1979

University of Southern Maine Catalog 1979-1980

University of Southern Maine

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University of Southern Maine

A unit of the University of Maine

Undergraduate Catalog

1979-1980

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 Southern Maine does not discriminate on the basis of race, color, creed, sex, national origin, or handicap in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by Federal and State laws and regulations. The designated coordinator for University compliance with these laws is Beth I. Warren, director of Equal Employment Opportunity.

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, Monday through Friday.

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, Economics and Management 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 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.

The University of Southern Maine is moving into its second century as a center of higher education, having celebrated its centennial anniversary during 1978-79.
ACADEMIC CALENDAR

1979-1980

FALL SEMESTER

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>September 4</td>
<td>Registration</td>
</tr>
<tr>
<td>September 5</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>October 8</td>
<td>No Classes</td>
</tr>
<tr>
<td>November 21-25</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>December 14</td>
<td>Last Day of Classes</td>
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<tr>
<td>December 17-21</td>
<td>Final Exams</td>
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SPRING SEMESTER

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<td>January 11</td>
<td>Registration</td>
</tr>
<tr>
<td>January 14</td>
<td>First Day of Classes</td>
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<tr>
<td>February 18-24</td>
<td>Recess</td>
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<tr>
<td>March 31 - April 6</td>
<td>Recess</td>
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<tr>
<td>May 9</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 12-16</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>
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 committees, 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 in varsity soccer, basketball, baseball, 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, and softball. 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 director/counselors and resident assistants who have 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 several 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.

A major library is located in each campus holding a combined total of over 290,000 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 1978-79 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 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 the Undergraduate Bulletin 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.
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**

**BACCALAUREATE DEGREE**

**PROGRAMS**

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 the 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:

Art Education (certification, K-12)
Elementary Education
Industrial Arts Education (certification, K-12)
Industrial Arts Technology (non-teaching program)
Music Education (certification, K-12)
Therapeutic Recreation (non-teaching program pending Board of Trustee approval)
Vocational-Technical Education
Vocational Technology (non-teaching program)
Secondary Education: Mathematics*

Information concerning academic concentrations and minors is found under the College of Education section of the catalog.

*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, Economics and Management

The School of Business, Economics and Management 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 PROGRAMS

Business Administration

The School of Business, Economics and Management 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 College of Education 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 Studies programs to the citizens of York County. With centers located in Biddeford and Sanford, YCCS offers a variety of Associate Degree options, and is an integral part of the College of Arts and Sciences.

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 1979-80. The 1980-81 listing will be available from the New England Board of Higher Education during the fall of 1979. Check with your guidance counselor or the Board at 40 Grove St., 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 1979 TO STUDENTS FROM:

Conn., Vt.

Conn., R.I.
Conn., 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.

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.

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Units†</td>
</tr>
<tr>
<td>*Mathematics</td>
<td>3 Units (Algebra I, II &amp; Geometry)</td>
</tr>
<tr>
<td>**Sciences</td>
<td>2 Lab Units</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>2 Units</td>
</tr>
<tr>
<td>***Foreign Language</td>
<td>2 Units (one language)</td>
</tr>
<tr>
<td>*Mathematics Majors</td>
<td>4 Units</td>
</tr>
<tr>
<td>**Biology and Premedical Majors</td>
<td>3 Lab Units</td>
</tr>
<tr>
<td>***Foreign Language Major</td>
<td>3 Units</td>
</tr>
<tr>
<td>†Units = one year of study</td>
<td></td>
</tr>
</tbody>
</table>

School of Business, Economics and Management

Four-Year Baccalaureate Program

| English                         | 4 Units |
| Algebra I, II                  | 2 Units |
| Geometry                       | 1 Unit  |
| Elective                       | 9 Units |

College of Education

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

Associate Degree Programs

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 BOARD AND ACT TESTING INFORMATION

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. The College Board code number for USM is 3691.

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 for three years are not required to submit Achievement Tests.

6. Applicants applying to Associate Degree programs are not required to submit Achievement Tests.

7. 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.

8. Test dates used by applicants after the January test date will cause delay in the processing of an application for fall admission.

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.

