introduction to Methods of Research

+ @ . . . (3) CJ 215 Criminology

@ Fulfills Criminal Justice Major Requirements

+ Not recommended for Freshmen

SUPPLEMENTARY INFORMATION is published each semester by the Criminal Justice Office to assist students in planning their course schedules. This information includes a summary of major courses for freshmen and sophomores, listings and descriptions of special courses, and general information for majors. The program also publishes a Student Handbook.

To obtain these publications, or for other information, write to:

Coordinator,
Criminal Justice Program
University of Southern Maine
96 Falmouth Street
Portland, Maine 04103
or telephone: (207) 780-4105

EARTH SCIENCES, PHYSICS, AND ENGINEERING

Chairman of Earth Sciences, Physics, and Engineering Department: Parnell S. Hare, Science Building, Portland.

Associate Professors Armentrout, Ayers, Grass, Hare, Hopkinson, Novak, Pendleton, Walkling; Assistant Professor Horton.

Courses offered by the Department of Earth Sciences, Physics, and Engineering are grouped under the following headings:

ASTRONOMY

EARTH SCIENCE (including
Meteorology, and Oceanography)

ENGINEERING

GEOLOGY

PHYSICAL SCIENCE

PHYSICS

Degree programs in Earth Science and Earth Science/Geology Concentration are offered in the College of Arts and Sciences.

C.A.S. students who ultimately desire to major in Engineering or Physics can complete the first two years of work here and finish the third and fourth years at the Orono campus of the University of Maine. For details, see subsections under ENGINEERING and PHYSICS.

Students in the Kindergarten-Primary or Elementary programs of the School of Education may obtain an academic major requiring 30 credit-hours of approved biological and physical science courses in the Science Area, but the Science Area Minor of 18 credit-hours is more commonly selected by such students. The latter program is outlined below.

All students are reminded that, in addition to the necessity of meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

THE EARTH SCIENCE PROGRAM

Two four-year programs are offered in the Earth Sciences. The programs are designed so that upon completion a student may enter graduate school, or seek work in conservation, state and federal parks and planning agencies, or in industry. Within the Earth Science Major a Geology concentration is available for those students intending to pursue a professional career in geology. The requirements for this program follow the requirements for all other Earth Science majors.

Earth Science majors intending to pursue graduate work are urged to determine graduate school foreign language requirements. Students are also encouraged to consider concentrations in allied areas such as Biology, Chemistry, Computer Science, Economics, Geography, and Statistics if their interests are in the wider aspects of environmental science.

The Earth Science Major in Arts and Sciences requires the completion of a minimum of 72 credit hours in addition to the University's general requirements.

REQUIREMENTS FOR AN EARTH SCIENCE MAJOR IN ARTS AND SCIENCES

GEOL 111	Physical Geology	4
GEOL 112	Historical Geology	4
CHEM 113,114	Qualitative Principles of Chemistry	5
CHEM 115,116	Qualitative Principles of Chemistry II	5
PHYS 111-112 or	Elements of Physics	8-10
PHYS 121-122	General Physics	
ASTR 100	Astronomy	3
MET 100	Meteorology	3
OCN 100	Oceanography	3

A minimum of 6 credits of Mathematics selected from:

MS 120, 140, 152 or courses with second digit higher than 5. 6

41-43

Of the following courses, Arts and Sciences majors are required to take 31-33 credits, including at least 15 credits of 200 level and 9 credits of 300 level courses, and PSCI 498, Independent Study

ASTR 210	Observational Astronomy	3
CHEM 141	Environmental Chemistry	3
ESCI 200	Environmental Science	3
ESCI 201	Conservation	3
GEOL 114	Environmental Geology	4
GEOL 202	Geomorphology (also GEOG 202)	3
GEOL 203	Mineralogy	3
GEOL 205	Geological Oceanography (also OCN 205)	3
GEOL 301	Structural Geology	3
GEOL 302	Sedimentology	3
GEOL 310	Glacial and Pleistocene	3
OCN 210	Oceanographic Techniques	2
OCN 310	Applied Marine Science	4
PSCI 310	History of Science	3
PSCI 498	Independent Study	1-3

REQUIREMENTS FOR AN EARTH SCIENCE MAJOR WITH A CONCENTRATION IN GEOLOGY

The Earth Science Major with a concentration in Geology requires the completion of a minimum of 57 credits in addition to the University's general requirements.

Chemistry and Physics:

CHEM 113,114	Qualitative Principles of Chemistry	5
CHEM 115,116	Qualitative Principles of Chemistry II	5
PHYS 111-112 or PHYS 121-122		8-10

A minimum of 6 credits of mathematics selected from MS 120, MS 140, MS 152 or courses with second digit higher than 5.

Geology:

GEOL 111	Physical Geology	4
GEOL 112	Historical Geology	4
GEOL 202	Geomorphology	3
GEOL 203	Mineralogy	4
GEOL 301	Structural Geology	3
GEOL 302	Sedimentology	3
GEOL 303	Petrology	4
GEOL 495	Geology Seminar I	1
GEOL 496	Geology Seminar II	1
GEOL 498	Independent Study in Geology	1-3

Electives:	At least 6 credits chosen from remaining geology courses with consent of advisor.	6
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REQUIREMENTS FOR A SCIENCE AREA MINOR AND MAJOR FOR STUDENTS IN THE KINDERGARTEN-PRIMARY OR ELEMENTARY EDUCATION PROGRAMS

A Science Area Major or Minor consists of 30 hours or 18 hours respectively of courses elected from the following areas: Astronomy, Biology, Chemistry, Earth Science, Geology, Meteorology, Oceanography, Physics, Physical Science.

It is suggested that the students plan with their advisors a sequence of three introductory courses such as:

- (1) PSCI 110 Elements of Physical Science
- (2) ESCI 120 Concepts of Earth Science
- (3) BIO 101 Biological Principles

The additional courses should represent a variety of science areas and may be chosen from electives such as:

ASTR 100	Astronomy
ASTR 210	Observational Astronomy
BIO 103	Biological Diversity
BIO 104	Survey of Animals and Plants
CHEM 101	Chemistry for Health Sciences I
CHEM 113	Qualitative Principles of Chemistry
ESCI 120	Concepts of Earth Science
ESCI 200	Environmental Science
ESCI 202	Conservation
GEOL 111	Physical Geology
GEOL 112	Historical Geology
PSCI 310	History of Science
MET 100	Meteorology
OCN 100	Intro to Oceanography
PSCI 110	Elements of Physical Science
PHYS 100	Descriptive Physics

ASTRONOMY

Courses in Astronomy

ASTR 100 Astronomy

Ayers

A descriptive survey of modern astronomy. Topics include theories about the origin and development of the universe, stellar evolution, the solar system, galaxies, observational methods and recent discoveries. Planetarium sessions and optional evening observations with telescopes are included.

No prerequisites. Offered Fall and Spring Semester. Cr 3.

ASTR 105 Astronomy in the Planetarium

Ayers

For non-science majors. Includes apparent stellar movement and planetary motions, star names and constellation study, stellar magnitudes, stellar navigation and

celestial coordinate systems. No prerequisites. Offered Fall and Spring semesters. Cr 3.

ASTR 210 Observational Astronomy

Ayers

Star charts, atlases, binoculars, cameras and telescopes are used to make observations of constellations, sun-spot activity, the moon, the planets and their satellites, star clusters, nebulae, double and variable stars. Prerequisite: ASTR 100 or equivalent. Offered every fall. Cr 3.

EARTH SCIENCE

Courses in Earth Science

ESCI 120 Concepts of Earth Science

Pendleton

A one semester course introducing students to basic processes as they apply to Geology, Astronomy, Meteorology and Oceanography. These processes are further developed during weekly lab sessions. This course is not open to any student who has had, or is presently taking a college course in any of the above mentioned four earth science areas. Prerequisite: two years of high school science or permission of instructor. Two one-hour lectures and one two-hour lab weekly. Cr 3.

ESCI 140 Energy, Man and Environment

Hare

This course will present a study of man's energy needs, and the alternative energy sources available. In addition, the impact on the environment of the utilization of the various energy sources will be considered. Cr 3.

ESCI 200 Environmental Science

A study of basic relationships of plants, animals, and men to their physical and biotic environment. This includes a study of biomes, habitats, and communities interpreted in varying stages of succession or stratification as influenced by the limiting factors of their environment. Some emphasis is placed on species dynamics and population changes. Weekly field trips when weather permits. Two hours, lecture, Two hours, lab. Each Semester Cr 3.

ESCI 202 Conservation

A study of man's use of the environment. Topics include the resources of mineral, soil, forests, water, air, wildlife, and man himself. Consideration is given to the issues and problems developing from the interaction of management of these resources. Weekly field trips when weather permits. Two hours, lecture, Two hours, lab. Spring Semester, each year. Cr 3.

ESCE 300-301, 400-401 Cooperative Education in Earth Sciences

The student has the opportunity to relate academic knowledge to practical experience in a job situation. The University makes arrangements with certain institutions, businesses, and industries to employ qualified students for specific jobs for a set time period. The student's work is ordinarily in a related field and the work experiences increase in difficulty and responsibility as the student progresses through the sequence of courses. The experiences are approved on a case-by-case basis by the department. Evaluation is done through a written report done by the student together with the employer and a faculty supervisor. Prerequisite: Junior class standing and a major in Earth Science. Each semester; students may take each course only once. Cr 1-5.

MET 100 Meteorology

Grass, Hare

A basic introduction to meteorological phenomena. The atmosphere; its characteristics, composition, and structure; cloud types; circulation of air; currents and winds; air masses. Analysis of weather reports, weather forecasting, and weather maps. Three hours, lecture. Each semester. Cr 3.

OCN 100 Introduction to Oceanography

Hare, Novak

Origin and extent of the oceans; nature of the sea bottom; causes and effects of currents and tides; chemical and physical properties of sea water; animal and plant life in the sea. Three hours, lecture. Each Semester. Cr 3.

OCN 205 Geological Oceanography (also GEOL 205)

Novak

Shoreline erosion, transportation, and deposition; the origin and structure of the continental shelves and ocean basins. Coastal and oceanic processes; geomorphic development of the marine environment. Special emphasis on the evolution of the New England coast through examination of salt marshes, estuaries, and beaches. Prerequisite: Physical Geology or Oceanography or permission of the instructor. Three hours, lecture. Fall Semester, Odd Years. Cr 3.

OCN 210 Oceanographic Techniques

Hare

A laboratory course in which the student is introduced to some of the techniques and technical processes involved in oceanic measurements. One one-hour lecture and one two-hour laboratory period each week. Prerequisite: OCN 100 or permission. Cr 2.

OCN 310 Applied Marine Science

Applications of basic research techniques of the biological and physical sciences to the study of marine and estuarine ecosystems. Emphasis on field investigations of unspoiled and polluted coastal habitats (e.g., rocky shorelines, beaches, salt marshes, estuaries), their biological, physical and chemical components. Special considerations of man's impact on the coastal environment, contemporary problems of the Maine coast and alternatives to their solution. (Offered during summer session only) (Offered on P/F basis only.) Cr 4.

ENGINEERING

A general first year program is offered which is applicable to further studies in any of the various engineering fields. An additional second year program is available in Engineering Physics. All students successfully completing these courses of study may continue at the Orono campus of the University of Maine for the completion of the degree requirements in the engineering department of their choice. The transfer procedures to effect continuance at the Orono campus are normally initiated through the Engineering advisor.

The following curricula are offered at the University of Maine at Orono:

Agricultural Engineering
Chemical Engineering
Chemistry
Pulp and Paper Technology
Civil Engineering
Electrical Engineering
Mechanical Engineering
Engineering Physics

Reference to the UMO catalog for details is advised.

Engineering General Freshman Year

Fall Semester

Subject	Credit Hours
CHEM 113 Qual Princ of Chemistry	3
CHEM 114 Qual Lab Techniques	2
GEE 101 Intro to Eng Design I	2
MS 152 Calculus A	4
PHYS 121 General Physics I	5
Total	16

Spring Semester

Subject	Credit Hours
CHEM 115 Qual Princ of Chemistry II	3
CHEM 116 Qual Lab Tech II	2
GEE 102 Intro to Eng Design II	2
GEE 105 Eng Orientation	1
MS 153 Calculus B	4
PHYS 122 General Physics II	5
Total	17

Note for prospective Civil and Mechanical Engineering students: the spring semester chemistry courses CHEM 115 and CHEM 116 are not required but may be taken if desired. The fall semester chemistry courses CHEM 113 and CHEM 114 are required but may be deferred until the sophomore year at the Orono campus. In either case, suitable electives should be substituted.

Courses in Engineering

GEE 101 Introduction to Engineering Design I

Principles of graphic science with illustrative exercises in multiview drawing using freehand and instrumental techniques; lettering styles; charts and graphs. Cr 2.

GEE 102 Introduction to Engineering Design II

A continuation of GEE 101 which is prerequisite. Applications of graphic science with creative problems in descriptive geometry, pictorial drawing, engineering design, and mapping. Cr 2.

GEE 105 Engineering Orientation

A series of meetings involving lectures and discussions, with frequent use of audio-visual material to acquaint engineering freshmen with the nature of engineering and science, supplemented by field trips to representative industries. Cr 1.

MEE 212 Thermal Engineering

Elementary thermodynamics, mechanical apparatus, power plant equipment; engineering calculations relative to heat, power, work, and mechanical and electrical energy. Prerequisites: Physics and Chemistry one year each. Cr 3.

MEE 221 Materials Science

The principles of materials science as applied to the metallurgy of ferrous and non-ferrous metals and alloys with emphasis on the relationship between structure and properties and their control through composition, mechanical working, and thermal treatment. Prerequisites: PHYS 121, CHEM 113, MEE 255, or equivalent. Cr 3.

MEE 250 Applied Mechanics: Statics

The study of static force systems and equilibrium, bridge

trusses and structural models, distributed forces, friction, centroids and moments of inertia. Cr 3.

MEE 251 Strength of Materials

The principles of solid mechanics and their applications to engineering design problems; stresses and deformations of axially, transversely, and torsionally loaded members, and combined stresses; connections, pressure vessels, shafts, beams, and columns. Prerequisites: MEE 250 and MS 252. Cr 3.

MEE 252 Applied Mechanics, Dynamics

A study of motion of particles and rigid bodies; force, mass and acceleration; work and energy; impulse and momentum, and simple harmonic motion. Prerequisites: MS 252 and MEE 255. Cr 3.

MEE 255 Statics and Strength of Materials

The basic principles of statics and their applications to strength of materials. Equilibrium of various systems including bridge trusses. Centroids and moments of inertia. Stresses and deformations of axially and transversely loaded members connections, pressure vessels, shafts, beams, and columns. Prerequisites: MS 153 and PHYS 121. Cr 3.

GEOLOGY

Courses in Geology

GEOL 111 Physical Geology

Horton, Novak, Pendleton

A study of the ever-changing earth by wind, water, volcanism, crustal movement, and glaciation. The identification of common rocks and minerals is included. Weekly field trips when weather permits. Two Hours Lecture. Three Hours Lab. Each Fall. Cr 4.

GEOL 112 Historical Geology

Novak, Pendleton

Study of the earth's history in terms of physical, chemical and biological change from its origin to the present time. Focus upon the methods of determining chronology and conditions through fossils and structural characteristics. Two Hours Lecture. Three Hours Lab. Each Spring. Cr 4.

GEOL 114 Environmental Geology

Novak

Application of the science of geology to environmental problems resulting from man's intense use of the earth and its natural resources. Prerequisite: GEOL 111 or permission of the instructor. Two 75-min. Lecture Sessions, One Two Hour Lab. Spring Semester, Even Years. Cr 4.

GEOL 202 Geomorphology (Also GEOG 202)

Novak

Description and interpretation of landform development in terms of geologic structure, process, and stage. Field trips. Prerequisite: GEOL 112. Two Hours Lecture. Two Hours Lab. Fall Semester, Even Years. Cr 3.

GEOL 203 Mineralogy

Horton

An introduction to descriptive crystallography, and a study of the physical properties and chemical structures of common rock-forming minerals. Field trips and laboratory analysis are an important part of the course. A basic course in chemistry is desirable. Prerequisite: GEOL 111. Two Hours Lecture. Two Hours Lab. Fall Semester, Even Years and intermittently according to demand. Cr 4.

GEOL 205 Geological Oceanography (Also OCN 205)

Novak

Shoreline erosion, transportation, and deposition; the

origin and structure of the continental shelves and ocean basins. Coastal and oceanic processes; geomorphic development of the marine environment. Special emphasis will be given to the evolution of the New England coast through field examination of salt marshes, estuaries, and beaches. Prerequisite: Physical Geology or Oceanography, or permission of instructor. Three Hours Lecture. Fall Semester, Odd Years. Cr 3.

GEOL 301 Structural Geology

Horton

An introduction to the mechanics of rock deformation, faulting, jointing, top-bottom criteria, and metamorphic foliations. The lab includes problems in descriptive geometry, stereonet, the Brunton compass, geologic maps and cross sections, and analysis of polyphase folding. Prerequisites: GEOL 111 and GEOL 112. Field trips. 2 hours Lecture, 1 hour Recitation, 2 hours Lab. Cr 4.

GEOL 302 Sedimentation and Stratigraphy

Novak

Principles of stratigraphy and sedimentation including correlation, facies, stratigraphic nomenclature, and sedimentary petrology processes and environments. Students will analyze common problems in applied fields associated with these areas. Prerequisite: GEOL 203. GEOL 202 recommended. Some weekend field trips. 2 hours Lecture, 2 hours Lab. Spring Semester, odd years. Cr 3.

GEOL 303 Introduction to Petrology

Horton

The megascopic description and origin of sedimentary, igneous, and metamorphic rocks. Major topics include composition and texture, classification, specific occurrences, and petrogenesis of important rock types. The laboratory is closely related to the lecture and students study in hand specimen and on field trips typical rocks of the group under discussion. Prerequisite: GEOL 203, or permission of instructor. Lecture 2 hours, Lab 4 hours. Spring semester, odd years and intermittently on demand. Cr 4.

GEOL 304 Optical Mineralogy

Horton

The principles of crystallography and crystal optics are presented as the basis of a practical approach to the identification of minerals with a petrographic microscope. The laboratory is an important part of the course, providing practical applications of the theory and methods covered in the lecture. Prerequisite: GEOL 203. Lecture 2 hours, Lab 4 hours. Fall semester, odd years. Cr 4.

GEOL 309 Elements of Geophysics

Horton

Major topics include gravity, magnetic, seismic, and electrical methods of geophysical investigations. Underlying theory, including some mathematical treatments, is included, but always with the view of enhancing the practical, interpretive skills in geophysical practice. Prerequisites: GEOL 301 and general physics, or permission of instructor. Lecture 2 hours, Recitation 2 hours. Cr 4.

GEOL 310 Glacial and Pleistocene Geology

Novak

Glacial processes, deposits and the stratigraphy of the Pleistocene Epoch. Emphasis on the erosional and depositional features of glacial events in Maine. Prerequisite: GEOL 111 or 112. Two Hours Lecture. Two Hours Lab. Spring Semester, Odd Years. Cr 3.

GEOL 401 Igneous and Metamorphic Petrology and Petrography

Horton

Aspects of igneous petrology include the classification, occurrence, and emplacement of igneous rocks; experimental and chemical petrology; and the origin and evolution of magmas. Aspects of metamorphic petrology include metamorphic reactions, physical conditions of metamorphism, and a survey of zones and facies of regional and contact metamorphism. The laboratory consists mainly of microscopic studies of igneous and metamorphic suites. Prerequisites: GEOL 303 and GEOL 304. Not offered every year. Cr 4.

GEOL 405 Tectonics

Horton

Major topics include the nature of the earth's crust and interior, continental drift, seafloor spreading and plate tectonics. The evolution of mountain ranges, continents, and ocean basins will be studied on a global scale. Current articles in scientific journals will be discussed. Prerequisite: GEOL 301 or permission of instructor. Three hours Lecture. Cr 3.

GEOL 495 Geology Seminar I

The seminar is meant to provide the geology major with an overall view of the discipline as well as the opportunity to discuss, read and report about specific topics in the field. Current problems, research and philosophy of geology will be included. Prerequisite: Senior standing. Each Fall. Cr 1.

GEOL 496 Geology Seminar II

A continuation of GEOL 495. Prerequisite: Senior standing. Each Spring. Cr 1.

GEOL 498 Independent Study in Geology

To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a library, laboratory, and/or field project independently. Topic selection to be arranged mutually between student and faculty. Prerequisite: Junior or Senior standing. On demand. Cr 1-3.

PHYSICAL SCIENCE

Courses in Physical Science

PSCI 104 Science for Technology II

Grass

A study of those areas of physics of special importance in the industrial arts area. The major portion of the course will deal with mechanics, electricity, and light. Laboratory experiments will be concentrated on basic concepts. Two hours of lecture and one two-hour lab per week. Offered Fall semester only. Cr 3.

PSCI 110 Elements of Physical Science

Ayers and Pendleton

A one-semester course designed to develop greater understanding of scientific principles and methods as they apply to areas of the physical sciences. An understanding of basic mathematics is assumed. Two one-hour lectures, one two-hour lab. Cr 3.

PSCI 310 History of Science

Whitten

A comprehensive survey of the historical development of science from earliest records to the present. Attention is given to the nature of science, methods of scientific discovery, the relation of science to technology, and the implications of both for society. Prerequisite: two years of science. Cr 3.

PSCI 400 Science and Society

Sottery

Readings and discussion concerning the relationships between science and society. The "Tactics and Strategy of Science" and the philosophical and social implications of present scientific theories are considered with the aim of promoting understanding of the role of science in modern life. The interaction between scientists and society, and the relationship between research and technology are also examined. Prerequisite: senior students, others by permission. Not offered every year. Cr 3.

PSCI 498 Independent Study in the Physical Sciences

To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, selecting a problem and exploring an area of interest in the physical sciences, bringing to it previous experiences and emerging with an intellectually sound, coherent synthesis, or technical creation reflecting a high caliber of performance. Cr 1-3.

PHYSICS

The University of Southern Maine offers undergraduate degrees in two four-year programs in physics: Physics, in the College of Arts & Sciences, and Engineering Physics in the College of Engineering and Science. Degrees in both of these programs are given by the University of Maine at Orono and must be completed there. However, the freshman and sophomore years of both programs are in routine operation at the University of Southern Maine and students successfully completing these years may automatically continue into the junior year of their program on the Orono campus and will receive their degree from the University of Maine at Orono.

Students wishing either of these programs should begin courses in Physics (PHYS 121-122 or 111-112), Chemistry (CHEM 113,114 and CHEM 115,116, or in unusual cases CHEM 215,230), and Mathematics (MS 152-153) in the freshman year so as to avoid conflict in scheduling upper level courses later on.

Planning for the sophomore year should be done in consultation with the departmental advisor.

Courses in Physics

PHYS 100 Descriptive Physics

Armentrout

For the non-science student. A treatment in non-mathematical language of the more important topics in physics. Designed to develop an appreciation for the concepts, vocabulary, and methods of the science rather than a false sense of mastery. Lecture 3 hours. Cr 3.

PHYS 105 Acoustics and Noise

Walkling

A semi-descriptive course on sound, with emphasis on applications of interest to the scientist and non-scientist alike. Discussion will cover the questions: what is sound, how is it perceived, how is it measured, what are its benefits and liabilities? Particular topics may include: the ear and hearing, sound waves, musical acoustics, building acoustics, noise and the environment, legal aspects of noise,

underwater sound, biological aspects of sound, and ultrasonics. Consideration will be given to the interests of the members of the class. Three hours of lecture and demonstration. Occasional laboratory or field experience will be provided. Prerequisite: a course in high school algebra. Cr 3.

PHYS 111 Elements of Physics I

Grass

An introduction to the fundamental concepts of mechanics, sound and heat. Lectures, problem solving, demonstrations, laboratory exercises and visual aids will be used to develop an understanding of physical phenomena. Prerequisites: high school algebra. Lecture 3 hours, lab. 2 hours. Cr 4.

PHYS 112 Elements of Physics II

Grass

A continuation of Physics I considering the topics: optics, electricity and modern physics. Lecture 3 hours, Lab. 2 hours. Cr 4.

PHYS 121 General Physics I

Walkling

An introduction to the fundamental concepts of mechanics, sound and heat, using calculus where necessary. Recommended for students who plan further study in science, mathematics, or engineering. Prerequisite: prior or concurrent registration in MS 152 or equivalent experience. Lecture 3 hours, Rec. 2 hours, Lab. 2 hours. Cr 5.

PHYS 122 General Physics II

Walkling

An introduction to the fundamental concepts of electricity, magnetism, light and atomic physics, using calculus where necessary. Recommended for students who plan further study in science, mathematics, or engineering. Prerequisite: PHYS 121 or equivalent. Lecture 3 hours, Rec. 2 hours, Lab. 2 hours. Cr 5.

PHYS 210 Introductory Modern Physics

Grass

A development of some of the more important concepts of physics required for understanding the properties of the electron and atomic nucleus. Prerequisites: PHYS 112 or PHYS 122, CHEM 112 or CHEM 114, and one year of calculus. Lecture 3 hours, Lab. 2 hours. Cr 4.

PHYS 221 Intermediate Physics I

Armentrout

An intermediate treatment of mechanics, heat, and wave motion to follow PHYS 121, and PHYS 122. May be taken without laboratory for 3 credits with special permission of the instructor. Prerequisites: PHYS 122 and CHEM 115 or CHEM 215 or equivalent and one year of calculus. Lecture 2 hours, Rec. 2 hours, Lab. 3 hours. Cr 5.

PHYS 222 Intermediate Physics II

Armentrout

A continuation of PHYS 221. Topics include electricity, magnetism and optics. Lecture 2 hours, Rec. 2 hours, Lab. 3 hours. Cr 5.

PHYS 390 Independent Physics Laboratory

A laboratory research investigation of an approved topic in physics, using the facilities of the University laboratories and/or those of industrial and professional laboratories. Prerequisite: consent of the instructor. Cr 3.

ECONOMICS

The undergraduate program in economics is designed to prepare students broadly for careers such as civil service, law, management, public affairs, and labor relations. Economics is a social science and as such must be studied in the perspective of a broad training in the liberal arts and sciences. Many students who plan to attend graduate and professional schools will find the undergraduate economics program to be valuable training for advanced academic work. Within the economics program, courses are available in such fields as: microeconomic analysis, money and banking, macroeconomic analysis; international trade,

comparative economic systems, public finance, and the social control of business.

Students interested in receiving a Bachelor of Arts degree in Economics may not take more than 42 hours of economics courses or 21 hours of business courses for credit toward a Bachelor of Arts degree.

All students are reminded that, in addition to meeting their departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved as well as the University's General Education Requirements.

REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN ECONOMICS

A. General Foundation Courses

36 credit hours

- Six hours of Humanities (Area 1)
- Six hours of Fine and Applied Arts (Area 2)
- Six hours of Social Sciences (Area 4)
- Six hours from Area 5: General
- Twelve hours of Mathematics (Area 3) as noted below:
 - MS 109 Linear Systems
 - MS 110 Elementary Mathematical Analysis
 - MS 211 Probability
 - MS 212 Statistics

(An optional, more rigorous mathematics sequence is available to those students who desire it. MS 152, MS 153, and MS 252 will substitute for MS 109 and MS 110. Students will still be required to take MS 211 and MS 212. Students who only wish to take MS 152 and MS 153 can substitute those two courses for MS 109 and MS 110. They still must take MS 211 and MS 212. An optional minor in mathematics is also available.)

It is recommended that students who have writing deficiencies take either ENG 001, Writing Laboratory, or ENG 100, College Writing. Students having difficulty in communication should take THE 170, Public Speaking.

B. Course Requirements in Economics and Business

36 credit hours

Fifteen hours of core requirements:

- ECON 101 Principles of Economics I
- ECON 102 Principles of Economics II
- ECON 301 Macroeconomic Analysis
- ECON 302 Microeconomic Analysis
- BUS 101 Principles of Financial Accounting

Completion of at least 21 additional hours in economics courses may also include HIST 338. ECON 150 is not applicable for major credit in business and economics.

Economics course descriptions may be found under the Department of Economics in the School of Business and Economics section of this catalog.

ENGLISH

Chairman of English Department: Ernest E. Weeks, 200-G Bailey Hall, Gorham.

Professors Bernard, Hanna, Jaques, Rutherford, Weeks; Associate Professors Baier, Burke, Carner, Carper, Coffin, O'Reilly, Reuter, Rosen, Selkin, Slavick; Assistant Professors Ashley, Wilson.

As Aristotle says, the knowledge found in literature is limited neither by facts, as in history, nor by abstraction, as in philosophy. In literary art, facts and ideas meet in significant experience. Literature orders and represents reality in an understandable form. It does so through the transforming powers of the imagination and words.

In the study of literature, students learn to appreciate the possibilities of language for serious and often moving expression. Through writing practice, students learn to use language effectively. The understanding of language is fundamental to an understanding of what we do, and the quality of language in a society determines and reflects its moral and political condition.

The English major serves those interested in preparing for any profession or vocation where an understanding of experience is important, from the law and medicine to social work and politics. The range of English courses is large, but all will extend the student's ability to engage in the kind of independent and creative thought and expression that is essential for success in fields as widely varied as the professions, industry, business, teaching, and the arts. For information and counsel regarding the major or appropriate and valuable courses for non-majors, students should visit English offices in Gorham (200 Bailey Hall) or Portland (411 Luther Bonney Hall).

Students satisfying the Humanities core requirement in English should begin with English 120, except when English 120 is waived. Courses numbered below 120 cannot be used to satisfy the Humanities core requirement. Most courses numbered between 121 and 400 may be elected as a second Humanities course without further prerequisites.

The English major begins with a course in writing (100 or 101), an introduction to the study of literature (120), and an introduction to great works in Western literature from *The Bible* to *Don Quixote* (121). The major is then free to satisfy area, genre, and the 36-English credit requirements in a variety of ways: a student may exercise a preference for major figure, genre, or historical period courses and may choose several writing or criticism courses. Experimental courses and independent study credit are also available. Majors may count certain courses in other departments toward the English major.

While the Department does not require courses in other disciplines, majors are advised to develop a reading proficiency in a foreign language and to elect or satisfy core requirements with History of Western Civilization I and II (HIST 101 and 102), History of England (HIST 261), a course in American history (HIST 131, 132, 133, or 134), a lower-level Philosophy course, (PLY 101, 102, 103, 104, 105, 106), one or more History of Philosophy courses (PLY 310, 320, 330, 340, 350, 360), an Art course (ARTH 101, 111, or 112), a Music course (MUS 100, 120, or 121), and one or more Theatre courses (THE 101, 340, 341, 361, 362, 460).

PREREQUISITES AND COURSE WAIVERS

1. ENG 120 must be taken before any other courses numbered above ENG 120, with the exception of courses listed under Category IV, Linguistics and Related Courses, and English 121, which may be taken concurrently with English 120. ENG 120 may be waived for a few exceptional students who pass a qualifying examination administered by the English Department, and for transfer students with certain literature course credits.
2. Other prerequisites are indicated in the course descriptions.

ENGLISH MAJOR PROGRAM IN ARTS AND SCIENCES

In addition to meeting English Department requirements, the B.A. candidate must also meet the general education requirements of the University.

English majors must meet the following English Department requirements (**all courses must be passed with a grade of C or better and six hours with a grade of B or better**):

1. English 100 or 101, English 120, and English 121.
2. At least 36 hours of courses acceptable for English major credit (numbered 200 or above)
3. One course in each of the following categories: Category II, Category III, Category IV, Category VI-A, VI-B Shakespeare, a second VI-B course, Category VI-C, Category VI-D, Category VII, and Category VIII.
4. Major credit courses in each of the following genres: (a) poetry or prose and poetry, (b) drama other than Shakespeare, (c) fiction, (d) major figure other than Shakespeare. Courses satisfying area requirements in item 3 above may also satisfy the genre requirements of item 4.
5. The requirements of the English Major Program defined below may be waived in favor of a self-designed major that is approved in advance by the English Department Curriculum Committee.

ACADEMIC MAJORS AND MINORS IN KINDERGARTEN-PRIMARY AND ELEMENTARY EDUCATION

Students in Elementary Education or Kindergarten-Primary Education in the College of Education may complete 30 hours of English in an approved program for an academic major or 18 approved hours for an academic minor. Details of such programs may be obtained from the appropriate faculty advisers in the College of Education.

COURSE DESCRIPTIONS

I—INTRODUCTORY COURSES

Writing Courses

Writing Laboratory

A Writing Laboratory is available on both campuses for any student who needs help with any writing problem, from organizing a term paper to preparing a job application. (Every semester) Cr 0.

ENG 011 Composition

Intensive practice in expository writing, with reading of illustrative material. Students in the ABA program will complete ENG 011 on a pass-fail basis or receive credit by examination. Cr 3.

ENG 019 Expository Writing

Training in clear expository writing of formal reports, business communications, and related material. Limited to Associate Degree Business students. (Every semester) Cr 3.

ENG 50 Proficiency Writing

This non-credit course will help those whose present writing skills are likely to be a handicap in their college work. Emphasis is on basic mechanics, including agreements, simple patterns of organization, and logical structures for sentences and paragraphs. (Every semester) Cr 0.

ENG 100 College Writing

Classes of fifteen students will meet regularly to analyze professional and student writing as a way of sharpening awareness of how to use language effectively. The writing assignments will encourage students to apply the principles discussed in class to their own work. Recommended for freshmen. Students may not take both ENG 100 and 101 for credit. This course cannot be used to satisfy a Humanities requirement. (Every semester) Cr 3.

ENG 101 Independent Writing

Students who realize that they need help to improve their writing and who are willing to work independently will profit from this course, which is conducted primarily in individual weekly conferences—though classes meet occasionally. Problems of style and presentation as well as minor mechanical difficulties are focussed on. For well-motivated students in any class. Students may not take both ENG 100 and 101 for credit. This course cannot be used to satisfy a Humanities requirement. (Every semester) Cr 3.

Literature Courses

ENG 120 Introduction to Literature

A general introduction to the various literary genres—poetry, the short story, drama—which will include a study of critical terminology, close textual reading, and practice in writing.

N.B. Prerequisite for all English courses numbered above 120. May be taken concurrently with English 121. (Every semester) Cr 3.

ENG 121 Literary Masterpieces

A study of selected major works of classical and continental literature which will provide students with a background for understanding the most influential books of our culture. Required for all English majors. (Every semester) Cr 3.

II—WRITING COURSES

ENG 202 Poetry Workshop I

Rosen

An intensive study of poetic forms and techniques, with extensive discussion of the students' own poetry. Emphasis on understanding various techniques through reading and imitation. May be taken for one to six hours of credit, but only three in a single semester. (Fall) Cr 1-6.

ENG 203 Fiction Workshop

Rosen

The writing and discussion of fiction. Emphasis will be on the short story. May be taken for one to six hours of credit, but only three in a single semester. (Spring) Cr 1-6.

ENG 204 Advanced Writing

Burke, Selkin

Study of various forms of discourse with concentration on exposition. Provides experience in logical analysis and in the uses of persona, appeals to the reader, stylistic and fictional devices, and other strategies. (Annually) Cr 3.

ENG 205 Creative Writing

Slavick

An advanced course. Focus is on the writing of a short story; includes a study of plot, design, point of view, characterization, tension and related techniques, modes of creative thinking, and the transformation of experience into the medium of story. (Fall) Cr 3.

ENG 210 Expository Writing

Primarily for juniors and seniors majoring in Business Administration. Training in clear expository writing of formal reports, business communications, and related materials. Cr 3.

III—CRITICISM COURSES

ENG 364 Critical Approaches to Literature

Wilson

This course will provide a basic introduction to the major critical interpretive perspectives indispensable for the sensitive reader (moral-philosophical, formalistic, psychological, mythological, archetypal, and exponential). It will be structured around a close reading of specific works from several genres. It will also study literary terms, prosody, prose style, and the relation of literature to the other arts. (Annually) Cr 3.

ENG 365 Study of Literature and Literary Criticism

Carner

An examination of the discipline called "Literature" or "English" or "Criticism." This course attempts to define the aims and ends of literary study, ways of knowing about literature and the creative act, and the relations of literature to life. It includes formalism, historicism, bibliography, psychological criticism, and a number of other critical methods. In short, a survey of the discipline, its meaning, and tools. Recommended especially for sophomores who want an introduction to the major and the seniors who want an overview. Cr 3.

ENG 367 Topics in Literary Criticism

Carner

Studies in specific problems or historical movements in literary criticism. Topics will change from year to year. Typical topics: myth and myth criticism; a study of ancient and modern myth systems including Biblical, medieval, and 20th century texts; psycho-analytic theory as myth. Typical texts: *Genesis*, *Exodus*, *Apocalypse*, Grimm's *Fairy Tales*, *The Golden Bough*, *Totem and Taboo*, *Moses and Monotheism*, and *The Myth of the Birth of the Hero*. Cr 3.

IV—LINGUISTICS AND RELATED COURSES

ENG 220 Old English

Coffin

The students develop Old English reading ability by working with the best Old English poems and prose. Modern techniques of rapid language acquirement are used. Cr 3.

ENG 380 History of the English Language

Bernard, Rutherford

This course includes a survey of the prehistory of the language as well as a detailed study of the Old, Middle, and Modern English and the forces which shaped these stages. Some methods of modern linguistic science are utilized in examining current usage. Change and development of the language are emphasized. (Every semester) Cr 3.

ENG 381 Modern Grammars

Rutherford

Designed to acquaint students with the three most common forms of English grammatical analysis: traditional, structural, and transformational. The mechanics of the various analyses will be examined, and comparisons will be made to determine what tentative combination best explains the structure of English. (Fall) Cr 3.

ENG 382 Introduction to Linguistics

Rutherford

A general introduction to modern linguistic science, including studies in the development of language, phonology, morphology, the dictionary, and varieties of English and usage. Also examined are the various grammatical philosophies and their methods—traditional, structural, and transformational. (Spring) Cr 3.

ENG 384 Structural Linguistics

Coffin

The course first analyzes the structure of many languages: i.e., Mexican and Central American Indian languages, including dialects of Chontal, Aztec, Mayan. The course uses the acquired analytical skills to explore the nature of language itself. (Fall) Cr 3.

ENG 385 Structural Linguistics and Culture

Coffin

The course analyzes the languages and culture (art, religion, poetry) of preliterate societies, particularly the American Indian. Cr 3.

ENG 387 Semantics

Coffin

Interpretation of literature by means of analysis of the language used. Recommended for prospective teachers of literature and English. Cr 3.

V—NON-REQUIRED MAJOR CREDIT COURSES

ENG 200 Topics in Literature

A selection of courses, dealing with this general subject and varying in content from term to term, is offered each semester. Descriptions of current offerings are available in the English offices. These courses may be offered in a two-semester sequence, and more than one section may be taken for credit. (Every semester) Cr 3.

ENG 211 Survey of English Literature I

Carper

Close reading of representative texts of writers between Beowulf and Johnson, with particular attention to the historical development of English literature. (Fall, 1978) Cr 3.

ENG 212 Survey of English Literature II

Close reading of representative texts of writers between Blake and the present, including some attention to the relationship of English, Irish, and American literature in the last two hundred years. (Spring, 1979) Cr 3.

ENG 226 Dante

A careful reading of Dante's *Divine Comedy*, with special attention to cultural history, especially classical and medieval theology, philosophy, literature, and art. Background in literature or philosophy strongly recommended. Cr 3.

ENG 251 The Epic Hero in Ancient Literature

Duclos

Intensive readings in English translation of Gilgamesh, Iliad, Odyssey, Argonautica, Aeneid; discussion, papers. (This course is also listed as CLS 251.) Cr 3.

ENG 253 Masterpieces of French Literature

(in English Translation) I

Dalvet

Novels and plays representative of French Literature from the beginning of the XIXth century to the present. No knowledge of French is necessary. (This course is also listed as FRE 253.) Cr 3.

ENG 312 The Image of the Black Man in American

Literature

Slavick

A study of the developing image of the black man in American prose and poetry in the context of American culture from stereotype to victim, outsider, masked man, and Everyman, beginning with songs, sermons, and folk tales, with selections from among the following: Douglass, Stowe, Melville, Twain, Cable, Chesnutt, DuBois, Heyward, McKay, Cullen, Hughes, James Weldon Johnson, Faulkner, Toomer, Wright, Ellison, Warren, Welty, Tolson, Styron, Baldwin, Leroi Jones, Martin Luther King, Malcolm X, Cleaver, Eli Green, and Theodore Rosengarten. (Spring, odd years) Cr 3.

ENG 351 Backgrounds of American Thought

Burke

Readings in the ideas and lives of those figures who were philosophically influential in American life. For upperclass students with a strong background in American, English, and European history and philosophy. Term paper required. Prerequisites: ENG 100 or 101, 120, and 121. Cr 3.

ENG 362 Poetry in English: A Survey

Carper

This course first considers representative short poems on recurring themes by early and modern writers; it then takes up important longer works from Chaucer's time to the 1900's. Recommended for students already familiar with the principles of reading poetry well. Prerequisite: sophomore standing or permission of the instructor. Cr 3.

ENG 366 Literature and the Visual Arts

Wilson

This course will examine in chronological sequence the relationship between leading English writers or schools and the movements in European painting, architecture, and sculpture to which they most closely correspond. Cr 3.

ENG 374 Writers of Maine

Jaques

Historical and literary analysis of writers in and about Maine. The emphasis will be on the literary quality of the

best-known writers and the place in history both past and present of the lesser-known writers. Extra credit in the course will be given for a report about any off-campus project related to an author, especially a study of an author and a particular locality in Maine. English majors should have already taken a survey of American literature; prospective teachers will prepare an annotated bibliography of one author of their choice. Cr 3.

ENG 410 Independent Study in English

Individual study programs as arranged with an instructor. Prerequisite: permission of instructor. Cr 1-3.

CPEN 294 Three Continental Humanists

Hanna

A study of the *Divine Comedy*, *Gargantua and Pantagruel*, and *Don Quixote*. Beginning with Dante's medieval synthesis of the Greco-Roman and Judaeo-Christian traditions, the focus shifts to Rabelais' lusty, iconoclastic hunger for worldly experience, and finally to Cervantes' picaresque tale of faded Spanish glory and Renaissance skepticism. Oral reports, class discussions, brief critiques. Cr 3.

ENG 371 Greek Tragedy and Comedy

Hanna

Students will read the extant plays of Aeschylus, Sophocles, and Euripides—thirty-two tragedies in all—as well as six comedies by Aristophanes. An inquiry into dramatic ingredients: ritual and catharsis, myth and legend, meter and music, structure and method. The critical relevance of Aristotle's *Poetics*. Structural, stylistic, and thematic developments. Modern critical theories of interpretation. Prerequisite: the *Iliad* or the *Odyssey*. Oral reports, class discussions, short critiques. Cr 3.

ENG 388 Oriental and Oceanic Masterpieces

Coffin

The course introduces the best of Chinese lyrical poetry and the spiritual epics of India. Related material of interest will be used from Tibet and Oceania. Cr 3.

ENG 389 Oriental and Primitive Masterpieces

Coffin

The course starts with primitive literature of Black Africa and the American Indian and continues to early epic and other literature of Egypt, Babylonian, and Israel. Cr 3.

NOTE:

Up to six hours of specific courses offered by such other CAS departments as Foreign Languages and Classics, History, Theatre, and Philosophy may be elected for English major credit.

VI—ENGLISH LITERATURE

A—Old and Middle: 600-1450

ENG 220 Old English (See Category IV)

ENG 221 Beowulf

Coffin

This Old English poem is studied as the greatest literary work of the first 600 years of English Literature. Partially in modern English. Prerequisite: ENG 220. Cr 3.

ENG 223 Medieval Literature

Extensive readings in major philosophical background texts and the literature of 14th century England exclusive of Chaucer. Cr 3.

ENG 224 Chaucer

Burke, Weeks

Selections from the early poetry and intensive reading in the *Canterbury Tales*. Attention also given to the literary and historical background. Recommended for Juniors, Seniors, and English majors. Prerequisites: ENG 100 or 101, 120, and 121. (Fall) Cr 3.

ENG 225 Medieval Epic and Romance

Bernard

The background and development of the medieval epic and romance, including English, Germanic, French, and Italian works. Cr 3.

B—Renaissance: 1450-1660

ENG 231 16th Century Prose and Verse

Bernard, Reuter

The prose and non-dramatic poetry of the 16th century. Major authors of the Tudor Age (1485-1603) in their cultural setting from Skelton to Donne. Cr 3.

ENG 232 Spenser

Bernard

Readings in the works of Edmund Spenser with special emphasis on *The Faerie Queene*. Cr 3.

ENG 242, 243 Shakespeare

Baier, Reuter

Both ENG 242 and 243 will very briefly survey the background to the drama, stressing Shakespeare's antecedents and contemporaries, the history of the theatre, and the most influential events and ideologies of the English Renaissance and Reformation; and both will make sure the students are acquainted with Shakespeare's sonnets and minor poems. Thereafter each course will study the whole range of Shakespeare's dramatic accomplishment selecting at least nine plays from the following lists:

ENG 242: Comedies and Romances: *Comedy of Errors*, *Taming of the Shrew*, *As You Like It*, *Measure for Measure*, *Two Gentlemen of Verona*, *Much Ado About Nothing*, *Winter's Tale*, *Cymbeline*; **Tragedies and Histories:** *Romeo and Juliet*, *Julius Caesar*, *Antony and Cleopatra*, *Titus Andronicus*, *Hamlet*, *Macbeth*, *Richard II*, *Henry IV pt. 1*, *King John*, *Henry VI pt. 1*, *Henry V*.

ENG 243: Comedies and Romances: *Love's Labor's Lost*, *Midsummer Night's Dream*, *All's Well that Ends Well*, *Merchant of Venice*, *Merry Wives of Windsor*, *Twelfth Night*, *The Tempest*; **Tragedies and Histories:** *Pericles*, *Troilus and Cressida*, *Coriolanus*, *Timon of Athens*, *King Lear*, *Othello*, *Richard III*, *Henry IV pt. 2*, *Henry VI pts. 2 and 3*, *Henry VIII*.

NOTE:

Either of these courses may be taken separately, or both may be taken in either order. Each course: Cr 3.

ENG 244 Shakespeare Special Studies

Reuter

A study of both traditional and transformed modes of perceiving (aesthetics) which result in allegorical elements in the plays of Shakespeare and his contemporaries. Selected readings of comedies, tragedies, chronicle histories, "problem" plays. A previous course in Shakespeare or the English Renaissance is recommended. Cr 3.

ENG 246 British Drama to 1642

Bernard, Reuter

Shakespeare's predecessors, contemporaries, and followers to 1642. Cr 3.

ENG 249 17th Century Prose and Poetry to 1660

Baier, Reuter, Weeks

A study of major non-dramatic writers of the 17th century exclusive of Milton and Dryden. Included will be Bacon, Donne, Jonson, Hobbes, Burton, Herrick, Herbert, Vaughan, Marvell, Suckling, Lovelace, Crashaw, Carew, Browne. (Annually, fall) Cr 3.

ENG 250 Milton

Baier, Reuter

Study of Milton's major poetry and selected prose with attention to critical and historical background. Cr 3.

C—Restoration Through 18th Century: 1660-1798**ENG 262 Restoration and Early 18th Century Prose and Poetry**

Selkin, Weeks

An exploration of representative writings of the English Neo-classical period, including works by such writers as Dryden, Swift, Pope, Gay, Addison, and Steele. (Annually, fall) Cr 3.

ENG 263 Later 18th Century Prose and Poetry

Selkin, Weeks

Johnson and Boswell and their circle, poetry from Smart and Collins to Burns and Blake, and other works of the period. Cr 3.

ENG 264 Swift

Selkin

A study of Swift and his writings, both prose and poetry—imaginative, political, personal, satiric, and even "unprintable." Prerequisite: at least one previous course from those listed in Section VI, Group B or C. Cr 3.

ENG 266 Restoration Drama

Reuter, Selkin

A study of Restoration and early 18th Century drama with emphasis on innovations in the post-Elizabethan theatre and on changing definitions of the tragic and comic hero.

Playwrights studied will include Davenant, Dryden, Otway, Etherege, Shadwell, Cibber, Wycherley, Congreve, Farquhar. Cr 3.

ENG 267 The Development of the Novel

Reuter

A study of the development of the novel from Christian and classical sources through early 18th century England with emphasis on Bunyan, Defoe, and Swift. Cr 3.

ENG 268 The Earlier English Novel

Bernard, Selkin, Weeks

The principal novelists from the beginnings to Sir Walter Scott. (Annually, fall) Cr 3.

ENG 271 Masterpieces of English Satire

Weeks

A thorough exploration of its backgrounds in classical literature and an attempt to define and understand satire as a mode will be followed by readings and discussions in depth of the most important satires in English. Works to be read will include at least the following: Langland's *Piers Plowman*, Chaucer's *Sir Thopas*, Butler's *Hudibras*, Dryden's *Absalom and Achitophel*, Swift's *Gulliver's Travels*, Pope's *Dunciad*, and Gay's *Beggar's Opera*. Cr 3.

ENG 273 The Poetry of Alexander Pope

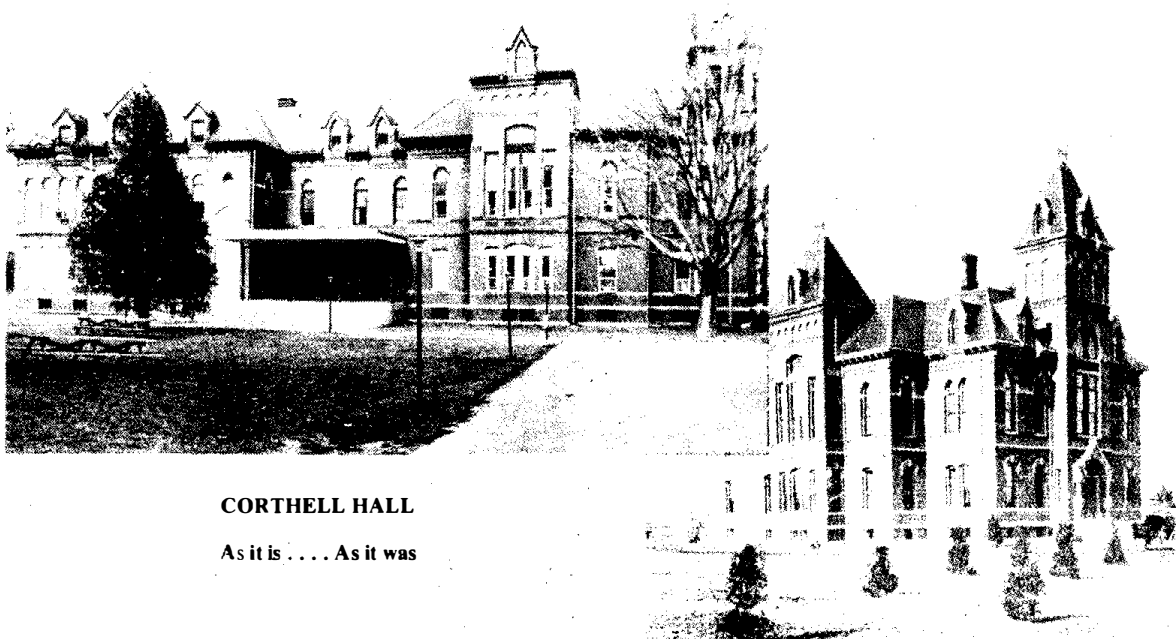
Weeks

A close study of the most brilliant poet between Milton and Wordsworth. Pope dominated English poetry for half a century, but his most significant works often became lost in anthologies and period courses. Minimum readings will include a sampling of the pastorals, *Essay on Criticism*, *Rape of the Lock*, *Eloisa to Abelard*, selections from *Martin Scriblerus*, the Moral Essays, and the *Dunciad*. Cr 3.

D — Romantic and Victorian: 1798-1900**ENG 281 Prose and Poetry of the Romantic Period**

Carner, Carper

A study of the major British poets and essayists of the Romantic period (approximately 1785-1832) and of the

**CORTHELL HALL**

As it is . . . As it was

nature of the "Romantic" movement. Readings selected from among Blake, Burns, Wordsworth, Coleridge, Keats, Byron, Shelley, Lamb, DeQuincey, Beddoes, Hunt, Peacock, etc. Cr 3.

ENG 282 William Blake

Carner

Examination of Blake's writings and visual art, attempting to develop a comprehensive understanding of Blake's system and intellectual contexts. Cr 3.

ENG 286 Fiction of the Romantic Period

Carner

The novels of Jane Austen; readings in Maturin, Peacock, Edgeworth, Lewis, Godwin, Mary Shelley, Scott. Cr 3.

ENG 291 Victorian Prose

Hanna

Critical and controversial essays by Macaulay, Carlyle, Arnold, Huxley, Newman, Mill, Ruskin, Morris, Pater, and Wilde. Numerous shorter readings by the scientists, architects, feminists, and rebels of the era. Lectures on Victorian times and people. Victorian backgrounds: rich and poor, the Industrial Revolution, Utilitarianism, religious crises, democracy and culture, artistic alienation, and aestheticism. Oral reports and brief papers. Cr 3.

ENG 293 From Pre-Raphaelitism to the Bloomsbury Group

Wilson

This course will study the poetry, novels, paintings, and criticism of the Pre-Raphaelites, John Ruskin, William Morris, Art Nouveau, the Beardsley period, and the Bloomsbury Group. Cr 3.

ENG 296 Victorian Poetry

Extensive reading in the poetry of Tennyson, Browning, Arnold, Swinburne, Clough, the Rossetts, Meredith, Morris, Hardy, Hopkins, and Housman. Lectures and class discussions will involve several critical approaches—biographical, sociological, psychological, archetypal, symbolical, formalistic and exponential. Collateral readings in 19th century intellectual history—the Romantic revolt, the industrial revolution, the science-religion debate, aestheticism, artistic alienation, Utilitarianism, and Darwinism. Brief oral reports and two short papers. Cr 3.

ENG 297 The Later English Novel

Bernard

The principal novelists from Austen to Hardy. Cr 3.

VII — AMERICAN LITERATURE: Colonial to 1900

ENG 342 American Literature I

Jaques

A survey of American literature through the 18th and 19th centuries, with emphasis on the principal writers. (Fall, annually) Cr 3.

ENG 344 The American Renaissance

Jaques, Slavick

Major American writers of the mid-19th century. Includes critical study of major works by Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson with attention to the social and literary backgrounds. (Annually, fall) Cr 3.

ENG 345 Thoreau

Jaques

An intensive critical study of the major works of Henry David Thoreau with attention to the social and literary backgrounds of his art. Cr 3.

ENG 348 The American Novel I

Burke, Slavick

An historical survey of the American novel from Charles Brockden Brown to Henry James. In Professor Burke's sections a term paper is required for an honor grade, and prerequisites include: ENG 100 or 101, 120, and 121. Cr 3.

ENG 355 Hawthorne and Melville

Slavick

The chief works of two major figures in American literature. Emphasis will be on Melville. Some supplementary reading will be required. Cr 3.

ENG 358 Twain and James

Slavick

A study of representative works of two major American writers of the last half of the 19th century, with some attention to W. D. Howells, novelist, literary arbiter, and perhaps the only mutual friend of Twain and James. Cr 3.

VIII — MODERN LITERATURE: 1900 to the Present

ENG 301 Modern Poetry

Rosen

This course explores the tradition of experimentation in modern poetry from Rimbaud to the present day. It draws from a range of figures such as Cavafy, Ponge, and Calvino in an effort to bring into focus the achievement of such English and American figures as Eliot, Williams, Auden, Moore, and contemporaries like Dorn and Berryman. Cr 3.

ENG 302 20th Century British and American Poetry I

A close study of the major poets of the 20th century. Emphasis is usually upon Eliot, Yeats, Wallace Stevens, Hart Crane, Dylan Thomas, Robert Lowell, etc., although the poets chosen may vary with semester and instructor. Prerequisites have not been established, but this is not intended as an introductory course to poetry. Cr 3.

ENG 303 20th Century British and American Poetry II

A continuation of English 302. First semester poets are not duplicated in II. Cr 3.

ENG 305 D. H. Lawrence: The Search for Being

Wilson

By studying the paintings, poetry, novels, letters, and critical writings of David Herbert Lawrence in chronological sequence, this course will explore his search for being. This search will involve the class in an examination of Lawrence's attitude to the unconscious life, myth, archetypes, and sexuality, his criticism of western civilization and the 20th century, and his turning to the mystical experience. It will also involve a study of his development of a language appropriate to this awareness and his acting out the dynamics of this view of the world in his art. Student evaluation will be based on small group discussions and three individual class essays. Cr 3.

ENG 306 Joyce's *Dubliners*, *Portrait*, and *Ulysses*

Hanna

A chapter-by-chapter exploration of *Ulysses*, the prestigious world novel by James Joyce. Each student will be assigned a different critical commentary so that divergent interpretations can be pooled in class. Prerequisite: a working knowledge of either *Dubliners* or *A Portrait of the Artist as A Young Man*. Round table sessions; regular oral reports, impromptu themes on key passages. Cr 3.

ENG 307 Modern Short Story

Rosen

Detailed consideration of from six to ten short story collections reflecting contemporary themes and narrative methods. Although selections will vary, the recent reading list has included Jorge Luis Borges, Franz Kafka, Anton Chekhov, James Joyce, Thomas Mann, and Isaac Babel. A necessarily wide range of themes are confronted: the corruption of reality by dream; personal inadequacy, alienation, and paranoia; self-deceit; varieties of ignorance and cowardice; the moral insight afforded the artist; violence as a mode of self-discovery. Students are responsible for a term paper, a classroom report, and a weekly review of some critical article. Prerequisite: Junior class standing or permission of the instructor. Cr 3.

ENG 308 Modern Novel

Rosen

Works by six or more distinguished novelists expressing contemporary subject matter and technique. Among representative themes students will consider those of dream and illusion, revolution and personal revolt, alienation and anxiety, crime and self-assertion; among narrative techniques, ellipsis and adaptations of stream-of-consciousness. The list of novelists will vary, but recent assignments include Knut Hamsun, Franz Kafka, Thomas Mann, Hermann Hesse, Andre Malraux, D. H. Lawrence, and James Joyce. Students are responsible for a term paper, a classroom report, and a weekly review of some critical article. Prerequisite: Junior class standing or permission of the instructor. Cr 3.

ENG 309 The Southern Renaissance

Slavick

The post-World War I flowering in Southern letters, with emphasis on the fiction of Heyward, Wolfe, Faulkner, Elizabeth Madox Roberts, Tate, Gordon, Porter, Agee, Warren, Welty, McCullers, Peter Taylor, Flannery O'Connor, and Walker Percy. Cr 3.

ENG 310 The Fugitive Poets

Burke

Intensive readings of the poetry of John Crowe Ransom,

Donald Davidson, Allen Tate, and Robert Penn Warren. Recommended for upperclass students and English majors with a strong background in poetry. Attention to the literary situation of the twenties, especially Eliot and Pound. Frequent short papers and verbal participation required. Prerequisites: ENG 100 or 101, 120, and 121. Cr 3.

ENG 311 Twentieth Century British Literature

Wilson

Selected novels, plays, poetry from the late 19th century to the present. The course will study naturalism, impressionism, and symbolism, as well as the political and existential implications of British literature of the 20th century. Cr 3.

ENG 326 Fitzgerald, Hemingway, Faulkner

Slavick

Studies in the fiction of three 20th century American writers. Cr 3.

ENG 343 American Literature II

Jaques

A continuation of American Literature I. Cr 3.

ENG 349 The American Novel II

Burke, Slavick

An historical survey of the American novel since 1900. In Professor Burke's sections a term paper is required for an honor grade, and there are these prerequisites: ENG 100 or 101, 120, and 121. Cr 3.

IX — EXPERIMENTAL COURSES

Occasionally the English Department offers special courses not listed individually in the catalog. They appear in the current Schedule of Courses under the designation 99, 199, 299, 399, or 499. Such courses will usually be experimental: pursuing original research, testing new alignments of figures or materials, or trying out courses before including them in the Department curriculum.

FOREIGN LANGUAGE AND CLASSICS

Chairperson of Foreign Language and Classics Department: Monique Y. Crochet, 517 Bonney Hall, Portland.

Professor Duclos; Associate Professors Crochet, Dalvet, di Benedetto, Lepelley, Rolfe, Ubans; Lecturers Hernandez, Perry, Schwanauer.

I. COURSES IN ENGLISH TRANSLATION

The Foreign Language and Classics Department offers a number of courses in English translation requiring no previous knowledge of a foreign language and open to any student interested in foreign or classical literature and civilization. These courses are numbered 251-300. Courses in this category may be credited toward either the French major or minor or the German or Spanish minors if the work of the course, including papers and readings, is undertaken in the target language.

II. BILINGUAL STUDENT

Franco-American students and students with Hispanic, German, or Italian backgrounds are encouraged to consult the instructors of the respective languages to determine their level of study.

III. LANGUAGE CREDIT HOURS IN ELEMENTARY AND INTERMEDIATE FRENCH OR GERMAN COURSES

It is the policy of the Department that a student may receive 6 credit hours but no more for the elementary and intermediate levels each, if he or she takes courses in these languages in any combination of sequence:

Elementary level:	101	102
	103	105
Intermediate level:	131	132
	106	

IV. LANGUAGE PROGRAMS

The department offers programs in French, German, Classical Greek, Italian, Latin, and Spanish. Beginners' courses (101-102) are for students who have never studied the language. Intermediate-level courses (131-132 for modern languages; 231-232 for the ancient languages) are for students with two successful years of high school language study. Students whose background does not fit either of these categories should consult an instructor in Foreign Languages before registering. Courses numbered 105-106 are designed for those students who desire to acquire reading proficiency in French or German for any of the following purposes: research in their fields, graduate school language requirement, cultural enjoyment.

VIII. MINORS FOR STUDENTS IN THE COLLEGE OF EDUCATION (Elementary Education)

Future teachers of foreign languages need a solid foundation in their target language so that they will be ready to teach it with accuracy. The following programs are devised to assure that they reach such a goal.