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
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<tr>
<td>October 13, 1979 SAT</td>
<td>September 21, 1979</td>
</tr>
<tr>
<td>(Calif., Fla., Texas,</td>
<td></td>
</tr>
<tr>
<td>N.Y. ONLY)</td>
<td></td>
</tr>
<tr>
<td>November 3, 1979</td>
<td>September 28, 1979</td>
</tr>
<tr>
<td>December 1, 1979</td>
<td>October 26, 1979</td>
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<td>January 26, 1980</td>
<td>December 21, 1979</td>
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<tr>
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<tr>
<td>ONLY</td>
<td>March 28, 1980</td>
</tr>
<tr>
<td>May 3, 1980</td>
<td>May 21, 1980</td>
</tr>
<tr>
<td>June 7, 1980</td>
<td></td>
</tr>
</tbody>
</table>

Both the SAT and certain Achievement Tests will be available on most of these test dates in 1979-80. 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 or earlier 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. Applicants seeking admission to the University are judged on the following criteria:
   a. Academic curriculum pursued in high school; or, college work, for transfer candidates.
   b. Over-all academic achievement as determined by grades earned.
   c. Rank in class based on academic performance.
   d. Evaluations and recommendations from faculty and guidance personnel.
   e. Review of required entrance examination results (SAT and Achievement tests or ACT examination).
   f. Review of information provided by candidate in the application for admission to the University.

2. Upon review and evaluation of your application and supporting credentials the Director of Admissions will notify you of the appropriate decision. Since USM operates with a rolling admission program, notification to students takes place on the first and fifteenth of each month between mid-December to early summer for fall semester enrollment, and mid October to early January for spring semester enrollment. A confirmation deposit will be requested of all students accepted in addition to a deposit required of students planning to live on campus. These deposits are refundable to June 1 for September admission and January 1 for January admission, if the request is received in writing by the Director of Admissions and the Coordinator of Residence Halls, for new degree students who submitted a dorm deposit.

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 - October 12, 1979 (for Spring 1980 enrollment)
- Spring Semester - February 29, 1980 (for Fall 1980 enrollment)

All candidates for the Music Major will be asked to appear before the faculty of the Music Department for an instrumental or vocal audition. A written music achievement test 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 mathematical 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 Education

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

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 and Management - 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 College 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.

Credit accepted from regionally non-accredited institutions must be “B” grades or better and applicable to the student’s program of study. In the final analysis, the decision to accept transfer credits will rest with the Academic Dean of each individual school or college at USM.

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

Advanced Placement

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:

<table>
<thead>
<tr>
<th>Title of Examination</th>
<th>Credit For</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ENG 100</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>General Education</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>General Education</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>General Education</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>General Education</td>
<td>6</td>
</tr>
</tbody>
</table>

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 - The following departments, Biology, Economics, English, History, Mathematics/Computer Science, Political Science, Psychology, and Sociology, 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, ECONOMICS AND MANAGEMENT—The School of Business, Economics and Management 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, Economics and Management.

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 1979-1980

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 of Maine. 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 (12 credit hours or more)
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 $2,625)

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 1,670.00
- single room 1,815.00

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: $830.00

LATE FEE
A Late Fee of $25.00 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 credit hour up to 12 credit hours per semester. At 12 credit hours and above the tuition charge is $410 per semester. The tuition, fees and related maximums set forth herein do not apply to non-degree 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 12 credit hours per semester. At 12 credit hours and above the tuition charge is $385 per semester plus the $5 registration fee.

Graduate School — Tuition for residents of Maine is $30 per credit hour up to 12 credit hours per semester. At 12 credit hours and above the tuition charge is $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 $2,980 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 credit hour up to 12 credit hours per semester, or tuition for non-residents of Maine of $97 per credit hour up to
12 credit hours per semester, or tuition for New England Regional Program students of $37.50 per credit hour up to 12 credit hours per semester.

All students taking 12 or more credit hours per semester will be charged the full-time tuition rate for the 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 $60 is due, beginning with the fall of 1980. These deposits will be applied toward the student’s account when the student registers, and are subject to the refund policy listed below.

The deposits are forfeited if 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.

Students desiring to live in a residence 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, the $60 is non-refundable.

**PAYMENT OF BILLS**

Student 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 $25.00 late fee.