French Minor 12 credits at the 200 level or above. (18 including FRE 131-132)

Required courses:

FRE 201 or 202	Composition I, II
FRE 203 or 204	Conversation I, II
FRE 231	Introduction to French Literature

Credit Hours

3
3
3
—
9

Elective courses:

FRE 205	Phonetics
FRE 232	Introduction to French Literature II
FRE 401 or 402	Advanced French Grammar
Any French Literature course on the 300 level	

V. CONVERSATION

Besides the oral practice in the classroom, students are urged to use the language laboratory located on the Portland campus in Payson Smith Hall, Room 203, and open every weekday from 9 a.m. to 3 p.m. Students enrolled in beginners or intermediate courses may register for a supervised language practice twice a week in the laboratory; they will receive one extra credit (on a P/F basis) for regular and active attendance. French students who have already reached the level of literature courses may enroll in conversation courses meeting once a week (207-208) which may be repeated for one credit each semester.

VI. MAJOR IN CLASSICAL STUDIES - SELF-DESIGNED

A major in Classical Studies is also available through the self-designed program (involving work in Greek and Latin, Classical Literature in translation, ancient history, philosophy and art).

VII. FRENCH MAJOR

At the present time the department offers a major only in French. French majors must take a minimum of thirty credit-hours on the 200 level and above, of which twenty-one hours must be in literature courses. They are advised to take as early as possible FRE 201, FRE 231, FRE 283, and FRE 284. Summer and junior-year studies in France or French Canada are encouraged and acknowledged by transfer of credits.

All majors already engaged in studies of French Literature should maintain an active effort to reach fluency in speaking French through constant practice, use of the Language Laboratory and conversation courses FRE 207 and 208. They are expected to have reached proficiency in speaking and writing French before their graduation.

Each student's progress will be reviewed periodically by the French faculty. All majors must achieve at least 12 credits of B or better grades in their major courses. No grade of D will count toward fulfillment of a French major.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the College of Arts and Sciences, as well as the University's General Education Requirements.

German Minor 12 credits at the 200 level or above. (18 including GMN 131-132)

Required courses:

GMN 201 and 202 Composition and Conversation I and II
GMN 231 and 232 Introduction to German Literature

Credit Hours

6
6

12

Spanish Minor 12 credits at the 200 level or above. (18 including SPN 131-132)

Required courses:

SPN 201 and 202 Composition and Conversation I and II
SPN 231 and 232 Introduction to Spanish Literature I and II

Credit Hours

6
6

12

Students should also take the professional course FLED 301 — **The Teaching of Foreign Languages.**

COURSE DESCRIPTIONS

Literature and Civilization in English Translation

CLS 251 The Epic Hero in Ancient Literature

Duclos

Intensive readings in English translations of Gilgamesh, Iliad, Odyssey, Argonautica, Aeneid; discussion, papers.

Cr 3.

CLS 252 The Tragic Hero in Ancient Literature

Duclos

Intensive reading of selected plays in English translation by Aeschylus, Sophocles, Euripides, Seneca; discussion, papers.

Cr 3.

CLS 281 The Golden Age of Greece

Duclos

The literature, history, politics, philosophy, art, and architecture of the fifth century B.C. with particular attention to the achievements of Athens. Lectures, discussion, papers, museum trip.

Cr 3.

CLS 282 Rome, from Republic to Empire

Duclos

The literature, history, politics, philosophy, art, and architecture of Rome in the first century B.C. Lectures, discussion, papers, museum trip.

Cr 3.

FRE 283 French Civilization: An Historical Approach

Dalvet

Aspects of the society, institutions, arts, literature, and religion of France, from the origins to the end of the XIX century.

Cr 3.

FRE 284 French Civilization: Contemporary France

Lepelley

Institutions, education, society, economy, politics of France. Requires reading knowledge of French, but no French is spoken in the classroom. Prerequisite: FRE 112.

Cr 3.

FRE 253 Masterpieces of French Literature I

(in English Translation)

Dalvet

Novels and plays representative of French Literature from the beginning of the XIXth century to the present. No knowledge of French is necessary.

Cr 3.

FRE 254 Masterpieces of French Literature II

(in English Translation)

Di Benedetto

Novels and plays representative of French Literature from the Middle Ages to the end of the 18th century. No knowledge of French is necessary.

Cr 3.

FRE 255 Contemporary French Thinkers

(in English Translation)

Dalvet

Readings and discussion of recent works of French literature selected for their philosophical and ethical importance: Saint-Exupery, Sartre, Camus, de Beauvoir, Teilhard de Chardin and others. No knowledge of French is necessary.

Cr 3.

FRE 256 Avant Garde Theatre in France

(in English Translation)

Study of plays and theoretical texts in English translation from Jarry to Beckett. No knowledge of French is necessary.

Cr 3.

FRE 257 18th Century Literature in France and England

di Benedetto

A study of the emergence of the bourgeoisie and its relationship to literature in 18th Century France and neighboring countries. The social and moral evolution of the family, sentimentalism, and middle class revolt will be discussed. Special attention will be paid to the literary interchange between France and England. Readings in Prevost, Marivaux, Rousseau, Diderot, Richardson, Goldsmith, Sterne, Goldoni. In English.

Cr 3.

GMN 258 The German Novelle (in English Translation)

Ubans

The study of the genre of the *Novelle* and its development through the major literary movements from the early nineteenth century to the present. Authors read vary, but normally include Goethe, Tieck, E.T.A. Hoffmann, Kleist, C. F. Meyer, Storm, Musil and Mann. No knowledge of German is necessary.

Cr 3.

SPN 259 Masterpieces of Spanish Literature

(in English Translation)

Perry or Staff

The study of fiction, poetry, and essays representative of Hispanic literature of the 19th and 20th centuries. No knowledge of Spanish is necessary.

Cr 3.

Classics: Greek and Latin

GRK 101 Beginning Greek I

Duclos

Fundamentals of classical Greek. Emphasis upon acquisition of reading knowledge.

Cr 3.

GRK 102 Beginning Greek II

Duclos

Selections from Euripides' *Alceste*. Prerequisite: GRK 101. Cr 3.

GRK 231 Introduction to Greek Literature I

Duclos

A study of Plato's *Apology*, *Crito* and selections from the *Phaedo*. Prerequisite: GRK 102 or equivalent. Cr 3.

GRK 232 Introduction to Greek Literature II

Duclos

A study of selected books from Homer's *Iliad* or *Odyssey*. Prerequisite: GRK 231. Cr 3.

LAT 101 Beginning Latin I

Duclos

Fundamentals of the Latin language. Cr 3.

LAT 102 Beginning Latin II

Duclos

Continuation of LAT 101. Cr 3.

LAT 231 Introduction to Latin Literature I

Duclos

Selected readings from masters of Latin prose and poetry. Prerequisite: LAT 102 or equivalent. Cr 3.

LAT 232 Introduction to Latin Literature II

Duclos

Continuation of LAT 231. Cr 3.

GRK 310 Seminar in Greek Literature

Duclos

Readings in Greek prose and poetry; a different author will be read each semester. Translation, supplementary reading, paper. Prerequisite: GRK 232. Cr 3.

LAT 310 Seminar in Latin Literature

Duclos

Readings in Latin prose and poetry; a different author will be read each semester. Translation, supplementary reading, paper. Prerequisite: LAT 232. Cr 3.

French**FRE 101 Beginning French I**

Beginner's course in French. Initiation in the four skills of language learning: listening comprehension, speaking, reading, and writing. Students are encouraged to register also for laboratory practice (one more credit).

Cr 3. (With lab, Cr 4.)

FRE 102 Beginning French II

Continuation of FRE 101.

Cr 3. (With lab, Cr 4.)

FRE 103 Review of Elementary French

Elementary French for students with some previous study of the language who feel the need for a refresher course before entering FRE 131. If possible, register also for laboratory practice (one more credit). Cr 3. (With lab, Cr 4.)

FRE 105 Reading French

Beginner's course in French aiming exclusively at a reading knowledge of the language. No French spoken. Recommended also as preparation for language tests required by graduate schools. Cr 3.

FRE 106 Readings in French

Further practice of the skill acquired in FRE 105 through an accelerated reading of books on various topics (fiction, history, science, etc). Prerequisite: FRE 105. Cr 3.

FRE 131 Intermediate French I

Review of grammatical structures. Further development of listening comprehension, speaking, reading and writing skills. Students are encouraged to register also for

laboratory practice (one more credit). Prerequisite: FRE 102, FRE 103, or two years of high school French.

Cr 3. (With lab Cr 4.)

FRE 132 Intermediate French II

Continuation of FRE 131.

Cr 3. (With lab, Cr 4.)

FRE 201 French Composition I

Lepelley

Advanced study of the French language. Proficiency in writing, vocabulary development and idiomatic expression are the objectives of the course. Some free composition and translation. Prerequisite: FRE 132 or equivalent. Cr 3.

FRE 202 French Composition II

Lepelley

Continuation of FRE 201. Cr 3.

FRE 203 French Conversation

Lepelley

Intensive oral practice, expository reports, debates, class discussions. Prerequisite: FRE 132 or equivalent. Cr 3.

FRE 204 French Conversation II

Lepelley

Continuation of FRE 203. Cr 3.

FRE 205 French Phonetics

Rolfé

A formal study of the French sound system and an initiation into phonetic transcription with practical and remedial work in pronunciation. Prerequisite: FRE 132 or equivalent. Cr 3.

FRE 207 The Practice of Conversation I

For advanced students needing oral practice. This course, which meets once a week, is especially recommended for French majors who may take it repeatedly for credit. Prerequisite: FRE 204 or equivalent. Cr 1.

FRE 208 The Practice of Conversation II

Continuation of FRE 207.

Cr 1.

FRE 231 Introduction to French Literature I

Dalvet

Reading and discussion of representative literary works in the major genres (novel, drama, poetry). Techniques of close reading and *explication de texte* are studied. Designed to give a general background for the major as well as to provide a representative sampling for the non-major. Prerequisite: FRE 202 or equivalent. Cr 3.

FRE 232 Introduction to French Literature II

Dalvet

Continuation of FRE 231. Cr 3.

FRE 301 The French Novel Between the World Wars

Crochet

Study of important novels by Gide, Proust, Mauriac, Malraux, Giono, and others. Student participation through group discussion and individual oral reports. Prerequisite: FRE 231. Cr 3.

FRE 302 The French Novel from World War II to the Present

di Benedetto

Contemporary trends in the novel, with some attention to the short story. The post-war works of Camus and Sartre; novels by Robbe-Grillet, Beckett, Butor, Claude Simon, Marguerite Duras, and others. Prerequisite: FRE 231. Cr 3.

FRE 303 French Theatre in the Twentieth Century

Crochet

Plays by Giraudoux, Salacrou, Claudel, Montherlant, Anouilh, Genet, Ionesco. Prerequisite: FRE 231. Cr 3.

FRE 304 Women in Contemporary French Literature

Crochet

The course examines, through fictional and semi-autobiographical works, womanhood as seen by well-known women writers of the 20th century. Works by Colette, Simone de Beauvoir, Christiane Rochefort, Francoise Mallet-Joris, Nathalie Sarraute, and Albertine Sarrazin. Prerequisite: FRE 231. Cr 3.

FRE 321 Drama and Poetry from Romanticism to Symbolism

Lepelley

Lectures, readings, and discussion of plays and poetry by Hugo, Musset, Vigny, Baudelaire, Verlaine, Mallarme, Rimbaud, and other representative authors. Prerequisite: FRE 231. Cr 3.

FRE 325 The XIXth Century Novel: Balzac and Stendhal

Dalvet

Representative novels and short stories of Balzac, Stendhal, and contemporaries. Prerequisite: FRE 231. Cr 3.

FRE 336 French Literature of the 17th Century: the Apogee of the Classical Age

Lepelley

Readings from Mme. de la Fayette, Moliere, Racine, La Fontaine, La Bruyere, Boileau. Prerequisite: FRE 231. Cr 3.

FRE 345 French Literature of the Medieval Period

Lepelley

Chansons de Geste, Romans courtois; theatre, lyric, poetry. In modern French translation. Prerequisite: FRE 231. Cr 3.

FRE 381 French Canadian Literature

Crochet

Reading and discussion of novels, short stories, poems, and plays by contemporary French Canadian writers Gabrielle Roy, Gerard Bessette, Jacques Godbout, M. Claire Blais, Marcel Dube, Saint-Denis Garneau, Alain Grandbois, and P. M. Lapointe. Prerequisite: FRE 231, Cr 3.

FRE 401 Advanced French Grammar I**FRE 326 The XIXth Century Novel: Flaubert and Zola**

Lepelley

Representative novels of Flaubert, Zola, and contemporaries. Prerequisite: FRE 231. Cr 3.

FRE 331 The Enlightenment in French Literature

di Benedetto

The use of literature for propagation of ideas in XVIIIth century France. Readings from Fontenelle, Montesquieu, Voltaire, Diderot, Rousseau. Prerequisite: FRE 231. Cr 3.

FRE 332 The XVIIIth Century French Novel

Dalvet

Readings from Prevost, Marivaux, Rousseau, Laclos, and others. Prerequisite: FRE 231. Cr 3.

FRE 335 French Literature of the 17th Century until 1660

Lepelley

Readings from Malherbe, Scarron, Descartes, Pascal, Corneille. Prerequisite: FRE 231. Cr 3.

Rolfe

Designed to provide prospective teachers with an adequate foundation in French grammar. Prerequisite: FRE 202. Cr 3.

FRE 402 Advanced French Grammar II

Rolfe

Continuation of FRE 401. Cr 3.

Foreign Language Education**FLED 301 The Teaching of Foreign Languages**

Rolfe

Principles and practices of teaching foreign languages at different learning levels. Survey of current trends and methods. Application of language-learning principles to classroom procedures. For seniors seeking certification in teaching foreign languages. Cr 3.

German

GMN 101 Beginning German I

Beginner's course in German. Initiation in the four skills of language learning: listening comprehension, speaking, reading, and writing. Students are encouraged to register also for laboratory practice (one more credit).

Cr 3. (With lab, Cr 4.)

GMN 102 Beginning German II

Continuation of GMN 101.

Cr 3. (With lab, Cr 4.)

GMN 105 Reading German I

Schwanauer

Elementary course in German aiming exclusively at a reading knowledge of the language. No German spoken.

Cr 3.

GMN 106 Reading German II

Schwanauer

Further practice of the reading skill acquired in GMN 105. Recommended also as preparation for language tests required by graduate schools. Prerequisite: GMN 105 or instructor's permission.

Cr 3.

GMN 131 Intermediate German I

Ubans

For students who have completed GMN 102 or 103 or the equivalent. Review of grammar. Classroom practice aiming at fluency in speaking and reading. Students are encouraged to register also for laboratory practice (one more credit). Prerequisite: GMN 102 or 103.

Cr 3. (With lab, Cr 4.)

GMN 132 Intermediate German II

Ubans

Continuation of GMN 131.

Cr 3. (With lab, Cr 4.)

GMN 201 Composition and Conversation in German I

Ubans

Systematic training in correct pronunciation and usage, and in vocabulary building, with written and oral practice and work in the laboratory. Prerequisite: GMN 132 or equivalent.

Cr 3.

GMN 202 Composition and Conversation in German II

Ubans

Continuation of GMN 201.

Cr 3.

GMN 231 Introduction to German Literature I

Ubans

Reading and discussion of selected works representing the major literary movements from Enlightenment to Realism. Prerequisite: GMN 132 or GMN 106 or an equivalent reading ability of German.

Cr 3.

GMN 232 Introduction to German Literature II

Ubans

Reading and discussion of selected works representing the major literary movements from Naturalism to the present. Prerequisite: GMN 132 or GMN 106 or an equivalent reading ability of German.

Cr 3.

Italian

ITA 101 Beginning Italian I

Dalvet

Beginner's course in Italian. Initiation in the four skills of language learning: listening comprehension, speaking,

reading, and writing. Students are encouraged to register also for laboratory practice (one more credit).

Cr 3. (With lab, Cr 4.)

ITA 102 Beginning Italian II

Dalvet

Continuation of ITA 101.

Cr 3. (With lab, Cr 4.)

ITA 131 Intermediate Italian I

Dalvet

Reading of short stories and essays reflecting the wealth and variety of Italian culture. Classroom practice of conversation. Prerequisite: ITA 102.

Cr 3.

ITA 132 Intermediate Italian II

Dalvet

Continuation of ITA 131.

Cr 3. (With lab, Cr 4.)

Spanish

SPN 101 Beginning Spanish I

Beginner's course in Spanish. Initiation in the four skills of language learning: listening comprehension, speaking, reading, and writing. Students are encouraged to register at the same time for laboratory practice (one more credit).

Cr 3. (With lab, Cr 4.)

SPN 102 Beginning Spanish II

Continuation of SPN 101.

Cr 3. (With lab, Cr 4.)

SPN 131 Intermediate Spanish I

Hernandez

For students who have completed SPN 102 or the equivalent. Review of grammar. Classroom practice aiming at fluency in reading and speaking. Students are encouraged to register also for laboratory practice (one more credit). Prerequisite: SPN 102 or equivalent.

Cr 3. (With lab, Cr 4.)

SPN 132 Intermediate Spanish II

Hernandez

Continuation of SPN 131.

Cr 3. (With lab, Cr 4.)

SPN 201 Composition and Conversation in Spanish I

Hernandez

Advanced study of the Spanish language. Frequent practice of composition. Conversation and oral reports. Prerequisite: SPN 132 or equivalent.

Cr 3.

SPN 202 Composition and Conversation in Spanish II

Hernandez

Continuation of SPN 201.

Cr 3.

SPN 231 Introduction to Spanish Literature I

A survey of the important periods and trends in Spanish literature with reading of representative works. Prerequisite: SPN 132.

Cr 3.

SPN 232 Introduction to Spanish Literature II

Continuation of SPN 231.

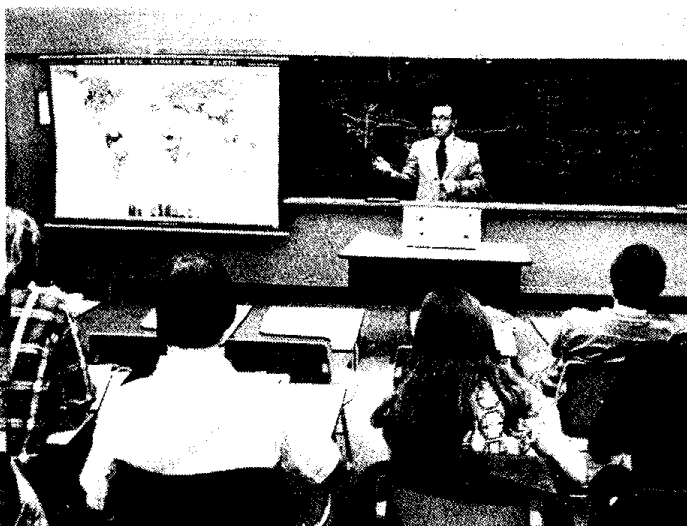
Cr 3.

SPN 399 Contemporary Latin-American Literature

French

Reading and discussion in Spanish of a selection of key essays, poems, short stories and novels from the late 19th century to the present. Authors included are Borges, Mistral, Neruda, Paz, Vallejo. Assignments will include oral reports and one project. Prerequisite: SPN 231 or with permission from instructor.

Cr 3.



GEOGRAPHY-ANTHROPOLOGY

Chairman of Geography-Anthropology Department: Judy Tizon, 320-E Bailey Hall, Gorham.

Associate Professors French, Hodges, Tizon; Assistant Professor Yesner.

The Department of Geography-Anthropology offers the following programs:

- (1) A 39-hour major in Geography-Anthropology in the College of Arts and Sciences;
- (2) An 18-hour minor in Geography or Anthropology for all students in the College of Education, including Early Childhood and Elementary Education majors.

All students with majors or specific discipline minors in the Social Sciences must achieve at least 6 credits with grades of B or better in such major or minor requirements. No grades of D will count toward fulfillment of the major or minor requirements. No required course may be repeated more than once.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

The program leading to a major in Geography-Anthropology will emphasize the integration of the two disciplines. The major in Geography-Anthropology will be a 39-hour interdisciplinary major to the extent that students will be expected to take courses from the two disciplines of Geography and Anthropology. It will be possible for a student to concentrate his/her interest heavily in either

Geography or Anthropology, or to achieve any desired balance between the two disciplines. A student's program of courses beyond the basic requirements listed below must be planned in *close consultation* with the student's advisor and approved by the latter. This approach allows for the flexibility of students' interest while providing close guidance and the control of educational quality by the department.

GEOGRAPHY-ANTHROPOLOGY MAJOR

College of Arts and Sciences Basic Requirements

- A. Students electing to concentrate in Anthropology must take ANY 101, a choice of ANY 102 or 105, ANY 210 and GYAY 200 for a total of twelve (12) credit hours.
- B. Students electing to concentrate in Geography must take GEOG 101, 102, 201, and GYAY 200 for a total of twelve (12) credit hours.

Beyond these basic requirements the student must set up a program of Geography/Anthropology courses to fulfill the thirty-nine (39) hour major with his/her advisor, and all courses in that program must be *previously approved* by the advisor.

GEOGRAPHY MINOR

For Early Childhood or Elementary Education Students

Required

GEOG 101 Geography: The Spatial View	Credit Hours
At least one course in regional geography from:	3
GEOG 201 Cultural Geography	
GEOG 310 Geography of Asia	3
GEOG 311 Geography of North America	
12 hours of electives from the remaining geography courses	12
TOTAL REQUIREMENTS FOR A MINOR IN GEOGRAPHY	18

SOCIAL SCIENCES CONCENTRATION

For Early Childhood or Elementary Education Students

A minimum of 30-credit hours of HIST, SOC, POL, ANY, ECON, GEOG courses.

SOCIAL SCIENCES MINOR

For Early Childhood or Elementary Education Students

A minimum of 18-credit hours of HIST, SOC, POL, ANY, ECON, GEOG courses.

SPECIAL PROGRAMS

Museum of Man

The Museum of Man provides a unique experience for students and the community. It is designed to tell the story of human culture through works created by man through the ages. The Museum collection is visited each year by students, faculty, and the surrounding community. Field expeditions, materials, and facilities are also available to those interested in Museum activities. Further information about the Museum of Man may be obtained from Director Robert French, Department of Geography/Anthropology, or from the office of the Dean of the CAS. The Geography/Anthropology Department offers GYAY 100 Museum Aide for one credit hour in conjunction with this project.

Institute for Applied Community and Regional Programs (IACRP)

Operated under the auspices of the Geography/Anthropology Department, the purpose of the Institute is two-fold:

- 1) The Institute will provide the services of the academic community to the local area, through regional data collection, research, and planning.
- 2) The Institute will enhance educational and research opportunities for students and faculty members by complementing classroom education with applied experience in community research and development.

COURSE DESCRIPTIONS

Geography/Anthropology

GYAY 100 Museum Aide

Museum aides serve on volunteer (unpaid) projects relating to research classification, maintenance and display of artifactual materials. Since the Museum solicits input from students, their contributions are expected to show originality and complement the goals of the Museum of

Man. A minimum of thirty (30) hours of service each semester is required for credit. Cr 1.

GYAY 200 Problem Solving and Methodology

This course introduces techniques of learning, thinking and doing basic research in the social sciences, humanities, and science. Traditional and new techniques of acquiring knowledge and thinking will be covered, including survey methods taken from logic, statistics, scientific method, psychology, mathematics, and graphics. The student will learn methods of organizing and presenting research findings. Prerequisite: ANY 101, GEOG 101 or permission of instructor. Cr 3.

GYAY 205 Archaeology Field School

The summer field school is designed to combine training in research methods of archaeology and geography. Students will receive intensive training in methods of site survey excavation and materials analysis. Several weeks will be spent at selected areas of coastal Maine involved in survey and excavation of sites, mapping sites and landscape features, investigating potential food resources in site areas, and obtaining sediment samples for geological study. This will be followed by some laboratory analysis of recovered materials. Cr 6.

GYAY 221 Energy and Society

This course examines the relationship of energy and society with a unique synthesis of geographic and anthropological approaches. Both simple and complex societies are analyzed in terms of energy flow, supplies, and consumption patterns, with special emphasis given to the position of the U.S. past, present, and future. Cr 3.

GYAY 250-251 Internship in Applied Geography/ Anthropology

Internships offer the student practical experience in working with public agencies, private firms, and municipalities engaged in applied geographical/anthropological activities including, but not limited to, planning, transportation, delivery of human services, and natural resources.

A written contract will be drawn up by advisor and student for each internship, specifying the number of credits sought and work required for these credits. As a general rule, internships will require at least eight hours of actual work per week. Interns will be expected to meet at least once every two weeks with instructor to discuss experiences and/or problems.

In addition, a major paper will be required from each student intern discussing an aspect of the internship or the work performed during the internship. The paper will be presented by the student at the end of the semester to a departmental seminar on applied geography/anthropology.

Prerequisites: Junior or senior standing in Geography/Anthropology; GYAY 200; Problem Solving and Methodology. Cr 1-6.

GYAY 321 Analysis of Colonial American Material Culture

This lab/discussion involves the examination of materials and associations derived from field survey and archaeological investigation of selected colonial and 19th century North American sites. The objective is for the student to discover and communicate ways in which material culture remains help reveal the life style of the former inhabitants. A general approach to the subject will be combined with individual specific assignments. Students will use documentary sources as well as deal with the analysis restoration and curation of materials in the Museum of Man stock. Cr 3.

Anthropology

ANY 101 Anthropology: The Cultural View

This course is a basic introductory survey of cultural anthropology. It examines the differences between cultures as well as cultural universals, and the relationship between social organization, ideology, economics, and political structure in different types of societies. It reviews the various theoretical approaches in cultural anthropology's attempt to explain human behavior, presenting examples from "primitive", intermediate, and complex cultures through readings and films. Cr 3.

ANY 102 Biological Anthropology

Man's place in nature; the relationship between human biology and culture; the relevance of primate behavior and human evolution to understanding contemporary human society; human biological adaptations, including a discussion of population and nutrition; and contemporary human variation with an evaluation of the concept of race. Cr 3.

ANY 103 Human Origins

This course traces the biological and cultural evolution of humanity during the last several million years. Various human fossils are considered in order to shed light on the processes of human evolution, and the development of human culture is explored through the archaeological record from the earliest evidence to the advent of farming and domestication. Cr 3.

ANY 104 Origins of Civilization

This course traces the evolution of human culture from the origins of farming and domestication, to the development of complex societies. General processes of urbanization and social stratification will be investigated, and examples will be drawn from throughout the Old and New Worlds, including the "classical" civilizations of the Near East,

Southeast Asia, Mexico, and Peru. This course is designed as a sequel to ANY 103. No prerequisites. Cr 3.

ANY 105 Introduction to Archaeology

Introduction to Archaeology describes the methods and theories used by modern archaeologists to uncover information about past human lifeways. Attention is given to techniques of survey and excavation of archaeological materials; concepts of space and time in archaeology; and detailed analysis of artifacts and organic residues. Some attention will be given to specific topics such as cultural resource management and the archaeology of Maine. The archaeology laboratory will be used for student projects. Cr 3.

ANY 201 South American Culture History

This course deals with pre-Columbian South American cultures, from the earliest signs of population to the Spanish conquest. The rise and fall of "high" civilizations (Chavin, Huari, Inca) as well as regional patterns (coast, highlands, tropical forest) will be reviewed. Various theories on the development, interconnection, and disappearance of cultures will be analyzed, along with topical problems such as the origin and spread of agriculture and the evidence for trans-Pacific and trans-Atlantic contact. Cr 3.

ANY 203 North American Archaeology

An examination of the stages of cultural development from the earliest Paleo-Indian populations to the European invasion. Emphasis is placed upon culture as a system of adaptation and anthropological culture sequences in the Southwest, Southeast, Plains and the Northeast are studied in detail. Prerequisite: ANY 105 or permission. Cr 3.

ANY 204 North American Indians

An ethnographic study of Indian cultures at the time of contact by Europeans. Emphasis will be placed upon selected societies from the native culture areas north of Mexico. This comparative analysis examines the variety of cultural systems that existed prior to the European invasion, and the social disorientation that followed. No prerequisites. Cr 3.

ANY 206 Archaeological Laboratory Analysis

Students will be introduced to the analysis of materials collected on an archaeological site. Their work will be centered around the results of previous summers' archaeological excavations. Research projects will be associated with the same materials. Prerequisite: ANY 105. Cr 3.

ANY 210 Culture Theory

This course is an historical survey of theory in anthropology from the early classical evolutionists to contemporary materialist and idealist approaches. It will examine the various theories in terms of their level or analysis, explanatory value, and relationship to the western society from which they emerged. This course is a requirement for those concentrating in Anthropology. Prerequisite: ANY 101 or permission. Cr 3.

ANY 212 Economic Anthropology

The course is designed to offer students with a minimal background in Anthropology an understanding of the range of economic systems existing in the world today, including tribal, peasant and state-level economics and the general process which creates this diversity. A specific theme will be the analysis of supply and demand concepts and whether they do or do not apply to other cultures. Cr 3.

ANY 213 Cultural Ecology

This course examines interactions between human societies and their natural environments. One part of the framework of the course is historical, seeking the roots of our current energy-related and ecological crises through the study of simple human societies. A second part of the course involves mastering the methodology that anthropologists use in studying the interrelationships between human groups and their environments. Cr 3.

ANY 300 Independent Study in Anthropology

The department faculty offers independent study in a topic in Anthropology for upper-level students (Junior and Senior status). Individuals wishing to take advantage of this option should secure a faculty sponsor and departmental approval. Variable credits will be offered.

ANY 301 Victims of Progress: The Anthropologist's Burden

This course reviews the role of anthropology - past, present, future - in both promoting and explaining culture change. It examines internal and external colonialism - the disappearance of low-energy "primitive" societies, as well as the relationship of the overdeveloped to the underdeveloped world. It explores the strategies for and responsibilities of future anthropology. Cr 3.

ANY 305 Method and Theory in Archaeology

Using archaeological data, Archaeological Anthropology tests a wide range of hypotheses about society. The introduction of the hypothesis testing approach into archaeology is the result of recent expansions in theoretical orientations and methodological strengths. The literature discussing those theoretical and methodological developments will be critically evaluated by the student. Prerequisite: ANY 105. Cr 3.

ANY 314 Magic, Religion, and Witchcraft

This course examines belief in the supernatural as a cultural universal and its expression in the religions of the range of cultural systems, from low-energy "primitive" societies to high-energy complex ones. It will encompass various theoretical approaches to the origin, evolution, and function of religion - from ideological to ecological. Prerequisite: ANY 101 or permission. Cr 3.

ANY 351 Man in the Northeast

A detailed study of the sequence of aboriginal cultures in the American Northeast with special reference to central New England. It correlates directly with archaeological research being conducted by the department of Geography-Anthropology and emphasizes the classification and interpretation of archaeological data. Lab required. Prerequisite: ANY 105 or permission of instructor. Cr 4.

ANY 352 Peoples of the North

This course is designed as a comprehensive summary of the prehistory, traditional culture, and contemporary lifeways of peoples living in the northern hemispheres of both the Old and New Worlds - from Maine to Alaska, and from Siberia to Lapland. Special attention will be given to the origins of these peoples; the way in which they have achieved solutions to common problems of living in cold, northern environments; the effects of European contact; and the modern problems that they face ranging from the effects of urbanization to land claim disputes. Prerequisites: ANY 101 and 105 or permission. Cr 3.

ANY 382 Introduction to Linguistics

(cross-listed with ENG 382)

A general introduction to modern linguistic science, including studies in the development of language, phonology,

morphology, the dictionary, and varieties of English and usage. Also examined are the various grammatical philosophies and their methods—traditional, structural, and transformational. Cr 3.

ANY 384 Structural Linguistics

(cross-listed with ENG 384)

The course first analyzes the structure of many languages: i.e., Mexican and Central American Indian languages, including dialects of Chontal, Aztec, and Maya. The course uses the acquired analytical skills to explore the nature of language itself. Cr 3.

ANY 385 Structural Linguistics and Culture

(cross-listed with ENG 385)

The course analyzes the language and culture (art, religion, poetry) of pre-literate societies, particularly the American Indian. Cr 3.

Geography**GEOG 101 Geography: The Spatial View**

Surveys the field of geography and presents an introduction to the several approaches to the discipline. Geographic theory, methods of investigation, and concepts are examined. Physical and cultural factors are interrelated to present the man and environment relationship from the point of view of the geographer. The course is a prerequisite for most upper level Geography courses, and for all majors. Cr 3.

GEOG 102 Physical Geography

This course examines the interrelationships between people and the physical environment. Climate, soil, vegetation, landforms, water and mineral resources are the topics which are covered in this introductory course. Cr 3.

GEOG 104 Cartography

Mapping the Landscape: Principles of Cartographic Design. An introductory course in Cartography focused on developing basic mapping and graphic communication skills essential to a wide variety of disciplines. The course will be flexible and adjusted to individual needs. Familiarization with basic charting technology, cartographic tools, and air photograph interpretation will be included. A laboratory fee will be required. Cr 3.

GEOG 106 The Local Environment

This is a field-oriented course that deals with the application of fundamental geographic concepts in the interpretation of areal development. The local area serves as the "laboratory" and provides models of geographic interaction that have application on a broader scale. Cr 6.

GEOG 201 Cultural Geography

A concept-oriented approach to human geography that explores both natural and cultural influences upon man's use of the land and the varied spatial patterns that reflect the manner of occupancy. Environmental quality, perception of environment, the dynamics of process, and new methods in the teaching of geography are among the areas receiving special emphasis. Prerequisite: GEOG 101. Cr 3.

GEOG 202 Geomorphology (also GEOL 202)

Description and interpretation of landform development in terms of geologic structure, process, and stage. Field trips. Prerequisite: GEOL 111 or permission of instructor. Two hours lecture, two hours Lab. Fall semester even years. Cr 3.

GEOG 204 Advanced Cartography

This course is intended to build upon the basic cartographic skills introduced in GEOG 104 and to develop new, more advanced skills in cartographic design and communication. The course will be tailored around individual student's needs and interests, and will include fundamental aspects and use of major types of map projections, statistical mapping, landform representation, and mapping point, volume and linear data. A portion of the semester will be devoted to basic air photo interpretation and mapping land use from aerial photographs. A laboratory fee is required. Prerequisite: GEOG 104 or permission of instructor. Cr 3.

GEOG 209 Planning for the Future: Introduction to Land Use Planning

This course offers an overview of man/land relationships as they influence contemporary patterns of settlement and use of the land. It will discuss the logic of a planning process as a method of decision making, the formulation of goals and evaluation of alternative courses of action, standards and requirements for specific planning objectives (such as land use, energy, recreation, transportation), and the place of the planning function in government and the role of citizens and private groups. Introduction to basic planning tools and techniques including PERT, aerial photography, and methods of land inventory and classification will be presented. No prerequisite. GYAY 200 is recommended. Cr 3.

GEOG 210 Geographic Theory

This course explores the development of geography as a spatial science from determinism to behaviorism, from description to prognostication. Prerequisite: GEOG 101, or 102. Cr 3.

GEOG 221 Spatial Organization

Basic concepts of geography are approached within a spatial-organizational format. This involves concepts of spatial efficiency, the geometry of space, geographic predictive approaches, as well as computer simulations and applications. Recommended for GYAY majors concentrating in Geography. Cr 3.

GEOG 300 Independent Study in Geography

The department faculty offers independent study in a topic

in geography for upper-level students (Junior and Senior status). Individuals wishing to take advantage of this option should secure a faculty sponsor and department approval. Variable credits will be offered.

GEOG 302 Urban Geography

Deals with the American city as a type. Urban centers are dealt with at two levels—as whole entities in which location, characteristics, growth, and relations with the countryside are explored, and as complex nodal regions in which the internal variations of the city are examined. Prerequisite: GEOG 101. Cr 3.

GEOG 303 Economic Geography

Economic Geography presents a topical approach to economic activities in the world. Primary, secondary, and tertiary economic activities are examined. The major objectives are (1) to present the pattern of economic activities on a world scale and (2) to present explanations for the location of economic activities. Prerequisite: GEOG 101. Cr 3.

GEOG 304 Political Geography

Political Geography is an examination of political conditions in selected areas of the world with emphasis upon theory, process, and results of political decisions. Physical, economic, and cultural factors are considered as explanations for political problem areas. Prerequisite: GEOG 101. Cr 3.

GEOG 310 Geography of Asia

The course examines the regions of South Asia, Southeast Asia, and East Asia. Monsoon Asia is regional in approach and all aspects of the environment are presented. Physical, cultural, economic, and political factors are examined in an integrative analysis to allow an understanding of some of the reasons for conditions in this part of the world. Prerequisite: GEOG 101. Cr 3.

GEOG 311 Geography of North America

French

An open-ended approach, ranging from theory to the empirical, that deals with progress and problems in North America as seen from the spatial point of view. Prerequisite: GEOG 101. Cr 3.

HISTORY

Chairman of History Department: Craig Dietrich, 38 Chamberlain Avenue, Portland; departmental offices: 314 Bonney Hall, Portland, 300 Bailey Hall, Gorham.

Professors Cole, Emerson, Hunt (on leave Spring, 1979), Schleh, York, Young; Associate Professors Albee, Bibber, Connick, Dietrich, Eastman, Padula (on leave Fall, 1978 and Spring, 1979), Ventresco, Whitmore.

History remains a venerable and enduring academic discipline because of the nature of time and the human need to gain perspective and direction by recovering a sense of the past. To do this requires the techniques of preserving, analyzing, and drawing significance from documents and artifacts. The USM history curriculum offers students the opportunity to learn the historian's craft through lectures, discussions, research, and writing.

History is an excellent major for students planning on graduate studies in business, law, or library science. Besides teaching, careers include service with federal, state, and local governments; archival and library work; social science research; editing of documents; publishing; writing and research for historical presentations on television and radio; and many others.

In addition to the Bachelor of Arts in History, the Department offers courses which are used in the history concentration for the College of Education's early childhood or elementary programs; in the Bachelor of Arts degrees in Social Sciences and American Studies; in the Master of Science in Education with history concentration; and in a Master of Arts in History in cooperation with the University of Maine at Orono.

Students in all departments are well advised to broaden their understanding of mankind through history courses. The following program defines the requirements for majors. Whether or not the student exceeds the minimum number of history electives, he should be chosen to provide a

coherent program. Courses in other departments should be an integral part of this program and should be selected in consultation with an advisor. It is strongly recommended that history majors, especially those expecting to do graduate study, acquire proficiency in a foreign language.

The Department of History participates in an exchange program with King Alfred's College in Winchester, England. Each fall a selected group of majors spends a semester in the British Isles. Departmental offices have information on this program. History majors are also encouraged to take advantage of internship programs administered by the Department of Political Science.

A history major or minor must achieve at least six credits of "B" or better grades in history courses. No grade of "D" will count toward fulfillment of a history major or minor. No required course may be repeated more than once.

The History Department offers an Honors Program for outstanding history majors. The program gives students an opportunity to undertake an independent research project in their junior or senior year under the guidance of a member of the Department. Students should contact the Chairman for details.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

REQUIREMENTS FOR HISTORY MAJORS

	<i>Credit hours</i>
HIST 101 and 102 Western Civilization I and II (3 credits each semester) to be taken as a two-semester sequence	6
HIST 131 and 132 U.S. History to 1877 and U.S. History Since 1877	6
Any two courses from the following Third World Surveys:	6
HIST 161 and 162 Introduction to African History to Partition and Introduction to African History since Partition	
or	
HIST 171 and 172 Traditional East Asia and Modern East Asia	
or	
HIST 181 and 182 Latin America I and II	
HIST 200 Methodology in History	3
Other History Courses	18
Minimum Total to Meet Major Requirements	<u>39</u>

Unusually well-prepared entering students may, upon passing an examination, gain exemption from any of the required courses. Up to six hours of credit may be granted for superior achievement on such examinations. Otherwise, students will take advanced elective courses to complete the minimum number of credit hours for the major.

HISTORY CONCENTRATIONS IN COLLEGE OF EDUCATION PROGRAMS

Students in Early Childhood or Elementary Education in the College of Education may complete 30 hours of History in an approved program for an academic major or 18 approved hours for an academic minor. HIST 101-102 and HIST 131-132 are required courses in either the Academic Major or Academic Minor Program.

COURSE DESCRIPTIONS

HIST 101 Western Civilization I

A basic survey and introduction to the heritage of Western man from ancient to early-modern times. Particular attention is given to the ancient civilizations of Egypt, Greece and Rome. Medieval civilization is explored with a focus on the institutions it bequeathed to the modern world. The

Renaissance and Reformation and the rise of the great nation-states are studied. Throughout the course important individuals are considered such as Alexander the Great, Caesar, Charlemagne, Michaelangelo, and Elizabeth I. The course also introduces students to historical method. Cr 3.

HIST 102 Western Civilization II

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

***HIST 131 United States History to 1877**

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

***HIST 132 United States History Since 1877**

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

***HIST 133 American History I**

A team-taught survey of United States history which examines institutional development and change in major areas of American society and culture before 1900 by means of lecture case studies, a variety of paperbound readings, films, slides, music, and small-group discussions. (This course may not be used to fulfill requirements for Major, Minor or Concentration as of September, 1976). Cr 3.

***HIST 134 American History II**

A continuation of HIST 133 which examines institutional change and development in modern American urban industrial society and culture since 1900. (This course may not be used to fulfill requirements for Major, Minor or Concentration as of September, 1976). Cr 3.

***HIST 131-132 and HIST 133-134 are both introductory courses, although their organization and emphasis differ. History majors may take HIST 133-134 only for general elective credit.** Cr 3.

HIST 161 Introduction to African History to Partition

Schleh

A survey of African history from early migrations to the beginning of the Colonial era. The approach is both regional, stressing selected countries representative of their regions, and topical, cutting across political boundaries. Topics include the states of the Sudan, city states of East Africa, Islam, the slave trade, exploration and partition. Cr 3.

HIST 162 Introduction to African History Since Partition

Schleh

A survey of the Colonial era, the transformation of African societies, the rise of nationalist movements, wars of liberation, and early years of the new era of independence. Cr 3.

HIST 171 Traditional East Asia

Bibber, Dietrich

The history and culture of China and Japan from earliest times to about 1700, with emphasis on the composition of the "traditional" societies. Cr 3.

HIST 172 Modern East Asia

Bibber, Dietrich

China and Japan since about 1700, emphasizing contrasting moves toward modernization in two traditional societies. Cr 3.

HIST 181 Latin America I

Padula

The Spanish and Portuguese colonial empires in America from their establishment to their achievement of independence in the early 19th century. Cr 3.

HIST 182 Latin America II

Padula

A survey of modern Latin America beginning with the Latin American wars of independence in the early 19th century and extending to the present. Cr 3.

HIST 198 Revolution in the 20th Century: Russia, China, Cuba

Albee, Dietrich, Padula

A study of revolution in the 20th century through a comparative analysis of the Russian, Chinese, and Cuban experiences. The course attempts to afford the student an understanding of conditions under the old regime, a familiarity with the revolutionary events themselves and a knowledge of the effects of revolution upon the three societies. No prerequisites. Offered once every two years. Cr 3.

HIST 200 Methodology in History

Connick, Eastman

An introduction to research and writing, designed to prepare undergraduates for the requirements of upper-level courses in history and the social sciences with emphasis on practical methods of utilizing a library, locating materials, taking and organizing notes, and writing and rewriting research papers and reports. (Offered both Fall and Spring semesters in Day sessions.) Cr 3.

HIST 231 Ancient History I

The political, social, and economic history of the civilizations of the ancient Mediterranean world, with Egypt, the Near East, and Greece being studied. (Offered occasionally) Cr 3.

HIST 232 Ancient History II

A continuation of HIST 231 concentrating upon an examination of ancient Rome. (Offered occasionally) Cr 3.

HIST 235 Medieval Civilization

Cole

Europe from late antiquity through the Carolingian Empire, Islamic Empire, Byzantine Empire, Medieval Church and State and the coming of the Renaissance and Reformation. Prerequisite: HIST 101. Cr 3.

HIST 241 Renaissance and Reformation

Ventresco

A study of the transformation of European society from the world of the Renaissance to the crisis of the Reformation. The course will concentrate on the development of Italian Humanism and its influence on Northern Europe. The rise of the Reformation will be examined through the personalities of Martin Luther and John Calvin and the intense feelings which engendered the religious wars and the Counter Reformation. Prerequisite: HIST 101. Cr 3.

HIST 242 French Revolution and Napoleon

Young

The course takes the French Revolution as a climax of major intellectual, political, and social trends in eighteenth-century Europe. Thorough coverage is given to the Old Regime, the Enlightenment and the influence of the American Revolution. There is in-depth analysis of the coming, course and outcome of the French Revolution itself, and its impact outside France. The Napoleonic era is handled as the culminating phase of the Revolution and as a major influence on nineteenth-century Europe. Prerequisite: HIST 102 or permission. Cr 3.

HIST 243 Society and Politics in 19th Century Europe
Ventresco

A survey of Europe's major powers and their international relations. Major topics also include liberalism, nationalism, socialism, and imperialism. Intellectual and cultural developments are stressed. Prerequisite: HIST 102. Cr 3.

HIST 244 20th Century Europe

Albee, Ventresco, Young

An intensive survey of European developments in the 20th century. The course deals with such intellectual trends as the revolt against positivism, Freudian psychology, expressionism and surrealism in the arts as well as with such phenomena as totalitarianism in its various forms (Nazism, Fascism, Soviet Communism). World Wars I and II and the post-1945 evolution of Europe are thoroughly analyzed. Prerequisite: HIST 102 or permission. Cr 3.

HIST 256 World Wars I and II: European War and Diplomacy

Albee

A study of the origins, course, and consequences of the First and Second World Wars. The questions of inevitability and responsibility, the nature of total war, the workings of alliances, the effect of the military upon politics, the wisdom of the peace settlements, and the impact of war upon European society are among the subjects to be considered. Cr 3.

HIST 261 History of England

Cole

A survey of England from Anglo-Saxon times to the beginning of the 20th century, with emphasis on the nature of English monarchy, the development of political institutions, and evolving constitutionalism. Particular attention is given to broad movements such as the Reformation, the Industrial Revolution, and Imperialism. Prerequisite: HIST 101 and 102. Cr 3.

HIST 263 Britain in the 20th Century

Albee

A study including the Victorian and Edwardian Age, imperialism, the Monarchy, the Depression, appeasement, the English people in two World Wars, the question of Ireland, and the leadership of Lloyd George and Churchill. Prerequisite: HIST 102 or permission. Cr 3.

HIST 265 Italy, Unification to World War I

Ventresco

A political, intellectual, diplomatic, and social history of Italy from the Risorgimento to the eve of World War I. Considerable emphasis will be given to the role of the Papacy in Italian affairs. Major literary figures to be examined will include Foscolo, Leopardi, Manzoni, Verga, and Carducci. Prerequisites: HIST 101 and HIST 102. Cr 3.

HIST 266 Fascist Italy

Ventresco

This course examines the development, practice, and theory of fascism. Considerable attention will be centered on Benito Mussolini and his relationship to the Fascist Party, the people, the Catholic Church, and foreign affairs. Italian culture in the fascist era will be explored through literature and the arts. Prerequisite: HIST 102 or permission. Cr 3.

HIST 272 Germany Since 1870

Young

A study of the German Empire, its dissolution in 1918, the Weimar Republic, Hitler's Third Reich, Germany in World War II, and divided Germany since 1945. The course

examines cultural and social factors which help explain Germany's role in the modern world. Prerequisite: HIST 102 or permission. Cr 3.

HIST 275 Russia to 1861

Young

A survey of political, social, cultural and economic history of the Russian people to the emancipation of the serfs. The course surveys geographic factors, influence of Byzantine civilization, the impact of invasions, and the development of Russia's unique problems. Prerequisite: One history survey or permission. Cr 3.

HIST 276 Russia Since 1861

Young

A survey of political, social, cultural, and economic history from serf emancipation to today. The course deals with Tsarist autocracy and its weaknesses, pressures for reform, the intelligentsia, revolutionary parties, the Bolshevik Revolution, and Communist Russia since 1917. Prerequisite: One history survey or permission. Cr 3.

HIST 301 American Colonial History

Whitmore

The first half of the semester is devoted to the discovery, exploration and colonization of the American colonies. The second half concentrates on the social and political development of these colonies, touching upon various aspects of colonial life and emphasizing the growing maturation of society. Prerequisites: HIST 131 and 132. Cr 3.

HIST 302 The American Revolution

Hunt

A study of the 1763-1789 period, stressing the breakdown of Anglo-American relations; American independence and its ideological underpinnings; the Revolutionary War; the postwar struggle to strike a balance between too much government and too little; and the drafting and ratification of the U.S. Constitution. Cr 3.

HIST 305 Hamilton and Jefferson

Hunt

A study of Hamilton and Jefferson including biographical information and the Jefferson-Hamilton political dichotomy and its subsequent influence. Following this, the course will present a general analysis of social, intellectual, political, economic, and diplomatic problems facing the "New Nation" between 1789-1815. Cr 3.

HIST 306 The Age of Jackson, 1815-1850

Hunt

A consideration of American political, cultural, social, and economic development in the first half of the 19th century. Specific topics will include the controversies surrounding Jacksonian democracy, the Bank of the United States, internal improvements, the tariff, "Manifest Destiny," and the sectional-slavery issue. Prerequisites: HIST 131 or permission. Cr 3.

HIST 307 Civil War and Reconstruction

Emerson, Hunt

An examination of the period 1850-1877, dealing with the background and causation of the war; Lincoln and the secession crisis; the military, political, diplomatic, and economic aspects of the Civil War; and the challenges and ultimate failure of reconstruction after 1865. Prerequisite: HIST 131. Cr 3.

HIST 308 The Gilded Age in America, 1869-1898

Bibber

The United States in the age of enterprise with emphasis on the development of political and economic radicalism, the

commercialization of agriculture, the rise of the American city, new directions in social thought, concentration of industrial wealth and financial power, and American foreign policy. Prerequisite: HIST 132 or permission. Cr 3.

HIST 309 Early 20th Century America, 1898-1938

Emerson

The United States in the first four decades of the twentieth century with coverage of the Spanish-American War, the progressive movement, American entry into World War I, the Roaring Twenties, the Great Depression, and the domestic programs of the New Deal. Prerequisite: HIST 132. Cr 3.

HIST 310 America Since 1938

Eastman, Emerson

The United States since the Great Depression with coverage of the foreign policy of the New Deal, the background to Pearl Harbor, World War II, the Fair Deal, the Cold War, the Eisenhower years, the New Frontier, and the Great Society. Prerequisite: HIST 132 or permission. Cr 3.

HIST 321 History of Maine

York

A survey of Maine's social, economic, and political life from primitive times to the present. Cr 3.

HIST 325 History of the American Frontier

Emerson

The Turner thesis, historiography, and adaptations to the challenges of the environment are considered. Various frontiers from the Atlantic seaboard to the last frontier on the Great Plains are studied. Prerequisites: HIST 131 and 132 or permission. Cr 3.

HIST 331 History of Black Americans

Whitmore

An examination of the interaction of black people with American social, political, cultural, and economic institutions. Major topics include the African heritage,

components of slavery, abolitionism, segregation, programs of race advancement, and the modern search for identity. Prerequisite: HIST 131 or permission. Cr 3.

HIST 333 The American Home

Bibber

A survey of U.S. domestic architecture, considering the influence of changing tastes, as well as climate and technology, on the buildings in which Americans have lived. Attention will be given to the historical styles as illustrated in the homes of the well-to-do, but attempts also will be made to look carefully at where and how "the people" lived. The approach will include slide-illustrated lectures and on-the-spot observation. A project of some variety will be required. Prerequisite: Six hours of U.S. History. Cr 3.

HIST 335 American Urban History

Whitmore

A survey of the American city: social, political, intellectual, and cultural components; the changing nature of "community"; the course of urban development; and the emergence of urban life styles. Special attention is focused on the population movement to the city; the development of slums, ghettos, and suburbs; the growth of municipal institutions and services; the relationship of city dwellers and government; and the emergence of "Megalopolis." Prerequisite: HIST 131. Cr 3.

HIST 337 American Economic and Business History, 1607-1860

Eastman

Economic and business developments in the United States from the first settlements to the Civil War. The course covers the British mercantile system, the colonial economy, the Transportation Revolution, the Southern plantation system, and the beginnings of American industrialization. Prerequisite: HIST 131 or permission. Cr 3.



HIST 338 American Economic and Business History**Since 1860**

Eastman

Economic and business developments in the United States from the Civil War to the present. The course covers the growth of a national market and distribution system, the revolution in agriculture, the rise of big business, the organization of labor, and the growing involvement of the federal government in business and the economy. Prerequisites: HIST 131 and 132 or permission. Cr 3.

HIST 339 American Labor in the Twentieth Century

Emerson

A chronological examination of the efforts of workers to adjust to our corporate industrial society. Topics will include the emergence of the AFL, labor radicalism, the role of labor leadership, racketeering, labor and the New Deal, and labor theory. The focus will be on unions, but attention will be given to nonunion segments of the labor force as well. Prerequisite: HIST 132 or permission. Cr 3.

HIST 341 American Social and Intellectual History I

An analysis of the evolution of American religious, political, economic, social, and scientific thought from the colonial period to 1865. The course examines major principles, assumptions, and values; the relation of American thought to class structure, ethnic and racial associations, mobility, and immigration; and the relation of American thought to contemporary intellectual patterns in the Western world. Cr 3.

HIST 342 American Social and Intellectual History II

Emerson, Whitmore

A continuation of HIST 341 from 1865 to the present. Cr 3.

HIST 343 Diplomatic History of the United States I

York

This course covers the development of key United States foreign policies from the Revolution to the Spanish-American War. Prerequisite: HIST 131. Cr 3.

HIST 344 Diplomatic History of the United States II

York

The chief emphasis is placed on the causes and results of World Wars I and II, the nature of the Cold War, and the character of our present commitments. Prerequisite: HIST 132. Cr 3.

HIST 345 American Character

Emerson

A course focusing on a particular problem of historical analysis: the interpretation of the national character as revealed in sources ranging from the earliest accounts of foreign travellers to the most recent works of social psychologists. Authors to be considered in discussions, reports, and papers include Tocqueville, Bryce, Adams, Turner, Siegfried, Mead, Potter, Riesman, and others. Prerequisite: HIST 131 or permission. Cr 3.

HIST 347 Viewpoints in American History

Bibber

A seminar involving discussions of selected topics in United States history, with emphasis on varying interpretations of trends and events. Students will read and analyze both traditional and more recent views, noting changes in frames of reference, methodology, and general approach. Prerequisite: 12 hours of U.S. history. Cr 3.

HIST 348 A History of Religion in America

A history of religion in American society from the colonial era to the present, examining theology, organization, leaders, critics, and the religious contribution to the American heritage. Prerequisites: HIST 131 and 132 or permission. Cr 3.

HIST 361 The United States and Africa

Schleh

A history of United States' interests in and relations with Africa from the early seventeenth century to the present. Areas covered include commerce, social and humanitarian contacts, America's role in the exploration of Africa, and diplomacy. Prerequisite: 9 hours of history or permission. Cr 3.

HIST 362 Contemporary Africa

Schleh

An interdisciplinary seminar on contemporary Africa examining literature and the arts, social change, development and adaption in African politics, economic development, race relations, and international politics. Cr 3.

HIST 371 The United States and Asia

Bibber

A history of the United States' interests in the Far East from 1789 to the 1960's, considering economic and social contacts as well as diplomatic. Prerequisites: HIST 131 and 132. HIST 172 strongly recommended. Cr 3.

HIST 373 History of Late Traditional China

Dietrich

Before the nineteenth century no Chinese doubted — and few outsiders who saw it disagreed — that the "Middle Kingdom" was the greatest of the world's civilizations. No society was larger, had stronger ties to its past, or had contributed more to the development of human culture. This course will explore the institutions and values of China in the period from 800 to 1800, and its relationships with other societies. Prerequisite: HIST 171 recommended. Cr 3.

HIST 374 History of Modern China

Dietrich

After dealing with the nature of Chinese society and institutions as they existed around 1800, the course will take up problems of modernization, imperialism, revolution, warlordism, Japanese aggression, civil war, and the present communist regime. Prerequisite: HIST 172 recommended. Cr 3.

HIST 376 History of Modern Japan

Dietrich

This course will explore what Japan was like when Perry "opened" it in 1854 and will deal with the rapid social changes which made Japan the outstanding example of modernization among nonwestern nations. The problems which this development has created will also be considered. Prerequisite: HIST 172 recommended. Cr 3.

HIST 377 Chinese Thought

Dietrich

Prior to the modern era, the Chinese interpreted their world through traditional idea systems, the most prominent of which were Confucianism, Taoism, and Buddhism. This course will explore these traditions: their assumptions and values, their varieties and internal tensions, and their

relationships to the larger social system. Prerequisite: HIST 171 recommended. Cr 3.

HIST 381 Latin America and the United States

Padula

A survey of United States' participation in Latin American affairs from the recognition of independence and the enunciation of the Monroe Doctrine to the Good Neighbor policy and the present day. Prerequisite: HIST 182 recommended. Cr 3.

HIST 382 Social Revolution in Latin America

Padula

A comparative history of social revolution in Latin America with emphasis on the Mexican, Argentine, Cuban, and Chilean revolutions. Substantial student participation will be expected; substantial reading for each weekly session will be required. Cr 3.

HIST 383 A Cultural History of Latin America

Padula

This course attempts to divine the principal characteristics of the Latin American character and society through a reading of classic works of fiction, poetry and autobiography by leading Latin American authors. Cr 3.

HIST 386 Modern War and Its Images

Schleh

An examination of twentieth century warfare stressing the ways in which it has been portrayed to mass audiences. Particular use is made of film, both documentary and feature, and continuing attention is given to the uses of film in the study and teaching of history. Fiction, reporting, and survey histories will also be used, as well as occasional participation by guest discussants. Cr 3.

HIST 392 Problems in Contemporary History

An analysis of a selected controversial and contemporary problem. The topic to be studied and the method of approaching it will be chosen jointly by interested students and the staff. Prerequisite: permission of the instructor. Cr 3.

HIST 394 Selected Topics in History

An analysis of a selected controversial historical problem. The topic to be studied and the method of approaching it will be chosen jointly by interested students and the staff. Prerequisite: permission. Cr 3.

HIST 410 The European Revolutionary Tradition Since 1789

Young

A seminar analyzing modern European revolutions, revolutionary theory, revolutionary leadership, and the dynamics of revolution, including the role of the revolutionary crowd. Open to seniors and others by permission. Prerequisite: At least six hours of European

history or equivalent in unusual cases. Cr 3.

HIST 412 Totalitarianism: Nazism and Soviet Communism

Young

A seminar in which we shall seek to analyze and understand the 20th century phenomenon of totalitarianism by in-depth historical case studies of Nazism and Soviet Communism. Such topics as the leader (Hitler/Stalin), the party (Nazi/Communist), the enforcement operation (SS/NK-VD), concentration camps and "Gulag Archipelago," propaganda techniques and results, internal administrative organization, war machines (Wehrmacht/Red Army) will be included. Open to juniors, seniors, and graduate students with background in 20th century European history and political science. Cr 3.

HIST 415 Recent Literature in European History

A survey of the most important recent literature in the field of European history. Designed to inform the public school teacher and advanced undergraduate of the newest publications and historical controversies. Annotated bibliographies will be prepared. Emphasis on reading and discussing books and articles with applicability to secondary education programs. Prerequisite: six hours of European history or permission. Cr 3.

HIST 445 Recent Literature in United States History

A survey of the most important recent literature in the field of U.S. History. Designed to inform the public school teacher and advanced undergraduate of the newest publications and historical controversies. Annotated bibliographies will be prepared. Emphasis on reading and discussing books and articles with applicability to secondary education programs. Prerequisite: twelve hours of U.S. history or permission. Cr 3.

HIST 495 Historiography

A survey of the principal schools of historical writing and of their products, with a detailed analysis of the philosophical principles, specific purposes, and research and writing techniques of selected major historians. Prerequisite: Senior history majors only. Cr 3.

HIST 498 Independent Study in History

To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest within their major field, bearing upon it previous course experiences and emerging with an intellectually sound, coherent synthesis reflecting a high caliber of performance. Prerequisite: permission. Cr 1-3.

Other courses in the College of Arts and Sciences have historical interest. Although they do not count for history credit, the major may wish to take some of them as supplementary electives. A current list may be obtained from the History Chairman.



MATHEMATICS AND COMPUTER SCIENCE

Chairman of Mathematics and Computer Science: Maurice J. Chabot, 230 Science Building, Portland.

Professors Estes, Fish, Guay, Mainville, Rogers; Associate Professors Brown, Chabot, Foster, Irish, Kratzer, MacDonald; Assistant Professors Heath, Soychak.

The Department of Mathematics and Computer Science offers four-year programs leading to a B.A. degree in Mathematics or a B.A. degree in Computer Science. The Department also provides the Mathematics Major courses for a B.S. in Education (see College of Education). All

students are reminded that, in addition to meeting departmental requirements for a major, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

REQUIREMENTS FOR THE MATHEMATICS MAJOR

As a mathematics major, a student may select one of the three options described below. However, as a prerequisite to other courses, all majors are required to complete successfully the calculus sequence (MS 152, 153, 252), a foundations course (MS 290), and a computer science course (CS 160). Each student must have an accumulative grade point average of at least 2.0 in major courses before being considered for a baccalaureate degree in mathematics.

Option I

Mathematics majors intending to pursue graduate work or teach at the secondary level should choose this option. Prospective graduate students are urged to take Real Analysis I and II, Abstract Algebra, Topology, and one year of French, German, or Russian; those interested in teaching should take Abstract Algebra, College Geometry, Probability and Statistics I, and should satisfy the appropriate education requirements. To be eligible for student teaching in secondary mathematics, a student must have completed 30 hours of mathematics courses having a second digit 5 or greater with a grade-point average of at least 2.0 in these courses and have successfully completed MsEd 345.

Requirements:

A) Successful completion of one of the courses listed in each of the following four areas:

- (1) Algebra: MS 382 Abstract Algebra
MS 380 Linear Algebra

- | | |
|--------------------------|--|
| (2) Analysis: | MS 352 Real Analysis I
MS 354 Topics in Advanced Calculus
MS 355 Complex Analysis |
| (3) Applied Mathematics: | MS 350 Differential Equations
MS 362 Probability and Statistics I
MS/CS 364 Numerical Analysis I |
| (4) Geometry: | MS 370 College Geometry
MS 372 Non-Euclidean Geometry
MS 371 Projective Geometry |

B) Successful completion of at least nine additional hours of approved mathematics courses with second digit five or greater.

Option II

Those majors intending to enter industry or other applied fields should seriously consider this option or Option III. Majors who plan to prepare for the actuarial profession should be certain to include in their programs Linear Algebra, Probability and Statistics I & II, Numerical Analysis, and the appropriate courses in the School of Business.

Requirements:

A) Successful completion of:

- MS 350 Differential Equations
- MS 362 Probability and Statistics I
- MS 363 Probability and Statistics II
- MS 380 Linear Algebra
- MS 460 Mathematical Modeling

B) Successful completion of two of the following:

- MS 354 Topics in Advanced Calculus
- MS 492 Graph Theory and Finite Combinatorics
- MS 366 Linear Programming

MS/CS 364 Numerical Analysis I

MS 461 Introduction to Operations Research

C) Successful completion of at least 18 hours in allied disciplines which utilize mathematical techniques. The particular program of courses must be approved in writing by the department.

Option III

This option is designed for those students who wish to combine mathematical expertise with a knowledge of computer science. It is recommended for those intending to pursue graduate study in computer science or those intending to use the computer in scientific applications.

Requirements:

A) Successful completion of five of the following courses:

- MS 350 Differential Equations
- MS 354 Topics in Advanced Calculus
- MS 355 Complex Analysis

CS/MS 364 Numerical Analysis I

- MS 362 Probability and Statistics I
- MS 363 Probability and Statistics II
- MS 366 Linear Programming
- MS 380 Linear Algebra

MS 450 Partial Differential Equations

MS 460 Mathematical Modeling

MS 461 Introduction to Operations Research

B) Successful completion of five additional approved computer science courses with second digit 5 or greater.

REQUIREMENTS FOR THE COMPUTER SCIENCE MAJOR

The program in Computer Science offers a background in digital computing together with special courses designed to prepare the undergraduate for a career in computer programming or for a further study in computer science. The major consists of 41 credit hours in mathematics and computer science courses. Each student must have an accumulative grade-point average of at least 2.0 in major courses before being considered for a baccalaureate degree in computer science.

Requirements:

A) Successful completion of the following courses:

- CS 160 Introduction to Programming: FORTRAN
- CS 161 Algorithms in Programming
- CS 268 Computer Organization and Planning
- CS 368 Data Structures

MS 152 Calculus A
 CS 153 Calculus B
 CS 290 Introduction to Discrete Structures

- B) Successful completion of four of the following courses:
 CS 269 Machine and Assembly Language Programming
 CS 360 Concepts of Higher Level Programming Languages
 CS/MS 364 Numerical Analysis I
 CS/MS 365 Numerical Analysis II
 CS 369 Systems Programming
 CS 370 Topics in Computer Science
 CS 380 Introduction to the Theory of Computing
 CS 468 Advanced Data Structures
 CS 469 Introduction to Compiler Construction
 CS 497 Independent Study in Computer Science
- C) Successful completion of two mathematics courses with second digit 5 or greater.

MATHEMATICS MINOR AND EDUCATION MAJORS

- A) A minor in mathematics may be obtained by successfully completing 18 hours of mathematics courses in which the second digit is 5 or greater.
- B) Kindergarten-Primary or Elementary majors may fulfill an area concentration by successfully completing MS 131, MS 231, MS 232, and seven elective three-credit hour mathematics courses with MS code numbers of 120 or above.
- C) Kindergarten-Primary or Elementary majors may complete an academic minor in mathematics by successfully completing MS 131, MS 231, MS 232 and three elective three-credit hours mathematics courses with MS code numbers of 120 or above.

RECOMMENDED COURSES FOR NON-MAJORS

Students who desire an introductory course to satisfy the Area 3 general education requirement should consider MS 104. For students majoring in other disciplines, but wishing to develop competency in using mathematics, the following courses are recommended. Individual course descriptions should be consulted to determine prerequisites.

MS 109 Linear Systems
 MS 110 Elementary Mathematical Analysis (or MS 152 and MS 153 for greater depth in calculus).
 CS 100 Introduction to Computer Science (or CS 160 for greater depth in computer programming).
 MS 120 Introduction to Statistics (or MS 211 and MS 212 for greater depth in probability and statistics).
 MS 264 Statistical Methods for Research

COURSE DESCRIPTIONS

Computer Science

CS 100 Introduction to Computer Science

A general course designed for students not majoring in mathematics. Topics will include: history of data processing, terminology, study of the tools and methods, the application of computers and their economic and social implications, and an introduction to a programming language. Cr 3.

CS 160 Introduction to Programming: FORTRAN

A study of programming techniques and applications using the FORTRAN language. Prerequisite: None. Cr 3.

CS 161 Algorithms in Programming

The development and use of algorithms through several case studies intended to demonstrate the application of the FORTRAN language. Prerequisite: CS 160. Cr 3.

CS 268 Computer Organization and Planning

The purpose of this course is to introduce the student to the structure and organization of digital computers and the use of assembly language programming systems. Prerequisite: CS 160. Cr 3.

CS 269 Machine and Assembler Language Programming

Software organization, a study of assembler and macro language capabilities, assembler language coding, loader and execution tasks. Comparison with interpretive processing. Introduction to program and data structures. Prerequisite: CS 268. Cr 3.

CS 290 Introduction to Discrete Structures

Concepts of Modern Algebra, Set Theory, Boolean Algebra, elements of graph theory, and their application to computer science. Prerequisite: CS 160. Cr 3.

CS 360 Concepts of Higher Level Programming Languages

Formal definition of programming language, syntax, semantics, basics of compilers, compiler implementation, survey of important programming languages. Introduction to APL, PL/1, ALGOL. Prerequisite: CS 268 or permission of instructor. Cr 3.

CS 364 Numerical Analysis I

A study of the theory and application of computational algorithms for interpolation, equation solving, matrix methods, integration; error analysis. Prerequisite: MS 252, CS 160, and permission of instructor. Cr 3.

CS 365 Numerical Analysis II (Continuation of CS 364)

Ordinary differential equations, boundary value problems, interpolation and approximation, error analysis, large scale linear systems. Prerequisite: CS 364. Cr 3.

CS 368 Data Structures

Basic concepts of data, strings, stacks, arrays, and lists. Representations of trees and graphs. Storage systems and structures, searching and sorting techniques. Multi-linked structures. Prerequisite: CS 268. Cr 3.

CS 369 Systems Programming

Operating systems; batch processing, multi-programming

and multi-processor systems, time sharing, scheduling, storage allocation, input-output. File system organization and management. Remote and hierarchical job control. Prerequisite: CS 269. Cr 3.

CS 370 Topics in Computer Science

Topics to be covered may include philosophy of computers, history of computers, computers and society, simulation, graphics, and other advanced topics. Prerequisite: CS 268 or permission of the instructor. Cr 3.

CS 380 Introduction to Theory of Computing

Introduction to the basic concepts of finite automata and Turing machines; finite state acceptors and regular sets; linear sequential circuits, complexity results for finite networks, elementary notions of recursive and recursively enumerable sets. Prerequisite: CS 290. Cr 3.

CS 468 Advanced Data Structures (Continuation of CS 368)

Internal tables, external sorting, file organization, data base management systems and designs. Prerequisite: CS 368. Cr 3.

CS 469 Introduction to Compiler Construction

Definition of a language, context free grammars, rigorous definition of a typical small language in BNF, design and implementation of a compiler for programs within this language. Prerequisites: CS 269, CS 368. Cr 3.

CS 497 Independent Study in Computer Science

An opportunity for juniors and seniors who have demonstrated critical and analytical capability to pursue a project independently, charting a course and exploring an area of interest within their major field. Prerequisite: Junior or Senior standing and permission of the department chairman and instructor. Cr 1-3.

CSED 345 Teaching Computer Science in the Secondary School

Critical study of programs and techniques for teaching secondary school courses in computer literacy, computer organization, and computer programming. Prerequisite: Junior or Senior standing. Cr 3.

CSCE 200-201, 300-301, 400-401 Cooperative Education in Computer Science

The student has the opportunity to relate academic knowledge to practical experience in a job situation. The University makes arrangements with certain institutions, businesses, and industries to employ qualified students for specific jobs for a set time period. The student's work is ordinarily in a related field, and the work experiences increase in difficulty and responsibility as the student progresses through the sequence of courses. The experiences are approved on a case-by-case basis by the department. Evaluation is done through a written report done by the student together with the employer and a faculty supervisor. Prerequisites: Open to qualified students, subject to availability of suitable jobs. Cr 1-5.

Mathematics

Note that MS 10 and MS 11 carry credit only toward the Associate Degree.

MS 10 Elementary Algebra

The first course of a two-course sequence designed for students who are deficient in high school algebra. Topics covered include number systems, functions, graphs, the solution of equations, and the solution of problems with a business orientation. No prerequisites. Cr 3.

MS 11 Intermediate Algebra

A continuation of MS 10. Prerequisite: MS 10 or one year of high school algebra. Cr 3.

MS 100 College Algebra

The real number system, algebraic operations, sets, equations, inequalities and their graphs, functions and relations, quadratic functions, exponential and logarithmic functions, theory of equations, systems of equations, permutations, combinations, probability, sequences and series, matrices and determinants, and mathematical induction. Prerequisites: 2 years high school algebra. Cr 3.

MS 101 Trigonometry

Functions of an acute angle, reference angles, graphs of trigonometric functions, identities and fundamental relations, trigonometric equations and inequalities, functions of the sum or difference of two angles, functions of a double angle, inverse trigonometric functions, trigonometry of a triangle, polar form of complex numbers. Prerequisite: 2 years of high school algebra. Cr 3.

MS 102 Basic Technical Mathematics I

This course, beginning with a review of basic algebra, includes the real number system, metric and British systems of measurements, geometry, and a study of functions. Topics are related to technical applications. Prerequisite: Two years high school algebra and one year of geometry. Cr 3.

MS 103 Basic Technical Mathematics II

A continuation of MS 102 to include topics from geometry, determinants and matrices, analytic geometry, trigonometry and vector and polar coordinates. Topics are related to technical applications. Prerequisite: MS 102 or permission of the instructor. Cr 3.

MS 104 Topics in Mathematics I

The first course of a two-course sequence designed for students not majoring in mathematics. The emphasis will be on applications of mathematics as well as the basic concepts encountered in mathematics. The topics presented may be interdisciplinary in nature. Prerequisite: Two years of high school algebra and one year of geometry. Cr 3.

MS 105 Topics in Mathematics II

This course has the same format as MS 104 and should be a continuation of it. However, since the topics need not be related, MS 105 may be taken independently of MS 104. Prerequisite: Permission of the instructor if topics are a continuation. Consult the Mathematics Department for topics offered each semester. Prerequisite: Two years of high school algebra and one year of geometry. Cr 3.

MS 109 Linear Systems

An introduction to vectors, matrices, and linear systems of algebraic equations; linear programming; elementary functions. Prerequisites: two years of high school algebra and one year of geometry. Cr 3.

MS 110 Elementary Mathematical Analysis

A unified treatment of the elementary functions of analysis: their analytical properties including derivatives, integrals, and series; introduction to multivariate calculus; applications. Prerequisite: Two years high school algebra and one year of geometry. Cr 3.

MS 120 Introduction to Statistics

An introductory course including basic probability, random variables, and their distributions; estimation and hypothesis testing; regression and correlation. Prerequisite: two years of high-school algebra. Cr 3.

MS 131 Number Systems for Elementary Teachers

This is the first course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Major emphasis is placed on an intuitive approach to the real number system and its subsystems. Prerequisite: Two years of high school algebra and one year of geometry.

MS 132 Mathematics for Elementary Teachers II

Continuation of MS 131. Topics covered: decimals and real numbers, mathematical systems of modern mathematics, probability, elementary statistics, informal geometry, algebra concepts. Prerequisite: MS 131 or permission of instructor. Cr 3.

MS 140 Pre-Calculus Mathematics

A brief review of elementary algebra followed by a study of the algebraic, exponential, logarithmic, and trigonometric functions. Prerequisite: two years of high-school algebra and one year geometry. Cr 3.

MS 152 Calculus A

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

MS 153 Calculus B

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

MS 211 Probability

Discrete and continuous sample spaces; common probability laws; expected values; sampling distributions. Prerequisites: MS 110 or MS 152. Cr 3.

MS 212 Statistics

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

MS 231 Algebra for Elementary Teachers

The second course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Emphasis is upon the properties of operations in several different algebraic systems. Equations are studied in finite systems as well as in conventional algebra. Prerequisite: MS 131.

MS 232 Geometry for Elementary Teachers

The third course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Emphasis is upon constructions, congruence, parallelism, and similarity. Direct and indirect methods of proof are studied but the main approach is intuitive. Prerequisite: MS 131.

MS 233 Probability for Elementary Teachers

An introductory course in probability designed for the elementary and junior high teacher. The course content includes empirical probability through conditional

probability, random variables and their distributions, including binomial and normal distributions. Prerequisite: MS 131. Cr 3.

MS 235 History of Mathematics for Elementary Teachers

A history of certain topics in number theory, geometry, and elementary algebra. Prerequisite: MS 131. Cr 3.

MS 252 Calculus C

Multivariate calculus and vector calculus. Prerequisite: MS 153. Cr 4.

MS 264 Statistical Methods for Research

An applied methods course. Selected topics from analysis of variance and covariance, regression, correlation, non-parametric methods, factor analysis. The computer system is utilized, but programming is not necessary. Prerequisite: MS 120 or equivalent. Cr 3.

MS 290 Foundations of Mathematics

Selected topics in set theory, symbolic logic, and methods of proofs needed in more advanced mathematics courses. Prerequisite: consent of the department. Cr 3.

MS 291 The Real Numbers

An axiomatic construction of the real number system. Prerequisite: MS 290 or permission of instructor. Cr 3.

MS 292 Theory of Numbers

Basic course in number theory, including such topics as divisibility properties of integers, prime numbers, congruences, multiplicative number theoretic functions, and continued fractions. Prerequisite: two years of high-school algebra. Cr 3.

MS 350 Differential Equations

A study of various methods for solving ordinary differential equations and initial value problems including transform, numerical, and series methods. Prerequisite: MS 252. Cr 3.

MS 352 Real Analysis I

Limits, continuity, differentiation and integration of functions of one or more real variables, infinite series, uniform convergence, and other selected topics. Prerequisite: MS 252, and MS 290. Cr 3.

MS 353 Real Analysis II

A continuation of Real Analysis I. Prerequisite: MS 352. Cr 3.

MS 354 Topics in Advanced Calculus

Selected topics on multivariate functions, vectors, transformations, line integrals, and surface integrals. Prerequisite: MS 252 and MS 290. Cr 3.

MS 355 Complex Analysis

A study of the complex number system and its applications: differentiation and integration of complex-valued functions, the Cauchy integral theorem and formula, Taylor and Laurent series, singularities and residues, conformal mappings. Prerequisite: MS 252 or permission of instructor. Cr 3.

MS 362 Probability and Statistics I

Probability laws, random variables and distributions, correlation, regression, estimation and hypothesis testing. Prerequisite: MS 252. Cr 3.

MS 363 Probability and Statistics II

Continuation of MS 362. Sampling, hypothesis testing; non-parametric methods, analysis of variance, decision theory, topics in random processes. Prerequisite: MS 362. Cr 3.

MS 364 Numerical Analysis I

A study of the theory and application of computational algorithms for interpolation, equation solving, matrix methods, integration; error analysis. Prerequisite: MS 252, CS 160, and permission of instructor. Cr 3.

MS 365 Numerical Analysis II (Continuation of MS 364)

Ordinary differential equations, boundary value problems, interpolation and approximation, error analysis, large scale linear systems. Prerequisite: MS 364 Cr 3.

MS 366 Linear Programming

A study of matrix algebra applied to the problem of optimizing a linear function subject to linear inequality constraints, utilizing the simplex procedure. Prerequisite: MS 290. Cr 3.

MS 370 College Geometry

Selected topics from Euclidean geometry. Prerequisite: MS 290. Cr 3.

MS 371 Projective Geometry

Synthetic and analytic projective geometry, including finite projective planes. Prerequisite: MS 290. Cr 3.

MS 372 Non-Euclidean Geometry

A development of one or more of the non-Euclidean geometries. Prerequisite: MS 290. Cr 3.

MS 380 Linear Algebra

An introduction to the theory of vector spaces and linear transformations. Prerequisite: MS 290. Cr 3.

MS 382 Abstract Algebra

Algebraic structures, such as groups, rings, integral domains, and fields. Prerequisite: MS 290. Cr 3.

MS 390 History of Mathematics

The development of mathematics from ancient to modern times. Prerequisites: MS 152 and MS 290. Cr 3.

MS 431 Selected Topics in Mathematics for Elementary Teachers

A course designed to provide enrichment topics for the elementary teacher. The course will include such topics as Number Theory, Motion Geometry, Topology, and Projective Geometry, Graphs, and Sets and Logic. Prerequisite: Junior Elementary Education Major and permission of the instructor. Cr 3.

MS 432 Selected Topics in Mathematics for Elementary Teachers

A course designed to provide enrichment topics for the elementary teacher. The course will include such topics as Awareness Geometry, Transformational Geometry, Analysis of Shapes, Number Theory, and Measurement. Prerequisite: Junior Elementary Education Major and permission of the instructor. Cr 3.

MS 450 Partial Differential Equations

An introduction to the general properties of partial differential equations followed by solutions of specific equations. The techniques include eigenfunction, expansions, operational methods, and conformal mapping. Prerequisite: MS 350. Cr 3.

MS 460 Mathematical Modeling

An introduction to the process of formulating problems in mathematical terms, solving the resulting mathematical model and interpreting the results and evaluating the solutions. Examples will be chosen from the behavioral, biological, and physical sciences. This course and MS 461 complement each other. Prerequisite: Junior or senior standing, some elementary calculus including differentiation and integration, elementary probability, and some computer programming experience. Cr 3.

ferentiation and integration, elementary probability, and some computer programming experience. Cr 3.

MS 461 An Introduction to Operations Research

A study of some of the problem structures facing the decision maker in the management and social sciences and the methodologies used in reaching optimal solutions. Typical topics might be from among: allocation, scheduling, inventory, optimization, conflict resolution, game theory, waiting lines, decisions under uncertainty, simulation. This course and MS 460 complement each other. Prerequisite: Junior or senior standing, some elementary calculus including differentiation and integration, elementary probability, and some computer programming experience. Cr 3.

MS 490 Topology

An introduction to fundamental concepts in topology, including topological spaces, mappings, convergence, separation and countability, compactness, connectedness, metrization, and other selected topics. Prerequisites: MS 252 and MS 290. Cr 3.

MS 492 Graph Theory and Combinatorics

This course is designed to acquaint students with some fundamental concepts and results of graph theory and combinatorial mathematics. Applications will be made to the behavioral, managerial, and social sciences. Prerequisite: MS 290. Cr 3.

MS 495 Mathematical Problem Solving Techniques

Study of a variety of techniques used in the solution of verbal problems from algebra and calculus, geometric problems, non-verbal problems, and the use of analogies. Special emphasis will be given to Polya's Method. Prerequisite: Calculus or the permission of the instructor. Cr 3.

MS 497 Independent Study in Mathematics

An opportunity for juniors and seniors who have demonstrated critical and analytical capability to pursue a project independently, charting a course and exploring an area of interest within their major field. Prerequisite: junior or senior standing, permission of the instructor and permission of the department chairman. Cr 1-3.

MS 498 Topics

Selected topics in advanced mathematics. Prerequisite: permission of instructor. Cr 3.

MSCE 200-201, 300-301, 400-401 Cooperative Education in Mathematics

The student has the opportunity to relate academic knowledge to practical experience in a job situation. The University makes arrangements with certain institutions, businesses, and industries to employ qualified students for specific jobs for a set time period. The student's work is ordinarily in a related field, and the work experiences increase in difficulty and responsibility as the student progresses through the sequence of courses. The experiences are approved on a case-by-case basis by the department. Evaluation is done through a written report done by the student together with the employer and a faculty supervisor. Prerequisite: open to qualified students, subject to availability of suitable jobs. Cr 1-5.

Mathematics Education**MSED 345 Teaching Mathematics in the Secondary School**

Critical study of programs and techniques for teaching and learning mathematics in grades 7-12 for the slow, average and advanced pupil. Prerequisite: junior or senior standing. Cr 3.



MUSIC

Chairman of Music Department: Ronald F. Cole, 206-A Corthell Hall, Gorham.

Professors Bowder, H. Brown; Associate Professors R. Cole, Puopolo; Portland Symphony String Quartet in residence: Kecskemethy, Lantz, Moseley, Ross.

APPLIED MUSIC FACULTY

Piano:	Donna Aldrich Marjorie Arnold Nina Bailey Naydene Bowder Thomas Bucci Ronald Cole Ocy Downs Robert Glover Elizabeth Volstad Richard Roberts	Bass:	Katherine Graffam Daniel Hall
Voice:	Harold Brown Deborah Harville Stewart Shuster Johanna von Tiling	Flute:	Harold Brown Frances Drinker
Organ:	Marion Anderson Douglas Rafter	Oboe:	Roberta Barker Clinton Graffam
Violin:	Deirdre Clark Rebecca Garland Stephen Kecskemethy Ronald Lantz	Clarinet:	Robert Carabia Eugene Jones
Viola:	Julia Moseley	Saxophone:	Joseph LaFlamme Eugene Jones
Cello:	Katherine Graffam Paul Ross	Bassoon:	Donald Curry Ardith Freeman
		Trumpet:	Calvin Torrey
		French Horn:	James Bennett Katherine Schmidt
		Trombone:	James Bennett
		Euphonium:	Larry Douglas
		Tuba:	James Bennett
		Percussion:	George Bookataub Donna Trefrey
		Harp:	Dierdre Carr
		Classical Guitar:	Michael Katz

The Department of Music offers a number of music groups open to all students, a number of courses primarily for non-majors, and concentrated study in the areas of music history, music theory, performance, and music education. Students majoring in music may earn a baccalaureate degree either in Education (Bachelor of Science in Music Education) or in Arts and Sciences (Bachelor of Arts in Music, or Bachelor of Arts in Music-Performance). In addition, a minor in music is offered for students majoring in Elementary Education. A Master of Science in Education with a music concentration is available through the College of Education Graduate Division.

Students other than music majors or minors will be accommodated for applied music lessons if teacher time is available, but will be subject to a fee. For most teachers the fee is \$60.00 for one credit or \$120.00 for two credits.

Interested students should make inquiry at the Music Department office. This fee must be paid before lessons commence.

Audition Required

Admission criteria for degree programs in music, major and minor, will be based on the following elements:

- A. The applicant's high school record, including recommendations, SAT and achievement scores.
- B. An audition, including performance on the applicant's major instrument, and aural comprehension, rhythmic recitation, and sight singing tests which are administered to each applicant individually by a member of the staff.
- C. A written standardized musical achievement test.

Advanced Standing

Students who desire to apply for advanced standing in music curricula should apply to the chairman of the department for a special examination.

CURRICULUM FOR MUSIC EDUCATION MAJORS

Special Requirements

All students are reminded that, in addition to meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements and the Physical Education Requirements.

In addition to the General Education Requirements, Music Education majors will be required to take (a) a three-credit course in Educational Psychology and (b) Modern Philosophies of Education.

In addition to the regular curriculum, all music education majors will meet the following requirements:

1. Fulfillment of minimum requirements in both voice and piano, regardless of major instrument.
2. Participation in at least one instrumental and one vocal organization each semester. Non-instrumentalists will be in two vocal groups.
3. Successful completion of seven semesters of major applied lessons.
4. Successful completion of recital class in each semester when registered for major applied lessons.

5. Presentation of a solo recital in the senior year (or junior year with special permission).

Piano Proficiency Requirement

Each student must successfully complete the piano-proficiency requirement by the end of the third week of the semester before student teaching. The student must enroll in applied piano each semester until the requirement is met. If the piano proficiency has not been met at the end of four semesters, the student will continue applied piano for no credit and at the student's own expense.

New students who feel prepared to meet the requirement may schedule an exam during the orientation period. Thereafter, exams will be offered at the end of each semester and may be taken whenever the student and the applied teacher feel that the student is qualified.

Requirements for the piano-proficiency exam are as follows:

1. Be prepared to play all major and minor scales (2 octaves, hands together).
2. Play a prepared piece of the student's choice of at least the difficulty of a Sonatina by Clementi or Kuhlau.
3. Offer evidence of study of a representative selection of piano literature.
4. Sight read:
 - a. Melody with chord symbols.
 - b. Hymn-style composition.

Voice Proficiency Requirement

All students enrolled in the B.S. Music Education program must complete at least one year of vocal study before student teaching. They must also pass the following requirements in a vocal proficiency examination before graduation:

- A. The student will be prepared to demonstrate and explain the principles of singing, including:
 1. Posture
 2. Breathing
 3. Tone Production
 4. Articulation
- B. The student will submit a representative repertoire list of all periods, including songs in at least three of the commonly used foreign languages.
- C. The student will be prepared to perform from memory three songs from a list of six that will include at least three in a foreign language. From this list the student will sing two songs of his own choice and a third selected by the jury.
- D. If the proficiency is not met after 2 years of study, the student will continue to study for no credit at his own expense until this standard is met.

Professional Education

All Music Education majors are required to take the following professional education courses:

- EDU 324 Student Teaching (12 credits)
- EDU 350 Modern Philosophies of Ed. (3 credits)
- EDPY Any EDPY course (3 credits)

In addition to the basic 18 credit-hours in professional education, Music Education majors will complete the following:

MUED 220	Woodwind Class
MUED 221	Brass Class
MUED 222	Percussion Class
MUED 320 and 321	String Class
MUED 322 and 323	Music Education Methods
MUED 420	Music Administration and Supervision

Student teaching is the culmination of a comprehensive pre-professional, required sequence of activities which includes the following:

Freshman year:

The equivalent of two days of directed observation of music education in cooperating schools in surrounding areas, as arranged by the Music Department.

Sophomore year:

The equivalent of two days of assisting classroom teachers in music. Music-education students serve in a capacity similar to teacher aides.

Junior year:

Elementary and secondary methods courses wherein students observe, plan, and teach using actual classroom situations.

Senior year:

Student teaching which encompasses both elementary and secondary as well as instrumental and vocal areas.

Area Specialization

The music content program consists of the following courses:

MUS 120, 121, 220, 221	History of Music
MUS 130, 131, 230, 231	Theory
MUS 132, 133, 232, 233	Solfeggio
MUS 140, 141, 240, 241, 340, 341	Instrumental and Vocal Conducting Ensemble
MUS 142, 143, 242, 243, 342, 343, 442, 443	Recital Class
MUS 150, 151, 250, 251, 350, 351, 450, 451	Applied Music, Minor
MUS 160, 161, 260, 261, 360, 361, 460, 461	Applied Music, Major
MUS 344	Instrumental Conducting
MUS 345	Vocal Conducting
MUS 420 or MUED 499	Orchestration or Band Arranging and Marching Techniques

MUSIC EDUCATION CURRICULUM

		<i>Credit Hours</i>
<i>Freshman Year</i>		
MUS 120 and 121	History of Music I and II	6
MUS 130 and 131	Theory I and II	6
MUS 132 and 133	Solfeggio I and II	2
MUS 140 and 141	Instrumental and Vocal Conducting Ensemble	1
MUS 142 and 143	Recital Class	1
MUS 150 and 151	Applied Music, Minor	2
MUS 160 and 161	Applied Music, Major	4
	Ensembles	2
	General Education Requirements	9
	Physical Education	1
		<hr/>
		34
<i>Sophomore Year</i>		
MUS 220 and 221	History of Music III and IV	6
MUS 230 and 231	Theory III and IV	6
MUS 232 and 233	Solfeggio III and IV	2
MUS 240 and 241	Instrumental and Vocal Conducting Ensemble	1
MUS 242 and 243	Recital Class	1
MUS 250 and 251	Applied Music, Minor	2
MUS 260 and 261	Applied Music, Major	4
MUED 220	Woodwind Class	2
MUED 221	Brass Class	2
MUED 222	Percussion Class	1
	Ensembles	2
	General Education Requirements	6
		<hr/>
		35
<i>Junior Year</i>		
MUS 344	Instrumental Conducting	2
MUS 345	Vocal Conducting	2
MUS 340 and 341	Instrumental and Vocal Conducting Ensemble	1
MUS 342 and 343	Recital Class	1
MUS 350 and 351	Applied Music, Minor	2
MUS 360 and 361	Applied Music, Major	4
MUED 320 and 321	String Class	4
MUED 322 and 323	Music Education Methods	6
	Ensembles	2
	General Education Requirements	9
		<hr/>
		33

Senior Year

MUS 420 or	Orchestration or Band Arranging and	3
MUED 499	Marching Techniques	
MUS 442 or 443	Recital Class	½
MUS 450 or 451	Applied Music, Minor	1
MUS 460 or 461	Applied Music, Major	2
MUED 420	Music Administration and Supervision	3
	Ensembles	1
	General Education Requirements	6
EDU 324	Student Teaching	12
EDU 350	Modern Philosophies of Education	3
EDPY	Any EDPY course	3
		<hr/>
		34½

The Music Education Curriculum requires a total of 136½ hours.

CURRICULUM FOR BACHELOR OF ARTS IN MUSIC

The Bachelor of Arts degree with a major in Music is designed to provide the opportunity for a scholarly study of music to meet the needs of those who wish to obtain a liberal education with an emphasis on music, and those who plan to do graduate work in music. The aim of the program is to instill a thorough understanding of the various aspects of music and their relationship to contemporary society. Sufficient flexibility is built into the program to allow the individual student to establish areas of emphasis both in music and in the arts and sciences.

		Credit Hours
USM General Education Requirements		30
Electives (including language proficiency,* but not music electives)		42
MUS 120, 121, 220, 221	History of Music, I, II, III, IV	12
MUS 130, 131, 230, 231	Theory I, II, III, IV	12
MUS 132, 133	Solfeggio I, II	2
MUS 320	Seminar in Music History	3
MUS 330, 331	Form and Analysis I, II	4
MUS 332	Counterpoint	2
	Applied Music	4
	Ensembles	4
	Music Electives	9
		<hr/>
		124

The Bachelor of Arts in Music Curriculum requires a total of 124 hours.

*“Language proficiency” means completion of a second year of a language. This may be bypassed by examination for no academic credit.

Retention in the program will be based on all University requirements plus maintenance of a grade-point average of 2.5 in music subjects.

CURRICULUM FOR BACHELOR OF ARTS IN MUSIC (Performance)

The Bachelor of Arts degree with a major in Music (Performance) is designed to provide the opportunity for a study of music to meet the needs of those who wish to obtain a liberal education with an emphasis on music performance, and those who plan to do graduate work in applied music. The aim of the program is to instill a thorough understanding of the various aspects of music and their relationship to contemporary society and performance skills on the student's major instrument or voice. Sufficient flexibility is built into the program to allow the individual student to establish secondary areas of emphasis both in music and in the arts and sciences.

	<i>Credit Hours</i>
USM General Education Requirements	30
Electives (in any College)	18
Music Electives	3
MUS 120, 121, 220, 221 History of Music, I, II, III, IV	12
MUS 130, 131, 230, 231 Theory I, II, III, IV	12
MUS 132, 133 Solfeggio I, II	2
MUS 321 Literature of the Major Instrument	2
MUS 330, 331 Form and Analysis I, II	4
MUS 332 Counterpoint	2
MUS 140, 141, 240, 241 Recital Class	4
340, 341, 440, 441	
MUS 170, 171, 270, 271 Applied Music, Major*	24
370, 371, 470, 471	
MUS 372 Pedagogy of the Major Instrument	2
Performance Ensembles**	6
	<hr/>
	121

The Bachelor of Arts in Music (Performance) Curriculum requires a total of 121 hours.

* Satisfactory completion of a Senior Recital is expected of all Performance Majors. In addition, all Performance Majors are required to pass a piano proficiency examination or to complete successfully two years of study of piano as a minor instrument.

**Performance Majors shall have a minimum of 4 (four) credit hours of their Ensemble Requirements in their appropriate Major Ensemble. (A student is expected to be enrolled in the appropriate Major Ensemble whenever registered as a full-time student.) A minimum of 2 (two) credit hours shall be in Chamber Music.

CURRICULUM FOR A MINOR IN MUSIC EDUCATION

The Minor in Music Education program is designed to provide an opportunity for candidates for the degree of Bachelor of Science in Elementary Education who demonstrate interest and ability to continue music studies beyond the high school level and to equip them to successfully implement in their classrooms the planned programs recommended by Music Supervisors.

The Minor in Music Education is comprised of the following courses:

	<i>Credit Hours</i>
MUS 100 Music History and Appreciation	3
Music History Elective	3
MUS 130, 131 Theory I and II	6
MUS 132, 133 Solfeggio I and II	2
MUED 322 Elementary Music Methods and Materials	3
MUS 150, 151 Applied Music Ensembles	2
	<hr/> 21

The Minor in Music Education Program requires a total of 21 hours.

COURSE DESCRIPTIONS

Music Courses Primarily For Non-Majors

MUS 100 Music Appreciation and History

A survey of music from the Gregorian Chant to the modern times, covering musical practices of the Renaissance, Baroque, Classical, Romantic, and Contemporary periods. Representative works by the outstanding composers of each period. Open to all students. Cr 3.

MUS 110 Fundamentals of Music

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

MUS 202 Music in America

A survey of the important trends in music from Colonial days to the present. Emphasis will be placed on the role of the native American composer in the development of sacred music, concert music, jazz, musical comedy, and pop music. Cr 3.

MUS 203 Music in the Twentieth Century

A study of trends in European and American music from the beginning of the century to the present with emphasis on the literature of the major composers. Cr 3.

MUS 204 Symphonic Literature

A survey of music for the symphony orchestra from the Pre-Classical period of C.P.E. Bach to the present. Cr 3.

MUS 205 Chamber Music Literature:

Portland Symphony String Quartet

A historical survey of the literature for chamber ensembles from the Classical period to the present. Recorded and live performances will be studied in class. Open to all students. Cr 3.

MUS 211 Class Piano

Practical class piano for the elementary teacher with little or no piano background. Course covers note reading,

scales, accompaniment of simple songs, transposition, and sight reading. Open to all students. Cr 2.

MUED 200 Music for the Classroom Teacher

An activities course combining the study of music fundamentals with the teaching of music skills through sequential grade-to-grade development. This course has no prerequisites and is designed primarily for the non-music major. Cr 3.

Music Performance Groups Open to All Students Major Ensembles

MUS 400 Chamber Orchestra

Cr 0.5.

MUS 401 The Gorham Chorale

A choral group of a hundred students from all departments; specializes in larger choral works with orchestral accompaniment; several campus performances and occasional tours. Cr 0.5.

MUS 402 University Concert Band

Cr 0.5.

MUS 403 A Cappella Choir

A chorus of fifty members, open to all students by audition. At least one concert is presented on campus each semester, and usually several off campus. Cr 0.5.

MUS 405 The Chamber Singers

A select group of twenty-five singers specializing in music from the Renaissance to the Contemporary. Extensive touring throughout the state. Cr 0.5.

Small Ensembles

MUS 406 Chamber Music

A performance course open to all qualified students interested in forming chamber groups — duets, trios, quartets, quintets, etc., under faculty supervision. Cr 0.5.

MUS 407 Jazz Ensemble

An instrumental ensemble specializing in the study and

performance of jazz for large and small groups from Dixieland to present. Open to all students by audition.

Cr 0.5.

Music Courses Primarily for Majors

Music History and Theory

MUS 120 History of Music I

Medieval and Renaissance periods: historical development and music practices from the Gregorian Chant and early polyphony through the culmination of the madrigal in England. Musical examples of outstanding composers are played, analyzed, and discussed. For music majors or minors. Others only with permission of instructor. Cr 3.

MUS 121 History of Music II

Baroque period; continuation of MUS 120, from the establishment of opera in Italy and the rise of instrumental music, to the culmination of polyphony in the works of J. S. Bach. For music majors or minors. Others only with permission of instructor. Cr 3.

MUS 130 Music Theory I

Major and minor scales; intervals, triads, and chord connection; cadences; harmonization of soprano and bass lines utilizing primary triads. For music majors or minors. Others only with permission of instructor. Cr 3.

MUS 131 Music Theory II

Triads in first and second inversion; modulation; non-harmonic tones (passing, auxiliary, appoggiature, suspension, and anticipation); dominant seventh chord (root position inversion, regular and irregular resolutions). Prerequisite: MUS 130. Cr 3.

MUS 132 Solfeggio I

A course in sight singing and ear training. For music majors or minors. Others only with permission of instructor. Two one-hour meetings per week. Cr 1.

MUS 133 Solfeggio II

A continuation of MUS 132. Prerequisite: MUS 132. Cr 1.

MUS 220 History of Music III

Classical and Romantic periods; historical development and musical practices from the establishment of the sonata, string quartet, and symphony, through program music, music-drama, and the rise of nationalism in music. Representative works of outstanding composers are played, analyzed, and discussed. For music majors or minors. Others only with permission of instructor. Cr 3.

MUS 221 History of Music IV

Contemporary period; continuation of MUS 220, from Impressionism to recent tendencies. Melodic, harmonic, rhythmic, and structural features of the twentieth century American and European music and their relationship to tradition. For music majors or minors. Others only with permission of instructor. Cr 3.

MUS 230 Music Theory III

Diatonic seventh chords; modulation; expansion of non-harmonic tones; altered chords; Neapolitan sixth; augmented sixth chords; chromatic alterations; chorales and their harmonizations; composition in simple forms of the 18th and the 19th centuries. For music majors or minors. Others only with permission of instructor. Prerequisite: MUS 131. Cr 3.

MUS 231 Music Theory IV

Contemporary techniques of composition; 20th century harmony, theory, and related studies. Prerequisite: MUS 230. Cr 3.

MUS 232 Solfeggio III

An advanced course in sight singing and ear training. Two one-hour meetings per week. For music majors or minors. Others only with permission of instructor. Cr 1.

MUS 233 Solfeggio IV

A continuation of MUS 232. Prerequisite: MUS 232. Cr 1.

MUS 320 Seminar in Music History

A concentrated study of selected topics in Music History based on individual research. Prerequisites: History of Music I, II, III, and IV. For music majors or minors. Others only with permission of instructor. Cr 3.

MUS 321 Literature of the Major Instrument

A survey of the literature for voice or a specific instrument. Except for piano or voice, which are offered in class sessions when the number of registrants warrants it, this will be scheduled as independent study. Normally the piano and voice sessions will be offered in alternate years. For music majors. Others only with permission of the department. Cr 3.

MUS 330 Form and Analysis I

Study and analysis of music of the Classical, Romantic, and Contemporary periods with emphasis on homophonic forms and styles. Prerequisite: Theory II. For music majors or minors. Others only with permission of instructor. Cr 2.

MUS 331 Form and Analysis II

Study and analysis of music of the Baroque and Contemporary periods with emphasis on contrapuntal forms and styles. Prerequisite: Theory II. For music majors or minors. Others only with permission of instructor. Cr 2.

MUS 332 Counterpoint

Tonal counterpoint. The process of invention and fugue as exemplified in the music of the Baroque era. Prerequisite: Theory III. For music majors or minors. Others only with permission of instructor. Cr 2.

MUS 420 Orchestration

A study of the nature of the various instruments. Practice in scoring for instrumental combinations, orchestra, and band. For music majors and minors. Others only with permission of instructor. Cr 3.

MUS 498 Independent Study in Music

To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest within their major field. For music majors or minors. Others only with permission of the department. Cr 1-3.

Music Performance Courses

MUS 140 Instrumental Ensemble for Freshmen

Performance techniques on instruments of primary and/or secondary interest to each student. Principles of ensemble training are exemplified. The repertoire consists of selections from various periods and styles and is varied from year to year in order to cover a considerable range during the student's attendance. Restricted to freshmen. Cr 0.5.

MUS 141 Vocal Ensemble for Freshmen

Emphasizing singing technique and interpretation and exploration of choral literature of various periods and styles. Principles of choral training are exemplified. The repertoire is varied from year to year so that the course

covers a considerable range during a given student's attendance. Cr0.5.

MUS 142 Recital Class for Freshmen I

Performance in major field, stage deportment, and evaluation of performances. Restricted to freshmen. Cr0.5.

MUS 143 Recital Class for Freshmen II

A continuation of MUS 142. Cr 0.5.

MUS 150 Applied Music for Freshmen I

May be taken in piano, voice, organ, guitar or any orchestra or band instrument. One half-hour lesson per week in the minor performance area (1 credit) in fulfillment of applied music requirements. Restricted to freshmen. Cr 1.

MUS 151 Applied Music for Freshmen II

A continuation of MUS 150. Cr 1.

MUS 160 Applied Music for Freshmen I

May be taken in piano, voice, organ, guitar or any orchestra or band instrument. A one-hour lesson per week in the major performance area (2 credits) in fulfillment of applied music requirements. Restricted to freshmen. Cr 2.

MUS 161 Applied Music for Freshmen II

A continuation of MUS 160. Cr 2.

MUS 170 Applied Music for Freshmen I

May be taken in piano, voice, organ, guitar or any orchestra or band instrument. A one-hour lesson per week in the major area, with three hours' practice daily, would grant 3 credits for the Performance Major. Restricted to freshmen. Cr 3.

MUS 171 Applied Music for Freshmen II

A continuation of MUS 170. Cr 3.

MUS 240 Instrumental Ensemble for Sophomores

Performance techniques on instruments of primary and/or secondary interest to each student. Principles of ensemble training are exemplified. The repertoire consists of selections from various periods and styles and is varied from year to year in order to cover a considerable range during the student's attendance. Restricted to sophomores. Cr0.5.

MUS 241 Vocal Ensemble for Sophomores

Emphasizing singing technique and interpretation and an exploration of choral literature of various periods and styles. Principles of choral training are exemplified. The repertoire is varied from year to year so that the course covers a considerable range during a given student's attendance. Cr0.5.

MUS 242 Recital Class for Sophomores I

Performance in major field, stage deportment, and evaluation of performances. Restricted to sophomores. Cr 0.5.

MUS 243 Recital Class for Sophomores II

A continuation of MUS 242. Cr 0.5.

MUS 250 Applied Music for Sophomores I

May be taken in piano, voice, organ, guitar or any orchestra or band instrument. One half-hour lesson per week in the minor performance area (1 credit) in fulfillment of applied music requirements. Restricted to sophomores. Cr 1.

MUS 251 Applied Music for Sophomores II

A continuation of MUS 250. Cr 1.

MUS 260 Applied Music for Sophomores I

May be taken in piano, voice, organ, guitar or any or-

chestra or band instrument. A one-hour lesson per week in the major performance area (2 credits) in fulfillment of applied music requirements. Restricted to sophomores. Cr2.

MUS 261 Applied Music for Sophomores II

A continuation of MUS 260. Cr 2.

MUS 270 Applied Music for Sophomores I

May be taken in piano, voice, organ, guitar or any orchestra or band instrument. A one-hour lesson per week with three hours' practice daily, would grant 3 credits for the Performance Major. Restricted to Sophomores. Cr 3.

MUS 271 Applied Music for Sophomores II

A continuation of MUS 270. Cr 3.

MUS 340 Instrumental Ensemble for Juniors

Performance techniques on instruments of primary and/or secondary interest to each student. Principles of ensemble training are exemplified. The repertoire consists of selections from various periods and styles and is varied from year to year in order to cover a considerable range during the student's attendance. Restricted to juniors. Cr0.5.

MUS 341 Vocal Ensemble for Juniors

Emphasizing singing technique and interpretation and an exploration of choral literature of various periods and styles. Principles of choral training are exemplified. The repertoire is varied from year to year so that the course covers a considerable range during a given student's attendance. Restricted to juniors. Cr0.5.

MUS 342 Recital Class for Juniors I

Performance in major field, stage deportment, and evaluation of performances. Restricted to juniors. Cr0.5.

MUS 343 Recital Class for Juniors II

A continuation of MUS 342. Cr0.5.

MUS 344 Instrumental Conducting

Practical conducting experiences; score reading, basic beat patterns, and interpretation. Cr 2.

MUS 345 Vocal Conducting

Organization, training, and directing of choruses and glee clubs in high schools and junior high schools. Study and practice in rehearsal techniques, problems of diction, and emphasis on repertoire and musical style. Cr 2.

MUS 350 Applied Music for Juniors I

May be taken in piano, voice, organ, guitar or any orchestra or band instrument. One half-hour lesson per week in the minor performing area (1 credit) in fulfillment of applied music requirements. Restricted to juniors. Cr 1.

MUS 351 Applied Music for Juniors II

A continuation of MUS 350. Cr 1.

MUS 360 Applied Music for Juniors I

May be taken in piano, voice, organ, guitar or any orchestra or band instrument. A one-hour lesson per week in the major performing area (2 credits) in fulfillment of applied music requirements. Restricted to juniors. Cr 2.

MUS 361 Applied Music for Juniors I

A continuation of MUS 360. Cr 2.

MUS 370 Applied Music for Juniors I

May be taken in piano, voice, organ, guitar or any orchestra or band instrument. A one-hour lesson per week with three hours' practice daily, would grant 3 credits for the Performance Major. Restricted to juniors. Cr 3.

MUS 371 Applied Music for Juniors II

A continuation of MUS 370.

Cr 3.

MUS 372 Pedagogy of the Major Instrument

A study of the teaching methods and materials for voice or instruments. Except for piano and voice, which are offered in class sessions when the number of registrants warrants it, this will be scheduled as additional applied music time with an instrumental specialist. Normally the piano and voice sessions will be offered in alternate years. For music majors. Others only with permission of the department.

Cr 3.

MUS 440 Instrumental Ensemble for Seniors

Performance techniques on instruments of primary and/or secondary interest to each student. Principles of ensemble training are exemplified. The repertoire consists of selections from various periods and styles and is varied from year to year in order to cover a considerable range during the student's attendance. Restricted to seniors.

Cr 0.5.

MUS 441 Vocal Ensemble for Seniors

Emphasizing singing technique and interpretation and an exploration of choral literature of various periods and styles. Principles of choral training are exemplified. The repertoire is varied from year to year so that the course covers a considerable range during a given student's attendance.

Cr 0.5.

MUS 442 Recital Class for Seniors I

Performance in major field, stage department, and evaluation of performances. Restricted to seniors.

Cr 0.5.

MUS 443 Recital Class for Seniors II

A continuation of MUS 442.

Cr 0.5.

MUS 450 Applied Music for Seniors I

May be taken in piano, voice, organ, guitar or any orchestra or band instrument. One half-hour lesson per week in the minor performing area (1 credit) in fulfillment of applied music requirements. Restricted to seniors.

Cr 1.

MUS 451 Applied Music for Seniors II

A continuation of either MUS 450 or MUS 351.

Cr 1.

MUS 452 Accompanying

A workshop course in applied accompanying under faculty supervision. One-half credit is awarded for each twenty hours of university-supervised accompanying, with a maximum of two credits in any academic year.

Cr 0.5-2.

MUS 460 Applied Music for Seniors I

May be taken in piano, voice, organ, guitar or any orchestra or band instrument. A one-hour lesson per week in the major performing area (2 credits) in fulfillment of applied music requirements. Restricted to seniors.

Cr 2.

MUS 461 Applied Music for Seniors II

A continuation of either MUS 460 or MUS 361.

Cr 2.

MUS 470 Applied Music for Seniors I

May be taken in piano, voice, organ, guitar or any orchestra or band instrument. A one-hour lesson per week in the major area, with three hours' practice daily, would grant 3 credits for the Performance Major. Restricted to Seniors.

Cr 3.

MUS 471 Applied Music for Seniors II

A continuation of MUS 470.

Cr 3.

Music Education**MUED 220 Woodwind Class**

Methods of teaching woodwind instruments; practical experience on various woodwinds; and elements of transposition.

Cr 2.

MUED 221 Brass Class

Methods of teaching brass instruments including practical experience on the various instruments; elements of transposition.

Cr 3.

MUED 222 Percussion Class

Practical experience on and methods of teaching percussion instruments.

Cr 1.

MUED 320 String Class—Violin and Viola

Class methods and materials in teaching violin and viola. Fundamentals of violin and viola, including bowing, tone production, intonation, and fingering techniques extended into the third position.

Cr 2.

MUED 321 String Class—Ensemble

String ensemble methods and materials for beginning strings. Fundamentals of violin, viola, cello, and string bass. Rudiments of fingering, bowing, and tone production.

Cr 2.

MUED 322 Elementary Music Methods and Materials

Study of methods and materials in present elementary school music education, including those of Kodaly and Orff.

Cr 3.

MUED 323 Secondary Music Methods and Materials

Study of approved methods and materials of music education in junior and senior high schools. Continuation of MUED 322.

Cr 3.

MUED 420 Music Administration and Supervision

Designed to present an integrated picture of philosophies of administration, and to resolve problems encountered in student teaching.

Cr 3.

MUED 499 Band Arranging and Marching Techniques

A course designed to prepare the public school music teacher to arrange music for concert band and marching band, and to plan and carry out a marching band field show. Video tapes, published materials, textbook and field experience are integral parts of the course. For music majors and minors. Others by permission of the instructor.

Cr 3.

PHILOSOPHY

Chairman of Philosophy Department: Joseph Grange, 224 Science Building, Portland.

Professors Gavin, F. Schwanauer; Associate Professor Grange; Assistant Professor Gross.

Courses in philosophy are designed primarily to provide students with sound principles of critical thinking, to help them acquire a knowledge of the development and problems of philosophic thought, and to lead them to formulate an intelligent view of the meaning and value of life in terms of their own experience.

The study of philosophy has traditionally been one which endeavors to give the broadest understanding possible of a true liberal education and has placed little emphasis on the vocational utility of such a study. However, students have found a philosophical background useful for all vocations.

The major in philosophy is designed to meet the following requirements: (1) Those who wish to derive the broadest liberal education through the study of philosophy, but have no professional interest in the field; (2) those who desire a broadly-based liberal education preparatory to graduate study in a field other than philosophy; for example: medicine, law, theology, or government; (3) those who, by reason of professional interest in philosophy, plan to do graduate work and teach in the field.

Each major in philosophy will arrange a program of courses in conference with the chairman or a member of the department assigned by him. The program will be designed in terms of the student's interests, needs, vocational plans, and the year in which the student declares a major. The major will require 30 hours of courses beyond a PLY 100-level course.

All philosophy majors must take four History of Philosophy courses from the following seven courses offered by the Department:

PLY 310—Ancient Philosophy
PLY 320—Medieval Philosophy
PLY 330—Early Modern Philosophy
PLY 340—Late Modern Philosophy
PLY 350—American Philosophy
PLY 360—Existentialism
PLY 370—Linguistic Analysis

In the senior year, the following are required: (1) A senior paper to be written in connection with participation in the Senior Tutorial. This paper should deal with material not previously studied, or should extend knowledge of a subject gained by attending courses. (2) A comprehensive oral examination based on the Senior Tutorial paper. (3) The Graduate Record Examination in philosophy, for those intending to go on to graduate school in philosophy.

In the last year a senior tutorial is required. This consists of a major (minimum 50 pages) paper on a topic selected by the student and mentored by one member of the department. Upon completion of the paper, an oral examination of its contents is held before the full department.

Those intending to go on to graduate school in philosophy will have to take the Graduate Record Examination in philosophy.

Every major intending to pursue graduate study and teach in philosophy will be expected to take German or French through the intermediate level. German is preferred to French, although ideally both sets of courses should be taken.

Any introductory Philosophy course is a prerequisite to all other courses in philosophy.

COURSE DESCRIPTIONS

PLY 101 Introduction to Philosophy: Man and His Will Schwanauer

Is there a human will at all? This course will concentrate on the issue of freedom vs. determinism. The importance of the human will insofar as it influences views of experience, politics, society, etc., will also be considered. Cr 3.

PLY 102 Introduction to Philosophy: The Quest for Certainty

Gavin

Philosophy has often been defined as the attempt to become aware of the hidden assumptions we make in our everyday outlooks on life. The present course will deal with one of the most pervasive of these assumptions—the thesis that human beings should pursue certainty and objectivity at any price. The history of Philosophy will be utilized to trace and to criticize the identification of all true knowledge with certainty. Questions will be raised as to whether the quest for certainty is either feasible or beneficial to the human person. An analysis of some 20th Century alternatives, including Existentialism and Pragmatism, will be undertaken. Cr 3.

PLY 103 Introduction to Philosophy: Human Alienation Grange

Why does modern man picture himself as alienated from

nature and his fellow man? How did the problem of alienation come about? What possibilities exist for overcoming it? This course will deal with these issues and attempt to suggest viable alternatives. Cr 3.

PLY 104 Introduction to Philosophy: Ways of Knowing

How much can we really know? Consideration will be given to some theories of knowledge and how they may be applied to science and human relations. The writings of some philosophers will be critically examined by way of illustration. Cr 3.

PLY 106 Introduction to Philosophy: Why Philosophize?

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

PLY 109 Introduction to Philosophy: Law, Politics and Society

Gross

This course will introduce the student to the philosophical issues of Political Life in the West from the period of Greek Culture to the Present. Texts will be chosen from the works

of Plato, Aristotle, Machiavelli, the Social Contract Theorists, Hegel, Marx, and the early Anarchists. The aim of the course is to provide the firm ground necessary to deal with political issues of our time. Cr 3.

PLY 150 Symbolic Logic

Schwanauer

Techniques of modern deductive logic; properties of formal systems; logical implications and paradoxes of language. Prerequisite: any PLY 100-level course. Cr 3.

PLY 210 Ethical Theories

Schwanauer

Critical evaluation of major ethical theories and systems. Extensive reading in original texts. Analysis of contemporary ethical issues. Prerequisite: any PLY 100-level course. Cr 3.

PLY 220 Aesthetics

Gavin

Inquiry into the question of whether aesthetic experience is intelligible, or emotional, or both; examination of various theories and interpretations, classic and contemporary. Prerequisite: any PLY 100-level course. Cr 3.

PLY 230 Philosophy of Religion

Analysis of the nature of religious experience, knowledge, and language. Special attention given to problems, classical and contemporary, exhibited in religious experience, and relevant to areas of common concern in the sciences, humanities, and philosophy. Prerequisite: any PLY 100-level course. Cr 3.

PLY 240 Political Philosophy

Gross

Critical evaluation of political philosophies, classical and contemporary; extensive reading in original texts; analysis of contemporary political issues. Prerequisite: any PLY 100-level course. Cr 3.

PLY 250 Philosophy of Science

Gavin

Nature of scientific explanation; relationship among facts, laws, and theories; clarification of methods and concepts in science, such as cause, determinism, teleology, theory, law, probability. Prerequisite: any PLY 100-level course. Cr 3.

PLY 260 Philosophy of Law

Gross

This course will deal with the philosophical foundations of Law in the West. We will examine in detail the various schools of Law beginning with the Greek view of Law, Mankind, and Society, move up to the modern schools of Legal Positivism, Sociological Jurisprudence, and Natural Law, and attempt to delineate the strains of these positions within the American system of Law. Cr 3.

PLY 290 Problems of Philosophy

Consideration of selected problems or systems of philosophical significance, including general problems of metaphysics, epistemology, axiology, specialized areas, etc. Prerequisite: any PLY 100-level course. Cr 3.

In the Fall of 1978 the following PLY 290 courses will be offered: PLY 290-01 Philosophy of the Body; PLY 290-02 Philosophy of Language.

PLY 310 History of Ancient Philosophy

Gavin

Philosophic thought from the pre-Socrates to the late Hellenistic period, with major emphasis on Plato and Aristotle. Prerequisite: any PLY 100-level course. Cr 3.

PLY 320 History of Medieval Philosophy

Grange

The merger of the philosophic with the religious stream; ideas of Augustine, Thomas Aquinas, Bonaventure and others critically examined; determining cultural factors explored. Prerequisite: any PLY 100 course. Cr 3.

PLY 330 History of Early Modern Philosophy

Gross

Main currents of rationalism and empiricism are explored, as developed in major writings from Descartes to Hume. Prerequisite: any PLY 100-level course. Cr 3.

PLY 340 History of Late Modern Philosophy

Schwanauer

Development of German idealism; emergence of social and scientific philosophies; contributions of Kant, Hegel, Schopenhauer, Nietzsche, Feuerbach, and others. Prerequisite: any PLY 100-level course. Cr 3.

PLY 350 American Philosophy

Gavin

History and background of the origin of philosophical ideas in America; particular emphasis given to Peirce, James, Royce, Dewey, Whitehead. Prerequisite: any PLY 100-level course. Cr 3.

PLY 360 Existentialism

Grange

An examination of the historical development and basic themes of existentialism as found in the writings of its major representatives: Kierkegaard, Nietzsche, Heidegger, Sartre, Buber, Marcel, and others. Prerequisite: any PLY 100-level course. Cr 3.

PLY 370 Linguistic Analysis

Schwanauer

A historical approach to twentieth century linguistic philosophy. This course will begin with logical atomism, continue through the era of logical positivism, and end with ordinary language analysis. Extensive reading of primary sources and major commentators. Cr 3.

PLY 398 Independent Study

Independent study undertaken under the mentorship of a professor in the department. Prerequisite: A minimum of two (2) 300-level philosophy courses plus written permission of the instructor involved. Cr 3.

PLY 400, 401, 402 Seminar in Philosophy

Grange

These numbers are used to indicate seminar courses dealing with a specified topic or person in philosophy. Topics or individual philosophers will change from year to year and may or may not be repeated. The prerequisite for any 400-level seminar course is two 300-level courses in Philosophy, or permission of the instructor. Cr 3.

PLY 410 Senior Tutorial

Designed to furnish senior philosophy majors with extensive training, under tutorial supervision, in analysis of a philosophical problem or system or philosopher, with a view to producing and presenting a senior paper for oral defense. Prerequisites: senior standing, advanced standing as a philosophy major, and permission of the department. Cr 3.

POLITICAL SCIENCE

Chairman of Political Science Department: Irving D. Fisher, 38 Chamberlain Avenue, Portland.

Professor Peirce; Associate Professors Coogan, Fisher, Maiman, Roberts, Woshinsky.

REQUIREMENTS FOR THE MAJOR IN POLITICAL SCIENCE

a. Each major must complete a minimum of 36 hours in the Department of which six must be POL 101 and 102. A grade of C or better is required to receive major credit in the Department.

b. Each major must take at least one course in each of the following five areas of the Department:

Judicial Process

POL 283

POL 284

POL 286

Comparative Political Systems

POL 235

POL 236

POL 237

POL 238

POL 240

POL 245

POL 259

POL 332

Political Theory

POL 289

POL 290

POL 292

International Politics

POL 104

POL 239

POL 274

POL 275

POL 387

POL 388

American Political System

POL 103

POL 210

POL 213

POL 233

POL 251

POL 252

POL 257

POL 258

POL 357

POL 358

c. Each major is required to participate in at least one Seminar (POL 400, 401, 402, 403). In unusual cases students may, with prior permission of the department, substitute independent study for a Seminar.

Upper-level Political Science courses *all* require either POL 101 or 102 or the permission of the instructor. Note that POL 101 is *not* a prerequisite for 102.

In special cases the requirement of POL 101 may be waived if the student successfully completes an examination administered by the Department. Students with appropriate prior experience may, in special cases, be granted credit for one or more of the internship courses (POL 353, 354, 355). In rare cases the Department may also grant credit for other Political Science courses. Students who wish to obtain the POL 101 waiver or receive credit for other departmental courses should petition the Department through its Chairman.

The Political Science Department offers students an opportunity to pursue a concentration in World Affairs by selecting interdisciplinary courses from a recommended list. See Dr. Peirce for details.

Political Science majors are encouraged to take advantage of a variety of internship opportunities as part of their program.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

Political Science courses are normally offered on the following schedule:

Every semester; POL 101, 102, 352, 354, 355, 356, Independent Study, at least one Seminar.

Yearly: (Fall) POL 207, 233, 283, 289. (Spring) POL 284, 290, 353. (Either semester) POL 103, 104, 235, 236, 237, 251, 258, 274, 275, 357, 358.

Irregularly (approximately once every two years): POL 210, 213, 239, 240, 245, 252, 257, 259, 286, 292, 302, 332, 387, 388.

COURSE DESCRIPTIONS

POL 101 Introduction to American Government

The political institutions, processes, behavior, and problems of government in the United States are considered. The national government is emphasized. The constitution, Supreme Court, Congress, Presidency, political parties, public opinion, and interest groups are studied.

Cr 3.

POL 102 Man and Politics

This course introduces the student to modern political analysis. It centers on basic questions in the study of political behavior: how people learn about politics, what kind of political system they adopt and support, who does

and who does not participate in politics, how political conflict is expressed and resolved in various societies. The course aims at familiarizing the student with major approaches or methods which political scientists have found helpful for understanding real political behavior. Note: POL 101 is not a prerequisite for POL 102.

Cr 3.

POL 103 Government and Politics of Maine

This course concerns Maine State Government, including legislative, executive and judicial programs and powers as exercised within the system of Maine values, political parties, and interest groups. Up-to-date texts authored by Political Science faculty of the University and guest lec-

turers involved in the Maine government and political process will be used. Open to Political Science majors and as an elective of special interest to the student who has an interest in the programs and politics of the State of Maine.
Cr 3.

POL 104 Introduction to International Relations

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

POL 205 Methods of Social Research

Conceptualization and research design; data collection and analysis; logic of inquiry and research techniques. Includes one hour per week of laboratory exercises. Also listed as SOC 205. Prerequisite: POL 102 or SOC 100.
Cr 4.

POL 210 Power and Change in American Society

This is an interdisciplinary course which examines groups in the United States who hold and wield power and groups who are powerless. Functional and dysfunctional aspects of the political, economic, and social systems are considered. Attempts at intervention are emphasized through examination of selected case studies in inter-governmental relations.
Cr 3.

POL 213 Comparative State Political Systems

An examination of the formal and informal processes through which choices are made by the States. Topics will include local and regional political cultures, incentives of political elites, constitutions, legislatures, governors, bureaucracies and courts. Prerequisite: POL 101, 102, or 103.
Cr 3.