All University bills, including those for room and board in University buildings, are due and payable on or before September 4 for the fall semester and on or before January 11 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 due date, 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 installment program.

The program requires that one half of the semester bill, plus previous balances and the $6.00 FINANCE CHARGE, be paid at the time prescribed above. The balance is to be paid in three consecutive monthly installments commencing 30 days after the first day of semester classes.

The privilege of using this program will be withdrawn if payments are not made promptly as scheduled. A student must be registered for a minimum of six credit hours in order to use the plan.

**REFUND POLICY**

Student charges will be refunded to students who are withdrawing from the University of Maine in accordance with the schedules and provisions set forth below.

**A. TUITION REFUNDS**

For purposes of calculating tuition refunds, the attendance period begins on the opening day of scheduled campus classes, includes weekends and holidays, and ends on the date the student notifies the Registrar in writing.
1. SCHEDULES
   a. ACADEMIC YEAR (Fall & Spring Terms)
      Cancellation prior to First Day of Class 100%
      Withdrawal prior to End of First Week 100%
      Withdrawal prior to End of Second Week 75%
      Withdrawal prior to End of Third Week 50%
      Withdrawal prior to End of Fourth Week 25%
      Withdrawal after Fourth Week 0%

   b. OTHER SESSIONS
      (1) Sessions which are more than three weeks
          Cancellation prior to First Day of Class 100%
          Withdrawal prior to End of First Week 75%
          Withdrawal prior to End of Second Week 50%
          Withdrawal prior to End of Third Week 25%
          Withdrawal after Third Week 0%
      (2) Sessions which are three weeks or less
          Cancellation prior to First Day of Class 100%
          Withdrawal prior to End of First Week 50%
          Withdrawal after First Week 0%

2. PROVISIONS
   a. No part of an advance deposit is refundable after June 1. Although such deposits are applicable to
      tuition charges for students who remain enrolled, they are forfeited by students who withdraw.
   b. Refunds for involuntary withdrawals, e.g., extended illness or military service, will be considered by
      the campus on a case by case basis.
   c. University fees are not refunded, except Student Activity Fees, which may be refunded in accordance
      with individual campus student government policy.

B. ROOM REFUNDS

For purposes of calculating room refunds the attendance period begins on the opening day of scheduled campus
classes, includes weekends and holidays, and ends on the date the student provides written notification.

1. SCHEDULES
   a. ACADEMIC YEAR (Fall & Spring Terms)
      Cancellation prior to First Day of Class 100%
      Withdrawal prior to End of First Week 100%
      Withdrawal prior to End of Second Week 75%
      Withdrawal prior to End of Third Week 50%
      Withdrawal prior to End of Fourth Week 25%
      Withdrawal after Fourth Week 0%

   b. OTHER SESSIONS
      (1) Sessions which are more than three weeks
          Cancellation prior to First Day of Class 100%
          Withdrawal prior to End of First Week 75%
          Withdrawal prior to End of Second Week 50%
          Withdrawal prior to End of Third Week 25%
          Withdrawal after Third Week 0%
      (2) Sessions which are three weeks or less
          Cancellation prior to First Day of Class 100%
          Withdrawal prior to End of First Week 50%
          Withdrawal after First Week 0%

2. PROVISIONS
   a. No part of an advance deposit is refundable after June 1. Although such deposits are applicable to room
      charges for students who remain in the dormitory, they are forfeited for students who withdraw.
   b. This room refund policy pertains to students who are withdrawing from the University of Maine.
      Refunds, if any, for students who remain enrolled but vacate a dormitory room will be governed by
      the terms and conditions of campus residence hall contracts.
   c. Refunds for involuntary withdrawals, e.g., extended illness or military service, will be considered by
      the campus on a case by case basis.
C. BOARD REFUNDS

Students who withdraw from the University will be charged for meals at the established daily rate through the date of clearance.

ADD/DROP

Students may drop courses during the first two weeks of classes* without incurring any financial obligation for tuition charges. However, students will be responsible for any non-refundable fees which may include, but not limited to, registration fee, activity fee and lab fees). After this time, no adjustment to tuition charges for courses dropped will be made.

All courses added must be paid for at the time of the add unless the maximum charge is applicable or the tuition charge is offset by a drop during the first two weeks of classes.