POL 233 The American City

The city in American political life; types of municipal governments; developments in intergovernmental relations; metropolitan area problems; the future of the city. Students will participate in a task force on a selected urban program. Prerequisite: POL 101 or 102.
Cr 3.

POL 235 Democratic Governments of Europe

An introduction to the parliamentary system, through a study of the governmental operations and politics of Britain, France, and the Federal Republic of Germany. Other topics covered: the Common Market and prospects for European integration; relationship of democratic Europe with Communist Europe. Prerequisite: POL 101 or 102.
Cr 3.

POL 236 Communist Governments

A survey of existing communist social systems is offered. The following topics will be considered: variation in political parties and state systems, the problem of nationalism, economic management, and cultural policy. Special attention will be given to a comparative survey of current communist ideology and the question of the "socialist commonwealth." Prerequisite: POL 101 or 102.
Cr 3.

POL 237 The Politics of the Soviet Union

An introduction to the USSR: Russian and Soviet political history; Marxism-Leninism; the party and state structures; the socialist economy; the impact of the regime on the individual.
Cr 3.

POL 238 Canadian Government and Politics

An introduction to political life in Canada. Primary topics to be covered in the course: Canadian political culture, voting behavior, the parliamentary system, federalism, political parties, and interest groups. The place of Quebec and French-speaking Canadians within the Canadian

political system will be given special emphasis. Prerequisite: POL 101 or 102.
Cr 3.

POL 239 Soviet Foreign Policy

A survey of Soviet Foreign policy as a continuation of Tsarist policies; as a world movement; the Comintern and the popular Front. Impact of World War II: the emergence of the USSR as a superpower. Post-Stalin modifications. Case studies in contemporary foreign problems, including relations with the Communist world.
Cr 3.

POL 240 The Politics of Developing Nations

An examination of the thrust towards modernization in the "third world." Economic development, relationships with the world community, the role of the military, and various theories about the nature of the relationship between the "third world" and the communist and non-communist industrial worlds are considered. POL 101 or 102 are recommended.
Cr 3.

POL 245 British Politics

A survey of the contemporary Constitution of Great Britain. The workings of Parliament, the Government, and the parties. Principal stress is on the main issues now current in British politics.
Cr 3.

POL 251 Public Administration

An examination of national, state, and local bureaucracies, including their processes of decision making, communications, leadership, internal and external political relationships. A continuing question will be, "How can those institutions be made responsive to the public?" Prerequisite: POL 101.
Cr 3.

POL 252 Budgets and Politics

A comparative examination of the budgetary processes of municipalities, states, and nations. The budget is the critical point at which goals intersect with resources. Students who complete the course will have a working understanding of various budgeting techniques (such as PPBS, zero-based budgeting, and incremental budgeting) as well as an appreciation of their effectiveness, their impact on expenditures, and their political consequences. Prerequisite: POL 251 or permission of the instructor.
Cr 3.

POL 257 Political Parties

Development and present organization and operation of the American party system. Nature and function of major and minor parties, sectionalism, nominating system, presidential and congressional elections, the electorate, finance, interest groups. Prerequisite: POL 101.
Cr 3.

POL 258 Public Opinion and Electoral Behavior

The role of public opinion in the American political system; definition and measurement; sociological and psychological influences; mass media; linkages to government; the role of public opinion in other nations; voting and presidential elections. Prerequisite: POL 102.
Cr 3.

POL 259 Psychology and Politics

An introduction to the psychological roots of political behavior. The course will examine various theories of personality and motivation which explain why people act as they do in politics. It will focus on such questions as: Can "national character" explain political differences among nations? What are the psychological causes of political extremism and mass movements? Are there "authoritarian" and "democratic" personalities? What are the needs or drives which lead men into full-time political activity? The bulk of the course will focus on elite, rather than mass, behavior. Prerequisite: POL 102.
Cr 3.

POL 274 Current International Problems

An analysis of contemporary world problems with emphasis on the interdependence of nations versus their viability as individual nation states. Cr 3.

POL 275 United States Foreign Policy

A detailed evaluation of U.S. foreign policy focusing on such topics as: identification of U.S. policy; governmental agencies and personalities in the formulation and implementation of policy; the role of non-governmental influences. The course is designed to evaluate current policy goals and practices within the context of long-range goals. Cr 3.

POL 283 The American Judicial System

The role of the judiciary in American politics, with emphasis on the United States Supreme Court. A series of case studies will cover such topics as economic regulation, civil rights, reapportionment, and war powers. Attention will also be given to the impact of judicial philosophies on decision-making. Prerequisite: POL 101. Cr 3.

POL 284 American Civil Liberties

An analysis of judicial interpretations of Bill of Rights guarantees and their effects on political processes in the United States. Topics include church and state, freedom of speech and press, the rights of the accused and the convicted. Prerequisite: POL 283. Cr 3.

POL 286 Administrative Law

The law made by and for administrative agencies. Topics include delegation, standing judicial review, and the merits and demerits of "discretionary justice." Prerequisite: POL 101. Cr 3.

POL 289 Political and Social Thought I

An intensive study of ancient political and social philosophies. A textual criticism of the works of Plato and Aristotle is emphasized. Prerequisite: junior or senior standing. Cr 3.

POL 290 Political and Social Thought II

A study of selected political theories from Machiavelli to modern political philosophers. The basic approach is historical, but an attempt is made to relate theories of politics to the environments in which they developed. Prerequisite: junior or senior standing. Cr 3.

POL 292 American Political Thought

An examination of American historical and contemporary thinking on a variety of political topics including equality, revolution, liberty, property, war, and individualism. Prerequisite: Consent of the instructor. Cr 3.

POL 302 Criminal Law

An examination of the articulation and application of criminal sanctions by agencies of the modern state. Special attention is given to the conflict between the "due process" and "crime control" models of the criminal process. Prerequisite: CJ 215. NOTE: This course may be applied toward the Political Science Department's 36-hour major requirement but may not be used to help satisfy the Department's distribution requirements. Cr 3.

POL 307 Statistical Methods for Social Research

Emphasis on uses of statistics in the organization, interpretation, and presentation of research data. Measures of association and correlation; testing of hypotheses, probability and sampling. Includes one hour per week of laboratory exercises. Also listed as SOC 307. Prerequisite: POL 102 or SOC 100. Cr 4.

POL 310 Comparative Justice Systems

A cross-national analysis of the form and substance of modern economic and political contexts in which these systems exist, as well as their historical development. Emphasis is placed on underlying differences in theories of social control in an attempt to understand the role that justice systems and their personnel play in a variety of nation states. Also listed as CJ 310. Prerequisite: CJ 215. Cr 3.

POL 332 Comparative Political Behavior

This course will introduce students to major approaches and concepts in comparative politics. Emphasis will be placed on using theoretical concepts to understand practical politics in a variety of nations (primarily those modern industrial states of Western Europe and North America). Major topics for study: public opinion, political parties, legislative behavior, bureaucracy. Prerequisite: POL 235 or 236, or permission of the instructor. Cr 3.



POL 352 Internship in Private and Semi-Public Organizations

Provision may be made to gain professional experience in administration and research. The course is open only to selected students. Readings and research reports are required. Cr 3.

POL 353 Municipal Administration Internship

Provision may be made to gain professional experience in a local government. The course is open only to selected students. Readings and research reports are required, focusing on the management, financial control and administration of modern American cities, with emphasis on administration of personnel and finance, the city plan and line functions: public safety, transportation, health, welfare and housing. Cr 3.

POL 354 State Internship

Provision may be made to gain professional experience in a department or agency of state government. The course is open to selected students. Readings and research reports are required. The state government internship is available under the Maine State Government Internship Program. Cr var.

POL 355 Congressional Internship

Provision may be made to gain professional experience in the local or Washington offices of Maine's U.S. Congressmen and Senators. The course is open to selected students. Readings and research reports are required. Cr var.

POL 356 Internship in Washington, D.C.

Provision may be made to gain professional experience in an agency of the national government or with a private or semi-public organization in Washington, D.C. The internship program is run under the auspices of the Washington Center for Learning Alternatives. The course is open only to selected students. Readings and research reports are required. Cr var.

POL357 The American Presidency

This course examines the development of the modern presidency; the scope and exercise of presidential decision-making in domestic and foreign policy; and standards for assessing presidential performance. Prerequisite: POL 101. Cr 3.

POL 358 The American Congress

The role of the national legislature in American politics is considered. The course undertakes a study of the men who reach Congress, the internal norms and procedures within Congress, and the effects of these procedures on national

decision-making. Among topics covered are the committee system, leadership patterns in the Senate and the House, the public's influence on Congress, Congress and the Presidency, and Congressional policymaking in selected areas. Prerequisite: POL 101 or 102. Cr 3.

POL 387 International Law

An analysis from the political perspective of the sources, limitations and institutions of international law as they relate to the search for peace and world order. (Offered in alternate Fall semesters.) Cr 3.

POL 388 International Organization

An analysis of the approaches to the problems of peace, economic and social justice at the international level. Emphasis on the United Nations system and its specialized agencies. (Offered in alternate Spring semesters.) Cr 3.

POL 395 Independent Study I

A concentrated program of research or study on a particular subject of the student's selection. The topic will be chosen with the advice and under the direction of a faculty member. Admission by permission of the political science faculty. Cr 3-6.

POL 396 Independent Study II

A concentrated program of research or study on a particular subject of the student's selection. The topic will be chosen with the advice and under the direction of a faculty member. Admission by permission of the political science faculty. Cr 3-6.

POL 397 Independent Study III

A concentrated program of research or study on a particular subject of the student's selection. The topic will be chosen with the advice and under the direction of a faculty member. Admission by permission of the political science faculty. Cr 3-6.

POL 400 Seminar in American Politics

A seminar focusing on some aspect of politics in small town and rural environments. Prerequisite: Consent of the instructor. Cr 3.

POL 401 Seminar in International Affairs

A seminar which focuses on some aspect of international politics. Prerequisite: Consent of the instructor. Cr 3.

POL 402 Seminar in Comparative Politics

A study of some aspects of comparative political institutions and behavior. Prerequisite: Consent of the instructor. Cr 3.

POL 403 Seminar in Judicial Process

A seminar focusing on some aspect of judicial processes and behavior. Prerequisite: Consent of the instructor. Cr 3.

PSYCHOLOGY

Chairman of Psychology Department: Estelita Saldanha, 510 Science Building, Portland.

Professors Bishop, Paradise, Saldanha; Associate Professors Hearn, Sanborn, Gayton, Sytsma.

The Department of Psychology offers a four-year program for students majoring in psychology. It also includes courses for students majoring in allied fields as well as for students wishing an orientation to the field of psychology as part of their general education. Courses are designed to create an awareness of the fundamental principles of psychology, psychological research, and the means by which psychological knowledge is acquired. The emphasis

is upon the scientific inquiry into basic phenomena and principles of behavior, not upon the development of professional skills.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

REQUIREMENTS FOR A PSYCHOLOGY MAJOR IN ARTS AND SCIENCES

The minimum requirement for a major is 40 credit hours in psychology (no maximum) and MUST include the following courses:

		<i>Credit Hours</i>
PSY 101 and 102	General Psychology (3 credits each semester) to be taken as a two-semester sequence	6
PSY 201	Statistics in Psychology	3
PSY 205	Experimental Methodology	3
PSY 223	Child Development	3
PSY 330	Social Psychology	3
PSY 333	Psychopathology	3
PSY 350	Psychology of Learning	4
PSY 361	Sensation and Perception	4
PSY 365	Physiological Psychology	3
PSY 371	History and Systems	3
		<hr/> 35

Other courses offered by the department can be taken as electives to complete the 40-hour minimum.

In addition, successful completion of the following three non-psychology courses is required for certification as a psychology major:

MS 140	Pre-Calculus Mathematics (Prerequisite for PSY 201)
BIO 101	Biological Principles
BIO 111	Human Anatomy and Physiology (Prerequisites for PSY 365)

PSY 101 and 102 are prerequisites for all additional psychology courses.

Psychology 101 and 102 should be elected no later than the sophomore year by students who plan to major in psychology. All majors are required to elect PSY 201 and PSY 205 no later than their junior year. PSY 201 may be taken concurrently with PSY 102. No grade of D in any departmental course will count toward fulfillment of the

major requirement.

The department recommends that the students who wish to take a more extensive program or who plan to enter graduate school elect, in consultation with their major advisor, further courses in psychology and also include in their programs study in related fields, such as mathematics, biology, philosophy, sociology, anthropology, and computer programming.

COURSE DESCRIPTIONS

PSY 101 General Psychology I

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

PSY 102 General Psychology II

A continuation of Psychology 101. It deals with complex

psychological processes such as ability testing, personality, conflict, behavior disorders and therapy, and social and industrial behavior. Prerequisite: PSY 101. Cr 3.

PSY 201 Statistics in Psychology

A general introduction to the techniques of descriptive, predictive, and inferential statistics. Emphasis is placed on measures of central tendency and variability, correlation, hypothesis testing, and simple analysis of variance. Prerequisites: PSY 101 and MS 140 or permission of the instructor. Cr 3.

PSY 205 Experimental Methodology

Emphasis on the principles, methods, and techniques of experimental psychology. Applications of general methodology and specific techniques to the design of experiments in behavioral research. Classroom exercises provide experience in experimental design. Prerequisite: PSY 201. Cr 3.

PSY 220 Developmental Psychology

A study of the factors in human psychological growth traced from genetic predisposition through the prenatal and postnatal periods, childhood, adolescence, adulthood and aging to death. The major theorists relevant to each developmental period are considered. Prerequisites: PSY 101 and 102. Cr 3.

PSY 223 Child Development

A systematic study of the behavior and psychological development of children during infancy, preschool and school-age periods. Analysis of the genetic, prenatal, and postnatal influences on the physical, cognitive, and personality development. Implications of the research for practical application in dealing with children. Prerequisites: PSY 101 and 102. Cr 3.

PSY 224 Adolescent Development

A systematic study of the behavioral and psychological development of the adolescent. The adolescent personality and problems of adjustment in relation to the family, the school and the community. Prerequisites: PSY 101 and 102. Cr 3.

PSY 232 Psychology of Adjustment

A study of the development of personality patterns, modes of behavior, life styles, and coping mechanisms considered normal in this society. Consideration of their value to individual functioning. Prerequisites: PSY 101 and 102. NOTE: This course does not count toward major credit. Cr 3.

PSY 235 Psychology of Women

Psychology of women and psychological literature relevant to men and women. Some topics include physiological and personality differences between the sexes, sex-role development, role conflict, women and traditional therapy. NOTE: This course does not count toward major credit. Prerequisites: PSY 101 and 102. Cr 3.

PSY 311 Industrial Psychology

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

PSY 320 Psychology of Personality

Consideration of current issues and findings in personality. Personality development. Current research in such areas as aggression, anxiety, altruism, self-concept, authoritarianism, need for achievement, and human sexual behavior. Prerequisites: PSY 101 and 102. Cr 3.

PSY 330 Social Psychology

The psychological principles which enter into the social behavior of the individual. Areas of consideration include perception, communication, attitude formation, interpersonal attraction, and group behavior. Prerequisites: PSY 101 and 102. Cr 3.

PSY 333 Psychopathology

The etiology, development, and manifestation of the major forms of mental illness with particular emphasis upon the neuroses and psychoses. Psychological, social, and

biological factors which contribute to maladjustment are examined. Prerequisites: PSY 101 and 102 with a grade of C or better. Cr 3.

PSY 335 Deviations of Childhood

Intensive readings and discussion of the etiology and manifestation of deviant patterns of behavior and functioning in children. Problems relating to the identification and management of such deviations are considered. Prerequisites: PSY 223 or permission of the instructor. Cr 3.

PSY 338 Theories of Personality

A survey of the major contemporary approaches to the study of personality. Different theories are compared, their impact upon current thinking evaluated, and their research contributions assessed. Prerequisites: PSY 101 and 102 with a grade of C or better. Cr 3.

PSY 340 Behavior Modification

An introduction to the principles of operant conditioning with emphasis on the application of operant techniques in educational, correctional, and therapeutic situations. Prerequisites: PSY 101 and 102. Cr 3.

PSY 343 Psychological Test Theory

The theoretical and statistical concepts underlying the development of various psychological tests. Individual and group tests of intelligence, personality, aptitude, and interest are examined and evaluated in terms of these concepts. Uses and abuses of psychological tests are considered. Prerequisite: PSY 201. Cr 3.

PSY 350 Psychology of Learning

Experimental findings on the fundamental principles that underlie the acquisition and retention of new behavior. Laboratory experience with techniques in the study of learning in animals and humans. Prerequisites: PSY 205 and 201. Cr 4.

PSY 351 Psychology of Motivation

A survey of theory, research methods, and experimental findings related to the search for the determinants of human and animal behavior. The course requires a research paper on a topic of interest to the student, and the planning of an experiment growing out of that interest. Laboratory. Prerequisites: PSY 101 and 102. Cr 3.

PSY 355 Research in Personality

Examination of current research in personality. Intensive experience in designing, executing, reporting and evaluating research in personality. This will include a research project. Prerequisite: PSY 320 or permission of instructor. Cr 4.

PSY 360 Cognitive Processes

Experimental findings and theoretical analyses of the acquisition, retention, and transfer of verbal behavior and a critical survey of theories and research on such topics as problem solving, creative thinking, reasoning, concept formation, decision making, thought and language, and related topics. Prerequisites: PSY 101 and 102. Cr 3.

PSY 361 Sensation and Perception

An examination of perceptual processes in selected sensory systems. Emphasis on experimental methodology, research findings, and theoretical interpretations. Laboratory. Prerequisites: PSY 201 and 205. Cr 4.

PSY 365 Physiological Psychology

Basic neuroanatomy, neurophysiology, and endocrinology, and the relationships between nervous-system functioning and behavior. Physiological analysis of sensory function, motivation, and learning. Prerequisites: BIO 101 and 111, PSY 101, 102. Cr 3.

PSY 366 Comparative Psychology

A survey of the principles and concepts of biological psychology. Understanding the physiological basis of learning, motivation, and species-typical behaviors from a comparative approach. Prerequisites: PSY 101 and 102; BIO 101 and 111. Cr 3.

PSY 370 Engineering Psychology

Behavior of individuals operating equipment; effects of control and display design, legibility, and physical dimensions; principles of error reduction and application to military, aerospace, and industrial areas. Prerequisites: PSY 101 and 102. Cr 3.

PSY 371 History and Systems of Psychology

A survey of the history of psychological thought from its beginnings in Greek philosophy to modern times. Special attention will be given to the influence of philosophy and natural science on the development of contemporary psychology. The course concludes with a survey of the major systems. Prerequisite: 15 hours in Psychology. Cr 3.

PSY 390 Selected Topics in Psychology

A critical in-depth investigation of one of various topics and issues in different areas of psychology (e.g., experimental, social, clinical, child-developmental, etc.). Each student is expected to complete a research project on

the topic for the semester. Consult the Psychology Department for topics offered. Prerequisites: PSY 201, 205 and permission of the instructor. Cr 3.

PSY 400 Research in Psychology I

This course is open to qualified majors in psychology who wish to engage in independent readings on selected topics or conduct research projects. With permission of departmental chairman. Cr 3.

PSY 490 Senior Seminar in Psychology

A seminar designed to bring together and synthesize the previous courses in the major sequence. Open only to qualified seniors and by permission of the instructor. Cr 3.

PSY 521 Individual Psychological Testing

Intensive training in the administration, scoring, and interpretation of the Stanford Binet form L-M and Wechsler Intelligence Scales. Prerequisites: PSY 201 and 343 each with a grade of C or better and permission of the instructor. Open to graduate students only. Cr 4.

PSY 522 Psychological Assessment of Children

Intensive training in the use of psychological tests (e.g., WISC, WRAT, Bender) in the assessment of childhood deviations with particular emphasis upon interpretation of test results. Prerequisites: Open to graduate students only. PSY 521 and permission of the instructor. Rec 2, Lab 4.

Cr 4.



SOCIAL WELFARE

Chairman of Social Welfare Department: Joseph D. Kreisler, 7 Chamberlain Avenue, Portland.

Professors Romanyshyn, Steinman; Associate Professor Kreisler; Assistant Professors Deprez, Lazar, Loth, Rich, Tierney.

The major in Social Welfare consists of required foundation knowledge in the humanities and the social sciences, and a minimum of 35 credits in required social welfare courses. The Social Welfare Department has a policy of awarding credits for work experience to a restricted number of students if a thorough review of their work experience in the human services reveals they have attained a level of competence equivalent to that expected of students in selected practice-oriented courses.* See Department Policy Statement, "Advanced Credit Procedures for Social Work Methods and Community Lab."

The successful completion of the major leads to a BA degree in social welfare and prepares the student for professional practice of social work at the entry level. The social welfare curriculum is accredited by the Council on Social Work Education.

Students who receive a degree from an accredited undergraduate program in social work may apply to selected graduate schools of social work for advanced standing. If accepted, they may complete an MSW degree in one instead of two years.

Students are initially admitted to the Department on a

provisional basis. Formal admission takes place after a student has completed appropriate department application and has had an admission interview with his or her advisor. This normally takes place in the sophomore year.

In planning their program, provisional and admitted students should regularly consult their faculty advisor, whose responsibility it is to explore career objectives, to assist in designing the best possible combination of required and elective courses and to facilitate the most productive relationship possible between the student and the Department.

* When credits are awarded for work experience they are assigned the following course designations:

SWE:250 Methods of Social Work Practice;
Credit for Work Experience

SWE:251 Community Laboratory in Social Welfare;
Credit for Work Experience

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

REQUIRED FOUNDATION KNOWLEDGE

(Substitutions for or waivers of any of these courses require the written approval of a student's advisor.)

Introductory Level		<i>Credit Hours</i>
ENG 100 College Writing		3
ECON 101 Principles of Economics - or - ECON 150 Elementary Economics		3
POL 101 Introduction to Government - or - POL 102 Man and Politics		3
PLY (Any introductory Philosophy course)		3
PSY 101 & 102 General Psychology I & II		6
SOC 100 Introduction to Sociology		3
		<hr/> 21
Advanced Level		<i>Credit Hours</i>
SOC 330 Sociology of the Family		3
SOC 371 Race and Cultural Conflict		3
SOC 375 Social Disorganization		3
PSY - one of the following		3
PSY 330 Social Psychology		3
PSY 333 Psychopathology		3
PSY 338 Theories of Personality		3
		<hr/> 12

REQUIRED COURSES

	<i>Credit Hours</i>
SWE 101 Introduction to the Human Services I	3
SWE 252 & 253 Methods of Social Work Practice I & II	6
SWE 254 & 255 Community Laboratory in Social Welfare I & II	
Var (minimum 10-12)	

SWE 350	Social Problems and Social Welfare Policy	3
SWE 351	Human Services and the Consumer	3
SWE 370	Human Development and Social Welfare	3
SWE 454	Social Welfare Research	3
SWE 455	Social Welfare Research Laboratory	1
SWE 456	Issues in Social Welfare and Social Work	3
		<hr/> 35

COURSE DESCRIPTIONS

- * Not offered each year -

SWE 101 Introduction to the Human Services I

Seeks to define a perspective within which to understand the needs, problems and potential of humans as individuals and in groups. Describes and analyzes social welfare systems and social work practices as they currently respond to social needs, and as they might better facilitate the development of human potential. Cr 3.

SWE 102 Introduction to the Human Services II*

A continuation of SWE 101. Cr 3.

SWE 252 Methods of Social Work Practice I

An introduction to basic concepts and skills in social work interviewing and in the problem-solving approach within the framework of systems theory. Study of the values and knowledge base of social work skills. Class discussion and assignments based on community lab experience (254) which is taken concurrently. Cr 3.

SWE 253 Methods of Social Work Practice II

A continuation of 252 covering the application of basic social work skills to areas practice such as community organization, crisis intervention, group work. Further skill development in interventive techniques. Class discussion and assignment based on community lab experience (255) which is taken concurrently. Cr 3.

SWE 254 Community Laboratory I

For Social Welfare majors: a required internship in a neighborhood or rural setting, or in an agency placement, designed to provide an opportunity to relate social work theory to practice. Variable credits ranging from 2 through 9 per semester. Prerequisites: SWE 101; 252 and 253 (concurrent).

SWE 255 Community Laboratory II

A continuation of SWE 254. Prerequisites: SWE 252 and 254; SWE 253 concurrent. Cr var.

SWE 265 Women — Social Change*

Examines the ways our culture affects and is affected by women in the areas of physical and mental health throughout their lifespan, with specific emphasis on contemporary human services and how women are perceived. Prerequisite: SWE 101. Cr 3.

SWE 266 Concept of Self and the Handicapped Person

To enhance effective interaction and communication with handicapped persons, issues are examined from the perspectives of society and of the individual (handicapped and non-handicapped). Topics include basic human needs and self-image, independence-dependence, anger-frustration, failure, the power of guilt and shame. All students participate in sensory exercises. Cr 3.

SWE 267 Relating Professionally to Homosexuality

Provides an understanding of varying concepts of homosexuality. Employs recent theoretical, empirical and clinical literature to assess attitudes toward homosexuality.

Examines motivation and skills to achieve constructive interaction between the professional and the homosexual. Cr 3.

SWE 274 Aging and Social Policy: A Cross-Cultural View

Examines similarities and differences between simple and complex societies in their treatment of processes of aging. Against this background the position of older Americans is considered in relation to various social institutions, together with the origin and implementation of social policies affecting them. Cr 3.

SWE 275 Developmental Services to the Aging

Policy, administration, and implementation of human services to older people are studied from a developmental standpoint. Examines implications of age bias (and its modification) for the nature of service. Prerequisite: SWE 274 recommended but not required. Cr 3.

SWE 350 Social Problems and Social Welfare Policy

A critical examination of social welfare institutions, the social problems and social needs to which they are addressed, and the policy decisions which determine the organization and direction of social welfare programs. Prerequisite: SWE 101. This course is offered one semester each academic year. Cr 3.

SWE 351 Human Services and the Consumer

Provides a series of concepts for the study and critical evaluation of the bureaucracies, professions, and consumers of social work and other services. Examines a range of approaches to rendering human services more responsive to client needs. Prerequisite: SWE 350 or permission of the instructor. This course is offered one semester each academic year. Cr 3.

SWE 352 Methods of Social Work Practice III

Provides further exploration of the theoretical knowledge and practice skills involved in utilization of particular interventive methods (e.g., child advocacy, organizational change and/or the more focussed knowledge, methods and skills needed for effective intervention with a particular population at risk (e.g., adolescents, the frail elderly). Prerequisite: Permission of instructor. Cr 3.

SWE 353 Methods of Social Work Practice IV

A continuation of SWE 352. Cr 3.

SWE 354 Community Laboratory III

An advanced field experience in human services. Prerequisites: SWE 254 and 255 or permission of the instructor. Cr var.

SWE 355 Community Laboratory IV

A continuation of SWE 354 Cr var.

SWE 364 Comparative Social Welfare Systems*

A study of social welfare programs in advanced industrial and in developing societies, in market and nonmarket economies and in democratic and authoritarian political systems. Prerequisite: SWE 350 or permission of instructor. Cr 3.

SWE 365 Social Work with Minority Groups*

An exploration of issues in social welfare policy and social work practice as they are related to the status of minority groups and their movement for self-determination. Prerequisites: SOC 371 and six hours of social welfare. Cr 3.

SWE 370 Human Development and Social Welfare

A study of the implications of research and theory related to human development for social welfare policy and social work practice. Prerequisites: At least six hours of social welfare courses. This course is offered one semester each academic year. Cr 3.

SWE 380 Child Welfare*

A study of the process of growing up under handicapping social conditions and the implications for social services and institutional change. Prerequisite: SWE 101 or permission of the instructor. Cr 3.

SWE 385 Self-Assessment*

This course will help students to understand how family and background have influenced their development and the formation of their own lifestyles, values, and career goals. Prerequisite: Permission of the instructor. Cr 3.

SWE 397 Department Projects

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

SWE 454 Social Welfare Research

A study of the implications of social welfare research for social policy and social work practice. Prerequisite: At least six hours of social welfare courses. Must take SWE 455 concurrently. Cr 3.

SWE 455 Social Welfare Research Laboratory

By means of instruction, seminar, and projects, students practice applications of concepts and methodology learned in SWE 454. Must be taken concurrently with SWE 454. Cr 1.

SWE 456 Issues in Social Welfare and Social Work

Senior seminar for social welfare majors that seeks to integrate class and field experience. Open to others with permission only. Should be taken in students' final semester, if possible. Cr 3.

SPECIAL SOCIAL WELFARE DEPARTMENT PROGRAMS

I. Student Organization

The student organization seeks to facilitate communication between students and faculty; to insure student involvement in departmental deliberations; to help provide for professional growth, working closely with NASW chapter; and to attempt to act on issues and problems in the community. Student representatives attend faculty meetings and serve as full members on the Department's curriculum and personnel committees.

2. Programs and Activities

Social Welfare students and faculty are involved in a great many community-service and social-action projects. These are an integral part of our attempts to offer learning experiences which simultaneously contribute to the development of the students as well as service to the community.

Among these are or have been an annual conference on the handicapped, an annual spring festival for senior citizens, social action in the realm of women's issues and the field of gerontology, the development and operation of drop-in centers for youth, organizing workshops for training volunteers, etc.

A special project operated by the faculty and students is the High Street Resource Center. The purpose of the Center is to assist persons of the Greater Portland Community in obtaining suitable assistance concerning their problems, or in finding the correct agency within the area which can assist them.

A large number of social and community agencies in the Greater Portland Area as well as in other towns and cities of Southern Maine have been most generous in their cooperation with the Department in making available field instruction resources including supervision for students of the Department.

SOCIOLOGY

Chairman of Sociology Department: David C. Fullam, 120 Bedford Street, Portland.

Professors Giguere, Lacognata, Monsen; Associate Professors Anspach, Fullam; Assistant Professors Grzelkowski, Lehman, Williams, J. Young.

The Department of Sociology offers a major in Arts and Sciences.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of

the school or college involved, as well as the University's General Education Requirements.

Junior and Senior sociology majors having completed nine hours of sociology credits and with a 3.0 cumulative GPA are eligible for nomination to Alpha Kappa Delta, the national sociology scholarship and honor society.

REQUIRED COURSES

The minimum requirement for a major in the department is 38 hours of sociology, which must include the following:

	<i>Credit Hours</i>
SOC 100 Introduction to Sociology	3
SOC 205 Methods of Social Research	4
SOC 300 Sociological Theory	3
SOC 307 Statistical Methods for Social Research	4
SOC 401 Senior Seminar	3

In addition, each major is required to take at least one course from each of the following areas, plus three elective courses from within the Discipline:

SOC 310—SOC 319 Social Processes	3
SOC 330—SOC 339 Social Institutions	3
SOC 350—SOC 369 Units of Social Life	3
SOC 370—SOC 379 Social Problems	3

In addition to the 38 required hours of sociology, the sociology major must also take six hours above the introductory level in one of the following:

Anthropology	Mathematics
Biology	Philosophy
Criminal Justice	Political Science
Economics	Psychology
Geography	Social Welfare
History	

COURSE DESCRIPTIONS

SOC 100 Introduction to Sociology

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

SOC 200 Introduction to Social Problems

The application of a sociological frame of reference to selected contemporary issues. Emphasis is placed on guiding the student toward a general understanding of why and how problems develop, how particular social groups are affected by them, and what is involved in dealing with them. Specific problems considered vary from term to term, and from section to section. Descriptions of current topics are available in the Sociology Department office. Students should consult these descriptions before registering for the course. The course may be taken only once for credit. Prerequisite: SOC 100. Cr 3.

SOC 205 Methods of Social Research

Monsen
Conceptualization and research design; data collection and analysis; logic of inquiry and research techniques. Includes one hour per week of laboratory exercises. Prerequisite: SOC 100 or POL 102. (This course also listed as POL 205.) Cr 4.

SOC 215 Criminology

Young
An analytic survey of theoretical orientations which contribute to a sociological understanding of the interrelationships between crime, law and punishment; emphasis given to analysis of fundamental conflicts between law and social order as manifested in the organization and operation of the American criminal justice system. Cr 3.

SOC 300 Sociological Theory

Fullam
A critical examination of the sociological theories of such

people as Marx, Weber, and Durkheim; and contemporary theorists such as Parsons and Merton. Prerequisites: SOC 100 and two other SOC courses. Cr 3.

SOC301 Sociological Classics

Monsen

An in-depth study of selected (by faculty and students) seminal works in sociology, aimed at the identification of major concepts and propositions. Prerequisites: SOC 300 or permission of instructor. Cr 3.

SOC307 Statistical Methods for Social Research

Monsen

Emphasis on the uses of statistics in the organization, interpretation, and presentation of research data. Measures of association and correlation; testing of hypotheses, probability and sampling. Includes one hour per week of laboratory exercises. Prerequisite: SOC 100 or POL 102. (This course also listed as POL 307.) Cr 4.

SOC310 Social Change

Giguere

Analysis of sociocultural factors related to social change and the dynamics of the change process. Prerequisite: SOC 100. Cr 3.

SOC312 Social Stratification

Anspach

Systematic analysis of social differentiation and evaluation. Theories of and research in the structure and function of class, caste, and ethnic stratification. Prerequisite: SOC 100. Cr 3.

SOC314 Social Control

Examination and comparison of major societal control mechanisms. Emphasis on institutions of social control and their role in establishing and maintaining social order. Prerequisite: SOC 100. Cr 3.

SOC315 Personality and Social Systems

Anspach

A sociological examination of theories and research in some major areas relating personality and social systems; attitudes and behavior; socialization; social perception; a bureaucratic structure and personality; etc. Emphasis on issues involved in relating two theoretical levels of analysis. Prerequisite: SOC 100. Cr 3.

SOC316 Sociology of Sex Roles

Young

An examination of sex roles in a socio-political and cultural context focusing on the sexual division of labor in American Society. Prerequisite: SOC 100. Cr 3.

SOC330 Sociology of the Family

Anspach, Giguere

A sociological approach to the study of the family, including the structure of social relationships, the modern American family as a social institution, the cultural background of the family, and the impact of social change. Prerequisite: SOC 100. Cr 3.

SOC331 Sociology of Education

Lacognata

A study of theory and research on the educational institution, with emphasis upon the multiple and changing functions of the formal education in industrial societies. Prerequisite: SOC 100. Cr 3.

SOC332 Industrial Sociology

Social factors involved in the development of industry; social consequences of technological change; social organization within industry; problems encountered within the social structure(s) of industry. Prerequisite: SOC 100. Cr 3.

SOC333 Sociology of Medicine

Attention is given to the relationship between sociocultural factors and the occurrence of disease and the social systems which are developed in the treatment and prevention thereof. Prerequisite: SOC 100. Cr 3.

SOC334 Sociology of Religion

Fullam

Religion as a social institution. Attention is given to the social correlates of religion and the functions of religion in society. Prerequisite: SOC 100. Cr 3.

SOC335 The Sociology of Penology and Corrections

Lehman

The course will focus on the social and political problems of dealing with offenders using an examination and analysis of the inter-relations between penology and corrections. Prerequisite: SOC 215 or permission of instructor. Cr 3.

SOC336 Sociology of Law

Lehman

An examination of the interrelationships between law and society, focusing on law, custom, and morality as well as law in relation to social goals. Specific examples of how law functions in the context of the social structure will be used to highlight the major theoretical models used traditionally in this area. Prerequisite: SOC 100, SOC 215, or permission of instructor. Cr 3.

SOC337 Sociology of Juvenile Justice

Examination and analysis of the philosophies, processing, and treatment of juvenile offenders with an emphasis on historical and comparative materials. Prerequisite: SOC 215 or permission of instructor. Cr 3.

SOC350 Sociology of Urban Life

Giguere, Grzelkowski

A descriptive and analytical approach to the study of city life. Emphasis is placed on environment, social organization, the ecological processes, population areas, housing, and maladjustment. Prerequisite: SOC 100. Cr 3.

SOC352 Population Dynamics

Giguere, Lacognata

The dynamics of change in size, composition and distribution of population by means of fertility, mortality, and migration within the context of the physical, social and cultural environments. Prerequisite: SOC 100. Cr 3.

SOC353 Collective Behavior and Social Movements

Grzelkowski

Unstructured social behavior, e.g., crowds, mobs, riots. The rise and development of social movements emphasizing structuring and institutionalization. Prerequisite: SOC 100. Cr 3.

SOC354 Small Group Analysis

Communication and interaction patterns within small groups are identified and analyzed. Course involves ob-

servation of and participation in such interaction. Prerequisite: SOC 100. Cr 3.

SOC 355 Social Structure and Politics

Monsen

The sociological analysis of politics with a cross-national emphasis, including the social basis of mass political behavior. Conceptual focus will be around consensus and conflict, bureaucratization and the institutionalization of interest groups, social movements, and political parties. Prerequisite: SOC 100. Cr 3.

SOC 356 Social Organization

An examination of selected institutions in modern society; analysis of social roles, processes, and structures within typical organized groups, such as industrial, military, religious, and fraternal organizations; discussion of bureaucracy, decision-making, social conflict; the implications of cultural and technological change. Prerequisite: SOC 100. Cr 3.

SOC 357 Bureaucracy in Modern Society

Grzelkowski

Examination of the nature and types of formal organizations, the relationships between them and the larger social context of which they are a part, and their internal structure. The course normally involves a student research project. Prerequisite: SOC 100. Cr 3.

SOC 361 Sociology of Franco-Americans

Giguere

Description and analysis of the development and present state of the culture, institutions and social structure of Americans of French-Canadian descent in the United States. Prerequisite: SOC 100. Cr 3.

SOC 371 Race and Culture Conflict

Fullam

Analysis of factors involved in group conflict, with emphasis on minority groups in culture-conflict situations. Prerequisite: SOC 100. Cr 3.

SOC 374 Sociology of Mental Health and Mental Illness

Anspach

An examination of theory and research in the mental health field. Particular attention on the influence of culture on the

definition of illnesses, the relationship between social factors and illness, and the social context of treatment. Prerequisite: SOC 100. Cr 3.

SOC 375 Sociological Perspectives on Deviance

The origin and causes of socially disapproved behavior. Ways in which society interprets and copes with the deviant. Study of the major forms of social disorganization; specific social problems are considered, such as suicide, crime, drug addiction, alcoholism, prostitution, mental illness, divorce, group conflict. Prerequisite: SOC 100. Cr 3.

SOC 380 Seminar in Social Thought

Lacognata

Analyses of contemporary social issues, ideas, and attitudes characterizing American society. Independent library research projects to be emphasized in concert with seminar dialogues. Prerequisites: Juniors and Seniors only and permission of instructor. Cr 3.

SOC 397 Department Projects I

Independent reading and/or research for juniors and seniors. Apply to department chairman. Prerequisite: 15 hours in sociology. Cr 2-3.

SOC 398 Department Projects II

Continuation of independent reading and/or research for juniors and seniors. Apply to department chairman. Prerequisite: SOC 397. Cr 2-3.

SOC 400 Theory Construction

Monsen

The vocabulary and logic of theory construction; from assumptions and isolated propositions to systematized theory. The course aims at enabling the student to understand the utility of theory and its relevance for empirical research. Prerequisite: Senior standing in sociology. Cr 3.

SOC 401 Senior Seminar

Focusing on synthesis, the seminar is meant to provide the sociology major with an overall view of his discipline and its perspective as well as an opportunity to consider current issues and the future of sociology. Prerequisite: Senior standing in sociology. Cr 3.



THEATER

Chairman of Theater Department: Walter R. Stump, Russell Hall, Gorham.

Associate Professors A. Duclos, Power, Rootes, Steele, Stump.

BACHELOR OF ARTS (B.A.) DEGREE IN THEATER

Only sophomores or above will be accepted as theater majors. Incoming freshmen, however, may declare their intent to major. For those students declaring their intent to become a theater major, the following courses are required:

Preparation for the Theater Major

- ENG 101 College Writing (May be waived through department acceptance of writing samples)
- THE 120 Fundamentals of Acting
- THE 101 Introduction to Drama (or THE 144 Introduction to Theater Production)
- THE 290 Oral Interpretation
- THE 135 Stage Craft

Students who have declared an intent to become majors may request status as a major during the spring semester of their sophomore year. When the request for major status is submitted, the department will review the student's past record in terms of academic and practical potential for success. Notification of admittance or rejection will be issued. The student may appeal any rejection if desired.

A total of twenty-four units in Theater, not to include those hours selected for major preparation, is required for graduation.

The following units are required:

- THE 320 Contemporary Acting Methods
- THE 330 Stage Lighting (or THE 332 Scene Design)
- THE 340 History of the Theater I (or THE 341 History of the Theater II)
- THE 210 Play Analysis to replace Dramatic Theory
- Any One Course:
- THE 361 Late 19th Century Drama of the Western World
- THE 362 20th Century Drama of the Western World
- THE 363 Contemporary Avant-Garde Drama
- THE 460 American Drama

In addition to the above, a total of fifteen units must be selected from the following allied areas:

ART

- ARTX 102 Film as Image and Idea (3)
- ARTX 141 Design I (3)
- ARTX 151 Drawing I (3)

DANCE

- DNCE 300 Contemporary Dance (1)

DNCE 301 Contemporary Dance (1)
DNCE 302 Contemporary Dance (1)

ENGLISH

ENG 242 Shakespeare I (3)
ENG 243 Shakespeare II (3)
ENG 246 British Drama to 1642 (3)
ENG 266 Restoration Drama (3)
CPEN 372 Greek Epic, Tragedy and Comedy (3)

FOREIGN LANGUAGES & CLASSICS

CLS 252 The Tragic Hero in Ancient Literature (3)
FRE 264 Avant-Garde Theater in France (3)
FRE 303 French Theatre in the 20th Century (3)

MUSIC

MUS 401 Gorham Chorale (0.5)
MUS 403 A Cappella Choir (0.5)
MUS 405 The Chamber Singers (0.5)

EDUCATION

EDU 499 Photography for Classroom Use (3)

INDUSTRIAL ARTS

IA 210 Electronics Technology
IA 241 Graphic Arts Technology
IA 444 Photographic Reproduction

Since practical experience in all phases of production is absolutely essential to the theater student, all majors are required to participate in at least five productions while matriculating at USM. In fulfilling this requirement, students will be allowed to attempt no more than two consecutive production areas, such as costuming, acting, etc., before attempting another. If, for example, a student acts in two consecutive USM productions, that student must then attempt some aspect of technical theater. Conversely, if a student concentrates in the area of technical theater, that student must then attempt an acting role.

The department will meet at least once a semester to review each major's progress and to call to the attention of the student any departmental concern about the student's progress.

COURSE DESCRIPTIONS

THE 101 Introduction to Drama

A lecture-discussion course designed to provide students with a conception of the structural elements of dramatic literature. The course consists of a survey of Greek medieval, Elizabethan, French neo-classic, and 18th, 19th and 20th Century plays. Cr 3.

THE 120 Acting I: Fundamentals of Acting

A course designed to introduce the student to basic skills of acting through the use of mime, improvisation, and role playing. Emphasis made on internal preparation for developing a role and on external techniques for projecting that role. Cr 3.

THE 124 Intercollegiate Forensics

A course designed to acquaint students with the techniques of intercollegiate competition. Students will prepare original speeches for participation in such competitive categories as rhetorical criticism, informative and persuasive as well as manuscripts for presentation in the interpretive events. Cr 1.

THE 125 Intercollegiate Forensics

A continuation of THE 124. Cr 2.

THE 130 Theatre Workshop I

A course designed to give students practical application of theatre practices in the fields of acting, design, scene construction, costuming, properties, lighting, management, and directing. A laboratory course. Cr 1.

THE 131 Theatre Workshop II

A continuation of THE 130. Prerequisite: THE 130. Cr 1.

THE 132 Theatre Workshop III

A continuation of THE 131. Prerequisite: THE 131. Cr 1.

THE 133 Theatre Workshop IV

A continuation of THE 132. Prerequisite: THE 132. Cr 1.

THE 134 Introduction to Theatre Production

A basic course providing background and experience in play production including such topics as play analysis and selection as influenced by cast and faculty options, rehearsal schedules, blocking action and related stage business. Practicum required. Cr 3.

THE 135 Stage Craft

A lecture-discussion-performance course in technical theatre encompassing scene design, stage craft, properties, and similar topics relevant to technical direction. Cr 3.

THE 170 Public Speaking

An introductory course in the fundamentals of public discourse. Primarily a lecture-performance course, students will learn the basics of informative, persuasive, and entertaining speaking, as well as the processes of problem-solving and informative discussion. Emphasis is upon conception, analysis, structure, and modes of proof. Cr 3.

THE 210 Play Analysis

Representative dramas for the stage are read, discussed and analyzed in writing in terms of Plot, Character, Thought, Diction and Spectacle, and in terms of dramatic form and style. Cr 3.

THE 220 Acting II: Voice for the Actor

Designed as a practicum course to develop the actor's voice allowing him to understand the vocal mechanism and the methods in which it can be used to create articulate speech projection and dialect. Prerequisite: THE 120. Cr 3.

THE 230 Creative Dramatics

Study of problems in introducing young people to theatre as a total art form. Course to include the development of children's plays from improvisations and existing literature workshops and improvisational work with children in the community will serve as practicum experience for students enrolled. Cr 3.

THE 274 Journalistic Drama Criticism

This course will provide the student with a comprehensive analysis of the role of the writing critic in Professional, Community, Educational, and Amateur Theatre. Stress will be placed upon the critic's options in making judgments and upon development of a workable writing style. A minimum of five plays will be seen from which reviews will be generated. Prerequisite: THE 134. Cr 3.

THE 290 Oral Interpretation

A course in the assimilation and analysis of literary material (poetry, prose, drama), with emphasis on the techniques used in reading written material aloud to an audience. Designed to stimulate an understanding and responsiveness to literature and to develop the ability to convey to others, through oral reading, an appreciation of that literature. Cr 3.

THE 320 Acting III: Contemporary Acting Methods

Designed to broaden the basic skills of the actor in

achieving theatrical effectiveness through an individualized examination of the actor's problems with heavy emphasis placed upon contemporary techniques. Student will become acquainted with the principles established by Stanislavsky, Strasberg and Ball. Prerequisites: THE 120, THE 220. Cr 3.

THE 330 Stage Lighting

Introduction to stage lighting design, elements of electricity, color, light sources, instrumentation, and control systems. Student will participate in lighting projects in practicum. Prerequisites: THE 134 and THE 135. Cr 3.

THE 331 Scene Design

Lecture and practicum in stage scenic design. Emphasis on the visual art and drafting of designs. Prerequisites: THE 134 and THE 135. Cr 3.

THE 332 Fundamentals of Directing

Designed to train directors in theatrical organization and rehearsal techniques. Encompasses composition, picturization, movement and rhythm. Course involves both contemporary theory and practical application. Prerequisites: THE 101, 120, 134, 135, 220 and 320; Senior or Junior with Permission. Cr 3.

THE 335 Playwriting

A lecture-practicum course designed to acquaint the student with playwriting principles. Emphasis is placed on the one-act play form. Students will be required to complete a series of creative exercises culminating with writing of a one-act play. Prerequisites: THE 101 and THE 361 or 362 or 363. Cr 3.

THE 340 History of the Theatre I

A study of the development of the drama, the physical theatre, and the modes of production from the ancient Greek period through to 1640. Cr 3.

THE 341 History of the Theatre II

A study of the development of the drama, the physical theatre, and the modes of production from the Restoration to the present. Cr 3.

THE 361 Late 19th Century Drama of the Western World

This course is designed to acquaint the theatre major and non-major with a broad range of dramatic literature of the early 19th century. Representative plays of Ibsen, Strindberg, Chekhov, Shaw, and others will be studied which exemplify the literary, social, political, and philosophical aspects of the age. Prerequisites: THE 101 or 340 or 341. Cr 3.

THE 362 20th Century Drama of the Western World

This course is designed to acquaint the theatre major and non-major with a broad range of dramatic literature of the 20th century. Representative plays of O'Neill, Odets, Anouilh, Brecht, Sartre, Wilder, Miller, Beckett, Osborne, Chayefsky, and others will be studied which exemplify the literary, social, political, and philosophical aspects of the age. Prerequisites: THE 101, 340, and 341. Cr 3.

THE 363 Contemporary Avant-Garde Drama

This course is designed to acquaint the student of theatre with the new voices in contemporary dramatic literature.

Focus is upon such playwrights as Beckett, Genet, Pinter, Albee, LeRoi Jones, and representative plays from "Off-Off Broadway" Theatre. Prerequisites: THE 101, 340 and 341. Cr 3.

THE 390 Advanced Oral Interpretation

A continuation of THE 290. Cr 3.

THE 391 Readers Theater

A study of techniques utilized to prepare a script and perform a literary work in the style of Readers Theater. Students will be attempting to extend or provide insights into their material through actual oral performance. Prerequisite: THE 390. Cr 3.

THE 399 Independent Study

The student will submit a written proposal defining the scope and the limitations of his study. He must submit his project for Independent Study to the faculty one month prior to the completion of the semester preceding his study. This deadline should be published at least one month prior to the student's deadline. The faculty must approve and determine the credits given to the Independent Study. If the faculty does not meet before the semester is concluded the student will not be eligible to do the study until the coming semester. The student will choose a supervisor. It will be the duty of this instructor to closely supervise, advise, and recommend to the student and assure all faculty that each will receive a copy of the proposal before the meeting at which the student's proposal will be presented to the entire faculty. At the completion of the Independent Study the student will take an oral examination conducted by the entire faculty and chaired by his advisor (Review Board). At the completion of the oral examination the faculty will advise the student's advisor as to their determination of a grade. The advisor will then determine the grade and submit the grade to the Registrar's Office. A student, generally, should not embark on a study until he has taken and completed all of the available course work that is necessary to do his study in depth. Each T/C student is entitled to take six units in either Independent Study or Theatre Project, or a combination of both not to exceed six units unless a specific proposal is unanimously approved by the Theatre/Communications faculty. Cr 3.

THE 433 Project I

Investigation of special topics, or execution of special projects which fall within the purview of theatre. Students may select an inter- or intra-departmental committee of three professors to approve, assist, and oversee the project. Prerequisites: Juniors and Seniors only; precise definition of project and unanimous permission of committee. Students must obtain rules for this course from the department chairman. Credit hours arranged.

THE 460 American Drama

A study of the drama in the United States. A brief history of early American Playwrights followed by a close study of major figures, with O'Neill as the center. Others: Maxwell Anderson, Robert Sherwood, Tennessee Williams, Arthur Miller, and Edward Albee. Cr 3.

College of Education

ACTING DEAN
George F. Hackett
408 Bailey Hall, Gorham

Director of Undergraduate Programs
Associate Professor Bruce A. Allen

Director of In-Service Programs
Assistant Professor A. Nye Bemis

Director of Advanced Studies
Associate Professor George F. Hackett

Associate Director of Educational Placement
Associate Professor David Morrill

Associate Director of Clinical Experiences
Associate Professor Melissa H. Costello

FACULTY

DIVISION OF UNDERGRADUATE PROGRAMS

Elementary Education Programs

Professor Neuberger; Associate Professors Allen, Colucci, M. Costello, Fickett, D. Moore, Pine; Assistant Professors A Campbell, Cuprak, Davis, Hamrin, Lapointe, Lyons, Morrell, Silvernail; Instructors Berkovich, Glassman, Henry, Sandberg.

Industrial Arts Program

Associate Professors Carter (Coordinator), Faulkner, W. Moore, Morrill, Nannay; Assistant Professors Anderson, Jellema, Kirk, Taylor, Zaner.

Vocational-Technical Programs

Professor Berry (Coordinator); Assistant Professor Wright.

Secondary Education Programs

Instructor Witham.

DIVISION OF ADVANCED STUDIES

Administration

Professors Cobb, Downey (Coordinator), Philippi; Associate Professors Hackett, Smith.

Adult Education

Associate Professor Whitten (Coordinator); Assistant Professors Ellis, Martin.

Counselor Education

Professor Southworth (Coordinator); Associate Professors Malik, D. Moore; Assistant Professor Morrell; Instructor Danovitz.

Industrial Education

Professor Berry (Coordinator); Associate Professors Faulkner, Nannay; Assistant Professor Zaner.

Professional Teacher

Associate Professors Chronister (Coordinator), M. Costello, Gorman, McCauley, Milbury, Pine; Assistant Professors Bemis, Silvernail.

Reading

Professor O'Donnell (Coordinator); Associate Professors Fickett, McCauley.

The College of Education offers a variety of programs for persons interested in a career in teacher education or an allied field. The College is organized into three divisions with the Division of Undergraduate Studies primarily responsible for developing programs for initial teacher certification in the State of Maine. The Division of Advanced Studies offers a broad range of programs for professional development, leading to a Master of Science degree in Education, and recertification. The Division of Inservice Programs is the College's community outreach

division where workshops and seminars are offered to teachers in the field.

The three divisions support a Clinical Experiences Office which coordinates preprofessional experiences practicums and student teaching, and a Placement Office which provides professional assistance in preparing graduates for employment opportunities.

All baccalaureate degree programs in the College of Education require a minimum of 120 semester hours.

DIVISION OF UNDERGRADUATE PROGRAMS

The Division of Undergraduate Programs offers programs for teacher preparation in the fields of Early Childhood Education, (including a competency based Head Start option), Elementary School Education, Secondary School Mathematics, Art, Music, Industrial Arts, and Vocational Technical Education.

Admission to an undergraduate program in the College of Education is initiated through the Admissions Office. Candidates for admission must be graduates of approved secondary schools or hold the high school equivalency diploma. The secondary school preparation must include successful completion of the following courses of study:

English	4 Units
*Mathematics	3 Units (2 algebra, 1 geometry)
Sciences	2 Lab Units
History/Social Studies	2 Units

*Mathematics majors in Secondary Education 4 Units

A detailed description of the admissions procedure is described in the beginning of this catalog.

DIVISION OF ADVANCED STUDIES

The Division of Advanced Studies offers programs leading to a Master of Science degree in: Counselor Education, Educational Administration, Industrial Education/Home Economics, Professional Teacher, Reading, and a Master of Science in Adult Education.

Information about these programs is available from:

College of Education
Division of Advanced Studies
407 Bailey Hall
University of Southern Maine
Gorham, Maine 04038

UNDERGRADUATE PROGRAM DESCRIPTIONS

Early Childhood Education Program

Three options are available within this program: 1) The Preschool option prepares students to work in a variety of group settings such as Day Care, Head Start, Parent-Child Centers, and Nursery Schools. 2) The Early Elementary option qualifies students to teach in kindergarten through grade three. 3) The Preschool-Early Elementary combination qualifies students to teach at the preschool through grade three levels.

Early Childhood - Intern Option (competency-based)

The Early Childhood Intern Curriculum is specifically designed for the student (intern) who is employed in the preschool classroom and at the same time studying for a baccalaureate degree. Since each intern is working full time, it is estimated that it will take six years to complete the program. The curriculum qualifies the graduate to teach preschool through grade eight. Interns study how children

learn and how adults in the home, school and community can foster this learning. Special emphasis is placed on the child from infancy-8 years of age.

Inquiries about this program may be directed to the Maine Children's Resource Center located on the Gorham Campus of the University.

Elementary Education Program

The Elementary Education Curriculum qualifies graduates to teach grades kindergarten through eight with emphasis on grades four through six.

Secondary Education Program

The Secondary Education Program offers one major in an academic discipline - mathematics. Graduates of this program are certified to teach mathematics in grades 7 through 12. Students enrolled in this Secondary Education Program are also required to complete an 18-semester hour minor of a subject commonly taught in the secondary schools.

Art Education Program

Graduates of the program are qualified to teach or supervise art in all grades of the public schools. Information about the Art Education curriculum is provided under the Art Department, the College of Arts and Sciences section of this catalog.

Music Education Program

The aim of the Music Education Program is to develop individual potential in the areas of musicianship and scholarship as well as to present the most recent trends in the field of music education. Upon satisfactory completion of the four-year program, graduates receive a Bachelor of Science degree with a major in Music Education and are certified by the State of Maine to teach music in grades one through twelve. The program qualifies graduates to teach or supervise all phases of vocal and instrumental music. All information about the Music Education curriculum is provided under the Music Department heading in the section of this catalog dealing with the College of Arts and Sciences.

Vocational-Technical Education Program

This is a part-time evening and summer program leading to a B.S. degree with a major in Vocational Education, Vocational Technology or in Industrial Technology. A detailed description of this program is provided on the following pages of this section.

Industrial Arts Program

The Industrial Arts curriculum prepares teachers for the teaching of industrial arts in elementary and secondary schools. It is the only college program in the State of Maine in this specialized field. A detailed description of this program is provided on the following pages of this section.

EARLY CHILDHOOD AND ELEMENTARY EDUCATION PROGRAM REQUIREMENTS

- A. General Education Requirement - 41 semester hours
- B. Teaching Specialty - 30 to 36 semester hours
- C. Professional Education Requirement - 35 to 38 semester hours
- D. Electives

NOTE: 50% of the above outlined program must be composed of liberal arts courses in order to meet a teacher certification requirement of the State of Maine.

A. General Education Requirements

Early Childhood and Elementary Education Majors are required to complete the following core of courses which meet the General Education Requirements of USM, and which are especially adapted to meet the general educational needs of teachers of children.

Humanities (Area I) 6 semester hours

ENG 120 Introduction to Literature

Elective from English, Foreign Language, Philosophy, or Classics

NOTE: A proficiency in writing is required for all education majors. This requirement may be met by scoring 55 or greater on the high school Test of Standard Written English (TSWE) or by earning a grade of C or better in ENG 100 College Writing.

Fine and Applied Arts (Area II) 6 semester hours

Electives from Art (ARTH or ARTS prefixes), Music, Dance, or Theatre

Science (Area III) 6 semester hours

Electives from Astronomy, Biology, Chemistry, Earth Science, Geology, General Science, Meteorology, Oceanography, Physics, Physical Science

Mathematics (Area III) 9 semester hours

MS 131 Mathematics for Elementary Teachers

MS 231 Algebra for Elementary Teachers

MS 232 Geometry for Elementary Teachers

Social Science (Area IV) 6 semester hours

Electives from Anthropology, Communication, Political Science, Psychology, History, Geography, Economics

General (Area V) 6 semester hours

Electives from courses outlined in above academic areas

Physical Education 2 semester hours

Electives from Physical Education (PE) or Recreation (REC) skills courses (PE 100-197, 207, 211, 215, or REC 100).

B. Teaching Specialties

The second component of a teacher preparation program for Early Childhood and Elementary Education Majors is the development of a teaching specialty. The teaching specialty may take one of two forms: 1) a concentration of ten courses or 30 semester hours in any one of the disciplines outlined

below in the left column, or 2) two minors of six courses each or 18 semester hours each in any one of the areas outlined below in the right column.

NOTE: Appropriate courses selected for the General Education Requirement may be applied to the development of a concentration or minor.

Concentrations and Minors Approved for Teaching Specialties

Concentrations	Minors
English	English
History	Economics
*Language	
Communications	French
Mathematics	Geography
Science	German
Social Science	History
	*Language Communications
	*Learning Disabilities
	Mathematics
	Music
	*Physical Education
	Leadership
	*Preschool Education
	Science
	Social Science
	Spanish
	*Education minors

Each of these concentrations and minors are described in detail on the following pages of this section.

C. Professional Education Requirement

The Professional Education component of a teacher preparation program is a sequence of courses appropriate to an Early Childhood Education Program (featuring grades K-3) or a sequence of courses appropriate to an Elementary Education Program (featuring grades 4-6).

The Early Childhood Professional Requirement

	Semester hours
EDU 150 Preprofessional Experiences	2
EDU 200 Studies in Educational Foundations	3
EDPY 333 Human Growth & Development	3
EDU 300 Introduction to Teaching in the Early Elementary Grades	3
EDU 302 Primary Reading	3
EDU 304 Math Experiences For Young Children	3
EDU 307 Science Experiences for Young Children	3
EDU 336 Children's Literature	3
EDU 340 Language Acquisition	3
EDU 324 Student Teaching	12-18

The Elementary Education Professional Requirement

	Semester hours
EDU 150 Preprofessional Experiences	2
EDU 200 Studies in Educational Foundations	3
EDPY 333 Human Growth & Development	3
EDU 301 Elementary School Curriculum	3
EDU 303 Elementary Reading	3
EDU 305 Teaching Elementary School Math	3

EDU 308 Teaching Elementary School Science	3
EDU 336 Children's Literature	3
EDU 324 Student Teaching	12-18

EARLY CHILDHOOD - INTERN OPTION (Field-Based) PROGRAM REQUIREMENTS

The Early Childhood Intern Curriculum is specifically designed for the student (intern) who is employed in the preschool classroom and at the same time studying for a baccalaureate degree. Since each intern is working full time, it is estimated that it will take six years to complete the program. The curriculum qualifies the graduate to teach preschool through early grades. Interns study how children learn and how adults in the home, school and community can foster this learning. Special emphasis is placed on the child from infancy-8 years of age.

Inquiries about this program may be directed to the Maine Children's Resource Center on the Gorham Campus of the University.

Curriculum Outline:

General Studies (Primary)

Interns will complete the core of general studies as described in the catalog. Seven learning centers have been established throughout the state and interns in each of these geographic areas decide which of these courses will be offered in their learning center each semester. Instructors are chosen with the approval of both the university and the interns.

Professional Studies

Field Teaching Experiences:

The unique aspects of this option are as follow:

The interns are already working in preschool classrooms located throughout Maine and each intern has an advisory committee. Each committee member observes the intern's teaching competence and recommends individualized learning experiences for improving teaching skills.

Workshops are provided to enable the intern to focus on specific areas of teaching competence. The advisory committee is selected by the intern and consists of the intern, a university adviser who is a specialist in preschool education, the parent of a child who has been enrolled in the intern's classroom, and a "child advocate" who is a community person working with children. This child advocate might be the head teacher in charge of the classroom, the education supervisor, or a consultant who frequently observes in the classroom. Demonstrated teaching competence in the preschool classroom is an important objective of this program.

Each intern keeps a portfolio which contains certificates of attendance at workshops, transcripts of college courses completed, minutes of assessment committee meetings and any documentation relevant to the intern's classroom competence.

In the series of Field Teaching Experiences courses (EDFE 201, 203-209) listed below, the intern focuses on teacher competencies outlined by the Child Development Associate (CDA) Consortium.

EDFE 201 - Directed Classroom Observation - 4 credits

EDFE 203 - Safe, Healthy, Learning Environments - 2 credits

EDFE 204 - Advancing the Child's Physical and Intellectual Competence - 2 credits

EDFE 205 - Building the Child's Self-Concept and Individual Strength - 2 credits

EDFE 206 - Positive Functioning of Children and Adults in the Classroom - 2 credits

EDFE 207 - Coordination of Home and School - 2 credits

EDFE 208 - Preschool Administration - 2 credits

EDFE 209 - The Competent Teacher - 4 credits

Professional Education Courses

Interns will complete the courses required for Early Childhood Education majors as follows:

EDU 200 - Studies in Foundations of Education

EDU 333 - Human Growth and Development

EDU 300 - Introduction to Teaching in the Primary Grades

EDU 302 - Primary Reading

EDU 304 - Math Experiences for Young Children

EDU 307 - Science Experiences for Young Children

EDU 336 - Children's Literature

- Field Teaching Experiences may be substituted for EDU 324 - Student Teaching.

EDU 344 - Teaching the Child Under Six - is required.

Concentration/Minors (a 30 credit concentration or two 18 credit minors are required).

It is recommended that interns complete an 18 credit minor in English and another 18 credit minor in Learning Disabilities.

MAINE CHILDREN'S RESOURCE CENTER

A resource center of books, pamphlets, slides, cassettes, film strips, records, films, projectors, tape recorders, videotape equipment, etc. is maintained in the office of the Maine Children's Resource Center on the Gorham Campus.

An annotated bibliography is available to interns. Requested materials are mailed to interns. Interns are encouraged to visit the resource center whenever possible. Interns may be videotaped in their classrooms and use these tapes for self-assessment. Videotapes are also used in workshops to illustrate teacher competence and by university advisers as a teaching tool.

DESCRIPTION OF CONCENTRATIONS AND MINORS

Economics Minor

An academic minor in Economics may be fulfilled by completing the following courses.

Required Courses:

- ECON 101 Principles of Economics I
- ECON 102 Principles of Economics II
- ECON 350 Comparative Economic Systems
- ECED 300 Economic Concepts and Resource Materials
(currently offered as independent study)

Elective Courses:

9 hours of electives from any of the remaining Economics courses.

(NOTE: This is a 21-hour minor.)

English Concentration and Minor

An English concentration of 30 credits or a minor of 18 credits consists of courses elected from the English course offerings.

French Minor

A French minor consists of 12 credits above the FRE 200 level. (18 credits including Intermediate French I and II.)

Required Courses:

- FRE 201 or 202 French Composition I, II
- FRE 203 or 204 French Conversation I, II
- FRE 231 Introduction to French Literature I

Elective Courses:

- FRE 205 Phonetics
- FRE 232 Introduction to French Literature II
- FRE 401 or 402 Advanced French Grammar I, II

Students should also take the professional course FLED 301—The Teaching of Foreign Languages.

Geography Minor

A Geography minor consists of the following sequence of courses:

Required Courses:

- GEOG 101 Principles of Geography
- At least one course in regional geography from:
 - GEOG 201 World Geography
 - GEOG 310 Geography of Asia
 - GEOG 311 Geography of North America

Elective Courses:

12 hours of electives from any of the remaining Geography courses.

German Minor

A foreign language minor in German may be fulfilled by completing the following courses:

Required Courses:

- GMN 131 and 132 Intermediate German I & II
- GMN 201 and 202 Composition/Conversation I & II
- GMN 231 and 232 Introduction to Literature I & II

Students may register for optional language laboratory practice in GMN 101, 102, 131, and 132. Students should also take the professional education course FLED 301 - The Teaching of Foreign Languages.

History Concentration and Minor

A concentration in History of 30 credits or a minor of 18 credits consists of courses elected from the History course offerings.

Language Communications Concentration and Minor

Options

A. 30-hour concentration

- (1) One course from each of the following sections.
- (2) Fifteen (15) hours of electives from any of the five sections that may include six hours of independent study.

B. 18-hour minor

- (1) One course from the following Sections 1, 3, and 5.
- (2) Nine (9) hours of electives from any of the sections that may include three (3) hours of independent study.

Section No. 1

- EDU 302 Primary Reading
- EDU 303 Elementary Reading
- EDU 306 Secondary Reading
- EDU 321 Atypical Reading Patterns
- EDU 322 Remedial Reading

Section No. 2

- COM 102 Introduction to Communication
- COM 171 Interpersonal Communication
- COM 250 Small Group Communication
- COM 272 Persuasion
- COM 290 Organizational Communication
- COM 370 Inter-Cultural Communication

Section No. 3

- EDU 312 Teaching of Language Arts in the Elementary School
- ENG 381 Modern Grammar
- ENG 382 Introduction to Linguistics
- EDU368 Introduction to Speech Correction Methods

Section No. 4

- ARTS 141 Design I
- ARTS 151 Drawing I
- EDU 310 Preparation of Classroom Materials
- MUED 200 Music for the Classroom Teacher
- MUS 211 Classroom Piano

Section No. 5

- EDPY 331 Group Dynamics
- THE 120 Acting I: Fundamentals of Acting
- THE 170 Public Speaking
- THE 220 Acting II: Voice for the Actor
- THE 290 Oral Interpretation

Learning Disabilities Minor

A Learning Disabilities minor is composed of the following sequence of courses:

Required:	<i>Credit Hours</i>
EDU 316 Learning Disabilities	3
EDU 321 Atypical Reading or	
EDU 322 Remedial Reading	3
EDU 363 Emotional Problems of Exceptional Children	3
Electives:	
EDUX 399 Methods and Materials for Teaching the Learning Disabled	3
EDU 366 Practicum in Learning Disabilities	3-6
EDU 368 Introduction to Communication Disorders	
EDU 367 Psycholinguistics	
EDU 346 Exceptionality and the Preschool Child	
EDPE 308 Physical Education for Exceptional Children	
SWE 199 Self-Concept of the Handicapped	
PSY 101 General Psychology I	
PSY 102 General Psychology II	
PSY 343 Psychological Test Theory	

Mathematics Concentration and Minor

A Mathematics concentration of 30 credits or a minor of 18 credits may be fulfilled by successfully completing the courses MS 131, MS 231, and MS 232.

The remaining credits necessary to complete a program may be selected from courses which have MS or CS code numbers of 120 or above.

Music Education Minor

The minor in Music Education is designed to provide an opportunity for students who demonstrate interest and ability to continue music studies beyond the high school level and to equip them to successfully implement music programs in the classrooms. Entrance to this program by audition only.

The minor in Music Education is comprised of the following courses:

		<i>Credit Hours</i>
MUS 100	Music History and Appreciation	3
	Music History Elective	3
MUS 130-131	Theory I and II	6
MUS 132-133	Solfeggio I and II	2
MUED 322	Elementary Music Methods & Materials	3
	Ensembles	2
MUS 150-151	Applied Music	2

The minor in Music Education Program requires a total of 21 hours.

Physical Education Leadership Minor

A Physical Education minor of 18 credits may be completed by successfully completing the following required courses:

		<i>Credit Hours</i>
Required:		
EDPE 298	First Aid and Safety	2
EDPE 310	Experiential Learning in Outdoor Education	1
EDPE 304	Methods and Materials for Teaching Physical Education	3
EDPE 401	Practicum in Physical Education Leadership	3
		9

A minimum of 9 credits are to be successfully completed from the following courses:

		<i>Credit Hours</i>
Elective Courses:		
EDPE 216	Analysis of Human Movement	3
EDPE 306	Movement Education in the Elementary School	3
EDPE 309	Rhythms and Motor Activities	3
EDPE 300	Camp Leadership	3
EDPE 308	Physical Education for the Atypical Child	3
EDPE 398	Independent Study in Physical Education	1-3

Preschool Education Minor

A Preschool Education minor of 18 credits is composed of the following sequence of courses:

Required Courses:

EDU 342	Theories and Practices of Early Childhood Education
EDU 344	Teaching the Child Under Six
EDU 346	Exceptionality and the Preschool Child

Elective Courses:

EDU 325	Seminar in Early Childhood Education
EDU 348	Cooperative Experiences in Early Childhood Education
EDU 440	Workshop in Creative Expression
EDU 442	Organizing and Directing the Preschool
EDU 465	Media and Instructional Materials for the Early Childhood Teacher



Social Science Concentration and Minor

A Social Science concentration of 30 credits and minor of 18 credits consists of courses selected from the following areas: History, Sociology, Political Science, Anthropology, Geography, and Economics. Psychology courses may not be included in the program.

Science Area Concentration and Minor

A Science Area concentration or minor consists of 30 hours or 18 hours respectively of courses elected from the following areas: Astronomy, Biology, Chemistry, Earth Science, Geology, Meteorology, Oceanography, Physics, Physical Science.

It is suggested that the students plan with their advisers a sequence of three introductory courses such as:

- (1) PSCI 110 Elements of Physical Science
- (2) GEOL 111 Physical Geology
- (3) BIO 101 Biological Principles

The additional courses should represent a variety of science areas and may be chosen from the following recommended electives:

ASTR	100	Astronomy
BIO	103	Biological Diversity
BIO	104	Survey of Animals and Plants
CHEM	111	General Chemistry I
CHEM	151	Environmental Chemistry
ESCI	200	Environmental Science
ESCI	202	Conservation
ASTR	210	Observational Astronomy
GEOL	112	Historical Geology
PSCI	310	History of Science
MET	100	Meteorology
OCN	100	Introduction to Oceanography
PHYS	100	Descriptive Physics
PHYS	111	Elements of Physics
ESCI	201	Natural Science

Spanish Minor

A foreign language minor in Spanish may be fulfilled by completing the following courses:

Required Courses:

- SPN 131 and 132 Intermediate Spanish I & II
SPN 201 and 202 Composition/Conversation I & II
SPN 231 and 232 Introduction to Literature I & II

Students may register for optional language laboratory practice in SPN 101, 102, 131, and 132. Students should also take the professional education course FLED 301 - The Teaching of Foreign Languages.

SECONDARY EDUCATION PROGRAM IN MATHEMATICS REQUIREMENTS

- A. General Education Requirements -
32 semester hours
- B. Teaching Specialty - Mathematics
39 to 51 semester hours
- C. Professional Education Requirement -
23 semester hours
- D. Electives

NOTE: Teacher certification requirements require that a teacher candidate successfully complete a concentration of 50 hours **OR** a major of 30 semester hours and a minor of 18 semester hours of subjects commonly taught in the secondary schools.

A. General Education Requirements

Humanities (Area I) 6 semester hours

ENG 120 or ENG 200 A Literature Course

Elective from Foreign Language, Philosophy, English, Comparative Literature, or Classics

NOTE: A proficiency in writing is required for all education majors. This requirement may be met by scoring 55 or greater on the high school Test of Standard Written English (TSWE) or by earning a grade of C or better in ENG 100 College Writing.

Fine and Applied Arts (Area II) 6 semester hours

Electives from Art (ARTH or ARTS prefixes), Music, Dance, or Theatre

Science and Mathematics (Area III) 6 semester hours

Electives from Astronomy, Biology, Chemistry, Earth Science, Geology, General Science, Meteorology, Oceanography, Physics, Physical Science

Social Science (Area IV) 6 semester hours

Electives from Anthropology, Communication, Political Science, Psychology, History, Geography, Economics

General (Area V) 6 semester hours

Electives from courses outlined in the above academic areas

Physical Education 2 semester hours

Electives from Physical Education (PE) or Recreation (REC) skills courses (PE 100-197, 207, 211, 215, or REC 100).

B. Teaching Specialty

The options for a concentration in mathematics and computer science or a major in mathematics are described by the Mathematics Department in the College of Arts and Science section of this catalog.

NOTE: Courses selected for the General Education Requirement may not be applied to the development of a concentration or minor.

A minor to meet the teacher certification requirement may be any six-course sequence of courses elected in one liberal arts discipline that represents subjects commonly taught in the secondary school.

C. Professional Education Requirement

	Semester hours
EDU 150 Preprofessional Experiences	2
EDU 200 Studies in Education Foundations	3
EDPY 333 Human Growth and Development	3
MSED 345 Teaching Mathematics in the Secondary School	3
EDU 324 Student Teaching	12

ADDITIONAL INFORMATION FOR ALL EDUCATION MAJORS

Students matriculating for a degree in the College of Education are all considered to be Education Majors. In each case, the student is developing a teaching specialty in the form of a concentration or minors. Education Majors will be assigned an adviser during the first semester they are enrolled in the College. Responsibility for successfully completing the requirements of a teacher preparation program resides with the student. It is, therefore, necessary that students carefully read the catalog which describes program requirements, and confer at least once each semester with their adviser for approval of the courses.

OTHER GENERAL REQUIREMENTS

Students must earn an accumulative grade point average of 2.0 for their complete baccalaureate program.

Students must achieve a grade point average of 2.5 in their selected majors and/or minors. No more than one D will count toward fulfillment of the major and minor programs.

Students majoring in the Early Childhood or Elementary Education programs must achieve a grade point average of at least 2.5 in their professional educational requirements (EDU courses) prior to Student Teaching. No grades of D will count toward the fulfillment of the professional requirements.

Pass-Fail Option

An undergraduate in the College of Education may register

for a total of 18 hours of pass-fail credits in addition to electing pass-fail credits for Student Teaching and the related seminar. Required courses in the Core Curriculum and the student's major may not be taken pass-fail. Only two elective courses in a concentration and only one elective course in a minor may be taken pass-fail.

Independent Study

Junior and senior students may elect independent study in their major for one to six credits. Normally, no more than three credits may be earned in a semester.

The student submits to a faculty sponsor an independent study application which includes a detailed description of the proposed program of study. Approval by the appropriate program coordinator is required.

The approved independent study form is filed with the registrar during the registration period.

PHYSICAL EDUCATION REQUIREMENTS FOR ALL EDUCATION MAJORS

Students in the College of Education are required to complete one year of Physical Education which may not be applied toward the General Education Requirements. A student may be excused from this requirement by the Dean of the College of Education on the basis of one or more of the following exemption criteria:

1. A student entitled to veteran's benefits.
2. A student who will be 30 years of age or over upon graduating.
3. A student who has a written medical excuse from the University Health Service.
4. A student enrolled in CED and not matriculated in the day program. However, if a student changes from CED status to day-college status, the Physical Education requirements must be completed unless other exemptions are applicable.
5. The Dean of the College may waive the Physical Education requirements for other reasons reflecting unusual circumstances.

A carbon copy of the letter exempting the student will be sent to the student, faculty adviser, and registrar.

ALTERNATIVE INTERN PROGRAMS

A teaching internship is a cooperative teacher education program for Early Elementary Education Majors that the College of Education shares with participating school districts. In addition to being assigned to classroom teachers who help interns integrate theory and practice, the interns receive courses on-site taught by University and public school personnel. Internship programs generally are

designed as a two-semester program where the interns may earn up to 36 academic credits.

Exchange programs with two colleges in England are also available. Students may elect to complete a semester of study, including student teaching, through this option.

INDUSTRIAL ARTS PURPOSES

The undergraduate curriculum in Industrial Arts has as its central purpose the preparation of certified teachers who are able to organize, manage, and teach a program of industrial arts in the elementary and secondary schools of the State.

A secondary purpose of the program is to provide non-teaching majors an opportunity to develop general technical proficiencies along with a basic knowledge of business administration, leading to middle management positions in industry.

Industrial arts majors must supply personal protective equipment (glasses, laboratory aprons, etc.) and specialized tools and equipment (drafting sets, reference materials, etc.). Approximate cost, \$125.

A B.S. degree with a major in Industrial Arts Education or Industrial Arts Technology will be granted upon successful completion of the following requirements:

REQUIRED OF BOTH TEACHER EDUCATION MAJORS AND TECHNOLOGY MAJORS

General Education Courses: 49 credit hours total

Humanities	9 credits
Fine and Applied Arts	6 credits
Mathematics and Science	12 credits
Social Sciences	6 credits
Area 5: General	6 credits
Modern Industry (IA 270)	3 credits
Physical Education	1 credit
Electives (General)	6 credits

Core Requirements in Technical Education: 27 credit hours total (Each course listed carries 3 credits)

IA 100 Manufacturing and Construction
IA 101 Energy and Transportation
IA 130 Graphic Communication
IA 210 Electronics Technology
IA 220 Power Technology
IA 231 Technical Graphics
IA 241 Graphic Arts Technology
IA 250 Metal Technology
IA 260 Wood Technology

REQUIRED OF TEACHER EDUCATION MAJORS

Professional Education Courses: 23 credit hours total

EDU 150 Pre-Professional Field Experiences	2 credits
EDPY 333 Human Growth and Development	
or	
EDPY 335 Educational Psychology	3 credits
IAED 380 Curriculum Materials in Industrial Arts	3 credits
IAED 381 Methods of Teaching Industrial Arts	3 credits
EDU 324 Student Teaching and Seminar	12 credits

(Minimum 2.5 cumulative index required and must be maintained in order to register for IAED 380, IAED 381, and EDU 324.)

Teaching Area Options

Teacher Education majors have four teaching area options, one of which must be selected prior to entrance to the junior year. Each student should plan the program with the adviser. The teaching areas are I—Laboratory of Industries, II—Energy and Transportation, III—Graphic Communication, IV—Manufacturing and Construction. The following tabulation indicates the number of credit hours a student should take in each of the teaching areas, as selected from the list of technical electives below.

	I	III	IV
I. Laboratory of Industries	6	6	9
II. Energy and Transportation	12	3	6
III. Graphic Communication	3	12	6
IV. Manufacturing and Construction	3	6	12

TECHNICAL ELECTIVES FOR BOTH TEACHER EDUCATION MAJORS AND TECHNOLOGY MAJORS

II—Energy and Transportation

- IA 311 Communications Electronics
- IA 312 Computer Technology
- IA 313 Electrical Construction
- IA 321 Automotive Systems
- IA 322 Automotive Diagnosis and Tuneup
- IA 323 Energy and the Consumer
- IA 413 Instrumentation
- IA 414 Digital Electronics
- IA 423 Fluid Power
- IA 424 Fluid Power Systems

III—Graphic Communication

- IA 332 Architectural Drawing and Design
- IA 333 Descriptive Geometry
- IA 342 Photo-Offset Lithography
- IA 343 Communications Design
- IA 434 Industrial Production Illustration
- IA 435 Systems Analysis and Design
- IA 444 Photographic Reproduction
- IA 445 Color Reproduction Theory

IV—Manufacturing and Construction

- IA 351 Machining and Fabrication
- IA 352 Fabrication and Forming
- IA 361 Production Manufacturing in Wood
- IA 362 Residential Construction
- IA 363 Wood Science
- IA 370 Crafts Technology
- IA 371 Plastics Technology
- IA 452 Metallurgy and Metrology
- IA 472 Materials Testings (Metals/Wood)

Special Problems: Up to 3 credit hours.

REQUIRED OF TECHNOLOGY MAJORS

Business Administration and Economics: 24 semester hours*

Required core: 12 semester hours
Electives specialization: 12 semester hours
(see options below)

Technology: 51 semester hours

Required core: 27 semester hours
Electives specialization: 24 semester hours

*ECON 101 in lieu of EDU 150 -
Preprofessional Experiences

Technology Area Options

Technology majors may plan and develop a program to meet individual interests and needs in both the business and technical areas with adviser approval.

The business component consists of 24 hours. Twelve are required core and 12 are elective. Four options for specialization are identified and recommended.

CORE (12 required):

ECON 101 Economics	3
ECON 102 Economics	3
BUS 101 Accounting	3
BUS 340 Elements of Industrial Mgt.	3

OPTION 1 - General:

BUS 102 Financial and Mgt. Accounting	3
BUS 320 Business Finance	3
BUS 360 Marketing	3
BUS 390 Computers in Business	3

OPTION 2 - Personnel Management:

BUS 102 Financial and Mgt. Accounting	3
BUS 346 Personnel Management	3
BUS 348 Industrial Relations	3
ECON 320 Labor Economics	3

OPTION 3 - Accounting:		BUS 363 Advertising	3
BUS 301 Accounting	3	BUS 346 Personnel Management	3
BUS 302 Accounting	3		
BUS 305 Cost Accounting	3	The technical component consists of 51 hours. Twenty-seven are required core and 24 are elective. A minimum of 6 hours is recommended from each of the three major areas of Energy and Transportation, Manufacturing and Construction, and Graphic Communications. Refer to "Vocational Technology" program for additional IT electives.	
BUS 320 Business Finance	3		
OPTION 4 - Marketing and Distribution:			
ECON 399 Regional Economics	3		
BUS 360 Marketing	3		

INDUSTRIAL ARTS CURRICULUM

Freshman Year		Credit Hours
	English (Elective)	6
	Mathematics (Elective)	6
	Science (Elective)	6
	Physical Education	1
EDU 150	Pre-Professional Field Experiences (Education majors)	2
ECON 101	Principles of Economics I (Technology majors)	3
IA 130	Graphic Communication	3
IA 100	Manufacturing and Construction	3
IA 101	Energy and Transportation	3
IA 231	Technical Graphics	3
Sophomore Year		
	Fine and Applied Arts (Elective)	6
	Humanities (Elective)	3
IA 210	Electronics Technology	3
IA 220	Power Technology	3
IA 241	Graphic Arts Technology	3
IA 250	Metal Technology	3
IA 260	Wood Technology	3
IA 270	Modern Industry	3
	Social Science (Elective)	3
Junior Year (Teacher Education Majors)		
	Social Science (Electives)	3
	Area 5: General (Electives)	6
EDU 335	Educational Psychology	3
IAED 380	Curriculum Materials in Industrial Arts	3
IAED 381	Methods of Teaching Industrial Arts	3
	Industrial Arts Technical (Electives)	12
Junior Year (Technology Majors)		
	Social Science (Elective)	3
	Area 5: General (Elective)	6
ECON 102	Economics	3
BUS 101	Accounting	3
BUS 340	Elements of Industrial Management	3
	Industrial Arts Technical (Electives)	12
	Industrial Technology (Electives)	
Senior Year (Teacher Education Majors)		
EDU 324	Student Teaching and Seminar	12
	General Education (Electives)	6
	Industrial Arts Technical (Electives)	9
	Special Problems (Elective)	2
Senior Year (Technology Majors)		
	Business and Administration (Elective)	3
	Business and Administration (Elective)	3
	Business and Administration (Elective)	3
	Business and Administration (Elective)	3
	Industrial Arts Technical (Electives)	12
	Industrial Technology (Electives)	
	General Education (Elective)	6

Summary Information

Required for graduation: Teacher education,
122 credits; Technology, 124 credits.

Clinical Training in Manual Arts Therapy

An opportunity is provided junior and senior Industrial Arts majors to participate in a clinical training program provided by Veterans Administrations Hospital, Brockton, Massachusetts. Two hundred and forty hours, or six weeks, to be spent at hospital, at convenience of student. Transportation not furnished, but room and board provided at no expense. Consult program coordinator for further details.

COURSES IN INDUSTRIAL ARTS ENERGY AND TRANSPORTATION

IA 101 Energy and Transportation

Energy and Transportation is designed as an introduction to the worlds of energy, power, and transportation. The emphasis of this course is on understanding concepts of power and transportation—past, present, and future—through research and basic laboratory experiences. Students are involved with laboratory experiences which illustrate the concepts of hydraulic, electric, and mechanical transmission of power. Prerequisite: Permission of instructor. Cr 3.

IA 210 Electronics Technology

A study of the fundamental concepts of electronics. Laboratory experiences with typical circuits found in power supplies, amplifiers, and receivers. Use of test equipment including meters, the oscilloscope, signal generators and component checkers. Opportunity to practice soldering and printed circuit development is also provided. Prerequisite: Permission of instructor. Cr 3.

IA 220 Power Technology

Power Technology is designed as an introduction to the broad field of power. Power is examined from the standpoints of generation, transmission, and application. Emphasis will be placed on understanding through study and manipulative experiences in the power laboratory. Experiences will include assembly and disassembly procedures, design and construction, testing, diagnosis, service, power measurements and safety considerations as applied to heat engines. Prerequisite: IA 100 or permission of instructor. Cr 3.

IA 311 Communication Electronics

A detailed study of communication circuits and applications; including receivers, transmitters, antennas, and satellites. Opportunity provided to obtain an Amateur Radio license. Prerequisite: IA 210 or permission of instructor. Cr 3.

IA 312 Computer Technology

Study of the function and applications of programmable calculators, micro-processors, and digital computers. Laboratory experiences relating to digital electronics and using the computing facilities of the University. Prerequisite: IA 210 or permission of instructor. Cr 3.

IA 313 Electrical Construction

A study of electrical wiring, control circuits and motors, as they relate to industrial and residential applications. Laboratory experiences and field study are used to enhance the student's learning. Prerequisite: IA 210 or permission of instructor. Cr 3.

IA 321 Automotive Systems

Automotive Systems is an extension of the basic concepts of power technology as they are applied to the automobile. Automotive technology is examined through analysis of,

the operation, and service of electrical and fuel systems. Experiences include testing and measurement as well as overhaul procedures. Includes theory of design, construction, and operation of basic systems in automotive products. Prerequisite: IA 220 or permission of instructor. Cr 3.

IA 322 Automotive Diagnosis and Tuneup

Automotive Diagnosis and Tuneup is designed as an in-depth study of automotive ignition and carburetion systems. Theory, operation and testing of ignition, carburetion and pollution control systems is included. Opportunities for independent research and problem solving are provided. Prerequisite: IA 321 or permission of instructor. Cr 3.

IA 323 Energy and the Consumer

Designed as an introduction to the efficient use of energy from the consumer standpoint. Areas explored include the use of energy to condition homes, commercial structures and other buildings, as well as the use of power in motive devices. Activities include analysis, testing and owner maintenance of these energy using devices. Cr 3.

IA 413 Instrumentation and Process Control

A study of instruments and sensing devices used to observe and/or control processes in our industrial society. Laboratory and field experiences to research and/or construct an instrument of interest to the student. Prerequisite: IA 210 or permission of instructor. Cr 3.

IA 414 Digital Electronics

A study of the fundamentals of digital logic and logic systems. Laboratory experiences with typical circuits using semiconductor devices, including diodes, transistors and integrated circuits. Prerequisite: IA 210 or permission of instructor. Cr 3.

IA 423 Fluid Power

A study of fluids at work. Investigation of the theory and application of hydraulics and pneumatics in mechanics and industry. Design, construction, and maintenance of fluid power devices and systems. Prerequisite: Permission of instructor. Cr 3.

IA 424 Fluid Power Systems

Application of fluid power and fluidic systems to manufacturing and construction industries. Prerequisite: IA 423 or permission of instructor. Cr 3.

Graphic Communication

IA 130 Graphic Communication

Introduction to the concepts of effective industrial communications. Translating ideas and images through understanding and applying the elements of graphic design, shape and dimension, layout and image assembly, and reproduction techniques. Prerequisite: Permission of instructor. Cr 3.

IA 231 Technical Graphics

Concepts of spatial relationships and visualizations with related techniques. Basic skill development and understanding taught through freehand illustrations as well as conventional instruments and devices. Multi-view projections, pictorial techniques, primary and secondary auxiliaries, detail and assembly working drawings, and reproduction techniques. Contemporary industrial practices and processes. Prerequisite: Permission of instructor. Cr 3.

IA 241 Graphic Arts Technology

A study of the common reproduction systems with

significance in the graphic arts industries and technology. Designing, composing, reproduction, assembling, and finishing of printed materials utilizing conventional reproduction techniques. Emphasis on letterpress, offset lithography, and screen printing with related experiences in rubber stamp making, block printing, embossing, and photo enlarging. Prerequisites: IA 130 or permission of instructor. Cr 3.

IA 332 Architectural Drawing and Design

Basic architectural design and drawing as related to residential and light construction. A detailed set of plans for a single home will be executed. Construction techniques, environmental considerations, building materials, specifications, costs and financing, codes and zoning, schedules, and architectural models. Prerequisite: IA 231 or equivalent or permission of instructor. Cr 3.

IA 333 Descriptive Geometry

Analysis of the spatial relationship of points, lines, planes, and solids with orthographic and pictorial practice. Vector analysis, nomographs, charts, graphs, graphical arithmetic, truss systems with application. Prerequisite: IA 231 or permission of instructor. Cr 3.

IA 342 Photo Offset Lithography

Theory and practice in lithographic and photo-offset printing with emphasis upon camera work, stripping, platemaking, presswork, and finishing. Photographic conversion of line and halftone copy and copy preparation are also included. Prerequisite: IA 241 or permission of instructor. Cr 3.

IA 343 Communications Design

An introduction to the principles of layout and design in preparing camera copy for graphic reproduction. Emphasis on design elements and fundamentals, manuscript, and illustration preparation, graphic and photographic techniques, and production specifications. Prerequisite: IA 241 or permission of instructor. Cr 3.

IA 434 Industrial Production Illustration

Principles and techniques employed by contemporary industry to graphically describe industrial products, technical concepts, and service information. The media range will include chalk, ink, pencil, charcoal, water color, tempera, pressure sensitive transfer symbols, and various methods of graphic reproduction. Engineering and architectural problems. Prerequisite: IA 231 or permission of instructor. Cr 3.

IA 435 Systems Analysis and Design

Research applied to solving basic engineering problems. Contemporary systems of analysis and design. Economic factors, resource utilization, planning, design, model construction, follow-up studies and evaluation techniques applied to specific practical problems. Prerequisite: IA 231 or permission of instructor. Cr 3.

IA 444 Photographic Reproduction

Photographic concepts, processes, and techniques utilized in graphic reproduction. Experience in contact printing, continuous tone enlarging, duotones, posterization, and color separation. Prerequisite: IA 241 or permission of instructor. Cr 3.

Manufacturing and Construction

IA 100 Manufacturing and Construction

Basic concepts and common functions involved in both the production of manufactured goods and building con-

struction are studied. Custom and line-production activities and model structures are utilized. Graphic communication concepts are included. Required of all first-year students. Prerequisite: Permission of instructor. Cr 3.

IA 250 Metal Technology

A study of metal manufacturing industries. Introduction to concepts of designing, planning, fabrication, finishing, and distribution as they pertain to these industries. Selection, use, and care of equipment. Safety practices. Prerequisite: IA 100 or permission of instructor. Cr 3.

IA 260 Wood Technology

A basic course in wood technology, including wood properties, basic hand and machine tool processes, assembly and finishing. Prerequisite: IA 100 or permission of instructor. Cr 3.

IA 351 Machining and Fabrication

A study of metal industries concerned with electric and gas welding and machining techniques. Emphasis on process engineering. Individual and group problems. Laboratory and maintenance practices. Prerequisite: IA 250 or permission of instructor. Cr 3.

IA 352 Fabrication and Forming

Concepts, principles and activities in TIG welding, sheet metal fabrication, and casting techniques as they relate to the manufacturing and construction industries. Consideration is also given to plumbing. Group and individual problems and activities. Prerequisite: IA 250 or permission of instructor. Cr 3.

IA 361 Production Manufacturing in Wood

Production and wood manufacturing problems including production planning, mass production, jigs, fixtures, special machine operations, and advanced finishing techniques. General maintenance procedures on production equipment. Group and individual research assignments and related technical problems. Prerequisite: IA 260 or permission of instructor. Cr 3.

IA 362 Residential Construction

A study of the residential construction industries including construction principles; layout, foundation, framing, exterior covering, and finish. Related areas of services, plot planning, earth-moving principles considered in research activities. Group and individual problems. Prerequisite: IA 260 or permission of instructor. Cr 3.

IA 363 Wood Science

Wood anatomy and identification experiences leading into a study of the properties of wood, wood-liquid relations, bonding and finishing of wood, and machining as they relate to the manufacturing processes. Prerequisite: IA 260 or permission of instructor. Cr 3.

IA 370 Crafts Technology

Design and manufacture of products utilizing ceramics, leather, plastics, art metals, and other craft materials. Examination of artistic crafts for leisure-time activities and for adult programs. Individual and group research and problem solving. Prerequisite: Permission of instructor. Cr 3.

IA 371 Plastics Technology

A study of plastics as a material and the basic industrial process used to produce plastic products. Included are basic polymer chemistry, injection molding, extrusion, blow molding, compression and transfer molding, thermofforming, roll forming, lamination, casting, expansion, thermofusion, fabrication and bonding, product ap-

plications, mold design and construction. Prerequisite: IA 250 and IA 260 or permission of instructor. Cr 3.

IA 452 Metallurgy and Metrology

The technology of metallurgy and metrology. Heat treatment, powdered metals, machining and inspection of metal parts. Individual and group activity. Prerequisite: IA 250 or permission of instructor. Cr 3.

IA 472 Materials Testing

Industrial techniques involved in the analysis of the physical properties of materials and their utilization in the manufacturing and construction industries. Emphasis on research and experimentation. Individual and team activities. Prerequisite: IA 250 or 260 or permission of instructor. Cr 3.

Industrial Arts Education

IA 270 Modern Industry

Evolution and contemporary structure of American industry and its impact upon the social, economic, and cultural environment. Major areas and functions of industry explored include: personnel administration, research and development, production, finance, marketing, and service. Industrial visitations and reports. Prerequisite: Permission of instructor. Cr 3.

IA 490 Special Problems in Industrial Arts

Provides upper-level students an opportunity to pursue independently a topic, project, or experiment of interest. Students will prepare a contract or proposal for study to be

conducted and, upon completion, submit findings in a scholarly report or other evidence of merit. Permission of instructor. Technical elective may be substituted. Cr 2.

IAED 380 Curriculum Materials in Industrial Arts

Development of curriculum materials for contemporary programs in industrial arts. Emphasis on unit preparation, performance-based objectives, and task analysis essential for identifying content and an effective instructional delivery system. Individualized and class instruction. First of a full-year sequence prior to student teaching. Prerequisites: Basic technical core, IA 270 and 2.5 CPA. Cr 3.

IAED 381 Methods of Teaching Industrial Arts

Utilization of prepared plans for micro- and participation-teaching. Instructional media preparation and utilization. Audio and video tape presentations and critiques. Introduction to criterion-referenced evaluation techniques. Safety principles and classroom control stressed. Basic organization and administration procedures for implementing a modern program of industrial arts. Orientation to student teaching. Prerequisite: IAED 380. Cr 3.

EDU 371 Career Education for the Elementary School

Exploration of the Career-Based Curriculum model emphasizing the relationship and interdisciplinary nature of all curricular areas to the Career Education theme. Students will work with tools, equipment, and materials applicable to the elementary setting and will develop model lessons and units of study stressing career awareness and guidance practices. Cr 3.

VOCATIONAL TECHNICAL EDUCATION

Professor Berry (Coordinator); Associate Professor Carter; Assistant Professor Wright.

A part-time evening and summer program designed to:

- prepare instructors for the teaching of vocational-industrial and/or technical subjects in the high schools and post-secondary schools of Maine. Candidates must be eligible for vocational teaching certification. (EDUCATION)
- provide non-teaching majors an opportunity to pursue a collegiate program leading to a baccalaureate degree which recognizes trade or technical competency and provides knowledge of business and industry leading to supervision, technician, or middle management positions. (TECHNOLOGY)

A B.S. degree with a major in Vocational Education, Vocational Technology, or Industrial Technology will be granted upon successful completion of the following requirements:

Curriculum Requirements

One hundred and twenty (120) semester hours of credit are required for the bachelor's degree. A minimum of one year, or 30 semester hours, **exclusive of work trade experience credits**, must be earned at this institution.

Occupational

A. General Education	45 credit hours
Humanities	6
Fine and Applied Arts	6
Science and Mathematics	15-18
Social Sciences	6
ECON 101 Economics	3
IVE 360 Modern Industry	3
Area 5: General	6
B. Professional Education (Teaching Majors Only)	27 credit hours
IVE 305 Curriculum Development in Vocational Education	3
EDU 333 Human Growth and Development	3
IVE 300 Occupational and Trade Analysis	3
IVE 310 Methods and Materials of Instruction	3

IVE 340	Shop Organization and Management	3	
IVE 350	Philosophy of Vocational Education	3	
IVE 411	Measurement and Evaluation (Vocational)	3	
EDU 324	Student Teaching/Clinical Experiences (Required for all candidates with less than three years of successful teaching experience)	6	
C. Area of Specialization (Occupational)			45 credit hours maximum
IVE 400	Occupational Experience, verified (Credits will be determined by rating plan)		
IVE 440	Related Occupational Experiences (Two options, total credits to be no more than the difference between those granted for IVE 400 and 45 credits)		
Recommended Electives			
IVE 315	Learning and Programmed Instruction	3	
IVE 320	Coordination of Cooperative Education	3	
IVE 325	Conference Learning	3	
IVE 330	Principles and Practices of Vocational Guidance	3	
IVE 420	Trends in Vocational Education	3	
IVE 450	Local Administration and Supervision of Vocational Education	3	
IVE 455	Development of Technical Education	3	
IVE 460	Independent Study in Vocational Education	3	
EDU 310	Preparation of Instructional Materials	3	
EDU 314	Curriculum (Education)	3	
Required of Industrial Technology Majors:			
IT 300	Time and Motion Study	3	
IT 310	Plant Layout and Material Handling	3	
IT 320	Industrial Safety	3	
IT 330	Production Control	3	

Technology Major

(To be taken in place of professional education) 27 credit hours

Technology majors may plan and develop a program to meet individual interests and needs in both the business and technical areas with adviser approval.

The business component consists of twenty-seven (27) hours (fifteen (15) are required core and twelve (12) are elective). Four (4) options for specialization are identified and recommended.

Core (15 required)

IVE	300	Occupational & Trade Analysis	3
IVE	325	Conference Leading	3
ECON	102	Economics	3
BUS	101	Accounting	3
BUS	340	Principles of Management	3

15

Option 1 General

BUS	102	Financial & Mgt. Accounting	3
BUS	320	Business Finance	3
BUS	360	Marketing	3
BUS	390	Introduction to Computers in Business	3

12

Option 2 Personnel Management

BUS	102	Financial & Mgt. Accounting	3
BUS	346	Personnel Management	3
BUS	348	Industrial Relations	3
ECON	320	Labor Economics	3

12

Option 3 Accounting

BUS	301	Accounting	3
BUS	302	Accounting	3
BUS	305	Cost Accounting	3
BUS	320	Business Finance	3
			<hr/>
			12

Option 4 Marketing and Distribution

ECON	399	Regional Economics	3
BUS	360	Marketing	3
BUS	363	Advertising	3
BUS	346	Personnel Management	3
			<hr/>
			12

COURSES IN VOCATIONAL TECHNICAL EDUCATION

IVE 300 Occupational and Trade Analysis

Identification of occupational or trade fields, units, operations, and items of related information. Cr 3.

IVE 305 Curriculum Development in Vocational Education

This course is concerned with developing specific course content from an occupational analysis. The identification of educational needs and objectives precedes the selection and organization of relevant matter. Prerequisite: IVE 300. Cr 3.

IVE 310 Methods and Materials of Instruction in Vocational Education

This course treats the general and specific materials and methods of teaching vocational courses. Deals with both the theoretical and practical aspects. Prerequisites: IVE 300 and 305. Cr 3.

IVE 315 Learning and Programmed Instruction

The first application of the laboratory and scientific study of the learning process, including the principles of learning which are derived from experimental study and which have provided a foundation for advances in the techniques of learning. Cr 3.

IVE 320 Coordination of Cooperative Education

The role of the coordinator in organizing and conducting a program of work-study experience in high school. Introduction to cooperative half-time training, community survey, advisory committees, laws and regulations; and examination of the responsibilities and activities of the coordinator. Cr 3.

IVE 325 Conference Leading

A course in the philosophy and techniques of organizing and conducting successful conferences. Each participant will assume the responsibility of planning and leading a simulated conference. Cr 3.

IVE 330 Principles and Practices of Vocational Guidance

Discussion and study with the intent to develop a better understanding of principles and objectives of Vocational Guidance. Cr 3.

IVE 331 Practicum—Vocational Guidance

Field experiences in identification of content and relevant information for vocational counseling. Individual and group activity, visitations, tours, and career counseling techniques. Cr 3.

IVE 340 Shop Organization and Management

Basic principles of planning, organizing and managing an

industrial or technical shop or laboratory. Selection and arrangement of equipment including specification writing. Control of personnel for efficient shop management. Prerequisite: IVE 310. Cr 3.

IVE 350 Philosophy of Vocational Education

A survey of the history and philosophy of vocational education in the United States with emphasis upon recent developments. Cr 3.

IVE 360 Modern Industry

Evolution and structure of modern American industry and its impact upon the social, economic, and cultural milieu. Major areas and functions of industry explored include: personnel administration, research and development production, finance, marketing and service, industrial visitations and reports. Cr 3.

IVE 382 Preparation of Instructional Materials

A lecture-laboratory series which involves students in the creation of instructional materials. Techniques include the dry mounting of flat pictorial materials, cloth backing of pictorial materials, professional-quality lettering, rudimentary photography and processing (including use of the darkroom), and the production by several techniques of transparent projectuals. Cr 3.

IVE 400 Trade Experience, verified

(see IVE 440, Option No. 2 below.)
(Credits will be determined by rating plan.)

IVE 411 Measurement and Evaluation in Vocational Education

The construction, selection, and use of achievement and performance tests in industrial-technical education. Skill in writing test items is developed. Elementary statistics for the industrial-technical instructor, including grading, are stressed. Prerequisites: IVE 300 and 310. Cr 3.

IVE 420 Trends in Vocational Education

Identification, analysis, and discussion of major problems and trends in vocational education. Cr 3.

IVE 440 Related Occupational Experiences

(Two options, total credits to be no more than the difference between those granted for IVE 400, and 45 credits.)

OPTION NO. 1

This course option is designed to permit attendance at an approved industry-sponsored school or seminar for the purpose of providing the student with advanced related occupational or technical training. Courses provided by organizations such as General Motors Training Centers,

or International Typographical Union, qualify under this course option.

OPTION NO. 2

Approved employment with a company may qualify a student under this option. Arrangements must be approved by the adviser in advance. The experiences should provide opportunities for updating technical skills and knowledge. Credit will be determined on the basis of one credit for each two full weeks of employment with a maximum of five credits for each period of approved continuous full-time employment. A daily log, summary report and evaluation by an industrial supervisor will constitute part of this option.

For additional information concerning either option of IVE 440, consult your adviser.

IVE 450 Local Administration and Supervision of Vocational Education

Procedure and practices utilized in establishing, promoting, coordinating, supervising, and controlling vocational programs on the local level. Cr 3.

IVE 452 Heat Treatment and Inspection

A study of the origin, nature, and properties of metals. Specimen mounting and microscopic identification of their properties. Experimentation in various heat treatment processes and microscopic observation of these. Selection, care, maintenance, and use of measuring and testing equipment. Application of this equipment in metal manufacturing. Cr 3.

IVE 453 Computers in Industry and Technology

Use of digital computer techniques in industry. Introduction to FORTRAN Programming and utilization of the language to study the design of the IBM 360 system. Specialized applications for process control and product testing will be considered as well as use of desk and mini computers. Cr 3.

IVE 455 Development of Technical Education Programs

Planning and development of technical education programs including the determination of needs and organization of programs for secondary and post-secondary schools. Cr 3.

IVE 460 Independent Study in Vocational Education

An opportunity to pursue independently, a topic, project, or experiment of interest. Students will prepare a contract or proposal for study to be conducted and, upon completion, submit findings in a scholarly report or other evidence of completeness. Permission of adviser. Cr 3.

IT 300 Time and Motion Study

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

IT 310 Plant Layout and Material Handling

A study of materials flow, layout production, assembly and service departments, manufacturing, buildings, service facilities, handling equipment, and packaging techniques. Cr 3.

IT 320 Industrial Safety

Theory of industrial safety with emphasis on fundamental concepts in the industrial environment. Emphasis will be placed on the psychological, sociological and physiological aspects of industrial safety. Consideration will be given to OSHA and its impact on the work environment. Cr 3.

IT 330 Production Control

Production control as a system, types of process organization, planning and scheduling, inventory control, forecasting production control and production planning. Some of the techniques developed in Operational Research will be used to solve problems in Production Control. Cr 3.

COURSE DESCRIPTIONS IN EDUCATION

ECED 300 Economic Concepts and Resource Materials

A study of the simplification of economic concepts and preparation of resource materials used for presentation at elementary grade levels. Offered through independent study only till 1980. Cr 3.

EDPY 331 Group Dynamics

An experimental study of the nature of group process and one's own functioning in a group. The developing awareness of one's self in relation to others in a group will be of primary importance. Specific techniques will include reading and participation in a seminar planned to aid in the exploration of self and others. Prerequisite: Upper class or graduate status and permission of instructor. Cr 3.

EDPY 332 Psychology of the Self

An exploration into the development of the self, primarily as an issue of personal growth. Topics might include alienation, loneliness, and verbal-nonverbal communication. Learning techniques center around reading, common class experiences, and intensive small-group interaction. Prerequisite: Permission of instructor. Cr 3.

EDPY 333 Human Growth and Development

A study of significant elements in the physical, mental, emotional, and social make-up of children as they develop from infancy to adolescence. Selected case-studies and projects in the application of basic principles of growth and development to problems of adjustment to school, home, and community. Special attention is given to the developmental tasks of school-age children. Cr 3.

EDPY 335 Educational Psychology

Basic principles, techniques, and research in Educational Psychology. Special consideration given to the learning process, perception, motivation, individual differences, and measurement, with reference to the facilitation of effective teaching and learning. Prerequisite: Upper class status. Cr 3.

EDU 150 Pre-Professional Field Experience

This course is required of all education majors and is normally taken during the second semester of the freshman year. The purpose of the course is to provide an exploratory opportunity in public school or educative agencies to assist students in becoming acquainted with the teaching profession and to examine various options in the field of education. Students may elect this course for only 2 credits per semester for a maximum of three semesters. Transportation not provided. (Pass-Fail only.)

EDU 151 Pre-Professional Field Experience (For International Exchange Students)

This section is designed primarily for International Exchange students. It allows an expanded pre-professional experience (requiring a minimum of two full days per week in schools) to supplement the pre-professional experience of their international placement. Students are expected to participate in some teaching activities as well as classroom management during this placement. Cr 2.

EDU 200 Studies in Educational Foundations

This course provides an introduction to the study of American education. Problems and issues in contemporary education are examined from several perspectives, including the social, historical and philosophical.

Cr 3.

EDU 300 Introduction to Teaching in the Early Elementary Grades

This basic course is designed to provide an overview of curriculum, methods and materials utilized in early elementary education. Emphasis will be placed on teaching learning theory, learning styles, approaches to school and classroom organization, parent involvement, the teacher as a human being and the hidden curriculum. Students will work independently in a modular approach for one segment of this course. (Formerly Primary Curriculum)

Cr 3.

EDU 301 Elementary Curriculum: Methods and Materials

A basic course which emphasizes language arts and social studies in the intermediate grades. Includes programming, types of curricula, evaluation, development of units, lesson planning, grouping, reporting to parents, analysis of textbooks, and audio-visual techniques. Observations and resource speakers are included.

Cr 3.

EDU 302 Primary Reading

This course introduces and analyzes the basic components of the developmental primary reading program. Students are encouraged to formulate instructional goals which must be considered in planning balanced reading activities. The topics include: individual differences in reading readiness; word perception and vocabulary development; reading interests; the directed reading-thinking activity; oral reading; diversifying comprehension requirements; and diagnosis of reading competence. Special attention given to research and innovations with emphasis on the applied use of concepts, practices, and materials. Includes pre-professional experiences.

Cr 3.

EDU 303 Elementary Reading

This course will involve the relationship of reading skills to the typical learner, the materials used to teach him, the processes that are common approaches, and various kits used as vehicles. The student also will be exposed to the classroom, both as an observer and a participant in teaching.

Cr 3.

EDU 304 Math Experiences for Young Children

Techniques for teaching mathematics in the primary grades will be developed with an emphasis on the use of manipulative aids to develop math concepts. The discussions will also focus on the scope and sequence of a primary grade math curriculum in terms of the cognitive development of primary grade children. Includes field experience when appropriate. Prerequisite: EDPY 333 and MS 232.

Cr 3.

EDU 305 Teaching Elementary School Mathematics

The content of this course will focus on developing techniques for teaching mathematics to elementary grade pupils. To some extent the course will be conducted in the setting of a mathematics laboratory and when appropriate a field experience will be an integral part of the course. Prerequisite: MS 131, MS 231, MS 232.

Cr 3.

EDU 306 Secondary Reading

A study of the methods of teaching reading in secondary schools and their application to specific content areas. Emphasis is on developmental, corrective, adaptive, and remedial readings.

Cr 3.

EDU 307 Science Experiences for the Young Child

An introductory course in the teaching of science to children K-3, designed to provide experiences in both current and traditional teaching methods, materials, and attitudes.

Cr 3.

EDU 308 Teaching Elementary Science

Problems and methods of teaching science K-6, with emphasis on units and systems designed particularly for grades 4-6. Current practices and materials are experienced and evaluated in a field setting.

Cr 3.

EDU 309 Selection and Utilization of Education Media

A course designed to orient the pre-service and the in-service teacher to current trends in instructional media. Instruction will be directed to proper selection and utilization of the latest available equipment and materials. There will be provision for associated laboratory work.

Cr 3.

EDU 310 Preparation of Classroom Instructional Materials

This lecture-laboratory course involves students in the creation of instructional materials using techniques such as dry mounting of flat pictorial materials, professional quality lettering, rudimentary photography and processing (including use of the darkroom), and the production of transparent projectuals. Lab fee \$10.00.

Cr 3.

EDU 312 Teaching Language Arts in Elementary School

Recent methods and materials basic to the teaching of communication skills. Topics include spelling, handwriting, listening, creative expression, oral and written reporting. Use of tapes, records, filmstrips, and recent language art books for the elementary school. Opportunities to work with children in local schools.

Cr 3.

EDU 313 Maine School Law

A review and interpretation of those statutes which directly affect the teacher. The case-study method is employed to cover such topics as certification, employment, tenure, dismissal, professional rights and responsibilities of the teacher, liability, curriculum, requirements, attendance and classification of pupils, church-state relationship, and pupil control.

Cr 3.

EDU 314 Secondary School Curriculum: Methods and Materials

This course is designed to provide an overview of the techniques of teaching concepts in grades 7-12. Emphasis will be given to clarifying the intent of instruction, organizing daily and unit lessons, and assessing accomplishment.

Cr 3.

EDU 316 Introduction to Learning Disabilities

This course is designed to serve as an introduction to the reasons why some children have difficulty in school. In pursuit of this goal, it will survey the field of exceptionality in general, and will focus specifically on origins, detection, and strategies of intervention for disabilities in the information processing model.

Cr 3.

EDU 318 Teaching Science in the Secondary School

History of science education, methods and materials in the teaching of science, curricular trends, emphasis on behavioral objectives. May include student demonstrations, opportunity for observation and participation in secondary schools. Students concentrating in biology are strongly urged to take EDU 330, Teaching Biology in the Secondary School, in place of this course. Prerequisite: junior or senior standing.

Cr 3.

EDU 319 Measurement and Evaluation

Construction, selection, and use of educational achievement tests, including diagnostic and survey instruments. Skill in writing essay and objective types is developed. An inquiry into the validity and reliability of typical standardized tests. Elements and uses of statistics; tabulation of data; measures of central tendency, variability, and correlation. Cr 3.

EDU 320 Kindergarten Development

Students are involved with curricula, materials, methods, and philosophies of contemporary and conventional kindergarten and early childhood programs. An emphasis is upon the practical, as well as the theoretical. Cr 3.

EDU 321 Atypical Reading Patterns

The purpose of this course is to give the prospective teacher added depth with the typical as well as the atypical reader. Special areas of emphasis will be speech and reading. Includes pre-professional experiences. Prerequisite: A foundations course in reading. Cr 3.

EDU 322 Remedial Reading

An empirical approach, relating class discussions to clinical observation. Methods by which the teacher copes with individual difficulties are explored. Testing and diagnostic work are studied and applied to subject-groups. Prerequisite: A foundations course in reading. Cr 3.

EDU 323 Independent Study in Education

To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest within their major field, bearing upon it previous course experiences and emerging with an intellectually sound, coherent synthesis, or an artistic or technical creation reflecting a high caliber of performance. Cr Var.

EDU 324 Student Teaching

Full time student teaching during the senior year is provided for one semester under direct supervision in off-campus situations for all who meet requirements. Opportunities for student teaching include: Preschool, Early Elementary, Elementary, Secondary Mathematics, Art, Music, Industrial Arts, and Vocational Education. Prerequisites vary according to major field of study. See curriculum listing in catalog. Cr 12.

EDU 325 Internship

Year long internship during the junior or senior year is provided under direct supervision in off-campus teaching/learning centers for all who meet requirements. Professional courses are offered concurrently with internship. Opportunities for internship are available for Preschool, Early Elementary, and Elementary Majors only. Cr 18.

EDU 326 Seminar in Elementary Education

A study of issues in elementary education: school law; professional and ethical procedures; organization of student teaching; and teacher relationships with schools, community, and state. Visiting lecturers participate. Concurrent: enrollment in EDU 324 or EDU 325. Cr 2-3.

EDU 328 Teaching Family Life and Sex Education

A philosophical, physiological, and methodological approach to education for sexuality in the schools. Activities provided for development of knowledge competence and

communication skills, perspectives, methods and materials, program planning, and curriculum development included.

Cr 3.

EDU 336 Children's Literature

This course emphasizes a creative, interdisciplinary approach to children's books, an understanding of the interests and developmental tasks of the child, and, by precept and example, methods of individualizing reading. The student will be expected to read children's books widely and in depth. Cr 3.

EDU 340 Language Acquisition

This course focuses on the development of language acquisition, 0-5 years; factors which affect language acquisition process; brief introduction to deviations in early language and speech function; and materials methods and skill development for facilitating language and speech development.

EDU 342 Theories and Practices in Early Childhood Education

In addition to familiarizing the student with the historical perspective of early childhood education, this course is designed to acquaint the student with the underlying philosophical bases of a wide variety of early education models and with the approaches for implementing these models. Content will be presented by means of films, filmstrips, recordings, guest speakers, group discussions, student presentations and lectures. Cr 3.

EDU 344 Teaching the Child Under Six

Philosophy, curricula, methods, and materials of the preschool child and his teachers. Extensive observation and field experience are integral parts of the course. Prerequisite or corequisite EDU 342. Cr 3.

EDU 346 Exceptionality and the Preschool Child

This course is designed primarily for students interested in exceptionality and the preschool child. It is intended to be a practical introduction to the field of exceptionality. Topics covered will include: definitions, labels, brief history of special education, the law, parents, special education taxonomy, segregation vs. integration, attitudes, diagnosis and prescription, materials, and community resources. Cr 3.

EDU 348 Cooperative Experiences in Early Childhood Education

This course is designed exclusively for Early Childhood Education Majors who are currently contributing to a preschool or K-3 program in a public or private school. Seminars and on-site visits by the instructor will be an integral part of the experience. Prerequisites: EDU 150 and instructor approval of the cooperative experience site. Cr 3.

EDU 350 Modern Philosophies of Education

This course is designed to examine the current patterns of thought that ground and guide contemporary theory, policy, and practice in the enterprise of education. An emphasis will be placed on philosophy as an activity through which one critically examines the merits of alternative patterns of educational thought and seeks to form a personal philosophy of education. Open to juniors and seniors; others by permission of instructor. Cr 3.

EDU 351 Historical Foundations of American Education

This course examines the development of public education in the United States and traces selected reforms that have

influenced and altered the nature, purposes, and roles of this institution. Offered during the first and third quarters of the academic year. Prerequisites: EDU 200. Cr 3.

EDU 352 Role of School in Social Change

A study of selected types of action for social change, the theories that support each type and the consequences of social change for persons and society. The focus of the course is to examine the role of education in the whole process of social change. Cr 3.

EDU 363 Emotional Problems of Exceptional Children

This course is designed to offer a cross-categorical view of exceptionality with emphasis on disabilities in the affective domain. Origins, detection, prevention, and strategies of intervention will be treated. Cr 3.

EDU 366 Practicum in Learning Disabilities

This course is designed to provide students with an advanced pre-professional experience with learning-disabled children. This experience is served co-terminously by a seminar which provides leadership in discussion activities to assist students in reflecting on experiences and viewing them from various perspectives. Prerequisite: EDU 316. Cr 3.

EDU 367 Psycholinguistics

This course is designed to study the mental processes which underlie the acquisition and use of language as it is related to human development and other behavior, including learning and thought. This course will deal with the normal acquisition of language from birth through the primary years. Included in the course will be how to recognize and deal with students in the classroom whose language is delayed. Selected tests will be studied in terms of their relationship to educational tasks. Examples of language problems will be provided as well as materials and suggestions for classroom language activities. Cr 3.

EDU 368 Introduction to Communication Disorders

The common speech and language disorders found in school children will be discussed. For each disorder the probable causes, symptoms, and methods of diagnosis and remediation will be covered. The course will also include the basic principles of articulatory phonetics. Cr 3.

EDU 371 Career Education for the Elementary School

Exploration of the Career-Based Curriculum model emphasizing the relationship and interdisciplinary nature of all curricular areas to the Career Education theme. Students will work with tools, equipment, and materials applicable to the elementary setting and will develop model lessons and units of study stressing career awareness and guidance practices. (Career Awareness has been identified by the U.S. Office of Education as the major thrust for education of our young people as well as adults.) Cr 3.

EDU 393 Science Field Workshop

An advanced field experience designed to enhance the student's awareness of and capability in the teaching of science to young children. Students individually, or in small groups, plan process-concept hierarchies, translate these into activities for appropriate learning levels, and prepare the materials necessary for classroom implementation.

Students are expected to trial teach their units in classrooms under close supervision of cooperating school and university staff. Pass/Fail grading. Cr 3.

EDU 440 Workshop in Creative Expression

A "hands on" course for those who plan to work with children aged 3-8, this workshop is designed to acquaint and involve the student with music, movement, puppetry, art, crafts, creative dramatics and dramatic play. Participants will also examine the nature of creativity, what can be done to enhance it, how to get the environmental conditions that will nurture creative talent and how to provide activities that will encourage young children to use their creativity. Cr 3.

EDU 442 Organizing and Directing the Preschool

Comprised of a series of discrete modules, this course will focus on the implementation, organization, and continued functioning of the preschool. Equipment, daily routines, health and safety, licensing regulations, parent involvement, and funding will be among the topics explored. Students will spend considerable time while participating in this course. Cr 3.

EDU 449 Introductory Photography

Basic principles, skills, and techniques of the photographic medium. The course of study will consider the camera, film, composition, lighting, exposure, processing, printing, and print finishing. Major thrusts to be in the black and white realm. Lab fee: \$15.00. Cr 3.

EDU 465 Instructional Media for the Early Childhood Teacher

This course is designed to equip the early childhood teacher with skills and resources to design, prepare and utilize appropriate instructional media. The course will be lecture-demonstration with laboratory experiences designed to afford each student a high degree of facility with media material and equipment. Lab fee: \$7.50. Cr 3.

EDUX 299 Current Issues in Education

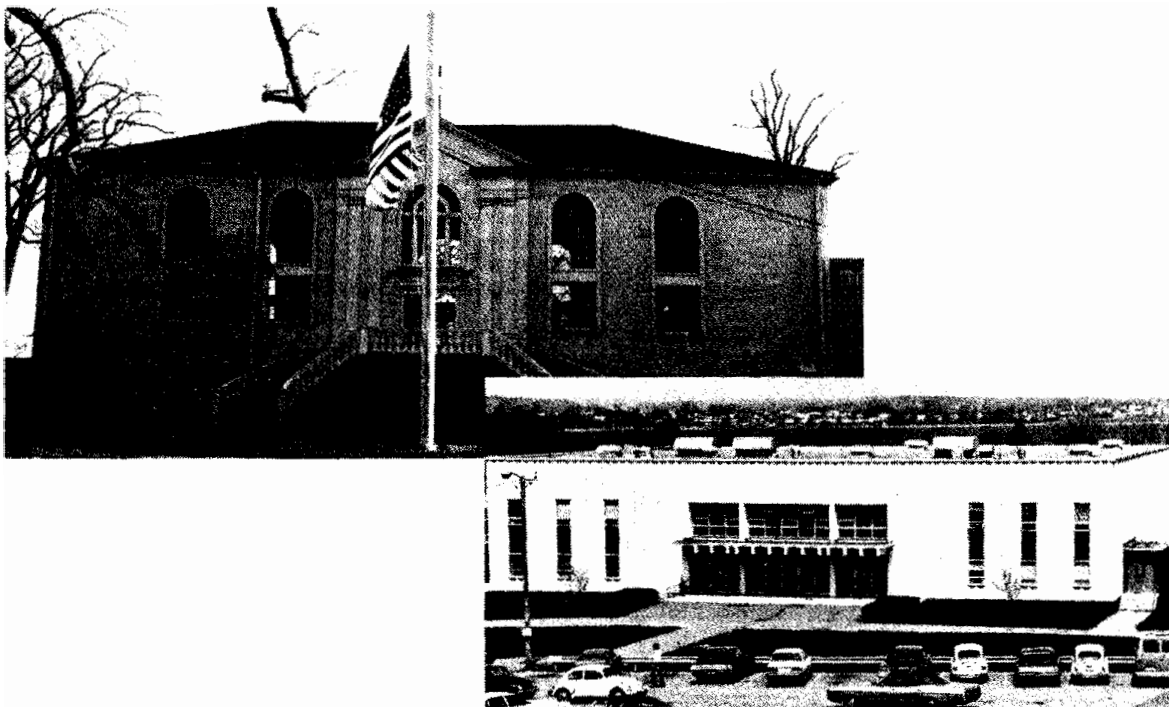
This inter-program course will explore topics of current interest in education. Modules will be designed to increase the student's awareness of areas such as sex role education, career development, legal issues, health education, nutrition, programs for gifted children, evaluation of assessment measure, identification of community resources, and other practical programs within schools. It is anticipated that topics presented will vary as needs of pre-service students are identified. Cr 3.

EDUX 399 Methods and Materials for Teaching Learning Disabled

This course reviews approaches and materials concurrently used for teaching children with learning problems. Remediation methods for perceptual, motor, cognitive, communication and academic skills will be covered as well as ways to modify existing curriculum to meet existing needs. Cr 3.