*For purposes of calculation of tuition refunds, the attendance period begins on the opening day of scheduled campus classes, includes weekends and holidays, and ends on the date the student notifies the Registrar in writing.

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, Corbell Hall-2nd floor, College Avenue, Gorham, Maine 04038; tel. (207) 780-5250.
GENERAL EDUCATION
REQUIREMENT FOR ALL
BACCALAUREATE CANDIDATES

NOTE: the General Education Requirements of the University of Southern Maine for all baccalaureate students are currently under review. Changes in these requirements are expected to be ready for implementation in the fall of 1980, and, therefore, would be applicable to students who are admitted to a degree program beginning with the fall semester of 1980. In that event, these students will receive by mail the new University requirements prior to their first registration.

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, Economics and Management 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 no 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.)
U.S.M. 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 the 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 Is 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 courses 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:

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

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.

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.

MINIMUM GRADE POLICY

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

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

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.
The purpose of the pass-fail grade option is to encourage students to broaden their educational experience 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 the normal sense. Once a semester commences, a period of one week 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 and the School of Nursing with respective percentages of 20 percent, 53 percent, and 76 percent.

The requirements by classes, schools and colleges are:

<table>
<thead>
<tr>
<th>School or College</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Total to Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Economics and Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate Programs</td>
<td>23</td>
<td>53</td>
<td>83</td>
<td>120</td>
</tr>
<tr>
<td>Two-Year Business</td>
<td>23</td>
<td></td>
<td></td>
<td>62</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>26</td>
<td>60</td>
<td>94</td>
<td>137</td>
</tr>
<tr>
<td>Industrial Arts Education</td>
<td>33</td>
<td>65</td>
<td>94</td>
<td>124</td>
</tr>
<tr>
<td>Industrial Arts Technology</td>
<td>33</td>
<td>65</td>
<td>94</td>
<td>124</td>
</tr>
<tr>
<td>All Other Programs</td>
<td>23</td>
<td>53</td>
<td>83</td>
<td>120</td>
</tr>
<tr>
<td>Nursing</td>
<td>24</td>
<td>63</td>
<td>91</td>
<td>120</td>
</tr>
</tbody>
</table>

### PASS-FAIL OPTION
The purpose of the pass-fail grade option is to encourage students to broaden their educational experience 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 the 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 if approved 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.

### 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.

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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 offers courses and programs of study to students in all schools of the University.

DEPARTMENTAL ORGANIZATION
The College of Arts and Sciences is composed of the following departments:

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

BACHELOR OF ARTS DEGREE PROGRAMS
Programs of study leading to a Bachelor of Arts (B.A.) degree 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-Designed
Social Science
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 AND MINORS FOR THE COLLEGE OF EDUCATION
The College of Arts and Sciences provides programs which enable students in the College of Education to concentrate in various subject areas. Major and Minor programs in CAS available to Education students include:

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

For information on other majors and minors, students should consult the Departments in their area of interest.

REQUIREMENTS FOR DEGREE PROGRAMS
To qualify for a baccalaureate degree, each student must fulfill University requirements, College of Arts and Sciences requirements, and departmental (or program) requirements.
University Requirements
All students must fulfill the General Education Requirement in order to graduate. This Requirement, consisting of 30 credit hours, is described in the Academic Policies section of this catalog. Courses in the student's major area may not be applied toward fulfillment of the General Education Requirement. Students are encouraged to complete this requirement by the end of the Sophomore year.

All students must successfully complete 120 credit hours in order to graduate.

College Requirements
All College of Arts and Sciences students must pass a composition requirement, a writing proficiency requirement, and a mathematics proficiency requirement.

COMPOSITION REQUIREMENT
All CAS students must pass a three-credit course in college-level writing (ENG 100 or ENG 101). The requirement may be waived in one of three ways:
1. Scoring 55 or better on the Test of Standard Written English (TSWE).
2. Demonstrating to the English Department a strong record of success in writing in previous college-level courses.
3. Scoring 540 in the C.L.E.P. English test and thereby gaining three credits.

By the end of the Sophomore year all students must either have fulfilled the composition requirement or have qualified for ENG 100/101.

WRITING PROFICIENCY REQUIREMENT
In order to demonstrate writing proficiency and thereby to qualify for Junior Class standing, students must do one of the following:
1. Score 42-54 on the TSWE.
2. Demonstrate to the English Department adequate success in previous college-level courses.

Incoming students will be placed in English composition courses as follows:
1. TSWE score below 42 — ENG 050
2. TSWE score 42-54 — ENG 100/101
3. TSWE score 55 or above — composition requirement waived.

MATHEMATICS PROFICIENCY REQUIREMENT
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 remedial algebra course. Credits earned in Ms 011 may not be applied toward the baccalaureate degree.

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

Departmental or Program Requirements
The College requires that each student fulfill the requirements of a department (or program) and that each student formally declare a major prior to completing 53 credit hours. Fine Arts students, however (especially in Art and Music), usually must begin their program earlier because of portfolio and audition requirements. Students planning to major in a science are advised to obtain an adviser in the appropriate department and begin the required course sequences as soon as possible. Selecting a major is an important and often difficult decision. Students undecided about a major should take courses in the various departments (or programs) which interest them before making a final decision. Undecided students are also encouraged to consult the Office of Counseling and Career Development as well as the departments (or programs) which interest them prior to formally declaring a major.

Individual departmental and program requirements are described in the pages that follow.

OTHER EDUCATIONAL OPPORTUNITIES

Cooperative Education
Many departments in the College work in cooperation with businesses, agencies and other programs so that students may earn credit while employing their classroom experience in useful practice. Students interested in cooperative education should contact the department chairperson in their area of interest and the Office of the Dean of CAS.

CAS Courses
The College of Arts and Sciences offers courses on a variety of topics and themes which are not sponsored by individual departments. These courses (listed as "CAS") are described in the course schedule each semester.

Independent Study Term
Students who have an academic project 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. General guidelines for the Independent Study Term may be obtained from departments or the other of the Dean of CAS.

Double Majors
Although there are no minors for the students in the College of Arts and Sciences, it is possible for CAS students to declare a major in two departments. Students interested in a double major should consult the appropriate departments and obtain a declaration of major form from the Registrar's Office.
ART

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

Associate Professors Bearce (on sabbatical 1979-80), Franklin, M. Moore, 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 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-hours 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. In addition, B.F.A. candidates are required to have an exhibit of their work during their senior year.

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 122 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 218 Women in Art
A focus on women in the arts; their images, ideals, dialogues, politics, and history through contemporary trends. The course will be enhanced with slides, films, video, tapes, papers, panels and discussions. Prerequisite: Permission of instructor. 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 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 film, but varying in content from semester to semester. Each current course will have a course description on file in the Department of Art. Courses may concern national industries (The American Cinema, The Russian Film, The German Film, etc.); directors (Renoir, Brunei, Dreyer, etc.); genre (The Documentary, The Gangster Film, The Western, etc.); or similar topics. Prerequisite: ARTH 273. 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
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
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 ceramicware 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 3/30.

ARTS 341/342 Intermediate Design

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 365/366 Intermediate Watercolor  
Continuation of painting/watercolor with emphasis on personal expression. Prerequisite: ARTS 363. Cr 3/3.

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  
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.

ARTS 491/492 Advanced Sculpture  
Continuation of intermediate sculpture with emphasis on the pursuit of personal imagery. Prerequisites: ARTS 391 and 392. 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 to 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; stitcher; 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. Cr 3.

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, Ricupi, 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MS 152</td>
<td>Calculus A</td>
</tr>
<tr>
<td>PHYS 121 and 122</td>
<td>General Physics (5 credits each semester) to be taken as a two-semester sequence</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>Qualitative Principles of Chemistry I</td>
</tr>
<tr>
<td>CHEM 114</td>
<td>Qualitative Laboratory Techniques I</td>
</tr>
<tr>
<td>CHEM 115</td>
<td>Qualitative Principles of Chemistry II</td>
</tr>
<tr>
<td>CHEM 116</td>
<td>Qualitative Laboratory Techniques II</td>
</tr>
<tr>
<td>CHEM 251 and 253</td>
<td>Organic Chemistry I and II</td>
</tr>
<tr>
<td>CHEM 252 and 254</td>
<td>Organic Chemistry Laboratory I and II</td>
</tr>
</tbody>
</table>

Foreign Language through Intermediate Level (Arts and Sciences only), or a passing grade in French 106 or German 106. Credits to be earned depend upon the language proficiency of the student. Challenge examinations are available.