EDU 499 British Exchange

A cooperative program between the College of Education of USM and King Alfred's College in England. The program emphasizes a classroom teaching experience. Cr 12.



Division of Physical Education and Intercollegiate Athletics

Director of Division of Physical Education and Intercollegiate Athletics: Richard A. Costello, 108 Hill Gym, Gorham.

DEPARTMENT OF PHYSICAL EDUCATION

Professors Costello, Hodgdon; Associate Professors Bouchard, Goodwin; Instructors Drew, Raybould.

The Division of Physical Education and Intercollegiate Athletics comprises two departments: The Department of Physical Education and the Department of Recreation. Certain faculty members from the Division are also assigned the responsibility of organizing and coaching the various Intercollegiate and Intramural Athletic activities for men and women.

The Intercollegiate Athletic programs, as well as the many Recreation/Leisure Activities available to all students, are described under "Student Life and Activities," one of the major introductory sections of this catalog.

The Department of Physical Education offers a Physical Education Leadership minor through the College of Education. Information concerning this program will be found under Programs for Early Childhood Majors and Elementary Education Majors in the College of Education section of this catalog.

The academic programs of the Department of Physical Education are described on the lower part of this page and

the immediately following pages. Information concerning the faculty and academic programs of the Department of Recreation is contained in the following section of the catalog.

GOALS AND OBJECTIVES

The goals and objectives of this department are to provide course offerings, programs, and services in our specialty areas to all university students. Through wholesome physical activities and experiences, the student will learn lifetime skills and techniques.

In order for students to become liberally educated, they should understand and appreciate the importance of human movement with respect to their complete development.

COURSES IN PHYSICAL EDUCATION ACTIVITIES

Courses in Physical Education Activities numbered PE 100 through PE 197, PE 204, PE 207, and PE 215 may be used to satisfy the Physical Education requirements of the College of Education or the School of Nursing. They may also be used as General Education electives under Area 5 of the General Education Requirements for students in the College of Arts and Sciences or the School of Nursing, or

for four-year Business Administration majors in the School of Business and Economics.

PE 100 Foundations of Phys. Ed.
 PE 103 Physical Fitness
 PE 105 Weight Training
 PE 106 Wrestling
 PE 107 Trampoline
 PE 108 Camping
 PE 109 Yoga
 PE 110 Canoeing
 PE 112 Cycling
 PE 113 Ski Touring
 PE 114 Snow Shoeing
 PE 115 Scuba Diving
 PE 116 Hiking
 PE 117 Small Boat Handling
 PE 118 Roller Skating
 PE 119 Horsemanship
 PE 121 Mountaineering I
 PE 122 Mountaineering II
 PE 134 Basketball for Women
 PE 135 Field Hockey for Women
 PE 136 Slimnastics

PE 137 Tumbling
 PE 140 Ballet
 PE 174 Archery
 PE 175 Badminton
 PE 177 Candlepin Bowling
 PE 179 Folk Dancing
 PE 180 Dance
 PE 181 Modern Dance
 PE 182 Fencing
 PE 184 Golf
 PE 185 Gymnastics
 PE 186 Jogging
 PE 187 Karate
 PE 188 Lacrosse
 PE 189 Soccer
 PE 190 Skiing
 PE 191 Softball
 PE 194 Tennis
 PE 195 Volleyball
 PE 196 Self-Defense
 PE 197 Rhythms
 PE 204 Introduction to Mountainous Activities
 PE 207 Gymnastics
 PE 215 Posture & Figure Control

CERTIFICATE PROGRAM IN ATHLETIC COACHING FOR MEN AND WOMEN

This program is designed to prepare interested students in handling certain coaching responsibilities in the public schools of Maine. The curriculum includes an introduction to the organization and administration of athletics as well as practical work in assisting coaches in selected sports. Coverage is also given to the care and prevention of the most common injuries occurring in athletic programs.

A certificate of accomplishment will be presented to students completing the minimum fifteen-hour program. In addition, the proper notation will be made on the student's official transcript indicating proficiency in the area of athletic coaching as determined by the Certificate Program.

Course of Study in Athletic Coaching (15 credit program)

Required Courses:

PE 203 Athletic Training (Care & Prevention of Injuries)
 PE 302 Coaching Philosophy & Fundamentals
 PE 314 Organization & Administration of Athletics

Credits

3
3
3

Elective Courses:

PE 209 Officiating Basketball
 PE 210 Officiating Field Hockey
 PE 211 Officiating Soccer
 PE 212 Officiating Baseball/Softball
 PE 303 Coaching Basketball
 PE 305 Coaching Track and Field
 PE 311 Coaching Soccer
 PE 312 Coaching Football
 PE 315 Coaching Field Hockey
 PE 316 Coaching Volleyball
 PE 318 Coaching Gymnastics
 PE 335 Coaching Baseball & Softball
 PE 391 Field Experience in Coaching

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PROFESSIONAL COURSES IN PHYSICAL EDUCATION

PE 201 Conditioning and Therapeutic Exercise

Discussions in practical application of various theories of athletic conditioning and therapeutic exercise, i.e., progressive resistance, circuit training, isometrics, interval

training, aerobics, calisthenics, etc. Also, analysis of body alignment and how functional problems can be corrected with reconditioning exercises. Cr 2.

PE 202 Current Health Issues

The aim of this course is to help students grow in scientific health knowledge, develop desirable health attitudes, improve health practices, and solve individual and group health problems. Cr 3.

PE 203 Athletic Training

Care and prevention of athletic injuries; the use of proper field equipment, support methods, therapeutic modalities, pharmacology in athletics, and training techniques. Cr 3.

PE 208 Folk and Square Dance Workshops

A beginning, intermediate, and advanced affiliation program with the Maine Folk Dance Camp. Cr 1.

PE 209 Officiating Basketball

Study and discussion of the rules as well as practical experience in the techniques of officiating basketball. Practical and written tests will be given. Students completing this course will have the opportunity to take of officials' examinations. Cr 2.

PE 210 Officiating Field Hockey

Study and discussion of the rules of field hockey as well as practical experience in the techniques of officiating. Practical and written tests will be given. Opportunity to become a rated official. Cr 2.

PE 211 Officiating Soccer

Study and discussion of the rules of soccer as well as practical experience in the techniques of officiating. Practical and written tests will be given. Opportunity to become a rated official. Cr 2.

PE 212 Officiating Baseball/Softball

Study and discussion of the rules of baseball and softball as well as practical experience in the techniques of officiating. Practical and written tests will be given. Opportunity to become a rated official. Cr 2.

PE 302 Coaching Philosophy and Fundamentals

This course will cover various approaches to planning, organizing, and implementing practice sessions in preparation for athletic competition. The psychological and emotional aspects of coaching will also be covered. One segment of the course will be concerned with society's view of coaching as illustrated by today's literature. Cr 3.

PE 303 Coaching Basketball, Philosophy and Methods

Emphasis on the methods of teaching and coaching basketball. Offense and defense, coach-player relationship, team selection, planning of practice sessions, and game situations will be areas of concentration. Cr 2.

PE 305 Coaching Track and Field, Philosophy and Methods

Coaching experience on the field with analysis of the form and technique of the various events. Selection of candidates, training, conditioning, diet, organization and promotion of track will be covered. Cr 2.

PE 311 Coaching Soccer, Philosophy and Methods

Emphasis on the methods of teaching and coaching soccer. Offense and defense, player-coach relationship, team selections, planning of practice sessions, and game situations will be areas of concentration. Two hours lecture, two hours lab per week. Cr 2.

PE 312 Coaching Football, Philosophy and Methods

Emphasis on the methods of teaching and coaching football. Offense and defense, player-coach relationship, team selections, planning of practice sessions, and game situations will be areas of concentration. Cr 2.

PE 314 Organization and Administration of Athletics

This course covers the principles and practices of athletic administration as related to elementary, junior and senior high schools. Areas of concentration will be travel, scheduling, supplies, equipment, facilities, budget, and personnel. Three hours lecture per week. Cr 3.

PE 315 Coaching Field Hockey, Philosophy and Methods

Analysis of the techniques and methods of coaching field hockey with emphasis on stick work, team strategy, and practice organization. Cr 2.

PE 316 Coaching Volleyball, Philosophy and Methods

Fundamentals of individual skills, team strategy, practice organization, and team play are emphasized. Cr 1.

PE 318 Coaching Gymnastics, Philosophy and Methods

Analysis of skills fundamental to competitive gymnastics with emphasis on techniques of coaching floor exercise, uneven parallel bars, vaulting, and balance beam. Judging skills are also developed. Cr 2.

PE 324 Dance Methods and Materials for Teaching

Theory and practice of methods of teaching dance on elementary, secondary, college, and professional levels; concentrated technique in the individual's movement vocabulary; exploration of movement sequences; elements of movement qualities. Cr 3.

PE 335 Coaching Baseball and Softball, Philosophy and Methods

Emphasis on the methods of teaching and coaching baseball. Offense and defense, player-coach relationship, team selection, planning of practice sessions, and game situations will be areas of concentration. Cr 2.

PE 391 Field Experience in Coaching

Practical field work in a coaching area. The student will be assigned as an assistant coach in a sport for a season. Supervision, evaluation, and guidance of the student will be provided by a staff member who is responsible for that coaching area. Prerequisite: Permission of instructor. Cr 1-3.

PE 406 Survey of Movement and Dance in Education

A background of the history and development of modern dance heritage. Folk, square, modern dance forms, including techniques and teaching composition of each form. Course is also designed to include the place of dance in education. Cr 3.

PHYSICAL EDUCATION LEADERSHIP COURSES

EDPE 298 First Aid and Safety

A multi-media approach to the utilization of techniques of first aid as prescribed by the American Red Cross. Various aspects of safety will be discussed. Successful completion of the course requirements will lead to Red Cross certification. Cr 2.

EDPE 216 Analysis of Human Movement

A study of major skeletal bones and muscle groups; posture appraisal, development, and correction; and application of the principles of mechanics to body movement. Cr 3.

EDPE 300 Camp Leadership

A leadership course for the elementary school teacher to direct an outdoor education program. The course includes the skills, attitudes, and appreciations necessary for the intelligent use of the outdoors and outdoor pursuits. Many of these are often considered a part of physical education and recreation programs but they have significance in other subjects which cut across all areas of the school curriculum. Cr 3.

EDPE 304 Methods and Materials for Teaching Physical Education

A basic course for prospective teachers to acquaint them with the various areas of physical education. Topics in-

clude: philosophy and objectives of physical education; characteristics of children; the PE curriculum; class organization and teaching; lesson planning; physical fitness; movement education; fundamental skills; gymnastics and small apparatus; wilderness pursuits; health and safety and extra-curricular programs. Observation of and practical experience with children will be included. Cr 3.

EDPE 306 Movement Education in the Elementary School

A course is designed to help the prospective teacher plan instructional programs which will give children an opportunity to be creative and to participate in the planning. Activities based on movement skills — movement exploration are stressed. Children from grades one to six are part of the experience. Cr 3.

EDPE 308 Physical Education for the Atypical Child

This course is planned to help students understand adaptive physical education for the physically and mentally handicapped child. Emphasis will be placed on educable mentally retarded and learning disabled children. An investigation into the causes of mental retardation and learning disabilities is also included. Cr 3.

EDPE 309 Rhythms and Motor Activities

Preparation of classroom teachers with necessary knowledge to provide an understanding of sound mechanical principles that insure the proper application of force and the attainment of accuracy and balance through the learning of basic motor skills. Also to provide comprehensive dance experiences for students through the introduction to the meaning and areas of dance, teachers of techniques, skills aids to teaching and the use of rhythm in accompaniment. Cr 3.

EDPE 310 Experimental Learning in Outdoor Education

1. Ropes/Initiative Course Construction and Use

Participants can expect to gain first-hand knowledge and experience through actual participation in all phases of initiative course construction and operation. Of primary importance will be the understanding one receives from this experience for constructing a similar course in his/her own educational program. Cr 1.

2. Mountaineering

Designed to gain knowledge in technical mountaineering and to improve capabilities in technical rock climbing. Cr 1.

3. Orienteering

Designed to gain knowledge in expedition planning and route finding. Cr 1.

EDPE 401 Practicum in Physical Education Leadership

Provides opportunity for a seminar approach to group thinking and discussion of problems of the beginning teacher. Areas of emphasis include organization, administration and conduct of programs of physical education, intramurals, and recreation in the elementary and secondary school. Opportunity for each student to gain leadership experience in local area schools under the supervision of qualified teachers and a University instructor. Prerequisite: previous experience with children or permission of instructor. Cr 3.

EDPE 398 Independent Study in Physical Education

Provides students who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest, bearing upon it previous course experience and emerging with an intellectually sound, coherent synthesis reflecting a high caliber of performance. Prerequisite: Permission of the instructor. Cr 1-3.

DANCE

Dance instruction is offered through "The Modern Dance Group." Students engage in lecture-demonstrations and developmental activities and present programs to collegiate and local civic-community organizations. Interested students, with or without experience, should meet with the instructor and register under one of the DNCE numbers.

Course Descriptions in Dance

DNCE 300 Contemporary Dance I

A course involving the technique of modern dance; beginning, intermediate, and advanced depending on the degree of competency; work in choreography, program planning, use of music in dance, history of the dance. Open to men and women students. Cr 2.

DNCE 301 Contemporary Dance II

A continuation of DNCE 300. Cr 2.

DNCE 302 Contemporary Dance III

A continuation of DNCE 301. Cr 2.

DNCE 406 Survey of Movement and Dance

A background of the history and development of modern dance heritage. Folk, square, modern dance forms, with techniques and teaching composition for each form are included. Cr 3.

DEPARTMENT OF RECREATION/LEISURE STUDIES

Director of Department of Recreation/Leisure Studies: James V. Sullivan, 110 Portland Gym, Portland.

Professor Sullivan; Associate Professor Folsom; Assistant Professors Breton, Martin, Willard.

The Department of Recreation and Leisure Studies delivers a two-year Therapeutic Recreation Program as well as a wide selection of elective professional recreation courses. The two-year Therapeutic Associate Degree Program is under the auspices of Associate Degree Studies. Students who are interested are encouraged to take professional recreation courses that are relevant to their academic programs.

The Portland gymnasium is also the home base for a variety of recreational activities. The gymnasium consists of three large separate floors, plus a multi-purpose room, an exercise room, a dance room, two racquetball-handball courts, and two squash courts. Each of the locker rooms offers ample shower facilities, and each locker room also has a sauna available to students, faculty, and staff.

The Recreation and Leisure Studies Department sponsors the USM Community Leisure-Learn Recreation Program. This program is designed to make the Portland gymnasium facilities available to students, faculty, staff, alumni, and some general public. The general public is offered the use of the facilities only during hours when the students are not using the facility up to its capacity. Programs are: physical fitness, skills instruction, clinics and tournaments; these are all part of the Leisure-Learn Community Program.

For information regarding fees and time schedules, contact the Recreation/Leisure Studies office at the Portland gymnasium.



COURSES IN RECREATION AND LEISURE

Courses in Recreation and Leisure may be used to meet the University's general requirements under Area 5. Besides the courses listed under the Associate Degree Studies Therapeutic Recreation Program, the following may be elected:

- RLS 100 Recreation and Leisure Activities
- RLS 101 Posture and Efficiency of Movement
- RLS 203 Personal Fitness
- RLS 205 Rhythmic Activities
- RLS 209 Small Boat Seamanship
- RLS 219 Recreation and Leisure Activities
- RLS 316 Man and Leisure
- RLS 346 Dance in Recreation and Leisure
- RLS 400 Independent Study in Recreation & Leisure
- RLS 204 Problems in Recreation & Sports Clubs
- RLS 099 Advanced First Aid & Emergency Care (CED)
- RLS 317 Choices for the Leisure Experience

RLS 100 Recreation and Leisure Activities

Activities available:

- Advanced Lifesaving
- Archery
- Badminton
- Bicycling
- Bowling
- Chinese Goju-Do
- Figure Skating
- Fly Fishing
- Gymnastics
- Handball
- Horsemanship
- Karate
- Racquetball
- Road Running
- Sailing
- Scuba Diving

- Self Defense
- Ski Touring
- Slimnastics
- Swimming
- Squash
- Tennis
- Yoga
- Laboratory, 2 hours

Cr 0.5-1, per activity

RLS 010 Introduction to Recreation/Leisure Trends

Goals for American Recreation studied in modern context; implications for the profession; historical background, concepts of work, leisure, recreation; trends, issues, and future directions. Cr 3.

RLS 011 Leadership and Supervision of Recreation

This course provides students with a basic knowledge of the theories, supervisory skills, techniques and specific communication skills for effective leadership and supervision in recreation. Cr 3.

RLS 012 Organization and Administration of Recreation

This course acquaints students with the need for, and nature of, recreational programs, with special consideration given to the skills and techniques necessary to organize and administer recreation programs. Cr 3.

RLS 013 Programming for Regular and Special Populations

This course will provide students with the necessary information and professional skills and techniques required to plan recreation/leisure programs for both regular and special populations. Cr 3.

RLS 015 Social Recreation

Techniques of leadership, participation, planning for recreation in social settings for all ages—parties, programs, special events. Repertoire—mixers, dances, games, songs, and skits. Creativity stressed. Cr 3.

RLS 016 Advanced First Aid and Emergency Care

This course will cover the topics prescribed by the American

Red Cross in their advanced first aid and emergency care course, including respiratory emergencies, artificial respiration, wounds, poisoning, water accidents, drugs, burns, emergency child birth, emergency rescue and transfer, and other topics. Successful completion of the course requirements will lead to advanced Red Cross first aid and emergency care certification.

RLS 017 Small Boat Handling and Seamanship

The objective of this course is to inform the student on all phases of boating. Information on purchasing, annual and continual maintenance, equipment, safety, rules, piloting, and navigation. All of this should insure the student's full enjoyment of this popular recreational pursuit. Two hours Lec. Cr 2.

RLS 018 Rhythmic Dance Activities

An introduction to basic dance tempos including folk, social, and square dances. Co-ed. Two hours Lab. Cr 1.

RLS 019 Personal Fitness

This course is designed to help the student understand the human organism, its structure, function, capabilities, and limitations in relation to physical activity. The student will be given personal assessments including tests of flexibility, body fat percentage, strength and oxygen uptake (cardio-vascular endurance). The course involves one hour of lecture per week plus three exercise sessions designed to achieve an improved fitness level. Co-ed. Both semesters. One hour Lecture. Three hours Lab. Cr 2.

RLS 020 Introduction to Therapeutic Recreation Services

Concentrated study of recreation service to the aged and those who are ill, handicapped, or disabled. Inquiry into the elements of therapeutic recreation service; current treatment and care patterns; the nature of disability; how recreation service is related to disability. Cr 3.

RLS 021 Development and Utilization of Therapeutic Recreation Resources

Survey of field and audio-visual education and resources; instruction and practice in use of equipment and materials, collection and processing of Recreation Development Center resources relating to special populations. Cr 3.

RLS 022 Recreation Activities for Special Populations

Adapted (indoor) physical recreation and leisure activities to meet the needs and abilities of special populations. Students will have the opportunity to present these activities to special groups during some of the class sessions. Cr 3.

RLS 023 Dance in Recreation/Leisure

The student will be given an opportunity to learn how to plan, organize and administer various types of dance and movement programs as they pertain to a community recreation program. Cr 3.

RLS 024 Posture and Efficiency of Movement

An introduction to exercise that helps to maintain good posture and correct faulty habits. Efficiency in the use of the body for lifting, carrying and performing various recreational sports movements are emphasized. Requirement for nursing students. Lecture, 1 hour; laboratory, 1 hour, Eight Weeks. Cr 0.5

RLS 025 Man and Leisure

The growth of leisure in modern society and the recognition of leisure and recreation as important aspects in the lives of individuals is presented. Historical, philosophical, psychological, sociological, economical, educational, ecological, political and physiological. Cr 3.

RLS 026 Leadership in Recreation and Leisure Activities

This course will acquaint the student with a variety of recreation/leisure activities through actual participation. Also, the student will learn the rules and strategies of these activities. Cr 3.

RLS 028 Problems in Recreation and Sports Clubs

This course will discuss all the relevant problems associated with the organization and administration of programs in leisure activities for individuals in educational institutions, community programs, large office complexes, etc. These problems include the organization of activities, financial responsibilities, publicity, and public relation efforts. Three hours Lecture. Cr 3.

RLS 030 Methods and Materials in Therapeutic Recreation

Philosophy, motivational techniques, utilization of equipment, methods of instruction and organizing materials and groups relating to special populations. Cr 3.

RLS 033 Environmental Recreation for Special Populations

Technical training and experiences in an outdoor environmental setting utilizing adapted recreation and education for special groups. Cr 3.

RLS 037 Choices for the Leisure Experience

Considers recreative experiences in the development of a well-rounded individual. Students analyze and participate in a wide range of activities to assist in the development of a personal, operational philosophy of leisure. Cr 3.

RLS 090 Community Involvement Workshop

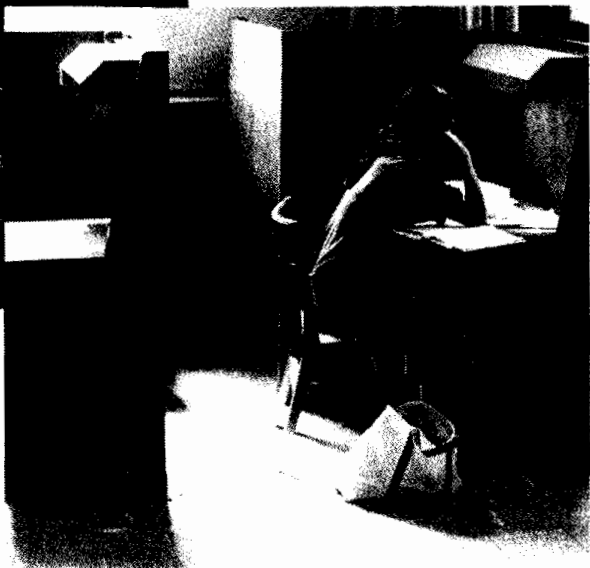
This course requires each student to investigate and become involved in recent developments in recreation and leisure in a community, agency, or institution with faculty supervision. Cr 6.

RLS 095 Selective Field Placement or Internship

Pre-professional assignment in one or more recreation settings (e.g., industry, homes for the aged, institutions, agencies, half-way houses, hospitals, parks, camps, playgrounds, schools for the handicapped, penal institutions, and rehabilitation centers). Faculty supervision and guidelines provided. Cr 9.

RLS 098 Independent Study in Recreation and Leisure

This course is intended to provide students with an opportunity to pursue a project independently, charting a course and exploring an area of interest bearing upon it previous course experiences. A course outline must be prepared by the student and in addition a final written paper is required. By permission. Cr 3.



School of Business and Economics

ACTING DEAN
Robert W. Findlay

Department of Business Administration

Chairman:

Professors Findlay, Fitzpatrick, Waters; Associate Professors Chandler, Hall, Jagolinzer; Assistant Professors B. Andrews, Hodson, Houlihan; Instructor Carmichael.

Department of Associate Business Administration

Chairman: Richard L. McKeil, 118 Bedford St., Portland.

Professor Annett; Associate Professors S. Andrews, McKeil, L. Taylor; Assistant Professors Coit, Gold, Gutmann.

Department of Economics

Chairman: Robert C. McMahon, 121 Bonney Hall, Portland.

Professor Durgin; Associate Professors Bay, McMahon, Witherill.

The School of Business and Economics offers a number of different programs to meet student needs. The School offers a two-year program in Business Administration leading to an Associate of Science in Business Administration degree. Four-year undergraduate programs are available in three areas of study: Accounting, Business Administration, and Economics. Upon successful completion of one of these fields the degree of Bachelor of Science in Business Administration or Economics is awarded. The School also provides a graduate program leading to the degree of Master of Business Administration.

TWO-YEAR ASSOCIATE OF SCIENCE PROGRAM IN BUSINESS ADMINISTRATION

The two-year program in business administration is designed to serve two purposes: to prepare students who wish to complete their education in two years for employment in junior management positions in several different careers; and to provide a sound foundation for those students who perform well and who wish to transfer to the four-year business administration program at this University or at many other institutions.

While the program emphasizes business, it contains some courses in liberal studies such as English composition, literature, a social science, human relations and mathematics. Options within the associate program include Management-Accounting; Hotel, Motel, and Restaurant Management; and Real Estate (offered in CED only), and a banking option offered in cooperation with the American Institute of Banking.

The freshman year is offered on both the Gorham and the Portland Campuses and is common to all programs. The second year is partially offered in Gorham. Bus service to Portland allows Gorham Campus residents to take courses in Portland.

The Hotel, Motel, and Restaurant Management option is a cooperative and coordinated two-year program developed jointly by Southern Maine Vocational Technical Institute

and the ABA program. The third semester is offered only on the SMVTI campus in their Culinary School. Students are enrolled at USM but attend at SMVTI and must provide their own transportation. Students return to the USM campuses to complete the fourth semester.

The banking option is a cooperative associate degree program between the Portland Chapter of the American Institute of Banking and USM. The program is primarily intended to meet the needs of members of the American Institute of Banking; normally, all students who attend AIB courses must be members of the Chapter. However, provision will be made for attendance by a limited number of non-AIB members. The program consists of a combination of AIB and USM courses. AIB courses are offered by the Portland Chapter at various bank locations, utilizing instructors from the banking community. USM courses are offered in the evening through CED and YCCCS.

OPTIONS OFFERED IN THE ASSOCIATE DEGREE PROGRAM

Upon completion of one of the following 60-hour programs

with a grade point average of 2.0, a student will be awarded the degree of Associate of Science in Business Administration.

Graduates are equipped for employment at the junior management level in many fields of business. Some fields of business that graduates have entered are sales, retailing, banking, finance, management trainee programs, and accounting. Students who have a 3.0 cumulative average at the end of the first year or a 2.4 cumulative average at the end of their second year may transfer to the four-year business administration program. Students interested in transferring to the four-year business administration program at USM should contact the Dean to determine how courses taken in the associate program apply to the four-year program.

Any high school graduate may apply for admission to the two-year program. A college preparatory course is not required. Applicants should complete the regular University of Maine application form and specify the Associate in Business Administration program. Candidates must also complete the College Entrance Examination Board's general Scholastic Aptitude Test.

CURRICULUM FOR THE ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE

The Freshman Year: Common to all Associate Programs, except as noted.

30 credit hours

Bus 011 & Bus 012	Principles of Accounting	6
Econ 011 & Econ 012	Principles of Economics	6
Eng 011	Composition	3
Eng 120	Introduction to Literature	3
Ms 010 & Ms 011	Elementary & Intermediate Algebra	6
or alternative math		
Ms 109	Linear Systems	
Ms 110	Elements of Mathematical Analysis	
Bus 095	Business and Society	3
Social Science of Choice		3

The following options require certain courses and completion of electives drawn from the following:

ELECTIVES

- Bus 021 Business Finance II
- Bus 030 Investment Management
- Bus 013 Issues in Accounting
- Bus 015 Intermediate Accounting I
- Bus 016 Intermediate Accounting II
- Bus 190 Personal Finance
- Bus 064 Retailing
- Bus 067 Sales Management

A. The Management-Accounting Option

Accounting (30 credit hours)

- Bus 015 & Bus 016 Intermediate Accounting
- Bus 020 Business Finance
- Bus 040 Principles of Management
- Bus 043 Problems of Small Business
- Bus 060 Marketing
- Bus 080 Business Law
- Bus 090 Introduction to Computers in Business
- Bus 093 Human Relations
- Eng 019 Expository Writing

Management (30 credit hours)

- Bus 020 Business Finance
- Bus 040 Principles of Management
- Bus 043 Problems of Small Business

Bus 060	Marketing
Bus 080	Business Law
Bus 090	Introduction to Computers in Business
Bus 093	Human Relations
Eng 019	Expository Writing

plus six hours from electives listed above

B. The Hotel, Motel and Restaurant Option (30 credit hours)

Fall Semester at SMVTI, a block
of 15 semester hours, second year:

Front Office Management
Hotel Orientation
Food Fundamentals
Food and Beverage Control
Seminar in Management

Spring Semester at USM:

Bus 020	Business Finance
Bus 040	Principles of Management
*Bus 060	Marketing
Bus 093	Human Relations
Eng 019	Expository Writing

*may substitute
Bus 043 Problems of Small Business

C. The Real Estate Option (33 credit hours)

Omit Eng 120 from Freshman Year; replace it with:
Bus 022 Real Estate Law

Bus 023 Real Estate Practice
Bus 024 Real Estate Appraisal
Bus 025 Real Estate Valuation
Bus 026 Real Estate Finance
Bus 040 Principles of Management
Bus 043 Problems of Small Business
Bus 060 Marketing
Bus 093 Human Relations
Eng 019 Expository Writing
Social Science elective, three hours

D. The Banking Option (30 credit hours)

The following courses offered by the Portland banking community are taken through the American Institute of Banking:

Principles of Bank Operations
Bank Data Processing
Business Financial Management
Money and Banking
Installment Credit (or Home Mortgage Lending)

The following courses are taken at UMPG:

Bus 030 Investment Management
Bus 060 Marketing
Bus 080 Business Law
Bus 093 Human Relations
Eng 019 Expository Writing

Certain AIB courses can be substituted as follows for the above USM courses:

AIB Bank Management or USM Principles of Management
AIB Savings and Time Deposits Banking or USM Problems of Small Business
AIB Trust Functions or USM Problems of Small Business

AIB courses that are part of this curriculum will be treated as transfer credit toward the associate degree at USM provided the student has received a grade of "C" or better.

FOUR-YEAR UNDERGRADUATE PROGRAMS IN BUSINESS AND ECONOMICS

The primary objective of the undergraduate program in Business Administration is to develop the student's abilities to assume the responsibilities of business management. The program aims at developing skills and an attitude of mind that will enable the student to cope successfully with the changing problems of business in the years ahead.

The program is implemented in three general phases: First, the student acquires broad training in the arts and sciences

for the necessary foundation upon which the student's future education will build. Second, the student pursues a program of study designed to provide an understanding of the major functional areas common to most business operations and a knowledge of certain fields which are particularly relevant to the study of business management. This is referred to as the "core" program and includes basic courses in accounting, introduction to computers,

economics, finance, business law, marketing, and management. Third, the student undertakes to acquire a deeper knowledge of the selected major field. This is accomplished by taking 21 credit hours beyond the core program.

The undergraduate program in economics is designed to prepare students broadly for careers such as civil service, law, management, public affairs, and labor relations. Economics is a social science and as such must be studied in the perspective of a broad training in the liberal arts and sciences. Many students who plan to attend graduate and professional schools will find the undergraduate economics program to be valuable training for advanced academic work. Within the economics program, courses are available in such fields as: microeconomic analysis, money and banking, macroeconomic analysis, international trade, comparative economic systems, public finance, and the social control of business.

APPLIED STUDIES

In addition to the traditional four-year programs in accounting, business administration, and economics, the following options are available to the student:

Cooperative Education Program

The School of Business and Economics offers a Cooperative Education Program in which students, while working in business or industry, may earn a maximum of 15 academic credits. This program combines the efforts of employers and educators in forming a meaningful educational experience in a wide range of areas including management, accounting, production and marketing. Firms engaged in the Cooperative Education Program represent fields such as banking, public utilities, retailing and public accounting. Its primary value is educational, although it does provide the opportunity for students to earn money for college expenses. Students who desire further information should contact the School of Business and Economics.

Small Business Institute

The School of Business and Economics, through the Small Business Development Center, sponsors a program called the Small Business Institute. Juniors and Seniors are

selected to provide management counseling to the area's small businesses. Under the program, students working as a team, or individually, counsel and advise in cooperation with a faculty adviser and representatives of the Small Business Administration, various businesses within Southern Maine. The program provides an opportunity for relevant practice application of academic principles. Students may be involved in consulting in areas such as accounting, finance, management and marketing.

The course currently carries three hours of academic credit.

JOINT PROGRAMS WITH THE COLLEGE OF EDUCATION AND DEPARTMENT OF MATHEMATICS

In cooperation with the College of Education, the School of Business and Economics offers an Economics Minor leading to the degree of Bachelor of Science in Education for students in the College of Education who wish to prepare themselves to teach economics in public and private schools.

In cooperation with the Mathematics Department, a minor in mathematics is available on an optional basis to all Economics Majors. The optional Mathematics Minor is: 21 credit hours (not to include statistics courses), with 12 of the credit hours in MS 152, 153, and 252. The remaining 9 credit hours are to be selected from the following: MS 290, 352, 354, 366, 380, 460; CS 260.

GENERAL GRADUATION REQUIREMENTS OF THE SCHOOL OF BUSINESS AND ECONOMICS FOR ALL CANDIDATES FOR THE B.S. DEGREE

All students are required to complete 120 hours.

To be eligible for a B.S. degree in the 4-year programs in the School of Business and Economics, the student must have attained a cumulative grade point average of 2.0 or better:

- a. For all courses taken in 4-year programs at the University, and
- b. For all 4-year courses in business and economics.

REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

- | | |
|---|------------------------|
| A. General Foundation Courses | 48 credit hours |
| Twelve hours of Humanities (Area 1) | |
| Six hours of Fine and Applied Arts (Area 2) | |
| Twelve hours of Social Sciences (Area 4) | |
| Six hours from Area 5: General | |
| Twelve hours of Mathematics (Area 3) as noted below: | |
| MS 109 Linear Systems | |
| MS 110 Elementary Mathematical Analysis | |
| MS 211 Probability | |
| MS 212 Statistics | |
| B. Core Requirements in Business and Economics | 30 credit hours |
| ECON 101 Principles of Economics I | |
| ECON 102 Principles of Economics II | |
| One 300 level ECON course | |
| BUS 101 Principles of Financial Accounting | |
| BUS 320 Business Finance | |

BUS 340 Principles of Management
 BUS 360 Marketing
 BUS 365 Operations Research/Management Science
 BUS 380 Business Law
 BUS 390 Introduction to Computers in Business

C. Major Field Requirements

21 credit hours

Accounting Major

BUS 301 Intermediate Accounting I
 BUS 302 Intermediate Accounting II
 BUS 305 Cost Accounting
 BUS 310 Advanced Accounting I
 BUS 311 Advanced Accounting II
 BUS 313 Federal Tax Reporting
 BUS 410 Auditing

Business Administration Major

BUS 102 Financial and Management Accounting
 BUS 330 Investment Management
 BUS 370 Managerial Marketing
 BUS 450 Business Management and Policy
 BUS 452 Dynamics of Organization and Behavior
 Six hours of Business or Economics Electives

D. Electives

21 credit hours

REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN ECONOMICS

A. General Foundation Courses

36 credit hours

Six hours of Humanities (Area 1)
 Six hours of Fine and Applied Arts (Area 2)
 Six hours of Social Sciences (Area 4)
 Six hours from Area 5: General
 Twelve hours of Mathematics (Area 3) as noted below:
 MS 109 Linear Systems
 MS 110 Elementary Mathematical Analysis
 MS 211 Probability
 MS 212 Statistics

(An optional, more rigorous mathematics sequence is available to those students who desire it. MS 152, MS 153, and MS 252 will substitute for MS 109 and MS 110. Students will still be required to take MS 211 and MS 212. Students who only wish to take MS 152 and MS 153 can substitute those two courses for MS 109 and MS 110. They still must take MS 211 and MS 212. An optional minor in mathematics is also available.)

It is recommended that students who have writing deficiencies take either ENG 001, Writing Laboratory, or ENG 100, College Writing. Students having difficulty in communication should take THE 170, Public Speaking.

B. Course Requirements in Economics and Business

36 credit hours

Fifteen hours of core requirements:

ECON 101 Principles of Economics I
 ECON 102 Principles of Economics II
 ECON 301 Macroeconomic Analysis
 ECON 302 Microeconomic Analysis
 BUS 101 Principles of Financial Accounting

Completion of at least 21 additional hours in economics courses may also include HIST 338. ECON 150 is not applicable for major credit in business and economics.

REQUIREMENTS FOR AN ECONOMICS MINOR FOR STUDENTS IN THE COLLEGE OF EDUCATION

Criteria For Admission and Retention of Students

Admission to the Education program by the College of Education plus a minimum of "C" grades in Economics courses.

Elementary Education — Economics Minor

ECON 101 & 102	Principles of Economics	6
ECON 350	Comparative Economic Systems	3
EC ED 300	Economic Concepts and Resource Materials for Educators	3
Additional Economic Electives		9
		21
		Total Credits

Economics Minors will also meet all other requirements of the University and the College of Education.

GENERAL GRADUATION REQUIREMENTS OF THE SCHOOL OF BUSINESS AND ECONOMICS FOR ALL CANDIDATES FOR THE B.S. DEGREE

All students are required to complete 120 hours. To be eligible for a B.S. degree in the 4-year programs in the School of Business and Economics, the student must have attained a cumulative grade point average of 2.0 or better: (a) for all courses taken in 4-year programs at the University and (b) for all 4-year courses in business and economics.

JOINT PROGRAMS WITH THE COLLEGE OF EDUCATION AND DEPARTMENT OF MATHEMATICS

In cooperation with the College of Education, the School of Business and Economics offers an Economics Minor leading to the degree of Bachelor of Science in Education for students in the College of Education who wish to prepare themselves to teach economics in public and private schools. In cooperation with the Mathematics Department, a minor in mathematics is available on an optional basis to all Economics Majors. The optional Mathematics Minor is: 21 credit hours (not to include statistics courses), with 12 of the credit hours in MS 152, 153, and 252. The remaining 9 credit hours are to be selected from the following: MS 290, 352, 354, 366, 380, 460, CS 260.

MASTER OF BUSINESS ADMINISTRATION

The School offers a Master of Business Administration degree. For those interested in this program a separate brochure is available at the School of Business and Economics office, Room 100, Payson Smith Hall, 96 Falmouth Street, Portland, Maine 04103.

DESCRIPTION OF COURSES IN THE ASSOCIATE DEGREE PROGRAM

BUS 011 Principles of Accounting I

An introduction to the accounting cycle, working papers, and financial statements. A practical emphasis on accounting methodology with coverage of inventory control, cash control, depreciation of plant assets and payroll. Cr 3.

BUS 012 Principles of Accounting II

A study of the procedures of accounting for owner's equity, long-term investments and the cost of manufacturing goods. The proprietorship, partnership, and corporation accounting techniques are developed in a practical approach. Cr 3.

BUS 013 Issues in Accounting

This course provides a practical approach to general aspects of accounting not covered in more theoretical courses. Student involvement in applying accounting concepts and researching accounting problems is emphasized. Topics covered include financial statement use, auditing, budgeting, computer applications, cost management, tax requirements, and careers in accounting. Prerequisites: BUS 011, BUS 012. Cr 3.

BUS 015 Intermediate Accounting I

An intensive study of accounting theory including financial statements, the accounting for cash, temporary investments, receivables, and inventories. Prerequisite: BUS 012. Cr 3.

BUS 016 Intermediate Accounting II

The study of accounting theory including property, plant and equipment, intangible assets, current liabilities, long-term corporate capital, income tax allocation, and earnings per share. Prerequisite: BUS 015. Cr 3.

BUS 020 Business Finance I

A study of the promotion, organization, and financing of the single proprietorship, partnership, and corporation. Such topics as fund flows, ratio analysis, breakeven analysis and leverage, time value of money concepts, cost of capital and capital budgeting are examined. Prerequisites: ECON 011, ECON 012, and BUS 012. Cr 3.

BUS 021 Business Finance II

An in-depth examination of selected topics in finance with

advanced cases and problems used to relate these topics to the theories and principles developed. Such topics as capital budgeting under uncertainty condition, working capital management, leasing, optimizing the firm's capital structure, financial analysis and business growth are examined. Prerequisite: BUS 020 (C grade). Cr 3.

BUS 022 Real Estate Law

A study of real property law in general and Maine law in particular, land titles, acquisition and transfer, methods of ownership, rights of husband and wife, rights of landlord and tenant, easements, fixtures, land descriptions, mortgages, deeds, taxes, contracts, legal elements of brokerage relationship, selected environmental and land use regulations, coastal island registry, physical regulations of subdivisions, zoning and selected federal laws. (Completion of this course with a grade of 75, or better, provides one-third of an approved course of study for those who wish to prepare for the State of Maine real estate brokers license examination.) Offered through C.E.D. only. Cr 3.

BUS 023 Real Estate Practice

The course reviews the basic functions of the practicing real estate broker. Discussed are topics such as form of business organization, listing and sales procedures, financing, advertising, federal regulation through the Fair Housing Act and Truth-in-Lending Law, sources of financing, closing procedures, Realtor Code of Ethics, an introduction to tax aspects on real estate transactions. (Completion of this course with a 75, or better, provides one-third of an approved course of study for those who wish to prepare for the State of Maine real estate brokers license examination.) Cr 3.

BUS 024 An Introduction to Appraising Real Property

This is an intensive course covering all real property appraising concepts and the technical skills employed in their applications to residential property. The course is designed for the beginning appraiser, real estate broker, lender, builder, and assessor. Included is a summary introduction to real estate economics and urban land studies. This is the first of three courses accepted by the Society of Real Estate

Appraisers for credit toward a professional designation. (Offered through C.E.D. only). Cr 3.

BUS 025 Real Estate Valuation

This course develops a working knowledge of real estate value and valuation, a familiarity with construction methods and terms, working knowledge of the laws, codes and ordinances which control the development of real estate. (Completion of this course with a grade of 75, or better, provides one third of an approved course of study for those who wish to prepare for the State of Maine real estate brokers license examination.) (Offered through C.E.D. only). Cr 3.

BUS 026 Principles of Real Estate Finance

Methods of financing various types of real estate including sources of funds, analysis of lenders, risks, types of loans, government influences and participation, financing instruments, loan processing, defaults and foreclosures. (Offered through C.E.D. only). Cr 3.

BUS 030 Investment Management

Provides the planning and management of investment programs for all types of investors. Evaluates the various media of investments in terms of their risks and profits. The functions of the stock market and its behavior are examined. Prerequisites: ECON 011, ECON 012, BUS 011, and BUS 012. Cr 3.

BUS 040 Principles of Management

A comprehensive survey of all phases of the management of industrial and business enterprises. The influence of industrial relations is interspersed with the treatment of management's technical problems. Prerequisites: ECON 011 and ECON 012. Cr 3.

BUS 043 Problems of Small Business

Aspects of management that are uniquely important to small firms, in the interest of developing an understanding of the economic and social environment in which the small concern functions. Practice in decision-making on the same types of problems that small businesses face utilizing actual case studies. Problems relevant to small business operations in Maine will be stressed. Prerequisite: BUS 011. Cr 3.

BUS 060 Marketing

A study of the marketing organization with a focus on product policies, distribution policies, promotional and pricing policies. Market research is implemented by getting students involved in casework, controversial issues, and local business community projects. Prerequisites: ECON 011, ECON 012, and BUS 011. Cr 3.

BUS 064 Retailing

Study of the retail distribution structure and of the problems involved in successful store operation under current conditions. Prerequisite: BUS 060. Cr 3.

BUS 067 Sales Management

Analysis of the problems facing marketing management in formulating sales policy and in managing the sales organization. Prerequisite: BUS 060. Cr 3.

BUS 080 Business Law

This course, an introduction to the study of business law, includes origins of the law, the conduct of a civil lawsuit, contract, agency, and property law, the law of negotiable instruments and secured transactions, and an overview of partnership and corporation law. Cr 3.

BUS 090 Introduction to Computer in Business

The role of the computer as an aid in managerial decision making. Computer operation and programming fundamentals including flow charting and program writing in one of the common computer program languages emphasizing business applications. Cr 3.

BUS 093 Human Relations in Business

Introduction to the behavioral sciences, emphasizing typical behavioral problems faced in business by employees and management. Lectures, case analysis, and outside readings are supplemented by involving the student in role playing and analyzing collected data. Cr 3.

BUS 095 Business and Society

An examination of the significant relationships between business and the social, political, and economic environment of our society for the purpose of evaluation of goals, values, ethics, and practices in the business world. Historical development of business and capitalism is covered. The industrial and commercial structures and functions in our society are described. Social relationships internal to the firms are explored. Special problems concerning mass production, automation, and employment are discussed along with other current and future issues and problems related to business and our society. Cr 3.

ECON 011 Principles of Economics I

A theoretical analysis of the basic characteristics, institutions, and operational activities of a modern capitalistic economy which is involved in the transformation of scarce economic resources into the goods and services demanded by consumers. Topics discussed include inflation, unemployment, government monetary and fiscal policy to achieve full employment, and economic growth. Cr 3.

ECON 012 Principles of Economics II

A theoretical analysis of the firm, and its role in the transformation of scarce economic resources into the goods and services demanded by consumers. Special attention is focused on the development of a market mechanism for the exchange of goods, services, and resources within a capitalistic economy. Topics discussed include consumer preferences and consumer behavior, production theory and production costs, the monopoly firm, and resource pricing. Cr 3.

ENG 011 Composition

Intensive practice in expository writing, with reading of illustrative material. Students in the ABA program will complete ENG 011 on a pass-fail basis or receive credit by examination. Cr 3.

ENG 019 Expository Writing

Training in clear expository writing of formal reports, business communications, and related material. Cr 3.

ENG 120 Introduction to Literature

(See English Department course offerings)

MS 010 Elementary Algebra

(See Mathematics Department course offerings) Cr 3.

MS 011 Intermediate Algebra

(See Mathematics Department course offerings) Cr 3.

MS 109 Linear Systems

(See Mathematics Department course offerings)

MS 110 Elementary Mathematical Analysis

(See Mathematics Department course offerings)

MS 211 Probability

(See Mathematics Department course offerings)

MS 212 Statistics

(See Mathematics Department course offerings)

BUS 190 Personal Finance

(See Business Administration—Four-year course offerings)

UNDERGRADUATE COURSES IN THE FOUR-YEAR PROGRAM IN BUSINESS AND ADMINISTRATION

BUS 101 Principles of Financial Accounting

An introduction to accounting principles and concepts. Emphasis is placed on understanding financial statements and the accounting for assets, liabilities, equities, revenue and expenses. Cr 3.

BUS 102 Financial and Management Accounting

(This course is designed for non-accounting majors.) It deals with the uses of accounting data for financial and management control. Emphasis is placed on the basic concepts associated with changes in financial position, consolidated financial statements, analysis of financial statements, income tax considerations, manufacturing operations, cost determinations and controls. Prerequisite: BUS 101. Cr 3.

BUS 150 A Survey of Basic Accounting

This course is designed for use primarily by those who wish to obtain a basic understanding of the accountant's approach to measuring and reporting upon the economic activity, resources, and obligations of a business. The use of this information in decision making is also discussed. Accounting topics are introduced and discussed under the assumption that the student has no prior knowledge of accounting. Cr 3.

BUS 190 Personal Finance

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

BUS 301 Intermediate Accounting I

An intensive study of accounting theory including financial statements, the accounting for cash, temporary investments, receivables, and inventories. Prerequisite: BUS 101. Cr 3.

BUS 302 Intermediate Accounting II

The study of accounting theory including property, plant and equipment, intangible assets, current liabilities, long-term corporate capital, income tax allocation, and earnings per share. Prerequisite: BUS 301. Cr 3.

BUS 305 Cost Accounting

Concepts and analytical procedures necessary to the generation of accounting data for management planning and control and product costing. Emphasis is on job costing, process costing, standard costs, and variance analysis and direct costing. Prerequisite: BUS 101. Cr 3.

BUS 306 Advanced Cost Accounting

An extension of BUS 305. Theoretical issues and analytical techniques are explored relating to inventory control, capital budgeting, linear programming, forecasting, production mix and yield and other selected topics. Prerequisite: BUS 305. (Not offered every year.) Cr 3.

BUS 310 Advanced Accounting I

A study of accounting principles and theory related to changes in financial position, partnerships, consignment

and installment sales, receiverships, and estates and trusts. Prerequisite: BUS 302 Cr 3.

BUS 311 Advanced Accounting II

A study of accounting principles and theory related to home office and branch accounting; consolidations, mergers, parent and subsidiary accounting; governmental and institutional accounting. Prerequisite: BUS 302. Cr 3.

BUS 313 Federal Tax Reporting

An overview of Federal tax laws as they affect individuals, partnerships, corporations, and related topics. Prerequisite: BUS 101. Cr 3.

BUS 320 Business Finance

This course deals with the promotion, organization, and financing of the single proprietorship, partnership, and corporation. It also utilizes advanced cases and problems related to the above topics. Prerequisites: ECON 101 and ECON 102; BUS 101 and BUS 102 or BUS 301. Cr 3.

BUS 330 Investment Management

Provides the planning and management of investment programs for all types of investors. Evaluates the various media of investments in terms of their risks and profits. The functions of the stock market and its behavior are examined. Prerequisite: BUS 320. Cr 3.

BUS 340 Principles of Management

A comprehensive survey of all phases of the management in the public and private sectors. The influence of industrial relations is interspersed with the treatment of management's technical problems. Prerequisites: ECON 101 and ECON 102. Cr 3.

BUS 346 Personnel Management

The selection, training, and management of personnel in private and public sectors, including elements of wage and salary administration, testing, training and labor relations. Designed for the student interested in administration, office management, or personnel work in education, business, engineering, public service, and other fields. Prerequisite: BUS 340 or permission of instructor. (Not offered every year.) Cr 3.

BUS 348 Industrial Relations

A study of industrial relations patterns in the U.S. Major focus is on the relationship between management and labor (organized and unorganized), and the bargaining, administration, and interpretation of contracts. The problem of dispute settlement and a comparison of methods used in the U.S. and abroad. Attention is also given to industrial relations in unorganized firms and in the Civil Service. Prerequisite: BUS 340 or permission of instructor. (Not offered every year.) Cr 3.

BUS 360 Marketing

Studies price, product, place and promotion variables and how they interrelate in a marketing mix. Investigates both industrial and consumer environments and includes such areas as merchandising policies, selection of distribution channels, price policies, and advertising and sales promotion methods. Prerequisites: ECON 101 and ECON 102. Cr 3.

BUS 363 Advertising

The place of advertising in the marketing program. Business cases are analyzed to determine those situations in which advertising may be profitably employed to stimulate primary and selective demand for industrial and consumer goods and services. Prerequisite: BUS 360. Cr 3.

BUS 365 Operations Research/Management Science

A survey of quantitative methods and tools which are commonly used in sophisticated managerial decision-

making. Mathematical models are constructed and applied, with the computer's aid, to a wide range of real-world business situations. Topical coverage includes decision analysis, inventory models, network analysis, simulation, queuing models, applied stochastic processes, dynamic programming and non-linear programming. Prerequisite: MS 212. Cr 3.

BUS 368 Sales Management

An analysis of the problems facing marketing management in formulating sales policy and in managing the sales organization. Prerequisite: BUS 360. (Not offered every year). Cr 3.

BUS 370 Managerial Marketing

A managerial approach emphasizing the integration of marketing with other activities of the business firm. Study is directed toward recognition and appreciation of the problems encountered by top marketing executives in modern business, with a consideration of the policies and procedures that may be followed in their solution. By case analysis and consideration of current marketing literature, students are provided opportunities for development of abilities in solving marketing management problems. Prerequisite: BUS 360. Cr 3.

BUS 373 Marketing Research

A consideration of marketing research as a tool in the solution of problems in production and distribution. Emphasis on problem formulation, exploratory research, research design, basic observational and sampling requirements, data analysis, interpretation, and sampling. Prerequisite: BUS 360. Cr 3.

BUS 380 Business Law

This course, an introduction to the study of business law, includes a thorough survey of the preparation for and conduct of a civil lawsuit, a brief discussion of criminal law, and a broad overview of contracts, agency, negotiable instruments, partnerships, corporations, secured transactions, labor law, and bankruptcy. This course is intended to provide a broad overview of business law and the Uniform Commercial Code. Prerequisite: Junior-Senior status. Cr 3.

BUS 381 Business Law II

An opportunity to continue the study of business law and to thoroughly evaluate selected topics such as corporate reorganizations and combinations, antitrust law, business organization, and tax planning and estate planning. This course is designed for students who want to do in-depth analysis of selected areas in business law. Prerequisite: BUS 380 or BUS 080 with permission of instructor. Cr 3.

BUS 390 Introduction to Computers in Business

The role of the computer as an aid in managerial decision making. Computer operation and programming fundamentals including flow charting and program writing in one of the common computer program languages emphasizing business applications. Cr 3.

BUS 391 Computers and Decision Models in Business

A more in-depth examination of the role of the computer as an aid in managerial decision-making. Emphasis on strengthening the student's ability to build and properly utilize computerized decision-models for problem-solving in business and industry. Prerequisites: BUS 390, MS 211. Cr 3.

BUS 395 Cooperative Education—Business

Administration I

The student has the opportunity to relate academic knowledge to practical experience in the business world. The University makes arrangements with certain in-

stitutions and/or industries to employ students to fill specific jobs on a semester basis. The student's work is in a related field, and the work experience increases in difficulty and responsibility as the student progresses through the academic curriculum. The work experiences are approved in advance by the faculty. Open to Sophomores, Juniors, and Seniors in the School of Business and Economics with permission. Cr 1-5.

BUS 396 Cooperative Education—Business

Administration II

Open to Sophomores, Juniors, and Seniors in the School of Business and Economics with permission. Prerequisite: BUS 395. Cr 5.

BUS 397 Cooperative Education—Business

Administration III

Open to Juniors and Seniors in the School of Business and Economics with permission. Prerequisites: BUS 395 and 396. Cr 5.

BUS 410 Auditing

A study of auditing philosophy and theory relative to the examination of financial statements and other data. Coverage includes internal control, auditing standards and procedures, and the legal and ethical responsibilities of the independent auditor. Prerequisite: BUS 302. Cr 3.

BUS 420 Seminar on Current Developments and Practices in Accounting

A review of APB opinions, FASB statements, SEC role in accounting, and other current issues. Prerequisite: BUS 302 and senior standing, or permission of instructor. Cr 3.

BUS 421 Investment Analysis

A study of the various methods of predicting the price action of stocks and the stock market. It is based upon technical and theoretical methods of forecasting. It is primarily concerned with the point and figure technique. Prerequisite: BUS 320. Cr 3.

BUS 422 Topics in Investment

An in-depth study of each of the major topics in investments. The course is based upon assigned readings, research, and discussion. Prerequisite: BUS 320. Cr 3.

BUS 450 Business Management and Policy

Administrative practice at the higher levels of business management through case analysis and discussion. The course attempts to coordinate the background of business majors in the formulation and administration of sound business policy. Prerequisites: BUS 102 (or BUS 301), BUS 340, and BUS 360. Cr 3.

BUS 452 Dynamics of Organization and Behavior

An analysis of organizations and the problems of administrators in an interpersonal setting. Primary emphasis is on the findings of behavioral sciences which are particularly relevant to human relations and adjustment problems in modern organizations at the individual and group, system and subsystem, and other interface levels. Motivation, leadership, and organization theory as related to work and productivity, and associate topics are also covered. Prerequisite: BUS 340 or BUS 348 or permission of instructor. Cr 3.

BUS 490 Independent Readings and Research in Business

Selected topics in the various areas of accounting, finance, management, and marketing may be studied and researched on an independent basis. Prerequisites: Senior standing and permission of the instructor and chairman of the department. Cr 1-6.

BUS 491 Small Business Institute

This course is designed to allow the student to apply the concepts of business administration, economics and ac-

counting to operational problems in the field. Assignments are arranged by the School of Business and Economics in conjunction with agencies such as the Small Business Administration for an off-campus consultative experience in a business firm or other appropriate institutional setting. Prerequisites: Open to qualified Juniors and Seniors with approval. Cr 3.

UNDERGRADUATE COURSES IN THE FOUR-YEAR PROGRAM IN ECONOMICS

ECON 101 Principles of Economics I

A theoretical analysis of the basic characteristics, institutions, and operational activities of a modern capitalistic economy which is involved in the transformation of scarce economic resources into the goods and services demanded by consumers. Topics discussed include inflation, unemployment, government monetary and fiscal policy to achieve full employment, and economic growth.

Cr 3.

ECON 102 Principles of Economics II

A theoretical analysis of the firm and its role in the transformation of scarce economic resources into the goods and services demanded by consumers. Special attention is focused on the development of a market mechanism for the exchange of goods, services, and resources within a capitalistic economy. Topics discussed include consumer preferences and consumer behavior, production theory and production costs, the monopoly firm, and resource pricing.

Cr 3.

ECON 150 Elementary Economics

An introduction to economic theory and practice as it applies to the U.S. economy, surveying both macroeconomic (national) and microeconomic (industrial) concepts. Topics discussed include the characteristics of the free enterprise system, income and employment determination, government involvement in economic activity, money and banking, the market mechanism, competition and monopoly, and antitrust policy. For non-majors. Cr 3.

ECON 301 Macroeconomic Analysis

A theoretical analysis of the basic forces that cause inflation, growth, and fluctuations in economic activity. The effects on employment and other factors are thoroughly treated. Stabilization policies are examined and evaluated. Prerequisites: ECON 101 and ECON 102. Cr 3.

ECON 302 Microeconomic Analysis

Price, income, and employment theory as tools in the study of economics. Prerequisites: ECON 101 and ECON 102.

Cr 3.

ECON 310 Money and Banking

An extensive examination of the operation and performance of the American banking and financial system. Includes a study of monetary theory and policy. Debt management and present international monetary problems are discussed briefly. Prerequisites: ECON 101 and ECON 102. Cr 3.

ECON 320 Labor Economics

A discussion of labor in an industrial society serves as background for an examination of the origins and structure of the labor movement, the theories of the labor movement,

the theories of wages and labor's income, the process of collective bargaining in industrial relations, and the development of labor legislation and social security laws. Prerequisites: ECON 101 and ECON 102. (Not offered every year.) Cr 3.

ECON 330 Government and Business

Public policy toward business; government powers and private rights; government aids; regulation of competition and monopoly; public enterprise. Prerequisites: ECON 101 and ECON 102. Cr 3.

ECON 350 Comparative Economic Systems

The structures and operating principles of the major contemporary economic systems are examined and compared. Prerequisite: ECON 101. Cr 3.

ECON 351 Economic Systems of the Soviet Union

A study of the development, institution, and structure of the Soviet economy. Emphasis on current theories and problems of central planning. Prerequisites: ECON 101 and ECON 102. Cr 3.

ECON 360 Economic Development

The theories and practices of interregional and international economic development. Special attention is given to development problems of emerging nations. Prerequisite: ECON 101. Cr 3.

ECON 370 International Trade

The principles and practices of international trade and finance are thoroughly treated. Special emphasis is given to current trends in the international economy and to United States commercial policy. Prerequisites: ECON 101 and ECON 102. Cr 3.

ECON 380 Public Finance and Fiscal Policy

Public expenditure theory; principles of taxation; the federal budget and alternative budget policies; federal tax policy; fiscal policy for stabilization; federal debt. Prerequisites: ECON 101 and ECON 102. Cr 3.

ECON 381 State and Local Government Finance

Development of the federal system; fiscal performance; intergovernmental fiscal relations; state and local revenue systems; budgetary practices; state and local debt. Prerequisites: ECON 101 and ECON 102. (Not offered every year.) Cr 3.

ECON 390 Environmental Economics

A study of the economic principles that underlie the role of the environment in the private and public sectors of the economy, with particular emphasis on environmental issues in the Maine economy. (Not offered every year.) Cr 3.

ECON 490 Independent Readings and Research in Economics

Selected topics in the various areas of economics may be studied and researched on an independent basis. Prerequisites: Senior standing and permission of the instructor. Cr 1-3.

ECED 300 Economic Concepts and Research Materials for Educators

A study of the simplification of economics concepts for presentation at elementary and secondary grade levels; also the study and preparation of various resource materials used in presenting economic concepts at these levels. Prerequisite: Permission of the instructor. (Offered through independent study.) Cr 3.



School of Nursing

ACTING DEAN
Judith T. Stone

DEPARTMENT OF ADVANCED MEDICAL-SURGICAL NURSING

Chairman: Ann P. Ellis, 61 Exeter Street, Portland.

Associate Professors Dorbacker, Stone; Assistant Professors Edwards, Ellis; Instructors Coolidge, Curtis.

DEPARTMENT OF COMMUNITY HEALTH NURSING

Chairman: Jacqueline Edgecomb, 39 Exeter Street, Portland.

Associate Professors Jensen, Roscoe; Assistant Professor Edgecomb; Instructor, Fournier; Lecturer. Weeks.

DEPARTMENT OF MATERNAL-CHILD HEALTH NURSING

Chairman: Rosemary Bellone, 11 Granite Street, Portland.

Associate Professor Tryon; Assistant Professors Bellone, Brannigan, MacVane; Lecturer Rodgers.

DEPARTMENT OF MEDICAL-SURGICAL NURSING

Chairman: Jeanne Normandeau, 57 Exeter Street, Portland.

Associate Professors Dubowick, Normandeau; Assistant Professor Sezak; Instructor Zdanowicz.

DEPARTMENT OF PSYCHIATRIC NURSING

Chairman: Jean Cotton, 57 Exeter Street, Portland.

Associate Professors Cotton, Shoobs, Tukey; Assistant Professors Balber, MacPherson; Lecturers Hubner, Thurber.

NURSING LAB: Sarah Whitney, Director

CLINICAL ASSOCIATE: Agnes Flaherty

ORONO COORDINATOR: Florence Pyles

BUREAU OF C.E.D. NURSING: Mary Ann Rost, Director; Sheila Plummer, Assistant Project Director

FAMILY NURSE ASSOCIATE PROGRAM: Director: George L. Pauk, M.D.; Nurse Director: Mildred Roche

The School of Nursing has National League for Nursing accreditation.

The School of Nursing offers a variety of programs that are in keeping with its defined aims. The School's aims are to:

1. provide a baccalaureate education in nursing within a state institution for higher education
2. prepare a beginning professional nurse for practice in a variety of settings
3. prepare a beginning professional nurse who can respond to community health needs

4. provide a program for the continued learning needs of practicing nurses
5. provide a foundation for advanced study in nursing

Programs offered by the School of Nursing are a four-year undergraduate program which leads to the Bachelor of Science degree with a major in Nursing, short-term educational programs for practicing nurses throughout the State of Maine through the Bureau of Continuing Education for Nursing, and two certificate post-professional programs—Family Nurse Associate and Pediatric Nurse Associate. The School has an agreement with Boston University whereby its graduate courses in nursing are offered at USM.