1 BIO 101 and 102 Biological Principles (3 credits) plus Biological Experiences (1 credit) | 4 |
2 LIO 103 and 104 Biological Diversity (2 credits) plus Survey of Animals and Plants (2 credits) | 4 |
3 BIO 201 Principles of Genetics | 3 |
4 BIO 203, 204 Comparative Vertebrate Embryology (2 credits), plus Comparative Vertebrate Embryology Laboratory or Comparative Vertebrate Anatomy (2 credits) plus Comparative Vertebrate Anatomy Laboratory | 4 |
5 BIO 311 and 312 Microbiology (3 credits) plus Microbiological Laboratory (2 credits) | 5 |
6 BIO 331 and 332 Ecological Principles (3 credits) plus Field Ecology (2 credits) | 5 |
7 BIO 401 and 402 General Physiology (3 credits) plus General Physiology Laboratory (2 credits) | 5 |
8 †BIO 421 Biology Seminar I | 1 |
9 †BIO 431 Biology Seminar II | 1 |

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

1 A grade of “C” or higher in BIO 101 is required for all other lecture courses in Biology in addition to other prerequisites as listed for individual courses.
2 A grade of “C” or higher in BIO 102 is required for all other laboratory courses in Biology in addition to other prerequisites as listed for individual courses.

†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.
<table>
<thead>
<tr>
<th>COURSES IN BIOLOGICAL SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIO 019 Biological Basis of Human Activity</strong></td>
</tr>
</tbody>
</table>
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. Associate Degree Credit only. 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. Offered Fall and Spring semesters. Cr 3.

| **BIO 102 Biological Experiences** |
Laboratory studies of the structure, function, and reproduction of cells and examination of representative animals and plants. Offered Fall and Spring semesters. Cr 1.

| **BIO 103 Biological Diversity** |
The origin, evolution and diversity of life. Must be taken with BIO 104. Prerequisite: Grade of “C” or higher in 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: Grade of “C” or higher in BIO 102. Cr 2.

| **BIO 111 Human Anatomy and Physiology** |
The study of functional anatomy and physiology of the human. Prerequisite: Grade of “C” or higher in BIO 101. Spring semester only. 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: Grade of “C” or higher in 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: Grade of “C” or higher in 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: Grade of “C” or higher in 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: Grade of “C” or higher in 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: Grade of “C” or higher in BIO 101. Fall semester. Cr 3.

| **BIO 202 Experimental Genetics** |
Practical laboratory experience in techniques used in genetics. Prerequisite: BIO 201. Cr 2.

| **BIO 203 Comparative Vertebrate Embryology** |
The embryonic origin and evolutionary relationships of vertebrate structure. Prerequisite: Grade of “C” or higher in BIO 101 and BIO 103. Cr 2.

| **BIO 204 Comparative Vertebrate Embryology Laboratory** |
Laboratory experiments and observations on amphibian, chick, and mammalian embryos. Prerequisite: BIO 203 or concurrent with BIO 203. Spring semester. Cr 2.

| **BIO 205 Comparative Vertebrate Anatomy** |
The structure, embryology and evolution of vertebrate organ systems. Prerequisite: Grade “C” or higher in BIO 103, 104. Spring semester. 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 205 or concurrent with BIO 205. Spring semester. Cr 2.

| **BIO 217 Evolution** |
A study of the processes and evidences of organic evolution. Prerequisite: Grade of “C” or higher in 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: Grade of “C” or higher in BIO 103, 104. Fall semester. 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: Grade “C” or higher in BIO 103, 104. Spring semester. Cr 4.

| **BIO 231 Botany** |
A study of structure, function, development, reproduction, and environmental adaptations of representative non-vascular and vascular plants. Prerequisite: Grade “C” or higher in BIO 101 and 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, one year of college 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: Grade “C” or higher in 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.) Prerequisite: Grade "C" or higher in BIO 101. Spring semester only. Cr 3.