BACCALAUREATE PROGRAM IN NURSING

Upon successful completion of the four-year undergraduate program, the degree of Bachelor of Science, with a major in nursing, is awarded. One hundred and twenty credit hours, with a cumulative point average of 2.0, are required for graduation.

The Philosophy of Nursing for the baccalaureate program incorporates these beliefs:

Man is a biological, psychological, social and cultural being who is constantly growing and developing throughout the life cycle. Man has the right to set his own goals and the potential to work toward their attainment. Man relates dynamically with his environment which includes his family, groups, the community and the world in which he lives.

Health is a state that exists when man is free to grow and develop toward his life goals with minimum possible inhibiting stressors and maximum facilitating stressors. Health is relative to the individual and the society in which he lives. When man is aware that his potential to reach his life goals is impeded, he may choose to utilize the health care system. Nursing is one of the resources within the health care system that is available to man.

Nursing's goal is to enhance MAN's ability to grow and develop by maximizing facilitating stressors and minimizing inhibiting stressors. To reach this goal nursing's role is one of health promotion. This role enables nursing to maximize facilitating stressors and minimize inhibiting stressors, even if MAN has not entered the health care system. The functions of this role are:

1. identification of possible stressors, affecting the health of MAN
2. identification of MAN's behavior in response to stressor
3. identification and implementation with MAN of alternatives for action in dealing with stressors
4. evaluation of the effectiveness of alternative approaches and their outcome.

To carry out these functions, nursing uses the nursing process which is a systematic, dynamic method of problem solving requiring well-defined communication skills. The nursing process consists of four components: assessment, planning, implementation and evaluation. The nursing process can be applied in any setting with a focus on the individual, the family or other groups and whole communities. The nurse assesses stressors that inhibit and

facilitate growth and development and attainment of life goals. Anticipating a variety of outcomes, the nurse plans and implements alternative approaches in order to maximize facilitating stressors and minimize inhibiting stressors. Evaluation of the entire process occurs continuously.

Today scientific and medical knowledge is rapidly expanding and societal demands are constantly changing, therefore the nurse must function in a flexible way to meet these changing demands. To be flexible the nurse must think critically. As a critical thinker the nurse uses the nursing process for a research base.

The emerging role of the baccalaureate nurse graduate, in addition to the leadership role, requires sophisticated assessment of facilitating and inhibiting stressors that affect MAN's growth and development. Sophisticated assessment skills enable the baccalaureate graduate to develop a nursing diagnosis that leads to more mutual and measurable alternative plans of action. The baccalaureate nurse graduate will function in this emerging role in any setting with increasing practice in the community.

It is essential that each baccalaureate nurse graduate define a personal nursing philosophy which includes a synthesis of personal view, the views of the school and of the profession. As a responsible individual, the nurse is a contributing member of the community both personally and professionally and is committed to continued learning and professional development.

(N.B. These statements are excerpts from the School's Statement of Philosophy of Nursing.)

The first two years of the program consist of courses prerequisite to the clinical courses in nursing, and general education courses required by the University. These two years are offered on three campuses of the University of Maine system: USM, Orono, and Presque Isle. These two years must be completed in full before degree candidates in nursing matriculate for clinical courses in nursing during the junior and senior years at USM, the home campus of the School.

Admissions to the undergraduate program are through the Admissions Office of the University, and prospective students should refer to the sections in this catalog on admissions policies required by the University. In addition, the Admissions Office implements the policy of the faculty of the School in that policies shall not eliminate an entire category of people, such as high school students, transfers, registered nurses, adult learners, ethnic or religious groups, veterans, and men. Early application is advised because of limited space.

Advanced placement in the undergraduate program is available in several ways. By taking examinations in the College Level Proficiency, one can secure acceptable credit in some of the general and subject examinations. For details, interested persons should contact the Director of Admissions. Credit by examination can be granted in certain courses at the junior level in nursing after admission to the program, provided prerequisite course requirements are met and permission is granted by the chairman of the department offering the course.

In addition to the required University fees and expenses, students of nursing must purchase uniforms (approximately \$100) during the sophomore year. They must also have the use of a car during the junior and senior years.

REQUIREMENTS FOR THE NURSING MAJOR

The student who matriculates at this campus must attain a cumulative average of 2.25 and a minimum of 60 credits to enter the courses at the junior level of the nursing major. Achievement of "C" grade or better must be attained in courses cited as specific requirements for the nursing major as identified in this catalog.

FRESHMAN YEAR

Required

BIO 101	Biological Principles	3
BIO 102	Biological Experiences	1
BIO 111	Human Anatomy and Physiology	3
BIO 112	Practical Human Anatomy and Physiology	1.5
CHEM 101	Chemistry for Health Sciences	3
CHEM 102	Introduction to Laboratory Measurement	1
CHEM 103	Introduction to Organic and Biochemistry	3
CHEM 104	Introductory Organic and Biochemistry Laboratory	1
PSY 101	General Psychology	3
and		
Second PSY Course	Course in Growth & Development (PSY 223 Child Development will fulfill requirement)	3
FINE ARTS		
or		
HUMANITIES		6
ELECTIVE		6
		<hr/>
		34.5

The following requirements are under review by the School. Changes may be made in these requirements for the Class of 1982.

SOPHOMORE YEAR

Required

BIO 281	Human Microbiology & Human Disease	3
BIO 282	Human Microbiology & Human Disease Lab	2
FN 352	Human Nutrition	3
NSG 200	Role of the Nurse	3
SOC 100	Introduction to Sociology	3
and		
ANY 101 or POL 101		
or		
SOC Elective		3
FINE ARTS		
or		
HUMANITIES		6
ELECTIVES		6
		<hr/>
		29

JUNIOR YEAR

Nursing

NSG 301	Medical-Surgical Nursing	7
NSG 302	Medical-Surgical Nursing	7
NSG 303	Nursing of Mothers & Children	7
NSG 304	Nursing of Mothers & Children	7
		<hr/>
		28

SENIOR YEAR

Nursing

NSG 400	Advanced Medical-Surgical Nursing	12
NSG 401	Community Health	3
NSG 402	Community Health Nursing	6
NSG 403	Psychiatric Nursing	6
NSG 404	Seminar in Nursing	2
		<hr/>
		29

In addition to the above, there is a Physical Education requirement of two credits which must be met unless excused in writing by the Dean of the School of Nursing. REC 100 Posture and Efficiency of Movement (0.5 credits) is required for partial fulfillment of the 2 credits.

COURSE DESCRIPTIONS

NSG200 Role of the Nurse

This survey course introduces students to the nursing process (assessment, planning, implementation and evaluation) and its application through examination of physical, biological, social, psychological or cultural facilitating and inhibiting stressors on developmental changes of classmates and the profession of nursing, past, present and future. Prerequisites: Sophomore standing in the School of Nursing or permission of instructor. Cr 3.

NSG 301 Medical-Surgical Nursing

Foundations of nursing care of the adult in order to assess the simple facilitating and inhibiting stressors. Concepts and theories emphasized include: basic human behaviors, developmental theory, communication theory, learning theory, nursing process and health maintenance. Prerequisite: Junior standing in the School of Nursing as described in this catalog. Cr 7.

NSG 302 Medical-Surgical Nursing

The planning, implementing and evaluating of appropriate nursing actions based on the assessed bio-psycho-social and cultural behaviors of the adult. Prerequisite: Junior standing in the School of Nursing as described in this catalog. Cr 7.

NSG303 Nursing of Mothers and Children

A foundation course in family centered nursing. Students apply the nursing process to maximize facilitating stressors and minimize inhibiting stressors in working with infants, children and parents. The major goal is to enhance the growth and development of clients at these age levels. The student is expected to demonstrate basic assessing, planning, implementing, and evaluating, and to use beginning communication skills in settings with fewer and less complicated variables than at Senior level. Prerequisites: Successful completion of general education requirements and School of Nursing requirements for the first two years as outlined in this catalog. Cr 7.

NSG 304 Nursing of Mothers and Children

Course description and prerequisites same as NSG 303.

Cr 7.

NSG 400 Advanced Medical-Surgical Nursing

Use of the nursing process with complex stressors affecting man's growth and development. Emphasis is on current trends in clinical nursing in critical care and long term care. The leadership role including critical thinking, research, and change theory is also emphasized. Prerequisites: NSG 301/302 Medical-Surgical Nursing and NSG 303/304 Nursing of Mothers and Children. Cr 12.

NSG 295 Independent Study in Nursing I

Individualized study in an area of nursing with the permission of the instructor. Cr 2-3.

NSG 395 Independent Study in Nursing II

Individualized study in an area of nursing with the permission of the instructor. Cr 2-3.

NSG 495 Independent Study in Nursing III

Individualized study in an area of nursing with the permission of the instructor. Cr 2-3.

FN 352 Human Nutrition

A course designed to show wherein the given nutrients serve to meet the metabolic processes required for life. Herein a physiologic and biochemical approach is used. Prerequisites: Anatomy and Physiology; General and Organic Chemistry; Biochemistry. Cr 3.

NSG 401 Community Health

Basic content deals with the concepts and principles basic to the development and maintenance of community health. Emphasis is on the use of the epidemiological approach to survey major health issues. Prerequisites: NSG 301, NSG 302, NSG 303, NSG 304. Open to non-nursing students by permission of instructor. Cr 3.

NSG 402 Community Health Nursing

Basic content deals primarily with trends, concepts and processes in community health nursing as well as the functions and responsibilities of the nurse working with individuals and families in the home, school and other community settings. Emphasis is on family-centered nursing and health promotion in all classroom and clinical experiences. Prerequisites: NSG 301, NSG 302, NSG 303, NSG 304. Cr 6.

NSG 403 Psychiatric Nursing

Concepts of nursing behaviors are taught within the overall framework of the nursing process. The focus is on applying psychiatric nursing principles in all settings with a major emphasis on the community. Prerequisites: NSG 200 Role of the Nurse, NSG 301/302 Medical-Surgical Nursing, NSG 303/304 Nursing of Mothers and Children. Cr 6.

NSG 404 Seminar in Nursing

Selected professional and ethical issues are presented and analyzed. Prerequisites: NSG 200 Role of the Nurse, NSG 301/302 Medical-Surgical Nursing, NSG 303/304 Nursing of Mothers and Children. Cr 2.

THE BUREAU OF CONTINUING EDUCATION FOR NURSING

The overall objective of the Bureau is to provide educational programs for nurses in Maine that are designed to (1) stimulate and create an interest in extending their basic education, (2) update their knowledge within specialized areas of nursing care, (3) enhance the leadership capability of nurses, (4) promote better health care to consumers by enhancing the knowledge and skills of the nurse, and (5) create an awareness of the total system of health-care delivery and how their special nursing knowledge and skills can serve imaginatively the health-care delivery system.

The planning and implementation of such programs are based upon identified and projected needs of the learner and society, and are conducted in concert with related health agencies and key advisory people in the State of Maine.

As part of the School of Nursing, the Bureau of Continuing Education for Nursing offers counseling and program guidance to registered nurses interested in pursuing part-time study prior to matriculation into the School of Nursing. Program information may be obtained by contacting Mary Ann Rost, Director, B.C.E.N., University of Southern Maine, Portland campus, (207) 780-4150.

THE FAMILY NURSE ASSOCIATE PROGRAM

The Family Nurse Associate Program is conducted as a non-credit certificate program through the School of Nursing at this University. It is designed to enable the professional nurse to assume an expanded role in providing health care to the family.

The Program has two phases: a six-month pre-phase of directed home study and a subsequent twelve-month period consisting of formal coursework and supervised field experience.

The curriculum is devoted to history-taking, physical examination, simple laboratory procedures, common health problems, public health nursing principles, intensive clinical teaching, and physician-supervised clinical practice in community health facilities.

Program information may be obtained by contacting George L. Pauk, M.D., Program Director, Department of

Community Medicine, Maine Medical Center, 22 Bramhall St., Portland, Maine 04102; tel. (207) 871-2575.

GRADUATE EDUCATION IN NURSING

The School of Nursing and Boston University School of Nursing have established a consortium whereby Boston University's graduate programs are made available at USM. Interested persons holding the prerequisite baccalaureate degree in nursing may wish to make initial contact with the Dean, School of Nursing, University of Southern Maine, 96 Falmouth St., Portland, Maine 04103; tel. (207) 780-4130.

Specific arrangements regarding programs are to be made by contacting directly: Dean Evelyn Elwood, Graduate Studies, Boston University School of Nursing, 635 Commonwealth Avenue, Boston, Massachusetts 02215; tel. (617) 353-3445.

Associate Degree Studies

Director

George P. Connick

Assistant Directors

Samuel G. Andrews

Richard H. Sturgeon

Center Director — Sanford: Lorraine Masure

Center Director — Biddeford: John Pence

Associate Degree Studies, a new academic unit of the University established in 1973, has the responsibility for developing and offering less-than-baccalaureate programs.

Associate Degree Studies, in cooperation with Southern Maine Vocational Technical Institute (SMVTI), is offering off-campus degree programs through York County Community College Services. This joint venture provides less-than-baccalaureate degree opportunities and comprehensive counseling services for citizens of York County.

Programs currently available from the University of Maine are Liberal Arts, Selected Studies, Business Administration, Therapeutic Recreation, and Human Services (Gerontology). Southern Maine Vocational Technical Institute has available programs in Law Enforcement, Building Construction, Electronics Technology, and Secretarial Science. In addition, a joint program in Hotel-Motel Restaurant Management is being offered.

Courses are offered in the early morning, late afternoon, and evening in order to maximize the opportunity for working students to participate. Arrangements made with private colleges, local education agencies, churches and libraries allow the majority of courses to be offered in convenient locations for the student.

Interested persons holding a high school diploma (or its equivalent) or who are 18 years of age may enroll by contacting the local Counseling Offices. Information or literature regarding the available programs may be obtained by contacting:

YCCCS COUNSELING OFFICE

11 Adams Street
Biddeford, Maine
282-4111 or 282-4112

ADMISSIONS OFFICE

USM, 96 Falmouth Street
Portland, Maine 04103
780-4425

OR

YCCCS COUNSELING OFFICE

195 Main Street
Sanford, Maine
324-6012 or 324-6013

ASSOCIATE DEGREE STUDIES

USM, 96 Falmouth Street
Portland, Maine 04103
780-4470

Continuing Education Division

CONTINUING EDUCATION DIVISION

Director of Continuing Education and Summer Session
William G. Mortensen

Associate Director of Continuing Education and Summer Session
William U. Small

John N. Farrar, Director of Counseling, Continuing Education and Summer Session

Cyrus E. Hendren, Counselor

Joanne K. Spear, Continuing Education Specialist

Raymond P. Kane, Director of Conferences and Special Programs

The Continuing Education Division offers a wide range of programs designed to meet the academic and cultural needs of persons working during the day. Courses are held in late afternoon, evening, Saturday, and day and evening summer sessions.

DEGREE STATUS OFFERED THROUGH CED

Degree Candidates

Degree candidates satisfy the same admission requirements as day students. Undergraduates must apply to the Director of Admissions. Graduate students must apply to the Dean of the appropriate college or school.

Deferred Degree Candidates

The Deferred Degree program is offered to those persons interested in following a CED program which may lead to

admission as a degree candidate. Applicants to the Deferred Degree program are required to receive counseling from CED to determine a specific basic program. Candidates who complete a basic program and earn grades applicable for transfer may apply as a regular degree candidate; if accepted, applicable credits may be transferred toward the desired degree.

PROGRAMS OFFERED THROUGH CED

The Continuing Education Division offers many of the academic programs described in specific academic areas of this catalog except School of Law and some undergraduate laboratory courses.

Continuing Education Division's current academic-year enrollment is approximately 4,000 part-time students each semester, and 3,000 students in summer session courses.

DEPARTMENT OF CONFERENCES AND SPECIAL PROGRAMS

The Department of Conferences and Special Programs offers a variety of seminars, institutes, workshops, conferences and short courses throughout the school year. These programs are frequently developed at the request of a group representative, university staff member, or an interested individual.

Special programs are divided into two groups:

A. Professional programs such as:

Certified Program in Small Business Operations
Chartered Life Insurance Underwriters' Course
Legal and Medical Terminology
Veterinary Medicine

B. Personal enrichment courses such as:

Parapsychology
Estate Building
Dance
Antiques
Diet Workshop

Each lecturer or seminar leader is a professional in the given field, and speakers are often recruited from other areas of the United States and Canada. Since this type of public service must be self-supporting, a nominal tuition fee is charged.

Information regarding specialized courses is available from the Department of Conferences and Special Programs, 96 Falmouth Street, Portland, Maine 04103 (Telephone: 780-4045).

CERTIFICATE COURSE "CEU" AWARD SYSTEM

Students completing individual courses in the following Certificate Programs receive Continuing Education Unit (CEU) awards rather than semester-hour credit on grade sheets and permanent records. The CEU is a nationally accepted unit of measurement applicable to non-credit continuing education. CEU courses are generally designed for a specific audience and are often used for professional development in a particular industry or profession. The CEU permits the individual to participate in many kinds of programs while accumulating a uniform record available for future reference.

A CEU is awarded for 10 hours of participation in a program of continuing education.

The CEU system for grade sheets and permanent records of students completing courses of the type provided by the

USM Certificate Programs has been officially adopted by the New England Council of Deans and Directors of Continuing Education.

CERTIFICATE PROGRAM IN QUALITY CONTROL

This series of courses is designed for those who are interested in quality control as it applies to either small or large business.

The program is planned to benefit all personnel engaged in controlling quality and maintaining quality assurance, including working crew leaders as well as supervisory personnel and managers. Individual courses will be of special interest and benefit to manufacturing and product engineers, purchasing agents, production control personnel, material expeditors, inspectors and operators interested in improving their skills and contributing to the manufacture of quality products.

The following subjects are offered in the program:

CSQ 11-51 (12 wks)	Total Quality Control
CSQ 12-51 (12 wks)	Basic Statistics and Inspection Sampling
CSQ 13-51 (10 wks)	Managing Quality Costs
CSQ 14-51 (8 wks)	Purchased Material Control
CSQ 15-51 (6 wks)	Inspection Tools and Gauging
CSQ 16-51 (6 wks)	Govt. Specifications & ASME Quality Requirements
CSQ 17-51 (4 wks)	Quality Problem Solving
NSQ 18-51 (4 wks)	Quality Audits
CSQ 19-51 (4-6 wks)	ASQC Certification Preparation
CSQ 20-51 (8 wks)	Basic Principles of Effective Technical Writing
CSB 12-51 (10 wks)	Human Relations

Courses are designed to be flexible and practical, and are specifically directed to assist the small business community. Subjects are aimed at providing basic tools and techniques for setting up new quality assurance systems, and improving effectiveness of already existing programs. Persons engaged in producing quality in the field of manufacturing or production will find selected courses beneficial.

Selected courses from the Certificate Program in Small Business Management have been incorporated in this program. The class size in all subjects is limited depending upon the type of course offered.

CERTIFICATE PROGRAM IN SMALL BUSINESS MANAGEMENT

This program is designed to meet the specific needs of the small business community. Developed through consultations with educational and professional leaders in the small business field, it provides a comprehensive and pragmatic plan for managing a business. Techniques transmitted should enable the small business entrepreneur to operate a more efficient business, develop the potential of employees, and plan more effective strategies for the future.

Subjects of the program are designed to be flexible and practical from the standpoint of the needs of small business. For the most part, courses will be directed to the practical as opposed to the theoretical aspects of current business practices. A "Certificate of Completion" rather

than degree credit will be awarded to those who successfully complete the Certificate Program.

A total of 12 CEU's must be earned as well as successful completion of two seminars to obtain a certificate.

The following courses are offered in the program:

CSB 10-51 (10 wks)	Management Topics
CSB 11-51 (8 wks)	Maintaining Financial Control of Your Business
CSB 12-51 (10 wks)	Human Relations
CSB 13-51 (8 wks)	Sales and Marketing
CSB 14-51 (8 wks)	Small Business Operations
CSB 15-51 (6 wks)	Case Studies

SUGGESTED SEMINARS:

Data Processing: An Aid to Managing A Small Business
Financing Small Business
International Marketing
Math Skills Important to the Small Business
Quality Control for a Quality Product
Getting Started I: Starting from Scratch - product, site, financing
Getting Started II: Buying a Going Concern - analysis, valuation, negotiation
Public Relations
Estate Planning
Women in Small Business

CERTIFICATE PROGRAM FOR PRACTICING SECRETARIES

A Certificate Program for Practicing Secretaries has been offered at USM for several years, but is currently being revised to respond to changing needs of today's secretaries. However, the following courses will continue to be offered during the revision process:

Secretarial Procedures
Introduction to Law and Legal Terminology
Basic Study of Medical Terminology

For further information regarding any of the Certificate Programs, please contact the Department of Conferences and Special Programs, 780-4045.

VOCATIONAL-TECHNICAL EDUCATION PROGRAM

A program recognizing Industrial and Occupational Experience and awarding college credit through part-time evening and summer courses leading to a Bachelor of Science degree in Vocational Education or Technology is designed to:

- prepare instructors for the teaching of vocational and/or technical subjects in high schools and post-secondary schools;
- or provide non-teaching majors an opportunity to pursue a college program leading to a degree which recognizes trade and technical competencies and provides knowledge in business and industry leading to supervisory, technical, or middle-management positions.

For additional information and a brochure, contact:

Dr. Arthur O. Berry
Coordinator of Vocational-Technical Education, USM
Gorham, Maine 04038

PUBLIC SERVICE FACILITIES OF THE UNIVERSITY

Meetings of educational value—whether their primary purpose may be to impart information, solve problems, upgrade professional skills, further some aspect of education, or develop a greater understanding of current problems—are a part of the total educational program of the University.

The University offers facilities at both campuses for conferences, institutes, seminars, workshops, and training programs sponsored by outside groups. Thousands of persons each year take advantage of the resources and facilities offered by the University to such groups. The

Department of Conferences and Special Programs is responsible for coordinating these activities for external groups, providing such services as scheduling of facilities, arranging for food and housing, obtaining audio-visual equipment, and assembling conference packets. The Department also provides the public with up-to-date information about non-credit events taking place in the University. The Department of Conferences and Special Programs is therefore a central clearing house for non-credit information as well as a resource for the technical assistance and coordination necessary to facilitate successful conferences and seminars.

Reserve Officers Training Corps (ROTC)

ROTC offers male and female students at USM an opportunity to earn a commission in the United States Army at the same time as they earn the Baccalaureate degree. USM students are able to opt for an Army ROTC program with courses given on the USM campus under the auspices of the University of Maine at Orono's Department of Military Science. Students register for approximately two hours a week of Military Science courses as part of their regular USM curriculum. However, grades and credits are issued through the University of Maine at Orono. For further information on Army ROTC at USM, contact the Department of Military Science at the University of Maine, Orono, Maine 04473. Contact your USM School or College Dean to determine applicability of ROTC credits toward your degree.

CURRICULUM

The complete ROTC program consists of a Basic Course and an Advanced Course. Normally, the Basic Course is taken during the student's freshman and sophomore years. However, other students may enroll in the Basic Course by receiving permission from the professor of Military Science. Students who have received previous military training (veterans, military academies, Junior ROTC, etc.) may be granted credit for the Basic Course or portions thereof as determined by the professor of Military Science.

Students who complete or receive credit for the Basic Course may apply to the professor of Military Science for admission to the Advanced Course. If admitted, the student is enlisted in the Army Reserves and receives \$100 per month during the junior and senior year. Students who complete the Advanced Course are appointed second lieutenants in the United States Army. MT 11, 21, 31 and 41 will be offered during the year 1978-79. MT 12, 22, 32 and 42 will be offered in the year 1979-80. MT 27, 28 and 29 are offered every year.

COURSE DESCRIPTIONS

The Basic Course

To complete the Basic Course, the student must complete the core curriculum or the student must complete ROTC Basic Camp (MT 29). The core curriculum consists of MT 11, 12, 21 and 22. The student may enter the Basic Course

by taking any of the courses listed below, provided the course is listed in the Schedule of Classes for the semester concerned.

UMO-MT 11 Introduction to ROTC and the U.S. Army

The purpose and organization of the ROTC program. The role of officers. Customs, courtesies, and traditions. An overview of the defense establishment. The importance of the Reserve Components (U.S. Army Reserve and Army National Guard). Future direction of the U.S. Army. Participation in Leadership Laboratory is required. Cr 1.

UMO-MT 12 National Security

The principles of war. Technological advances and their influence on warfare. Organization of the U.S. Army and the national defense structure. Factors and instruments of national power and the attainment of national objectives. Participation in Leadership Laboratory on occasional weekends is required. Cr 1.

UMO-MT 21 Map Reading and Squad Tactics

Reading and interpreting maps and aerial photographs. Marginal information, map grid coordinates, scale and distance, directions, use of the compass, intersection/resection, elevation and relief, GM angle, and map substitutes. Rifle squad organization. Squad movement techniques and actions on contact. Hand and arm signals, field fortifications camouflage and concealment, and techniques of fire. Estimate of the situation, rifle squad in the attack, and rifle squad in the defense. Infantry-tank teams. Patrolling. Participation in Leadership Laboratory on occasional weekends is required. Cr 2.

UMO-MT 22 American Military History

Development of the United States military system from colonial times to present. Examination of the principles of war and how they impact on military organizations and tactics. Participation in Leadership Laboratory on occasional weekends is required. Cr 2.

UMO-MT 27 Winter Survival School

A five day school conducted at Brunswick Naval Air Station and in the Rangeley area by the U.S. Navy. Transportation is provided by the Army. Instruction and practical experience in winter survival equipment and techniques. Enhancement of the student's self-confidence in his/her ability to survive in an extremely rigorous environment. Offered during January. Students apply for enrollment to the professor of Military Science during December. Cr 0; Pass/Fail

UMO-MT 28 Airborne School

A three week school conducted at Fort Benning, Georgia. Available only to students in the ROTC program. Students who graduate are awarded the Army Parachutist Badge.

Cr 0; Pass/Fail

UMO-MT 29 ROTC Basic Camp

A six week summer camp conducted at Fort Knox, Kentucky. The student receives pay, and travel costs are defrayed by the Army. The environment is rigorous, and is similar to Army Basic Training. No military obligation incurred. Training includes the role and mission of the U.S. Army, map reading and land navigation, first aid, marksmanship, leadership, physical training, drill and parades, and tactics. Completion of MT 29 satisfies all Basic Course requirements. Three different cycles offered during the summer, but candidates are accepted only during the first two months of the spring semester. Participation in a physical fitness program during the spring semester is required. Students apply for enrollment to the professor of Military Science. Selection for attendance is based on qualifications and merit.

Cr 6.

The Advanced Course

The courses listed below are required for completion of the Advanced Course. In addition, students are required to attend a six-week ROTC Advanced Camp at Fort Bragg, North Carolina between their junior and senior year. In exceptional cases, ROTC Advanced Camp may be deferred by the professor of Military Science until the student completes the senior year. Selected students may attend Ranger School in lieu of ROTC Advanced Camp.

UMO-MT 31 Leadership

Exposure to the branches of the Army. How to plan and conduct military instruction. Exposure to the various leadership theories and to the leadership environment.

Fundamentals of leadership, human behavior, communication, and contemporary human problems. Participation in Leadership Laboratory on occasional weekends is required.

Cr 3.

UMO-MT 32 Advanced Tactics

Exposure to military equipment and military tactics at the squad, platoon, and company level. Completion of Advanced Camp prerequisites. Participation in Leadership Laboratory on occasional weekends is required.

Cr 2.

UMO-MT 41 Military Management

Exposure to military law. Analysis of legal problems facing small unit leaders. The Code of Conduct. Management theory. Motivation theory. Training, personnel, and logistics management practices. Management by Objective (MBO) and Organizational Effectiveness (OE). The Modern Volunteer Army (MVA) and total Army goals. Participation in Leadership Laboratory on occasional weekends is required.

Cr 2.

UMO-MT 42 Operations and Seminar

Exposure to larger unit operations at the brigade and battalion level. Sequence of command and staff actions—the problem solving process. Organization of the division, brigade, and battalion. Preparation of combat orders. Discussion of current military problems in the leadership/management area. Case studies. Participation in Leadership Laboratory on occasional weekends is required.

Cr 3.

UMO-MTL Leadership Laboratory

Leadership Lab is a requirement for all regular program cadets. The purpose of Leadership Lab is to provide the environment wherein each cadet can develop and improve military leadership skills. Continuous counseling and periodic evaluation of cadet performance are the primary methods used. (In case of class conflicts, an alternate Leadership Lab will be arranged to meet student requirements.)

School of Law

The School of Law is located on the Portland campus of the University of Southern Maine. The school is a charter member of the Association of American Law Schools, and is on the fully approved list of the American Bar Association. As an element of the University of Maine, the school is accredited by the New England Association of Schools and Colleges, Inc. The curriculum is taught by a resident faculty of sixteen, with a student body of 240.

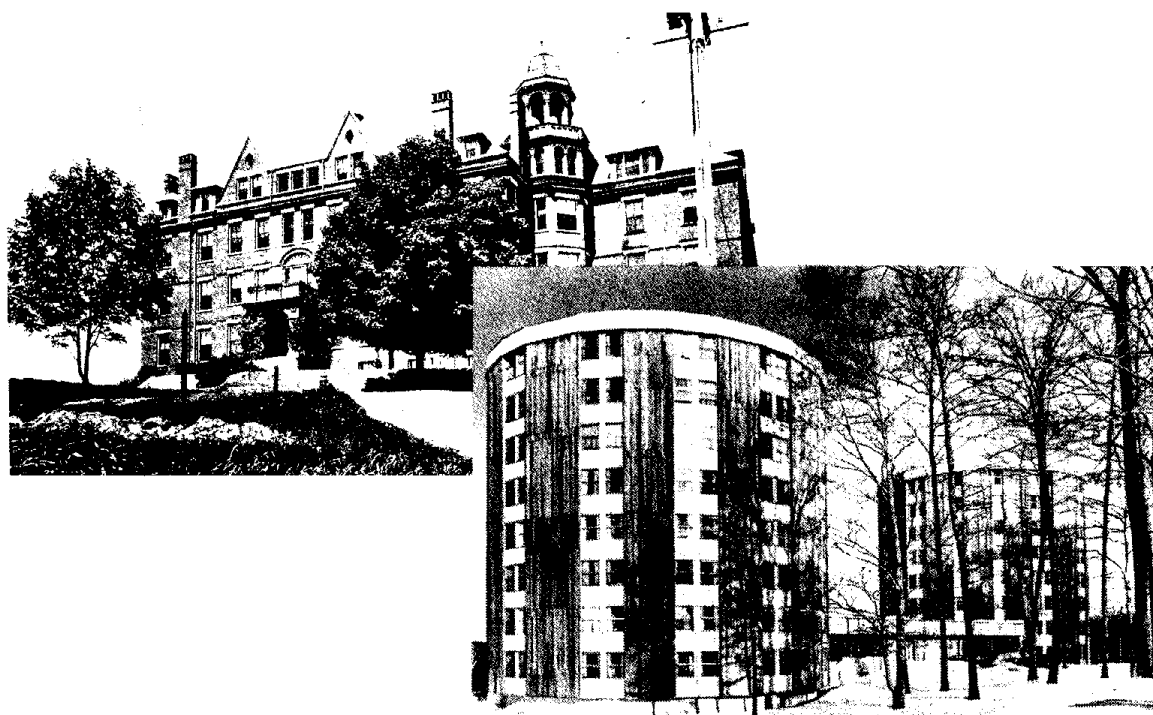
For more information, please write to Registrar, University of Maine School of Law, 246 Deering Avenue, Portland, Maine 04102.

USM Alumni Association

The Alumni Association of the University of Southern Maine, under the leadership of Executive Director Anne M. Theriault, enrolls more than 15,000 members, representing alumni of Gorham Normal School, Gorham State Teachers College, Portland Junior College, Portland University, University of Maine in Portland, Gorham State College, Gorham State College of the University of Maine, and the University of Maine at Portland-Gorham.

Alumni offices are maintained at 24 College Avenue on the Gorham Campus, and at Alumni House on the Portland Campus. The Alumni Association of USM works from these two centers to expand the tradition of service both to the alumni and to the USM community, carrying on a tradition established some 90 years ago at the Gorham Campus, and more recently at the Portland Campus. Students are urged to visit both Alumni Offices and to get acquainted with the personnel and programs of the Alumni Association of USM before graduation. All students, as well as former students, are cordially welcomed at both locations.

The Alumni House on the Portland Campus, also known as the Deering Farmhouse, is an approved Greater Portland Landmark. Criteria for such approval is a minimum age of fifty years, physical condition displaying original architectural intent and reasonable documentation of the date of construction and history.



Landmark Dates in the Development of USM

- 1773—Construction date of the *McLellan House*, considered to be the oldest brick house in the State of Maine and the oldest building still used by USM. It was purchased and renovated by Gorham State College in 1966 and is currently operated as a residence dormitory.
- 1805—The approximate date of the construction of the *Alumni Center* on the Portland Campus. In 1947 it was acquired by purchase of part of the Deering Estate by the trustees of Portland Junior College and has been used for offices ever since.
- 1807—Construction date of the *Academy Building*. Built to house the original Gorham Academy, it was presented to the State of Maine in 1895. In 1966 it was renovated to contain studios, offices, and classrooms for the Art Department.
- 1821—Construction date of the *Art Gallery*, originally built as the Gorham Town Hall. Acquired by Gorham State Teachers College in 1961 for use as a student chapel, it now houses the Gorham Campus Art Gallery.
- 1878—Establishment of *Western Maine Normal School* at Gorham by the Maine Legislature.
 - Corthell Hall* built by the Town of Gorham on a site purchased by the Trustees of Gorham Seminary. This Hall together with the Seminary and the real estate involved were transferred to the State in dedicatory exercises on January 26, 1878.
 - Dr. William Corthell* appointed first President of the institution. The building bearing his name now houses administrative offices, information desk, classrooms and office of the Music Department, and the Museum of Man.
 - The *Normal School* opened on January 29, 1879 with six faculty members and 85 students. The first class graduated January 1880.
- 1894—*Gorham Seminary* used as first Boarding House burned.
- 1897—Construction of *Robie Hall*, the first unit of the Robie-Andrews Halls dormitory complex. Robie Hall is named for Governor Frederick Robie, an early benefactor of Gorham.
- 1905—Inauguration of *Dr. Walter F. Russell* as the second President of Western Maine Normal School. He served in this office for 35 years, from 1905 to 1940.
 - Addition to *Corthell Hall* making it its present size.
- 1906—The *President's Residence* constructed on the Gorham Campus.

- 1911—The *Industrial Arts Program* established at Gorham.
- 1916—*Andrews Hall* constructed. It is named for Professor Emerita of Music, Miriam Andrews. The dormitory complex called Robie-Andrews Halls contains accommodations for 200 resident women students. Andrews Hall also contains classrooms and laboratories of the audio-visual education program.
- 1921—Legislature granted charter for *Portland University*, the corporate name of Portland University Law School and Portland University College of Business Administration.
- 1925—Program for *Junior High School preparation* initiated at Gorham.
- 1927—Graduation date of the first class in the *Kindergarten-Primary Program* at Gorham.
- 1931—Construction date of *Russell Hall*, named for the second President at Gorham. It now contains a 500-seat auditorium with stage, workshop facilities, offices for the Theatre Department, and a small gymnasium for various recreational activities.
- 1933—*Portland University Extension Courses, Inc.*, established by State charter. Name authorized in 1935 to be Portland Junior College.
- 1938—*Baccalaureate degrees* awarded to the first graduates of a full four-year program at Gorham.
- 1940—Inauguration of *Dr. Francis L. Bailey* as third President at Gorham. He served for 20 years, from 1940 to 1960.
- 1945—*Gorham State Teachers College* adopted as the new name of the Gorham institution.
- 1947—Part of the former Deering Estate purchased as a campus for *Portland Junior College*, which had previously utilized rented quarters. The land purchased forms the nucleus of the present Portland Campus of USM.
- The present *University Bookstore Building*, a military war-surplus building, disassembled at its original location, brought by barge to Portland, and reassembled at its present location on the Portland Campus, together with several other buildings which are no longer standing.
- 1955—*Woodward Hall* constructed to provide dormitory accommodations for 96 resident men students. It was named for a former Vice-President of Gorham, Louis B. Woodward.
- 1956—A *Music Education Program*, to prepare supervisors and teachers of music for the public schools, established at Gorham.
- 1957—The *University of Maine in Portland* established by the Maine Legislature, making the former property of Portland Junior College a part of the University of Maine. Until 1961, only the first two years of the academic programs of the University's College of Liberal Arts and College of Education were available, together with the freshman year of several other University of Maine programs.
- 1958—*Dean Luther I. Bonney*, long-time Dean of Portland Junior College, appointed Dean Emeritus by the University of Maine Board of Trustees, retroactive to July 1, 1957.
- Dr. William L. Irvine* appointed Dean of the University of Maine in Portland. He served in this position for three years until 1961.
 - An *Art Education Program*, to prepare supervisors and teachers of art for the public schools, established at Gorham.
 - The *Science Wing of Bailey Hall*, the first unit of the present Bailey Hall complex, constructed at Gorham. It contains classrooms, laboratories, a greenhouse, a science museum, and offices for various physical and biological scientific disciplines.
- 1960—*Payson Smith Hall* constructed at the Portland Campus and named in honor of a prominent Maine educator who had also served with distinction as Commissioner of Education for the Commonwealth of Massachusetts. The lower level contains a large cafeteria, a formal dining room called the College Room, and a small seminar dining room. The main floor now houses the Portland offices for personnel, the registrar, the campus business personnel, student affairs, student aid, testing and counseling, placement, and other services, as well as the Continuing Education Division. The upper floors contain classrooms, a language laboratory; physics, chemistry, organic chemistry, and geology laboratories; a science lecture hall; and some faculty offices.
- Upton Hall* constructed at Gorham to provide added dormitory and lounge accommodations for women students. It also now houses the Health Center and the Bookstore. The building is named for a long-time faculty member, Miss Ethelyn Upton. A second unit, making up the Upton-Hastings complex, was added in 1968.
 - Dr. Kenneth T. H. Brooks* inaugurated as President of Gorham State Teachers College. He served for 10 years, from 1960 to 1970.
- 1961—The merger of *Portland University* and the University of Maine in Portland approved by the Maine Legislature. Portland University had already established a baccalaureate program in Business Administration and a professional School of Law. Following the merger, the latter program was reorganized and developed into the University of Maine School of Law, housed from 1961-72 in the former Portland University building on High Street in downtown Portland. The four-year undergraduate program in Business Administration was moved to the Portland Campus, to become the first four-year program of the University of Maine to be offered in this area. This program has now evolved into the USM School of Business and Economics.
- The *Library Wing of Bailey Hall* constructed. The library section provides reading areas, conference rooms, a study-smoker, and a music-listening area. The east side of the building contains classrooms, conference rooms, faculty offices, and facilities for closed-circuit television.
 - William L. Whiting* appointed Dean of the University of Maine in Portland. He served in this capacity for four years, from 1961 to 1965.
 - Evening College* established at Gorham.
 - Renovation of *Corthell Hall*.

- 1962—Establishment of the *Continuing Education Division* at the University of Maine in Portland. Under the direction of John M. Blake, former Dean of Portland University, acting as a special assistant to the President of the University of Maine, the previous evening program of Portland University and the Portland extension courses of the University of Maine were consolidated and expanded into a coordinated program.
- Dr. Robert York appointed Dean of Academic Affairs at Gorham. Served to 1970.
 - Edward Godfrey became Dean of the Law School. Served to
- 1963—Construction of *Warren G. Hill Gymnasium* at Gorham. Named for a former Maine Commissioner of Education and graduate of Gorham, the 2,500-seat gymnasium provides facilities for men's and women's physical education, locker rooms, classrooms, and offices for Health Services and Gorham members of the Division of Physical Education and Intercollegiate Athletics.
- Anderson Hall* constructed at Gorham. Named for Hayden L. V. Anderson, alumnus of Gorham and former Executive Director of Professional Services for the Maine Department of Education, it contains lounges, study areas and dormitory accommodations for 100 resident men students.
- 1964—A *Graduate School* established at Gorham.
- 1965—*Gorham State College* adopted as the official name of the institution at Gorham.
- Dr. David R. Fink, Jr., appointed Dean of the University of Maine in Portland. After serving as Dean for three years, he was promoted to Provost by the Board of Trustees in 1968, in which position he served until joining the Chancellor's staff in 1970.
 - Construction of the *Industrial Education and Technology Center* at Gorham. It contains offices, classrooms, and laboratories for conducting programs in industrial arts and vocational-industrial teacher education, providing facilities to teach concepts in the manufacturing, construction, power-transportation, electrical-electronics, graphic communications, and service industries.
 - Dedication of *Luther I. Bonney Hall* at Portland, a five-story building named in honor of the Dean Emeritus of the Portland Campus. The main floor contains academic administrative offices and Luther Bonney Auditorium, a modern, air-conditioned lecture hall seating 250 persons. The upper floors contain classrooms, seminar rooms, faculty offices, and specialized quarters for art studios, choral groups, closed-circuit and other instructional television, and other audio-visual aids.
 - Opening of the *Library Wing of Bonney Hall* at Portland. In addition to plentiful study carrels, four rooms called the Quattro Galleries, containing shifting art exhibits and comfortable furniture, provide facilities for smoking, recreational reading, listening to recorded music, and other functions.
- 1966—A *Secondary Education* program established at Gorham.
- 1967—A baccalaureate program in the *Liberal Arts* established at Gorham.
- 1968—Establishment of Gorham State College as a unit of the University of Maine with the official title of *Gorham State College of the University of Maine*.
- Hastings Hall* constructed at Gorham and named for a long-time faculty member, Miss Mary Hastings. The complex of Upton-Hastings Halls contains lounges and dormitory accommodations for 300 resident women students.
 - Acquisition of scattered houses or house lots in the vicinity of Bedford Street and Chamberlain Avenue in Portland to provide quarters for the *Student Union* and various administrative or faculty offices and to enlarge student parking facilities.
- 1969—Opening of the *Portland Campus Gymnasium and Physical Education Building*. The main gymnasium can seat 2,800 spectators. The building also contains offices, classrooms, Health Center offices, examination rooms, a general purpose corrective and adaptive room, a dance room for women, and a small auxiliary gym for a variety of activities. Two squash courts and two handball courts are located in a wing on the lower level behind the main building.
- Opening of the *Science Building* at the Portland Campus. The main tower of the Science Building, six stories high, has facilities for students in the engineering programs, as described in this catalog, on the ground floor; laboratories for the various biological sciences, as well as offices, seminar rooms, and classrooms, on the second, third, and fourth floors; laboratories and other facilities for the courses in psychology on the fifth floor; and quarters for experimental animals, as well as a greenhouse for botanical specimens, on the sixth floor. In the two-story wing, the *Southworth Planetarium* is located on the lower- and ground-floor levels. The *Portland Computer Center*, ringed about with faculty offices, occupies the second-floor space directly above the Southworth Planetarium.
 - Rapid increase in the *Baccalaureate Degree* programs offered at the Portland Campus. The facilities offered by the new buildings, coupled with the marked increase in faculty and student body, enabled the University Board of Trustees to authorize, at successive meetings during this period between 1965 and 1970, a number of added programs leading to a baccalaureate degree, with majors in various arts and sciences.
 - Opening of the *Classroom Wing of Bailey Hall* at Gorham. This final unit of Bailey Hall contains a 200-seat multi-purpose lecture hall, a student lounge, classrooms, and academic and faculty offices.
 - Bachelor of Arts* degrees awarded to the first group of candidates completing this new program at Gorham.
 - Location of the *School of Nursing* changed from Orono to Portland July 1.
- 1970—Dean Edward S. Godfrey of the School of Law appointed to serve as Acting Provost of the Portland Campus for the final semester before the administrative formation of the University of Maine at Portland-Gorham on July 1, 1970.

- Dr. William J. MacLeod*, Professor of Philosophy, appointed Acting President of the University of Maine at Portland-Gorham on July 1, 1970. Dr. MacLeod served for one year during the period of administrative merger of the former University of Maine in Portland, the University of Maine School of Law, and Gorham State College of the University of Maine.
- Dr. Kenneth T. H. Brooks*, former President of Gorham State College of the University of Maine, created University Professor of Education.
- Opening of the *Dining Center* at the Gorham Campus. It contains a 900-seat dining hall, faculty and Presidential dining rooms, a snack bar, and a student lounge, together with offices and conference rooms for student organizations and activities.
- Opening of the *Tower Residences* at the Gorham Campus. These twin high-rise student residences provide accommodations for 380, with lounge and study facilities.
- 1971—*Dr. Louis J. P. Calisti* appointed the first President of the University of Maine at Portland-Gorham, effective July 1, 1971. Dr. William J. MacLeod at the same time assumed office as Vice President for Academic Affairs. Dr. Gordon S. Bigelow assumed office as Vice President for Student Affairs.
- Academic reorganization of the University of Maine at Portland-Gorham*, as a single, integrated University, completed at the opening of the academic year in September 1971. Shuttle-bus transportation permitting students to schedule courses on either campus was established at the same time.
- 1972—Moving of the University of Maine School of Law to its new home in the lower floors of the seven-story School of Law and Center for Research and Advanced Study at 246 Deering Avenue, opposite the Portland Campus.
- The Center for Research and Advanced Study was established at 246 Deering Avenue under the direction of *Halsey Smith*.
- 1973—*Walter P. Fridinger* became Acting President of UMPG in January, following the resignation of *President Louis J. P. Calisti* on January 1, 1973.
- UMPG officially became accredited with full membership in the New England Association of Schools and Colleges for a period of three years. Prior to this time the Gorham campus had been separately accredited and the Portland campus had shared accreditation as part of the Orono campus accreditation.
- The Dickey and Wood Tower Dormitories were officially named in honor of *Miss Edna F. Dickey*, who became Associate Professor Emerita of History, and *Miss Esther E. Wood*, who became Associate Professor Emerita of Social Sciences, after contributing a total of 69 years of service.
- Dr. N. Edd Miller* appointed the second President of the University of Maine at Portland-Gorham. He served from November 1973 to January 1978.
- York County Community College* started.
- Establishment of *Division of Physical Education and Intercollegiate Athletics*.
- 1974—*The Bachelor of Fine Arts* degree program established in the *College of Arts and Sciences*, which had been previously known as the College of Liberal Arts.
- 1975—*The College of Education* formally established as a result of a reorganization of the former *School of Education* to meet the needs of the coming decade.
- 1977—*Centrex System* installed.
- Renovation of *Robie-Andrews* complex.
- 1978—The Board of Trustees changed the name of UMPG to the University of Southern Maine, effective July 1, 1978.

**OFFICERS OF ADMINISTRATION
of the
UNIVERSITY OF SOUTHERN MAINE**

Acting President

Kenneth W. Allen, 65 Exeter Street, Portland† tel: 780-4480

Assistant to the President

William B. Wise, 65 Exeter Street, Portland† tel: 780-4482

Acting Vice President for Academic Affairs

John W. Bay, 65 Exeter Street, Portland† tel: 780-4485

Vice President for Educational Services

Gordon S. Bigelow, 130 Payson Smith Hall, Portland† tel: 780-4035

Vice President for Finance and Administration

Walter P. Fridinger, 625 Research Center, Portland† tel: 780-4444

Acting Director of the Center for Research and Advanced Study

William F. Julavits, 401 Research Center, Portland† tel: 780-4411

Administrative Staff of the President

Administrative Assistant to the President: Virginia L. Emery, 65 Exeter Street, Portland† tel: 780-4480

Director of Public Information (Publications): Roger V. Snow, Jr., 25 Washburn Avenue, Portland† tel: 780-4200

Director of Physical Education and Intercollegiate Athletics: Richard A. Costello, 108 Hill Gymnasium, Gorham* tel: 780-5430

Acting Director of Equal Employment Opportunity: Beth A. Warren, 11 Granite St., Portland† tel: 780-4156

Executive Director of the University of Southern Maine Alumni Association: Anne M. Theriault, Alumni House, Portland† tel: 780-4110; 24 College Avenue, Gorham* tel: 780-5451

Administrative Staff of the Vice President for Academic Affairs

Director of Associate Degree Studies: George P. Connick, 415 Research Center, Portland† tel: 780-4470

Director of Educational Media: Allen W. Milbury, Bailey Hall Basement, Gorham* tel: 780-5356

University Librarian: Clifton F. Giles, Jr., Gorham Campus Library, Gorham* tel: 780-5340

University Archivist: Marjorie A. Duval, Portland Campus Library, Portland† tel: 780-4725

Director of Continuing Education and Summer Session: William G. Mortensen, 119 Payson Smith Hall, Portland† tel: 780-4040

Director of Conferences and Special Programs: Raymond P. Kane, 119 Payson Smith Hall, Portland† Tel: 780-4045

Director of Counseling: John N. Farrar, 119 Payson Smith Hall, Portland† tel: 780-4040

Administrative Staff of the Vice President for Educational Services

Director of Student Affairs: Kathleen M. Bouchard, 108-A Corthell Hall, Gorham* tel: 780-5240

Coordinator of Residence Life: Charles H. Lamb, 108 Corthell Hall, Gorham* tel: 780-5240

Coordinator of Student Activities/New Student Programs: Domenica Cipollone, Student Union, Portland† tel: 780-4090; Student Center, Gorham* tel: 780-5470

A.R.A. Food Services: Mark Whitehead, Dining Center, Gorham* tel: 780-5420

Director of Admissions: William J. Munsey, 228 Deering Avenue, Portland† tel: 780-4125

Director of Counseling and Career Development: Ira H. Hymoff, 122 Payson Smith Hall, Portland† tel: 780-4050

Director of Financial Aid: Bruce Johnson, 201 Corthell Hall, Gorham* tel: 780-5250

Registrar: John F. Keysor, 113 Corthell Hall, Gorham* tel: 780-5230

Director of Publications (Public Information): Roger V. Snow Jr., 25 Washburn Avenue, Portland† tel: 780-4200

Administrative Staff of the Vice President for Finance and Administration

Business Manager: William B. Bullock, 103 Payson Smith Hall, Portland† tel: 780-4026

Director of Department of Facilities Management: John T. Kazenski, 6 Portland Gymnasium, Portland† tel: 780-4160

Director of Personnel: Mary A. Yalouris, 106 Payson Smith Hall, Portland† tel: 780-4030; 105 Corthell Hall, Gorham* tel: 780-5260

Director of Police and Safety: Horatio A. Quinn, 129 Bonney Hall, Portland† and Corthell Basement, Gorham* tel: 780-5211

Administrative Staff of the Director of the Center for Research and Advanced Study

Director of Contracts and Grants: Eugene B. Pranger, 403 Research Center, Portland† tel: 780-4411

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†For mailing address, add: USM, 96 Falmouth Street, Portland, Maine 04103.

The University has a CENTREX telephone system which allows direct access to individuals and departments. When these numbers are not known, the main switchboard telephone number is (207) 780-4141.

ACADEMIC ADMINISTRATIVE STRUCTURE OF UNDERGRADUATE AND GRADUATE COLLEGES AND SCHOOLS

ASSOCIATE DEGREE STUDIES

Director, George P. Connick, 422 Research Center, Portland† tel: 780-4470
Assistant Director: Samuel G. Andrews, 420 Research Center, Portland† tel: 780-4470
Assistant Director: Richard H. Sturgeon, 418 Research Center, Portland† tel: 780-4470
Coordinator of Associate Degree Studies Writing Program: Robert Lemelin, 419 Research Center, Portland† tel: 780-4470

COLLEGE OF ARTS AND SCIENCES

Acting Dean: Paulette French, 113 Bonney Hall, Portland† tel: 780-4220
Assistant Dean: Joseph F. Hearn, 123 Bonney Hall, Portland† tel: 780-4229
Assistant Dean: Eugene P. A. Schleh, 300-B Bailey Hall, Gorham* tel: 780-5320
Chairman, Art Department: Juris K. Ubans, Ground Floor, Robie-Andrews Hall, Gorham* tel: 780-5467
Chairman, Biology Department: Helen L. Greenwood, 314 Science Building, Portland† tel: 780-4265
Chairman, Chemistry Department: Alan G. Smith, 363-A Science Building, Portland† tel: 780-4232
Chairman, Communication Department: Russell J. Kivatsky, 120 Bedford St., Portland† tel: 780-4108
Chairman, Earth Sciences, Physics & Engineering Department: Parnell S. Hare, Science Building, Portland† tel: 780-4230
Chairman, English Department: Ernest E. Weeks, 200-G Bailey Hall, Gorham* tel: 780-5330
Chairman, Foreign Language & Classics Department: Monique Y. Crochet, 517 Bonney Hall, Portland† tel: 780-5330
Chairman, Geography and Anthropology Department: Judy Tizon, 320-E Bailey Hall, Gorham* tel: 780-5320
Chairman, History Department: Craig Dietrich, 38 Chamberlain Ave., Portland† tel: 780-4192
Chairman, Mathematics & Computer Science Department: Maurice J. Chabot, 230 Science Building, Portland† tel: 780-4247
Chairman, Music Department: Ronald F. Cole, 310 Corthell Hall, Gorham* tel: 780-5265
Chairman, Philosophy Department: Joseph Grange, 224 Science Building, Portland* tel: 780-4241
Chairman, Political Science Department: Irving D. Fisher, 38 Chamberlain Ave., Portland† tel: 780-4193
Chairman, Psychology Department: Estelita L. Saldanha, 510 Science Building, Portland† tel: 780-4255
Chairman, Social Welfare Department: Joseph D. Kreisler, 7 Chamberlain Ave., Portland† tel: 780-4120
Chairman, Sociology Department: David C. Fullam, 120 Bedford Street, Portland† tel: 780-4100
Chairman, Theater Department: Walter R. Stump, Russell Hall, Gorham* tel: 780-5481
Coordinator, Criminal Justice Program: Peter M. Lehman, 120 Bedford St., Portland† tel: 780-4105
Director, Art Gallery: Juris K. Ubans, Ground Floor, Robie-Andrews Hall, Gorham* tel: 780-5467
Director, Museum of Man: Robert J. French, 320-C Bailey Hall, Gorham* tel: 780-5320
Director, Southworth Planetarium: George H. Ayers, 314 Bailey Hall, Gorham* tel: 780-5350

COLLEGE OF EDUCATION

Acting Dean: George F. Hackett, 408 Bailey Hall, Gorham* tel: 780-5371
Director, Division of Undergraduate Studies: Bruce A. Allen, 509 Bailey Hall, Gorham* tel: 780-5300
Coordinator, Industrial Education and Technology: Richard H. Carter, 101 Industrial Education Center, Gorham* tel: 780-5440
Coordinator, Vocational-Technical Education: Arthur O. Berry, 103 Industrial Education Center, Gorham* tel: 780-5441
Director, Division of Advanced Studies: George F. Hackett, 407 Bailey Hall, Gorham* tel: 780-5306
Coordinator, Administration: Loren W. Downey, 119 Bailey Hall, Gorham* tel: 780-5326
Coordinator, Adult Education: James M. Whitten, 400-C Bailey Hall, Gorham* tel: 780-5310
Coordinator, Professional Teacher Program: Floyd B. Chronister, 400-A Bailey Hall, Gorham* tel: 780-5310
Coordinator, Counselor Education: Robert S. Southworth, 400-D Bailey Hall, Gorham* tel: 780-5310
Coordinator, Industrial Education: Arthur O. Berry, 103 Industrial Education Center, Gorham* tel: 780-5441
Coordinator, Reading: Michael P. O'Donnell, 400-F Bailey Hall, Gorham* tel: 780-5310
Director, In-Service Programs: A. Nye Bemis, 119 Bailey Hall, Gorham* tel: 780-5326

SCHOOL OF BUSINESS AND ECONOMICS

Acting Dean: Robert W. Findlay, 100 Payson Smith Hall, Portland† tel: 780-4020
Chairman, Baccalaureate Program in Business Administration:
Chairman, Associate Program in Business Administration: Richard L. McKeil, 118 Bedford Street, Portland† tel: 780-4181
Chairman, Economics Department: Robert McMahon, 121 Bonney Hall, Portland† tel: 780-4330

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SCHOOL OF NURSING

Acting Dean: Judith T. Stone, 55 Exeter Street, Portland† tel: 780-4130

Chairman, Advanced Medical-Surgical Nursing: Ann P. Ellis, 61 Exeter Street, Portland† tel: 780-4136

Chairman, Community Health Nursing: Jacqueline Edgecomb, 39 Exeter Street, Portland† tel: 780-4138

Chairman, Maternal and Child Health Nursing: Rosemary Bellone, 11 Granite St., Portland† tel: 780-4142

Chairman, Medical-Surgical Nursing: Jeanne G. Normandeau, 57 Exeter Street, Portland† tel: 780-4144

Chairman, Psychiatric Nursing: Jean Cotton, 57 Exeter Street, Portland† tel: 780-4143

Director, Bureau of Continuing Education for Nursing: Mary Ann Rost, 59 Exeter Street, Portland† tel: 780-4150

Director, Nursing Lab: Sarah F. Whitney, 61 Exeter Street, Portland† tel: 780-4147

DIVISION OF PHYSICAL EDUCATION AND INTERCOLLEGIATE ATHLETICS

Director: Richard A. Costello, 108 Hill Gymnasium, Gorham* tel: 780-5430

Chairman, Department of Recreation and Leisure Studies: James V. Sullivan, 110 Portland Campus Gymnasium, Portland† tel: 780-4170

Chairman, Department of Physical Education: Patricia D. Raybould, 207 Hill Gymnasium, Gorham* tel: 780-5431

Coordinator, Women's Athletics: Paula D. Hodgdon, 200 Hill Gymnasium, Gorham* tel: 780-5431

Coordinator, Intramurals and Community Services: Robert E. Folsom, 112 Portland Campus Gymnasium, Portland† tel: 780-4170

Coordinator, Women's Dance: Jeanette L. Goodwin, 207 Hill Gymnasium, Gorham* tel: 780-5431

SCHOOL OF LAW

Dean: Bert S. Prunty, 105 Law School Building, Portland† tel: 780-4344

Associate Dean: L. Kinvin Wroth, 225 Law School Building, Portland† tel: 780-4365

Assistant Dean: Holly E. Bruno, 101 Law School Building, Portland† tel: 780-4345

Registrar: Frances M. Tucker, 102 Law School Building, Portland† tel: 780-4341

Director of Clinical Practice Program: Judy R. Potter, 112 Law School Building, Portland† tel: 780-4376

Librarian of School of Law: Donald L. Garbrecht, 212 Law School Building, Portland† tel: 780-4350

Associate Law Librarian: Penny A. Hazelton, 214 Law School Building, Portland† tel: 780-4350

Director of Programs: Sharon Prunty, 102 Law School Building, Portland† tel: 780-4340

ADMINISTRATION OF THE UNIVERSITY OF MAINE

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Susan R. Kominsky, One Merchants Plaza, Bangor, Maine

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James H. Page, 307 Main Street, Caribou, Maine

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Elizabeth Russell, Jackson Laboratory, Bar Harbor, Maine

Artemus Weatherbee, 14 Constitution Road, Kennebunk, Maine

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Robert B. Binswanger, Vice Chancellor for Academic Affairs

William J. Sullivan, Vice Chancellor for Administration

Mary Ann Haas, Assistant Vice Chancellor

Samuel J. D'Amico, Associate Vice Chancellor for Employee Relations

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UNIVERSITY OF SOUTHERN MAINE PERSONNEL LISTINGS

EMERITI

- Bailey, Francis L.** (1940-1960) B.A., M.A., Ph.D., President Emeritus of Gorham State College of the University of Maine
- Bonney, Luther Isaac** (1957-1958) Bates College, B.A., 1906; M.A. (Hon.), 1951; University of Maine, Sc.D., 1959; Dean Emeritus, University of Maine in Portland
- Bowman, James A.** (1949-1974) Gorham State Teachers College, B.S., 1947; Boston University, Ed.M., 1951; Associate Professor Emeritus of Educational Psychology
- Clark, Elmer Banks Fred** (1946-1975) University of Florida, B.A.E., 1935; M.A., 1937; Associate Professor Emeritus of French and Spanish
- Dickey, Edna F.** (1946-1973) University of New Hampshire, B.A., 1933; M.A., 1936; Associate Professor Emerita of History
- Kern, Abraham K.** (1959-1977) Bowdoin College, A.B., 1936; University of Maine, M.Ed., 1956; Professor Emeritus of Biology
- Kerr, Elizabeth F.** (1957-1974) Marygrove College, B.S., 1939; Columbia University, A.M., 1946; Ed.D., 1956; Professor Emerita of Education
- MacLean, Jean** (1958-1975) Boston University, B.S., 1930; Yale University, B.N., 1933; University of Chicago, M.S., 1948; Professor Emerita of Psychiatric Nursing
- Miller, Robert N.** (1946-1977) Colby College, A.B., 1936; Professor Emeritus of Geology
- Mitchell, John** (1947-1977) Fitchburg State College, B.S., 1939; University of Minnesota, M.A., 1947; Pennsylvania State University, Ed.D., 1954
- Peabody, Mildred** (1952-1973) Gorham State College, B.S., 1939; Boston University, Ed.M., 1952; Associate Professor Emerita of Education
- Sawtelle, Gwen D.** (1938-43; 1953) University of Minnesota, B.S., 1935; George Peabody College for Teachers, M.A., 1939; Associate Professor Emerita of Art
- Wood, Esther E.** (1930-1972) Colby College, A.B., 1926; Radcliffe College, M.A., 1929; Associate Professor Emerita of Social Sciences

PERSONNEL

The following list includes both teaching faculty and administrative personnel. Dates in parentheses indicate initial year of appointment.

- Abel, Nancy J.** (1976) Assistant Director, Upward Bound; University of Maine at Orono, B.A., 1973; Simmons College, M.A., 1975
- Albee, Parker B., Jr.** (1966) Associate Professor of History; Dartmouth College, A.B., 1961; Duke University, M.A., 1964; Ph.D., 1968
- Allen, Bruce A.** (1970) Associate Professor of Mathematics Education and Director, Undergraduate Programs; Gorham State College, B.S., 1960; M.S., 1967; Boston University, Ed.D., 1973
- Anderson, Bruce L.** (1975) Assistant Professor of Graphic Communication; University of Wisconsin at Platteville, B.S., 1973; M.S., 1975
- Andrews, Bruce H.** (1974) Assistant Professor of Business Administration; University of Connecticut, B.A., 1967; Polytechnic Institute of New York, M.S., 1969
- Andrews, Samuel G.** (1966) Assistant Director, Associate Degree Studies and Acting Director, Institutional
- Angelakos, Evangelos T.** (1973) Director, Biomedical Research Institute; Tripolis College, (Greece), Diploma, 1948; Boston University, M.A., 1953; Ph.D., 1956; Harvard University, M.D., 1959
- Annett, Donald A.** (1969) Professor of Business Administration; University of New Hampshire, B.S., 1937; New York University, M.B.A., 1963
- Annett, Donald A.** (1969) Associate Professor of Business Administration; University of New Hampshire, B.S., 1937; New York University, M.B.A., 1963
- Anspach, Donald F.** (1970) Associate Professor of Sociology; Franklin and Marshall College, A.B., 1964; Western Reserve University, M.A., 1966; Case Western Reserve University, Ph.D., 1970
- Armentrout, Charles E.** (1960) Associate Professor of Physics; University of Maine, B.A., 1955; Wesleyan University, M.A., 1958; Columbia University, M.S., 1970
- Ashley, Kathleen M.** (1978) Assistant Professor of English; Duke University, B.A., 1969; M.A., 1970; Ph.D., 1973
- Ayers, George H.** (1959) Associate Professor of Physical Science and Director, Southworth Planetarium; University of Maine, B.A., 1951; Ohio State University, M.A., 1959
- Baier, Lee S.** (1966) Associate Professor of English; Reed College, A.B., 1948; Columbia University, M.A., 1952; Ph.D., 1965
- Balber, Paula G.** (1973) Assistant Professor of Nursing; Boston University, B.S., 1969; New York University, M.A., 1970
- Banner, Gerald T.** (1968) Reference Librarian; New School for Social Research, B.A., 1965; Pratt Institute, M.L.S., 1967
- Bay, John W.** (1965) Acting Vice President for Academic Affairs and Associate Professor of Business and Economics; Saint Ambrose College, B.A., 1961; Boston College, M.A., 1964; Ph.D., 1966

- Bean, Frank** (1978) Instructor in Finance; University of Maine, B.S., 1973; M.B.A., 1975
- Beauce, Jeana Dale** (1965) Associate Professor of Art; Washington University, B.F.A., 1951; New Mexico Highlands University, M.A., 1954
- Beauregard, Michael** (1968) Director, Computer Center; Michigan State University, B.S., 1959; Yale University, M.S., 1960; Michigan State University, Ph.D., 1975
- Bellone, Rosemary** (1972) Associate Professor of Nursing; Virginia Commonwealth University, B.S.N., 1970; Catholic University of America, M.S.N., 1971
- Bemis, A. Nye** (1970) Assistant Professor of Education and Director, In-Service Education; Gorham State College, B.S., 1964; M.S., 1969
- Bennie, Carol M.** (1976) Instructor in Nursing; Simmons College, B.A., 1968
- Berkovich, Barbara** (1975) Director, Learning Development Clinic; Hofstra University, B.A., 1970, M.S., 1971
- Bernard, Jules E.** (1963) Professor of English; Yale University, B.A., 1934; M.A., 1936; Ph.D., 1937
- Berry, Arthur O.** (1955) Coordinator of Vocational Technical Education and Professor of Metals Technology; Gorham State College, B.S., 1950; Pennsylvania State University, Ed.M., 1954; University of Connecticut, Ph.D., 1967
- Bibber, Joyce K.** (1967) Associate Professor of History; Westbrook Junior College, A.A., 1956; Barnard College, B.A., 1958; Stanford University, M.A., 1962; Ph.D., 1969
- Bigelow, Gordon S.** (1971) Vice President for Educational Services; Brown University, A.B., 1954; University of Maine, Ed.M., 1962; Brigham Young University, A.M., 1966; Ph.D., 1967
- Bishop, John S.** (1968) Professor of Psychology; University of New Brunswick, B.A., 1953; Dalhousie University, M.A., 1957; University of London, Ph.D., 1958
- Blackstone, Judith** (1976) Counseling and Career Development Psychologist; University of Wisconsin-Madison, B.S., 1965; M.A., 1967
- Bonner, R. Alan** (1973) Research Associate, Biomedical Research Laboratory; Michigan State University, B.S., 1962; D.V.M., 1964; Boston University, Ph.D., 1972
- Boothby, Alice W.** (1953) Supervisor of Nurses, Student Health Services; Maine Eye and Ear Infirmary, R.N., 1945; University of Maine at Portland-Gorham, Family Nurse Associate, 1974.
- Bouchard, Joey A.** (1968) Associate Professor of Physical Education; Springfield College, B.S., 1960; M.Ed., 1961; Boston University, C.A.S., 1968
- Bouchard, Kathleen H.** (1969) Director of Student Affairs; Western Michigan University, B.A., 1966; Indiana University, M.S., 1969
- Bowder, Jerry L.** (1960) Professor of Music; University of Washington, B.A., 1952; Lewis and Clark College, M.M., 1956; Eastman School of Music, Ph.D., 1960
- Brady, James B.** (1969) Head of Library Acquisitions; State University of New York at Albany, B.S., 1967; M.L.S., 1969; University of Illinois, C.A.S., 1977
- Brannigan, Claire N.** (1975) Assistant Professor of Nursing; McGill University, B.N., 1970; Boston University, M.S., 1975
- Brazier, Lawrence** (1977) Associate Registrar; Southwest Missouri State University, B.S., 1966; Florida State University, M.A., 1974
- Briggs, Wayne F.** (1965) Chief Accountant and Director of Purchasing; University of Maine at Portland-Gorham, B.S., 1975
- Brimmer, Russell** (1972) Associate Producer, MPBN; University of Maine at Orono, B.A., 1972
- Brooks, Kenneth T. H.** (1959) University Professor of Education and Centennial Executive Director; University of New Hampshire, A.B., 1947; Boston University, Ed.M., 1948; Ed.D., 1955
- Brown, Harold F.** (1972) Professor of Music; Colby College, A.B., 1935; Westminster Choir College, B.Mus., 1938; Harvard University, A.M., 1942; Michigan State University, Ph.D., 1968
- Brown, William A.** (1960) Associate Professor of Mathematics and Computer Science; Bowdoin College, B.A., 1954; University of Maine, M.A., 1959
- Bruno, Holly E.** (1978) Assistant Dean, School of Law; Douglass College, B.A., 1967; University of North Carolina, M.A.T., 1970; University of Maine School of Law, J.D., 1976
- Bullock, William B.** (1970) Business Manager; Cornell University, B.S., 1953; M.B.A., 1959
- Burke, L. Morrill, Jr.** (1959) Associate Professor of English; Bowdoin College, A.B., 1949; University of Washington, M.A., 1951; Columbia University, Ph.D., 1971
- Callender, Willard** (1962; 1972) Senior Researcher; Bates College, A.B., 1958; University of Connecticut, M.A., 1960; Ph.D., 1967
- Campbell, Anne B.** (1978) Assistant Project Coordinator/Child Development Specialist, Maine Children's Resource Center and Assistant Professor of Education; Vermont College, A.A., 1961; Scarritt College, B.A., 1965; George Peabody College, M.A., 1967; Ed.S., 1969; University of Illinois, Ph.D., 1975
- Campbell, Richard R.** (1973) Assistant Director, Student Financial Aid Office; University of Maine at Portland-Gorham, B.S., 1974
- Carmichael, Peter** (1975) Director; Cooperative Education, School of Business and Economics, and Director, Small Business Institute; University of Maine, B.S., 1971; University of Massachusetts, M.B.A., 1973
- Carner, Frank K.** (1970) Associate Professor of English; Temple University, B.S., 1964; M.A., 1967; Ph.D., 1976
- Carper, Thomas R.** (1967) Associate Professor of English; Harvard University, A.B., 1958; New York University, M.A., 1967; Boston University, Ph.D., 1973
- Carter, Richard H.** (1964) Associate Professor of Power Technology and Coordinator, Industrial Arts Education; Gorham State College, B.S., 1954; University of Maine, Ed.M., 1964; Boston University, C.A.S., 1971
- Chabot, Maurice J.** (1965) Associate Professor of Mathematics and Computer Science; University of Maine, B.A., 1961; Bowdoin College, M.A., 1965
- Chandler, Joseph** (1968) Associate Professor of Business and Economics; Bowdoin College, A.B., 1942; University of Maine, M.B.A., 1967; University of New Hampshire, M.A., 1971
- Chronister, Floyd B.** (1966) Coordinator of Professional Teacher Program and Associate Professor of Education; Conservatory of Music, U.M.K.C., Missouri, B.M., 1953; University of Kansas, B.M.E., 1955; M.M.E., 1959; Ed.D., 1969

Numbers in the left hand margin are coded as follows:

- 1 on leave, Fall semester, 1978
- 2 on leave, Spring semester, 1979
- 3 on leave, Academic year, 1978-79

- Ciccarelli, Joseph** (1977) Instructor in Marketing; Boston College, A.B., 1964; M.B.A., 1973
- Cipollone, Domenica** (1977) Coordinator, Student Affairs/New Student Program; University of Cincinnati, B.A., 1969; University of the Americas (Mexico), M.A., 1974
- Clarke, Carolyn K.** (1968) Head of Periodicals Services; University of Maine, B.A., 1968; M.L.S., 1974
- Clegg, Kenneth R.** (1977) Associate Professor, School of Law; Brown University, B.A., 1967; Hastings College of Law, J.D., 1972
- Cobb, Merrill E.** (1966) Professor of Education; University of Maine, B.S., 1949; Ed.M., 1953; University of Massachusetts, Ed.D., 1968
- Coffin, Richard N.** (1964) Associate Professor of English; Bowdoin College, B.A., 1951; Harvard University, A.M., 1952; Boston University, Ph.D., 1962
- Cohen, Alan M.** (1977) Associate Director, Business and Industry, New Enterprise Institute; New York University, B.S., 1949; M.B.A., 1951
- Coit, Charles S.** (1977) Director, Center for Real Estate Education; Yale University, B.A., 1966; Boston College, J.D., 1971
- Cole, Phillip A.** (1957) Professor of History; Boston University, B.S., 1954; M.A., 1955; Ph.D., 1963
- Cole, Ronald F.** (1963) Associate Professor of Music; Bowdoin College, B.A., 1961; Eastman School of Music, M.A., 1963; Indiana University, Ph.D., 1975
- Collin, Cecile N.** (1975) Staff Associate, York County Community College Services; University of Maine at Orono, B.A., 1973
- Colucci, Nicholas D., Jr.** (1969) Associate Professor of Education; Gorham State College, B.S., 1963; University of Connecticut, M.A., 1964; Ph.D., 1969
- Connick, George P.** (1966) Director, Associate Degree Studies and Associate Professor of History; Stanford University, B.A., 1957; San Jose State College, M.A., 1960; University of Colorado, Ph.D., 1969
- Connolly, James B.** (1977) Assistant Director, Applied Studies, School of Business and Economics; University of Maine at Portland-Gorham, B.S., 1977
- Conway, Jeremiah P.** (1976) Visiting Assistant Professor of Philosophy; Fordham University, B.A., 1970; Yale University, M.Phil., 1973
- Coogan, William H., III** (1972) Associate Professor of Political Science; Boston College, B.A., 1963; Rutgers University, M.A., 1964; University of North Carolina, Ph.D., 1971
- Coolidge, Jane** (1977) Instructor in Nursing; University of Maine at Portland-Gorham, F.N.A., 1974; Boston University, M.S., 1975
- Corson, Doane B.** (1970) Superintendent of Buildings and Grounds, Gorham Campus; Southern Maine Vocational Technical Institute, 1958
- Costello, Melissa H.** (1953) Associate Professor of Education and Associate Director of Clinical Experiences; Gorham State College, B.S., 1952; University of Maine, Ed.M., 1957; C.A.S., 1960
- Costello, Richard A.** (1953) Director, Division of Physical Education and Intercollegiate Athletics and Professor of Health and Physical Education; University of Alabama, B.S., 1952; University of Illinois; M.S., 1953; Springfield College, D.P.E., 1965
- Cotton, Jean** (1967) Associate Professor of Nursing; Simmons College, B.S., 1960; Boston University, M.S., 1962
- Crochet, Monique Y.** (1970) Associate Professor of French; University of Paris, Sorbonne, B.A., 1959; M.A., 1960; M.A.T., 1960; Ph.D., 1969
- Cuprak, Ruth M.** (1973) Assistant Professor of Elementary Education and Child Development Specialist, Maine Children's Resource Center; University of Connecticut, B.S., 1944; Tufts University, M.S., 1976
- Curtis, Nancy M.** (1976) Instructor in Nursing; University of Maine School of Nursing, B.S., 1968; Boston University, M.S., 1974
- Daeris, Deborah L.** (1976) Counselor, York County Community College Services; University of New Hampshire, B.A., 1972; Springfield College, M.Ed., 1975
- Dalvet, Yves F.** (1968) Associate Professor of French; Laval College, B.A., 1940; New York University, M.A., 1965; Yale University, M.Ph., 1969
- Danovitz, Burt J.** (1976) Instructor and Field Supervisor, Rehabilitation Counseling; Temple University, B.S.W., 1970; Western Michigan University, M.A., 1971
- Davis, Everett A.** (1966) Assistant Professor of Educational Media; Gorham State College, B.S., 1961; Indiana University, M.S.Ed., 1966; Ed.S., 1972
- Delogu, Orlando E.** (1966) Professor, School of Law; University of Utah, B.S., 1960; University of Wisconsin, M.S., 1963; J.D., 1966
- DeLorenzo, C. Kelley** (1977) Director/Teacher, University Day Care Center; Wellesley College, B.A., 1975
- Deprez, Luisa S.** (1976) Assistant Professor of Social Welfare; Keuka College, B.A., 1970; Rutgers University, M.S.W., 1971
- di Benedetto, Lucia A.** (1970) Associate Professor of French; Emmanuel College, B.A., 1963; Middlebury College, M.A., 1965; New York University Ph.D., 1975
- Dietrich, Craig** (1968) Associate Professor of History; University of Chicago, A.B., 1961; Ph.D., 1970
- Dorbacker, Beatrice M.** (1974) Associate Professor of Nursing; Columbia University, B.S., 1950; M.A., 1957; Boston University, Ed.D., 1972
- Dorsey, F. Donald, Jr.** (1967) Assistant Professor of Biology; Bowdoin College, A.B., 1950; Syracuse University, M.S., 1960; Simmons College, M.S., 1964
- Downey, Loren W.** (1974) Coordinator of Educational Administration and Professor of Education; Drake University, B.A., 1949; University of Oregon, M.S., 1950; University of Arizona, Ed.D., 1966
- Drew, David** (1972) Instructor in Physical Education; Springfield College, B.S., 1967; M.Ed., 1971
- Dubowick, Dorothy B.** (1968) Associate Professor of Nursing; Colby College, A.B., 1948; University of Maine at Portland-Gorham, M.S., 1971
- Duclos, Albert J.** (1965) Associate Professor of Theatre; University of Maine, B.S., 1963; M.A., 1965
- Duclos, Gloria S.** (1962) Professor of Classics; Radcliffe College, A.B., 1949; M.A., 1953; Oxford University, B.A., 1951; M.A., 1955
- Durgin, Frank A., Jr.** (1964) Professor of Business and Economics; Tufts University, B.A., 1949; University of Toulouse, France, License en Droit, 1954; Docteur en Droit, 1956
- Duval, Marjorie A.** (1962) University Archivist and Associate Professor of Library Service; New England Conservatory of Music, B.Mus., 1945; Simmons College, M.S., 1962
- Eastman, Joel W.** (1970) Associate Professor of History; University of Maine at Orono, B.A., 1962; M.A., 1965; University of Florida, Ph.D., 1973
- Edgecomb, Jacqueline K.** (1973) Assistant Professor of Nursing; University of Michigan, B.S.N., 1967; M.P.H., 1973

- Edwards, Mary J.** (1971) Assistant Professor of Nursing; Cornell University, New York Hospital School of Nursing, B.S.N., 1952; Boston University, M.S., 1975
- Ellis, Ann P.** (1973) Assistant Professor of Nursing; University of Maine at Orono, B.S., 1964; Boston University, M.S., 1967
- Ellis, Laurel T.** (1977) Assistant Professor of Education; Rhode Island College, B.A., 1968; University of Michigan, M.A., 1971
- Ellison, Bruce** (1978) Industrial Liaison Manager, New Enterprise Institute; Antioch College, B.A., 1962
- Emerson, Horton W., Jr.** (1962) Professor of History; Colby College, A.B., 1949; Yale University, Ph.D., 1957
- Emery, Virginia L.** (1966) Administrative Assistant to the President; Shaw's Business College, 1938
- Estes, Robert A.** (1966) Professor of Mathematics and Computer Science; Bowdoin College, A.B., 1958; University of Kansas, M.A., 1961; University of Michigan, Ph.D., 1970
- Farrar, John N.** (1966) Director of Counseling, Continuing Education and Summer Session; University of Maine, B.A., 1951; M.Ed., 1958; C.A.S., 1962
- Faulkner, Howard M.** (1970) Associate Professor of Graphics; Massachusetts State College of Fitchburg, B.S., 1957; Northeastern University, M.Ed., 1960
- Feldman, Stephen R.** (1972) Associate Professor, School of Law; Duke University, A.B., 1959; Fordham University, LL.B., 1965; Harvard University, LL.M., 1972
- Fickett, Reginald N.** (1964) Associate Professor of Education; Gorham State College, B.S., 1958; University of Maine, Ed.M., 1960; C.A.S., 1968
- Findlay, Robert W.** (1967) Acting Dean, School of Business and Economics and Professor of Accounting; Boston University, B.S., 1955; M.B.A., 1964; C.P.A. (Massachusetts and Maine)
- Fish, Lincoln T., Jr.** (1959) Professor of Mathematics and Computer Science; University of Maine, B.S., 1948; M.A., 1949; Boston University, Ed.D., 1951
- Fisher, Irving D.** (1967) Associate Professor of Political Science; University of Connecticut, B.A., 1946; Columbia University, M.A., 1953; Ph.D., 1976
- Fitzpatrick, Albert A.** (1968) Professor of Business and Economics; University of Southern California, B.S., 1949; M.B.A., 1951; Baylor University, M.S., 1955; University of Southern California, Ph.D., 1962
- Flaherty, Agnes E.** (1973) Clinical Associate in Nursing at the Maine Medical Center; Columbia University, B.S., 1950; Catholic University of America, M.S., 1961
- Folsom, Robert E.** (1968) Associate Professor of Physical Education and Director, Intramural Community Service; Springfield College, B.S., 1953; Boston University, Ed.H., 1963
- Foster, Carolyn N.** (1966) Associate Professor of Mathematics and Computer Science; Douglass College (Rutgers), A.B., 1958; Purdue University, M.S., 1961; Bowdoin College, A.M., 1966
- Fournier, Margaret A.** (1976) Instructor in Nursing; Fitchburg State College, B.S.N., 1972; Boston University, M.S.N., 1976
- Franklin, Patricia R.** (1970) Associate Professor of Art; Pratt Institute, F.F.A., 1962; Tulane University of Louisiana, M.F.A., 1970
- French, Paulette** (1977) Acting Dean, College of Arts and Sciences; Colby College, B.A., 1963; The Sorbonne, Certificat de professeur de Francais a l'etranger, 1964; University of Maryland, M.A., 1967; University of Colorado, Ph.D., 1971
- French, Robert K.** (1969) Associate Professor of Geography-Anthropology and Director, Museum of Man; Dartmouth College, A.B., 1957; Northeastern University, M.Ed., 1967; Clark University, M.A., 1972
- Fridinger, Walter Peter** (1958) Vice President for Finance and Administration; Lebanon Valley College, B.S., 1938
- Fullam, David C.** (1970) Associate Professor of Sociology; Colby College, B.A., 1960; University of New Hampshire, M.A., 1965; M.A., 1969
- Gainey, Louis F., Jr.** (1976) Assistant Professor of Biology; Florida State University, B.S., 1969; M.S., 1972; Ph.D., 1976
- Garbrecht, Donald L.** (1962) Law Librarian and Professor, School of Law; University of Minnesota, A.B., 1958; LL.B., 1961
- Gavin, William J.** (1968) Professor of Philosophy; Fordham University, B.A., 1965; M.A., 1967; Ph.D., 1970
- Gayton, William F.** (1974) Associate Professor of Psychology; Springfield College, B.S., 1963; University of Maine, M.A., 1965; Ph.D., 1968
- Giguere, Madeleine D.** (1967) Professor of Sociology; College of New Rochelle, B.A., 1947; Fordham University, M.A., 1950; Columbia University, M.Phil. 1973
- Giles, Clifton F., Jr.** (1969) University Librarian; University of Massachusetts, B.A., 1960; University of Illinois, M.L.S., 1963
- Glassman, Elsa J.** (1977) Assistant Director, Learning Development Clinic; Northwestern University, B.S., 1971; Lesley College, M.S., 1972
- Gold, Joel I.** (1973) Assistant Professor of Business Administration; Pace University, B.B.A., 1968; Bernard Baruch College, M.B.A., 1972
- Goodwin, Jeanette L.** (1955) Associate Professor of Physical Education and Coordinator of Dance; Sargent College, B.S., 1944; Springfield College, Ed.M., 1955
- Gorman, Gerald E.** (1976) Associate Professor of Special Education; State College at Bridgewater, Massachusetts, B.S., 1962; Indiana University, M.S., 1974
- Grange, Joseph** (1970) Associate Professor of Philosophy; St. Joseph's College, B.A., 1961; Fordham University, M.A., 1965; Ph.D., 1970
- Grass, Calvin F.** (1966) Associate Professor of Earth Sciences, Physics and Engineering; Boston University, A.B., 1949; University of Maine, Ed.M., 1954; Ohio State University, Ph.D., 1972
- Greene, Frederick H.** (1976) Director, New Enterprise Institute; Brown University, A.B., 1939
- Greenwood, Helen L.** (1969) Associate Professor of Biology; Northeastern University, B.S., 1958; University of New Hampshire, M.S., 1960; University of Connecticut, Ph.D., 1969
- Gregory, David D.** (1972) Professor, School of Law; Duke University, B.A., 1964; University of Maine, LL.B., 1968; Harvard University, LL.M., 1972
- Gross, Richard** (1976) Assistant Professor of Philosophy; Queens College, B.A., 1967; M.A., 1971; Boston College, Ph.D., 1976
- Grzelkowski, Slawomir A.** (1973) Assistant Professor of Sociology; University of Warsaw, Poland, M.A., 1962; Indiana University, Ph.D., 1974

Numbers in the left hand margin are coded as follows:

- 1 on leave, Fall semester, 1978
- 2 on leave, Spring semester, 1979
- 3 on leave, Academic year, 1978-79

- Guay, Merle D.** (1969) Professor of Mathematics and Computer Science; Tufts University, B.S., 1958; University of Maine, M.A., 1960; Michigan State University, Ph.D., 1967
- Gutmann, Jean E.** (1977) Assistant Professor of Business Administration; State University of New York at Albany, B.S., 1971; University of Maine at Orono, M.B.A., 1974
- Hackett, George F.** (1968) Acting Dean, College of Education and Director, Division of Advanced Studies; Central Michigan University, B.A., 1952; University of Michigan, M.A., 1957
- Hall, Owen C.** (1952) Associate Professor of Accounting; Portland University, B.S., 1955; C.P.A. (Maine)
- Hamrin, Jeannie M.** (1976) Assistant Professor of Special Education; Springfield College, B.S., 1960; Columbia University, M.A., 1961; Ed.D., 1974
- Hanna, John G.** (1963) Professor of English; Trinity College, B.S., 1936; Harvard University, B.A., 1946; Boston University, Ph.D., 1958
- Hare, Parnell S.** (1963) Associate Professor of Earth Sciences, Physics and Engineering; University of Maine, B.S., 1956; University of New Hampshire, M.S., 1960
- Hazelton, Penny A.** (1976) Associate Professor, School of Law and Associate Law Librarian; Linfield College, B.A., 1969; University of Washington, M.A., 1976
- Hearns, Joseph F.** (1970) Associate Professor of Psychology and Assistant Dean, College of Arts and Sciences; Boston College, B.S., 1964; University of Massachusetts, M.S., 1966; Ph.D., 1967
- Heath, John R.** (1976) Assistant Professor of Mathematics and Computer Science; University of Maine at Orono, B.A., 1968; M.A., 1970; University of Minnesota, M.S., 1976
- Hendren, Cyrus E.** (1977) Counselor, Continuing Education Division; Eastern New Mexico University, B.S., 1968; United States International University, M.A., 1976
- Hendry, Caroline** (1974) Administrative Aide, York County Community College Services
- Henry, Dagny K.** (1978) Child Development Specialist, Maine Children's Resource Center and Instructor in Education; Oberlin College, B.A., 1968; Bank Street College, M.S., 1974
- Henry, Jean** (1976) Assistant Professor of Art; Florida Atlantic University, B.A., 1971; University of Miami, M.A., 1973
- Hernandez, Adele B.** (1962) Instructor in Spanish and Director of Language Laboratory; M.A., Florida State Christian College, 1973
- Hertz, Michael T.** (1978) Associate Professor, School of Law; Pomona College, B.A., 1967; Harvard Law School, J.D., 1970
- Hewitt, Duncan A.** (1976) Assistant Professor of Art; Colby College, B.A., 1971; University of Pennsylvania, M.F.A., 1975
- Higgins, George M.** (1971) Director, Business Management Systems; University of Maine in Portland, B.S., 1971
- Hodgdon, Paula D.** (1967) Professor of Physical Education and Coordinator of Women's Athletics; Lasell Junior College, A.A., 1948; Beaver College, B.A., 1950; Columbia University, M.A., 1952; Springfield College, D.P.E., 1973
- Hodges, Franklin D.** (1966) Associate Professor of Geography; Farmington State College, B.A., 1961; Clark University, M.A., 1966
- Hodgkin, Brian C.** (1976) Associate Director, Biomedical Research Institute; University of Maine at Orono, B.S., 1963; B.S., 1964; Johns Hopkins University, Ph.D., 1969
- Hodson, D. Bradlee** (1973) Assistant Professor of Accounting; University of Maine at Orono, B.S., 1968; University of Pennsylvania, M.S., 1969; C.P.A. (Massachusetts)
- Holmes, Peter K.** (1968) Associate Professor of Biology; Bowdoin College, A.B., 1956; Wesleyan University, M.A., 1958; University of Illinois, Ph.D., 1964
- Hopkinson, David B.** (1959) Associate Professor of General Engineering; University of Maine, B.S., 1942; University of Vermont, M.S., 1949; University of Maine, M.E., 1961; P.E. (Maine)
- Horne, Edwin C.** (1971) Associate Director of Admissions; University of New Hampshire, B.A., 1958; M.Ed., 1968
- Horton, J. Wright, Jr.** (1977) Assistant Professor of Geology; Furman University, B.S., 1972; University of North Carolina, M.S., 1974; Ph.D., 1977
- Houlihan, John J.** (1975) Assistant Professor of Business Law; Holy Cross College, A.B., 1969; Harvard Law School, J.D., 1972
- Howard, Albert A.** (1970) Head of Cataloging Services; Brown University, A.B., 1951; University of Kentucky, M.S. in L.S., 1955
- Hunt, H. Draper, III** (1965) Professor of History; Harvard University, B.A., 1957; Columbia University, M.A., 1960; Ph.D., 1968
- Hymoff, Ira H.** (1971) Director of Counseling and Career Development; Colby College, B.A., 1965; University of Maine at Orono, Ph.D., 1970
- Irish, Joel W.** (1971) Associate Professor of Mathematics and Computer Science; Colby College, B.A., 1967; University of New Hampshire, M.S., 1969; Ph.D., 1975
- Jagolinzer, Philip** (1966) Associate Professor of Accounting; Clark University, A.B., 1958; University of Rhode Island, M.S., 1960; University of Arizona, Ph.D., 1978; C.P.A. (Maine, Maryland)
- Jaques, John F.** (1946) Professor of English; Bowdoin College, A.B., 1943; Columbia University, A.M., 1946; Ph.D., 1971
- Jellema, John** (1976) Assistant Professor of Industrial Education; Calvin College, B.A., 1960; Eastern Michigan University, M.A., 1968; Michigan State University, Ph.D., 1976
- Jensen, Helena M.** (1967) Associate Professor of Nursing; University of Maine, B.S., 1943; Pennsylvania State University, M.Ed., 1951
- Johnson, Bruce S.** (1974) Director of Student Financial Aid
- Johnson, Sheila A.** (1968) Reference Librarian; Boston College, B.S., 1967; University of Maine, M.L.S., 1975
- Julavits, William F.** (1970) Acting Director, Center for Research and Advanced Study; Amherst College, B.A., 1964; University of Maine, LL.B., 1968
- Kane, Raymond P.** (1965) Director, Conferences and Special Programs, Continuing Education Division; University of Maine, B.S., 1964
- Kazenski, John T.** (1973) Director of Department of Facilities Management; U.S. Naval Academy, B.S., 1960.

Numbers in the left hand margin are coded as follows:

- 1 on leave, Fall semester, 1978
- 2 on leave, Spring semester, 1979
- 3 on leave, Academic year, 1978-79

- Keating, Judith A.** (1972) Head of Circulation Services; University of Maine, B.A., 1971; Emory University, M.L.N., 1976
- Keckskemethy, Stephen** (1978) Artist in Residence, Music; Eastman School of Music, B.M. and Performer's Certificate, 1966
- Kellam, John** (1974) Associate Director, The Management Institute; University of Maine at Portland-Gorham, B.A., 1972; University of Maine at Orono, M.P.A., 1973
- Kennedy, Jane F.** (1976) Student Financial Aid Counselor; Stonehill College, B.A., 1976
- Keysor, John F.** (1974) Registrar; University of Wisconsin, B.S., 1962; M.S., 1966
- Kirk, Albert S., III** (1977) Assistant Professor of Manufacturing/Construction; Florida College, A.A., 1961; University of Tampa, B.S., 1963; Northern Illinois University, M.S., 1967
- Kivatsky, Russell J.** (1974) Assistant Professor of Communication; State University of New York, Brockport, B.S., 1970; M.A., 1971; Bowling Green State University, Ph.D., 1974
- Knowlton, Suzanne L.** (1968) Assistant University Librarian; University of Kansas, B.A., 1960; University of Denver, M.A., 1963
- Kratzer, Richard O.** (1971) Associate Professor of Mathematics and Computer Science; Fort Hays Kansas State College, B.A., 1957; Kansas State College of Pittsburg, M.S., 1964; New York University, Ph.D., 1971
- Kreisler, Joseph D.** (1972) Associate Professor of Social Welfare; Oklahoma University, B.A., 1947; Columbia University, M.A., 1949; M.S.W., 1959
- Lacognata, Angelo A.** (1965) Professor of Sociology; University of Buffalo, B.A., 1957; University of Rochester, M.A., 1959; Michigan State University, Ph.D., 1962
- LaFrance, Arthur B.** (1973) Professor, School of Law; Dartmouth College, B.A., 1960; Yale University, LL.B., 1963
- Lamb, Charles H.** (1977) Coordinator, Residence Life; State University of New York at Geneseo, B.S., 1972; State University of New York at Albany, M.S., 1973
- Lapointe, Norman J.** (1967) Program Director, Maine Children's Resource Center and Assistant Professor of Education; University of Maine, B.S., 1956; University of Massachusetts, M.A., 1960
- Lantz, Ronald** (1978) Artist in Residence, Music; Indiana University, B.M., 1967; Juilliard School of Music, graduate studies, 1968
- Lazar, Bonnie** (1975) Assistant Professor of Social Welfare; State University of New York at Buffalo, B.A., 1970; Boston University, M.S.S.S., 1972
- Lehman, Peter M.** (1974) Coordinator, Criminal Justice Program and Assistant Professor of Sociology; Oberlin College, A.B., 1968; Meadville Theological School University of Chicago, M.A., 1970; University of Massachusetts, Ph.D., 1978
- Leino, Ruth M.** (1976) Teaching Assistant, Maine Children's Resource Center; University of Maine at Portland-Gorham, B.S., 1976
- Lemelin, Robert** (1977) Coordinator, Associate Degree Studies Writing Program; Southern Connecticut State College, B.S., 1959; University of Maryland, M.A., 1963; Ph.D., 1967
- Lepellety, Edith** (1965) Associate Professor of French; Lycee de Jeunes Filles de Chartres, Baccalaureat, 1950; University of Rennes (France), License est Lettres, 1956
- Levere, Ronald W.** (1976) Assistant Director, Educational Media; State University of New York, B.S., 1965; University of Connecticut, M.A., 1976
- Levine, Frank M.** (1975) Coordinator, Organized Camping Resources; Cambridge College, A.A., 1950
- Locke, Phyllis R.** (1968) Periodicals Librarian; University of Maine in Portland, M.L.S., 1968
- Loper, Merle W.** (1971) Professor, School of Law; Northwestern University, B.A., 1962; University of Chicago, J.D., 1965; Harvard University, LL.M., 1971
- Loth, Anne** (1975) Assistant Professor of Social Welfare and Community Lab Coordinator; Connecticut College for Women, B.A., 1953; Boston College, M.S.W., 1966
- Lyons, Charles M.** (1973) Assistant Professor of Special Education; St. Francis Xavier University, B.A., 1966; University of Hartford, M.Ed., 1970
- MacDonald, Stephen A.** (1970) Associate Professor of Mathematics and Computer Science; Gorham State College, B.S., 1963; University of Maine, M.A., 1964; Case Western Reserve University, Ph.D., 1972
- MacDougall, Ronald J.** (1962) Reference Librarian; Plymouth State College, B.Ed., 1953; Rutgers University, M.L.S., 1963; Middlebury College, M.A., 1974
- MacPherson, Kathleen I.** (1974) Associate Professor of Nursing; Boston University, B.S., 1963; M.A., 1965; M.S., 1974
- MacVane, Rhoda P.** (1974) Assistant Professor of Nursing; University of Vermont, B.S., 1956; Boston University, M.S., 1974
- McCaslin, Millard P.** (1968) Superintendent of Buildings and Grounds, Portland Campus
- McCauley, Robert W.** (1977) Associate Professor of Exceptionality, College of Education; Northeastern University, B.S., 1964; Syracuse University, M.S., 1967; Ph.D., 1971
- McGuire, Raymond G.** (1973) Professor, School of Law; Canisius College, B.S., 1960; Harvard University, LL.B., 1964; Columbia University, LL.M., 1968
- McKeil, Richard L.** (1966) Associate Professor of Associate Business and Economics; University of Maine, B.A., 1959; M.A., 1965
- McLin, Kay** (1975) Manager, Portland Bookstore and Gorham Bookcellar; Bates College, A.B., 1956; El Colegio De Mexico, M. in International Relations, 1967
- McMahon, Robert C.** (1969) Associate Professor of Economics; University of Washington, B.A., 1959; M.A., 1964; Lehigh University, Ph.D., 1970
- McQuade, David C.** (1976) Counselor, York County Community College Services; University of Maine at Portland-Gorham, B.S., 1974; M.Ed., 1976
- Maiman, Richard J.** (1971) Associate Professor of Political Science; Lake Forest College, B.A., 1967; Brown University, Ph.D., 1972
- Mainville, Waldeck E., Jr.** (1965) Associate Professor of Mathematics and Computer Science; University of Maine, B.S., 1960; Bowdoin College, A.M., 1964; Bowling Green State University, Sp.Ed., 1965; Michigan State University, Ph.D., 1972
- Malik, Hasan M.** (1974) Associate Professor of Rehabilitation Counseling; Michigan State University, B.A., 1957; M.A., 1959; University of Oregon, Ph.D., 1973
- Martin, Donald L.** (1977) Assistant Professor of Adult Education; University of Maine, B.A., 1952; Boston University, M.A., 1957; University of Maine at Portland-Gorham, M.S., 1974

- Martin, Thomas A.** (1965) Assistant Professor of Physical Education; University of Maine, B.S., 1963; M.Ed., 1969
- Masure, Lorraine D.** (1973) Learning Center Director, York County Community College Services; Nasson College, B.A., 1970
- Mazurkiewicz, Michael, Jr.** (1969) Associate Professor of Biology; Rutgers University, B.S., 1961; M.S., 1964; University of Connecticut, Ph.D., 1970
- Menninger, Harold P.** (1970) Associate Director, Counseling and Career Development; University of Maryland, B.S., 1963; C. W. Post College (Long Island University), M.S., 1967; University of New Mexico, Ed.D., 1970
- Milbury, Allen W.** (1963) Associate Professor of Education and Director, Educational Media Center; University of New Hampshire, B.S., 1960; Indiana University, M.S., Ed.D., 1969
- Milligan, Patricia** (1975) Associate Cataloger, School of Law; Ohio State, B.A., 1971
- Moberg, Elizabeth** (1969) Nurse, Health Services; Worcester City Hospital School of Nursing, R.N., 1940
- Monsen, S. Henry** (1969) Professor of Sociology; Florida State University, B.A., 1957; University of California, Los Angeles, M.A., 1959; University of Texas, Ph.D., 1967
- 2 Moore, Dorothy D.** (1968) Associate Professor of Education; University of Maine, B.S., 1966; M.Ed., 1968
- Moore, Michael G.** (1967) Associate Professor of Art; Syracuse University, B.F.A., 1963; University of Washington, M.F.A., 1967
- Moore, Ramona L.** (1972) Serials Librarian, School of Law
- Moore, William H.** (1971) Assistant Professor of Metals Technology; Gorham State College, B.S., 1969; University of Maine at Portland-Gorham, M.Ed., 1970
- Morrell, Gordon** (1977) Assistant Professor of Education; Syracuse University, B.S., 1971; University of Hartford, M.Ed., 1973; University of California at Santa Barbara, Ph.D., 1976
- Morrill, David** (1970) Associate Professor of Graphic Arts and Associate Director, Educational Placement; Moorehead State College, B.S., 1967; Texas A & M University, M.Ed., 1968; Ed.D., 1970
- Mortensen, William G.** (1966) Director, Continuing Education and Summer Session; University of Maine, B.S., 1961; M.S., 1966
- Moseley, Julia** (1978) Artist in Residence, Music; Oberlin College, B.A., 1962; San Francisco State College, M.A., 1966
- Munsey, William J.** (1965) Director, Admissions; University of Maine, B.S., 1960; Boston University, M.Ed., 1964
- Najarian, Haig H.** (1966) Professor of Biology; University of Massachusetts, B.S., 1948; Boston University, M.A., 1949; University of Michigan, Ph.D., 1953
- Nannay, Robert W.** (1972) Associate Professor of Industrial Arts; Trenton State College, B.A., 1964; M.A., 1967; University of Maryland, Ed.D., 1970
- Nelson, Leonard M.** (1962) Lecturer, School of Law; Harvard University, A.B., 1957; LL.B., 1960
- Neuberger, Harold T.** (1957) Professor of Science Education; Iowa Wesleyan College, B.S., 1952; University of New Mexico, M.S., 1953; Boston University, Ed.D., 1964
- Normandeau, Jeanne G.** (1968) Associate Professor of Nursing; Boston College, B.S., 1964; M.S., 1967
- Novak, Irwin D.** (1971) Associate Professor of Geology; Hunter College, A.B., 1966; University of Florida, M.S., 1968; Cornell University, Ph.D., 1971
- O'Donnell, C. Michael P.** (1970) Associate Professor of Education and Coordinator of Reading; University of Maine, B.S., 1958; M.S., 1961; Syracuse University, Ed.D., 1968
- O'Mahoney, Patricia M.** (1977) Assistant Professor of Biology; Long Island University, B.S., 1971; State University of New York at Buffalo, M.A., 1974; Ph.D., 1977
- O'Reilly, Charles A.** (1966) Associate Professor of English; Colby College, B.A., 1949; Antioch-Putney Graduate School of Teacher Education, M.A., 1952
- 3 Padula, Alfred L.** (1972) Associate Professor of History; College of the Holy Cross, B.S., 1957; University of the Americas (Mexico City), M.A., 1961; University of New Mexico, Ph.D., 1975
- Palmacci, Viola** (1963) Family Nurse Associate, Student Health Services; Maine Eye and Ear Infirmary, R.N. 1944
- Palmer, Martha** (1976) Circulation Librarian, School of Law Library; University of Maine at Orono, B.A., 1974
- Paradise, Noel E.** (1967) Professor of Psychology; University of Maryland, A.B., 1948; University of Michigan, Ph.D., 1960
- Pauk, George L.** (1976) Director, Family Nurse Associate Program; State University of Iowa, M.D.
- Peirce, John A.** (1965) Professor of Political Science; University of Maine, B.S., 1962; University of Virginia, M.A., 1965; Ph.D., 1971
- Pence, John H.** (1973) Learning Center Director, Biddeford, York County Community College Services; St. Francis College, B.A., 1969
- Pendleton, James W.** (1967) Associate Professor of Earth Sciences, Physics and Engineering; Keene State College, B.Ed., 1959; Oregon State University, M.S., 1963
- Philippi, Harlan A.** (1972) Director, Program Planning, College of Education; University of Wisconsin, B.S., 1949; M.S., 1953; Northwestern University, Ph.D., 1962
- Pic'l, Melvin E.** (1969) Associate Professor of Communication; Pepperdine College, B.A., 1958; M.A., 1962
- Pine, Mary A.** (1974) Coordinator and Associate Professor of Early Childhood Education; Boston University, Ed.B., 1952; Ed.M., 1955; Ed.D., 1975
- Plummer, Sheila J.** (1977) Telelecture Program Coordinator for Nursing and CED for Nursing; Boston College, B.S., 1974; M.S., 1975
- Potter, Judy R.** (1972) Professor, School of Law and Director, Clinical Practice Program; Cornell University, B.A., 1960; University of Michigan Law School, J.D., 1967
- Power, Thomas A.** (1966) Associate Professor of Theatre; University of Maine, B.S., 1964; M.A., 1968
- Pranger, Eugene** (1973) Director, Contracts and Grants, Center for Research and Advanced Study; Indiana University, B.S., 1971
- Provencher, Gerald M.** (1975) Associate Professor of Chemistry; Wayne State University, B.A., 1962; M.S., 1966; University of Windsor, Ph.D., 1972

Numbers in the left hand margin are coded as follows:

1 on leave, Fall semester, 1978

2 on leave, Spring semester, 1979

3 on leave, Academic year, 1978-79

- Prunty, Bert S., Jr.** (1973) Dean, School of Law and Professor, School of Law; Drake University, B.A., 1948; Drake University Law School, J.D., 1950
- Puopolo, Vito** (1970) Associate Professor of Music; New England Conservatory of Music, B.M., 1955; M.M., 1963; Michigan State University, Ph.D., 1970
- Quinn, Horatio A.** (1973) Director, Department of Police and Safety; University of Maine at Augusta, A.S., 1973
- Rakovan, Lawrence F.** (1967) Associate Professor of Art; Wayne State University, B.S., 1967; Rhode Island School of Design, M.A., 1969
- Raybould, Patricia D.** (1970) Instructor in Physical Education; University of Oregon, B.A., 1964; Boston University, M.Ed., 1967
- Reuter, John E.** (1969) Associate Professor of English; University of New Hampshire, A.B., 1958; University of Rochester, M.A., 1963; Ph.D., 1968
- Rich, Barbara** (1974) Assistant Professor of Social Welfare; Columbia University, M.S.W., 1970
- Riciputi, Remo H.** (1965) Associate Professor of Biology; University of New Hampshire, B.A., 1954; M.S., 1958
- Roberts, James W.** (1967) Associate Professor of Political Science; San Diego State College, B.A., 1954; University of North Carolina, Ph.D., 1973
- Roche, Mildred** (1971) Nursing Director, Family Nurse Associate Program; Lecturer in Community Health; University of Vermont, B.S., 1951; Catholic University of America, M.S.N., 1966
- Rodgers, Marjorie J.** (1970) Assistant Director, Admissions; University of Massachusetts, B.S., 1966
- Rogers, Paul C.** (1965) Professor of Mathematics; College of the Holy Cross, B.N.S., 1945; Boston University, M.A., 1948
- Rogoff, Martin A.** (1972) Professor, School of Law; Cornell University, B.A., 1962; University of California, Berkeley, M.A., 1963; Yale Law School, LL.B., 1966
- Rolfe, Frederick B.** (1966) Associate Professor of French; Bowdoin College, A.B., 1946; Middlebury College, A.M., 1948
- Romanyshyn, John M.** (1946-1950; 1953) Margaret Payson Professor of Social Welfare; University of Oklahoma, B.A., 1942; University of Chicago, M.A., 1952
- Rootes, Minor R.** (1966) Associate Professor of Theatre; University of California, Santa Barbara, A.B., 1954; San Francisco State College, M.A., 1961
- Roscoe, Marjorie M.** (1966) Associate Professor of Nursing; Simmons College, B.S. in P.H.N., 1950; University of Michigan, M.P.H., 1959
- Rosen, Kenneth F.** (1965) Associate Professor of English; Pennsylvania State University, B.A., 1962; University of Iowa, M.F.A., 1964
- Ross, Paul** (1978) Artist in Residence, Music; Juilliard School of Music, B.M. and Performers Degree, 1960
- Rost, Mary Ann** (1972) Director, Bureau of Continuing Education for Nursing and Assistant Professor of Nursing; Boston College School of Nursing, B.S., 1964; University of Massachusetts, M.S., 1972
- Rumery, Joyce V.** (1974) Library Circulation Associate; University of Maine at Portland-Gorham, B.A., 1973
- Rutherford, Phillip R.** (1966) Professor of English; East Texas University, B.A., 1962; M.A., 1964; Ph.D., 1966
- Saldanha, Estelita L.** (1966) Professor of Psychology; University of Lisbon, B.A., 1943; University of Nebraska, B.S., 1946; M.A., 1947; Cornell University, Ph.D., 1950
- Salmon, Edward I.** (1966) Director, Engineering and Planning; University of Maine, B.S., 1956
- Sanborn, Jane O.** (1961) Associate Professor of Psychology; Wilson College, A.B., 1942; University of California, Los Angeles, Ed.D., 1961
- Sandberg, C. Michael** (1978) Child Development Specialist, Maine Children's Resource Center and Instructor in Education; Brandeis University, B.A., 1968; Wheelock College, M.S., 1977
- Schleh, Eugene P. A.** (1965) Professor of History and Assistant Dean, College of Arts and Sciences; Union College, B.A., 1961; Yale University, M.A., 1962; Ph.D., 1968
- Schwanauer, Francis** (1962) Professor of Philosophy; University of Stuttgart and Tübingen, Ph.D., 1959
- Schwanauer, Johanna** (1963-1965) (1968) Lecturer in German, Wellesley College, B.A., 1957
- Schwinck, Lotte** (1969) Associate Professor of Biology; University of Tübingen, Dr. rer. nat., 1956
- Selkin, Michael** (1970) Associate Professor of English and Director of Writing Laboratory; Columbia College, A.B., 1961; Cornell University, M.A., 1963; Columbia University, Ph.D., 1975
- Sereno, Terry J. P.** (1977) Assistant Professor of Communication; Bowling Green State University, B.A., 1969; M.A., 1973
- Sezak, Nancy M.** (1975) Assistant Professor of Nursing; University of Maine at Orono, B.S., 1973; Boston University School of Nursing, M.S., 1975
- Sheehan, Diane R.** (1977) Staff Associate, Program Planning, College of Education; Suffolk University, B.A., 1971; University of Denver, M.A., 1974
- Shoobs, Dorothy S.** (1973) Associate Professor of Nursing; New York University, B.S., 1953; M.A., 1960; Ph.D., 1973
- Shulman, Jay A.** (1978) Visiting Assistant Professor, School of Law; Cornell University, B.A., 1973; Northwestern University Law School, J.D., 1977
- Silvermail, David L.** (1977) Assistant Professor of Curriculum and Instruction, College of Education; Indiana University, A.B., 1969; M.S., 1975; Ed.D., 1977
- Simonds, Stephen P.** (1971) Director, Human Services Development Institute; University of New Hampshire, A.B., 1948; University of Chicago, M.A., 1953
- Slavick, William H.** (1970) Associate Professor of English; University of Notre Dame, B.A., 1949; M.A., 1951; Ph.D., 1971
- Small, William U.** (1967) Associate Director, Continuing Education and Summer Session; Bowdoin College, B.S., 1949; Columbia University, M.B.A., 1951
- Smith, Alan G.** (1967) Professor of Chemistry; Mount Allison University (New Brunswick), B.Sc., 1949; University of New Brunswick, M.S., 1951; University of Maine, Ph.D., 1966
- Smith, Charles F.** (1969) Associate Professor of Education; Westfield State College, B.S., 1960; University of Massachusetts, M.S., 1963; Ed.D., 1969
- Snow, Roger V., Jr.** (1967, 1973) Director, Publications and Public Information; Williams College, B.A., 1940
- Solotaire, Patricia** (1973) Administrative Director, Allagash Environmental Institute; Bard College, B.A., 1953; New York University, M.A., 1965
- Sottery, Theodore W.** (1956) Professor of Chemistry; Dartmouth, B.N.S., 1946; University of Maine, M.S., 1956; Ph.D., 1966

- Southworth, Robert S.** (1963) Coordinator of Counselor Education and Professor of Educational Psychology; Boston University, B.A., 1951; Ed.M., 1958; Ed.D., 1965
- Soychak, Anthony G.** (1965) Assistant Professor of Mathematics and Computer Science; University of Maine, B.S., 1959; Bowdoin College, M.A., 1963
- Steele, William P.** (1967) Associate Professor of Theatre; University of Maine, B.S.Ed., 1964; M.A., 1967
- Steinman, Richard** (1966) Professor of Social Welfare; University of Missouri, B.A., 1949; Columbia University, M.S., 1952; Brandeis University, Ph.D., 1968
- Stone, Judith T.** (1968) Acting Dean, School of Nursing and Associate Professor of Nursing; University of Maine, B.S., 1964; University of Pennsylvania, M.S.N., 1966
- Stump, Walter R.** (1968) Associate Professor of Theatre; San Diego State College, B.A., 1959; M.A., 1960; Indiana University, Ph.D., 1974
- Sturgeon, Richard H.** (1962) Assistant Director, Associate Degree Studies; University of Maine, B.S., 1960; M.Ed., 1966
- Sullivan, James V.** (1959) Professor of Physical Education and Recreation and Director of Therapeutic Recreation; University of Maine, B.S.Ed., 1951; University of Delaware, M.Ed., 1954; Boston University, Ed.D., 1971
- Sytsma, Donald** (1972) Associate Professor of Psychology; Arizona State University, B.A., 1965; University of Waterloo, Ph.D., 1971
- Talbot, Franklin** (1963) Head of Reference Services and Associate Professor of Library Service; University of Maine, B.A., 1946; Columbia University, M.S., 1949
- Taylor, Edward W.** (1975) Assistant Professor of Industrial Education; Trenton State College, B.A., 1970; M.Ed., 1972.
- Taylor, Lawrence A.** (1968) Associate Professor of Business Administration; University of Maine, B.S., 1967; M.B.A., 1968
- Theriault, Anne M.** (1975) Executive Director, University of Southern Maine Alumni Association; University of Maine in Portland, A.B.A., 1967
- Tierney, James M.** (1977) Assistant Professor of Social Welfare; St. Michael's College, B.A., 1961; University of Connecticut, M.S.W., 1967
- Tizon, Judy** (1972) Associate Professor of Anthropology; University of Illinois, B.A., 1965; University of California, M.A., 1969
- Tryon, Phyllis A.** (1965) Associate Professor of Nursing; Boston University, B.S., 1958; Yale University, M.S.N., and C.N.M., 1962
- Tucker, Frances M.** (1977) Registrar, School of Law
- Tukey, Geraldine M.** (1970) Associate Professor of Nursing; Mercy College of Detroit, B.S., 1957; Boston University, M.S., 1964
- Ubans, Juris K.** (1968) Associate Professor of Art; Director, Art Gallery; Syracuse University, B.F.A., 1966; Pennsylvania State University, M.F.A., 1968
- Ubans, Mara** (1970) Associate Professor of German; Indiana University, A.B., 1960; University of Southern California, M.A., 1962; Ph.D., 1975
- Ventresco, Fiorello B.** (1966) Associate Professor of History; Boston University, A.B., 1959; University of Michigan, M.A., 1961
- Walkling, Robert A.** (1969) Associate Professor of Physics; Swarthmore College, B.A., 1953; Harvard University, M.S., 1954; Ph.D., 1962
- Ward, Thomas M.** (1976) Professor, School of Law; University of Pennsylvania, B.A., 1965; Notre Dame Law School, LL.B., 1968; University of Illinois Law School, LL.M., 1970
- Warren, Beth I.** (1978) Acting Director, Equal Employment Opportunity; Wheaton College, B.A., 1959; Simmons College, M.S., 1963
- Waters, Harry J.** (1963) Professor of Business and Economics and Director, The Management Institute; Hofstra College, B.B.A., 1954; New York University, M.B.A., 1955; Ph.D., 1964
- Weeks, Ernest E.** (1967) Professor of English; Bowdoin College, A.B., 1939; Tufts University, M.A., 1949; Columbia University, Ph.D., 1965
- White, Virginia S.** (1963) Nurse, Health Services; Rumford Community Hospital, R.N., 1945
- Whiting, William L.** (1947) Coordinator, Administrative Services and Associate Professor of Communication; University of Maine, B.A., 1937; Bates College, M.Ed., 1948; Northwestern University, M.A., 1954
- Whitmore, Allan R.** (1969) Associate Professor of History; University of Maine, B.A., 1962; Northwestern University, M.A., 1964; Ph.D., 1970
- Whitney, Sarah F.** (1973) Director, Nursing lab; Catherine Spalding College, B.S.N., 1960; Catholic University of America, M.S.N., C.N.M., 1964
- Whitten, James M.** (1951) Associate Professor of Philosophy of Education and Coordinator of Adult Education; Colby College, A.B., 1944; University of Maine, A.M., 1955
- Whitten, Maurice M.** (1955) Professor of Chemistry; Colby College, A.B., 1945; Columbia University, M.A., 1949; Ohio State University, Ph.D., 1971
- Wigglesworth, Edward** (1972) Laboratory Demonstrator; Colby College, M.S.T., 1968
- Willard, Nancy L.** (1969) Assistant Professor of Physical Education; Russell Sage College, B.S., 1958; State University College, Plattsburg, N.Y., M.S., 1967
- Williams, Michael** (1976) Assistant Professor of Sociology; University of California at Santa Barbara, B.A., 1969; M.A., 1971; Ph.D., 1976
- Wilson, Neville** (1968) Assistant Professor of English; Tufts University, B.A., 1965
- Wise, William B.** (1966) Assistant to the President; University of Maine, B.S., 1961; University of Maine at Orono, M.Ed., 1971

Numbers in the left hand margin are coded as follows:

- 1 on leave, Fall semester, 1978
- 2 on leave, Spring semester, 1979
- 3 on leave, Academic year, 1978-79

- Witham, A. Dirk** (1976) Instructor in Education and Director of Upward Bound; Hawthorne College, B.A., 1967; University of Oregon, M.S., 1973.
- Witherill, Robert D.** (1966) Associate Professor of Economics; Colby College, A.B., 1947; University of Maine, M.A., 1953; M.Ed., 1962
- Woshinsky, Oliver H.** (1971) Associate Professor of Political Science; Oberlin College, B.A., 1961; Yale University, M.A., 1967; M.Phil., 1968; Ph.D., 1971
- Wright, James L.** (1977) Assistant Professor of Vocational Education; Boston University, B.S., 1950; Bridgewater State College, M.Ed., 1956; University of Maine at Orono, Ed.D., 1973
- Wroth, L. Kinvin** (1964) Professor and Associate Dean, School of Law; Yale University, A.B., 1954; Harvard University, LL.B., 1960
- Yalouris, Mary A.** (1974) Director of Personnel; University of Maine, B.A., 1967
- Yesner, David R.** (1977) Assistant Professor of Anthropology; Cornell University, B.A., 1971; University of Connecticut, M.A., 1974; Ph.D., 1977
- York, Robert M.** (1962) Professor of History; Bates College, A.B., 1937; Clark University, M.A., 1938; Ph.D., 1941
- Young, Anne P.** (1965) Professor of History; Boston University, B.S., 1943; M.A., 1944; University of Chicago, Ph.D., 1951
- 2Young, Jocelyn** (1975) Assistant Professor of Sociology; Oberlin College, A.B., 1971; University of Pennsylvania, M.A., 1973
- Young, Rosalie M.** (1968) Publications Specialist; University of Maine in Portland, B.A., 1968
- Zaner, John A.** (1974) Assistant Professor of Wood Technology; Millersville State College, B.S., 1969; M.Ed., 1972; Pennsylvania State University, Ed.D., 1977
- Zarr, Melvyn** (1973) Professor, School of Law; Clark University, A.B., 1958; Harvard University, LL.B., 1963
- Zdanowicz, Carolyn** (1977) Instructor in Nursing; Columbia University, B.S., 1963; Boston University School of Nursing, M.S., 1977

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Normal School Certificate.

→ STATE OF →



→ MAINE. →

THIS CERTIFIES:

That *Mary W. Knight*
sustains a good moral character, and having completed the full Course of One Year
in the STATE NORMAL SCHOOL at Gorham, Maine, has in that Course shown
such Scholarship, and such power in Teaching and Governing, as entitles her
to a first class Certificate as a Teacher in the Common Schools.

Wm. Cushing
John W. Lunt
Wm. A. Dean
Samuel A. Deering

Teachers.

State of Maine

NORMAL SCHOOL

DIPLOMA.

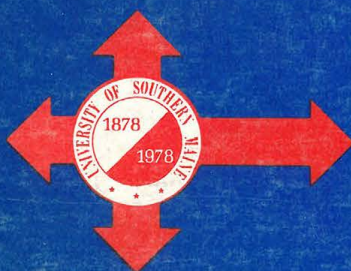
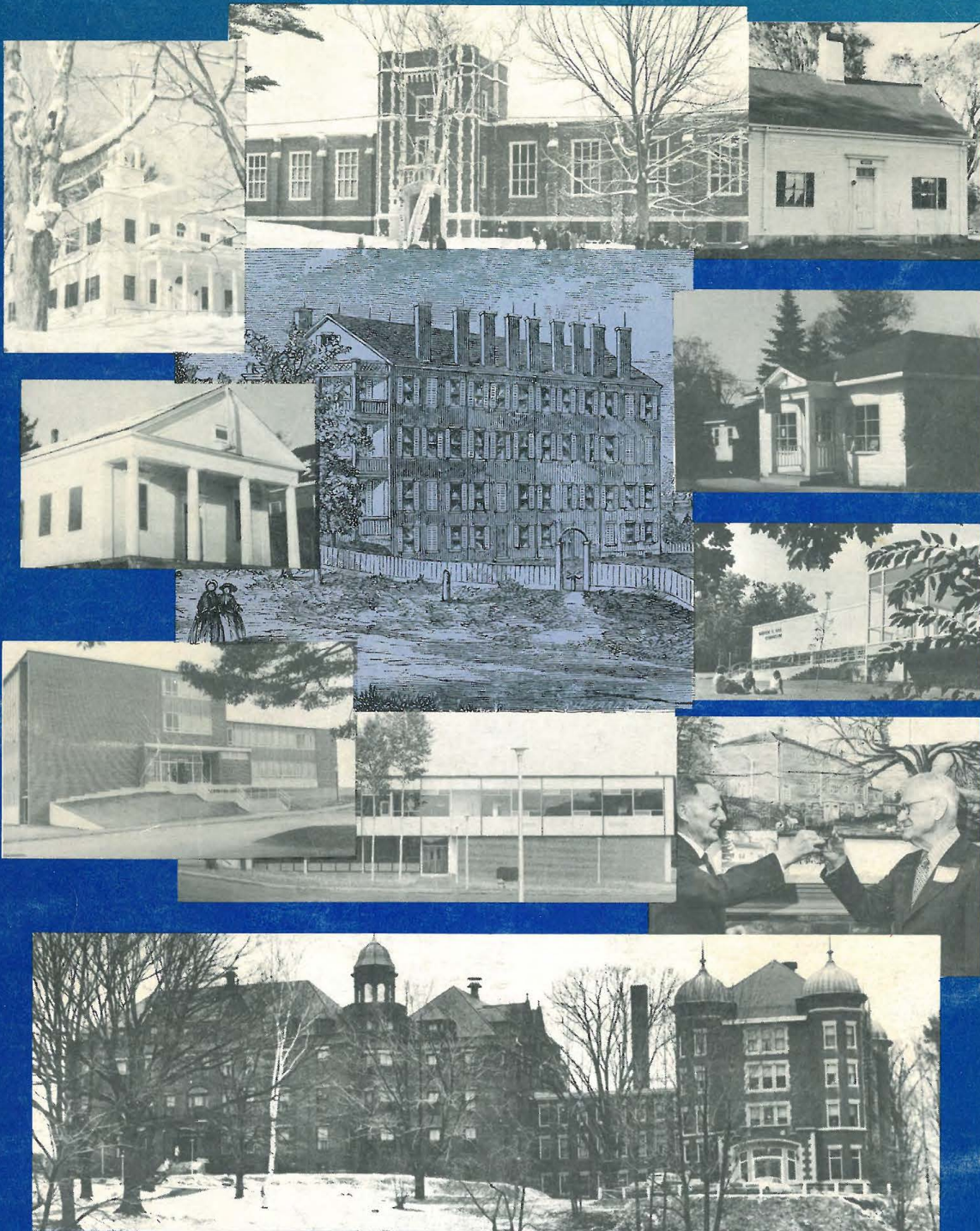
This Certifies that *Julia W. Whitehouse* has Completed the
Course in the State Normal School at Gorham, Maine.

From the 11th of January to the 10th of September
1888.

Given at *Gorham, Maine* this *10th* day of *September* 1888.



E. S. Mearns Principal



A Unit of The University of Maine