BIO 311 Microbiology
A consideration of protozoa, fungi, bacteria, and viruses of medical and biological importance. Prerequisites: Grade "C" or higher in BIO 101, one year of college chemistry. Cr 3.

BIO 312 Microbiological Laboratory
The laboratory isolation and examination of microorganisms by various techniques. Prerequisites: Grade of "C" or higher in 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: Grade of "C" or higher in BIO 101 and BIO 102. Cr 3.

BIO 331 Ecological Principles
The interrelationships of living organisms and their environments, including man's impact on ecosystems. Prerequisite: Grade of "C" or higher in BIO 103. Fall semester only. 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: Grade of "C" or higher in BIO 103. Cr 3.

BIO 351 Invertebrate Zoology
The morphology, physiology, and phylogenetic relationships of non-backboned animals. Prerequisite: Grade of "C" or higher in 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 humans. Prerequisite: Grade of "C" or higher in 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: Grade of "C" or higher in BIO 103, 104. Fall semester only. 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. Fall semester only. Cr 2.

BIO 381 Cell Biology
Structure and function of cells in the cellular, subcellular and molecular levels. Prerequisites: Grade of "C" or higher in BIO 101, 102; one year of college chemistry. Cr 3.

BIO 401 General Physiology
A study of physiological processes and their regulation in animals. Prerequisites: Grade of "C" or higher in BIO 101; one year of college chemistry; one semester of physics. Spring semester only. Cr 3.

BIO 402 General Physiology Laboratory
Laboratory examination of physiological mechanisms in animals. Prerequisites: BIO 401 or concurrently. Cr 2.

BIO 407 Comparative Animal Behavior
The physiological, genetic, evolutionary and environmental basis of behavior will be studied in invertebrates and vertebrates. Emphasis will be placed on the neurophysiological and hormonal controls of behavior. Prerequisites: Grade of "C" or higher in BIO 101; BIO 201 or BIO 111. Fall semester of odd-numbered years. Cr 3.

BIO 415 Histochemistry
A laboratory course offering practical experience in histological and histochemical techniques. Prerequisites: Grade of "C" or higher in BIO 101, 102, CHEM 251. Cr 3.

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. Prerequisites: one year college biology with grade of "C" or higher, one year college chemistry, Junior standing. 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.
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 later in this section.) 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-
### SAMPLE SCHEDULE

#### 1. For a Bachelor of Science degree in Applied Chemistry

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 113, 114 (Qual. Principles I)</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 121 (General Physics) (G)</td>
<td>5</td>
</tr>
<tr>
<td>*MS 152 (Calculus A)</td>
<td>4</td>
</tr>
<tr>
<td>CS 160 (Intro. Computer Programming) or MS 120 (Intro. to Statistics)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Freshman Year</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**SPRING**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 115, 116 (Qual. Principles II)</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 122 (General Physics) (G)</td>
<td>5</td>
</tr>
<tr>
<td>ENG 100 or 120 (G) (S)</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Spring Year</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 251, 252 (Organic Chem. I)</td>
<td>5.5</td>
</tr>
<tr>
<td>CHEM 231, 232 (Analytical Chem.)</td>
<td>6</td>
</tr>
<tr>
<td>GEE 101 (Engineering Design I)</td>
<td>2</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>2-3</td>
</tr>
<tr>
<td><strong>Total Sophomore Year</strong></td>
<td><strong>15.5-16.5</strong></td>
</tr>
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</table>

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 371, 372 (Physical Chemistry)</td>
<td>5.5</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>9-10</td>
</tr>
<tr>
<td><strong>Total Junior Year</strong></td>
<td><strong>14.5-15.5</strong></td>
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</table>

**SPRING**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 215 (S)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 253, 254 (Organic Chem. II)</td>
<td>5.5</td>
</tr>
<tr>
<td>or 255, 256 (Structural Chem.)</td>
<td></td>
</tr>
<tr>
<td>MS 153 (Calculus B) (S)</td>
<td>4</td>
</tr>
<tr>
<td>GEE 102 (Engineering Design II) (S)</td>
<td>2</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>0-2</td>
</tr>
<tr>
<td><strong>Total Spring Year</strong></td>
<td><strong>14.5-16.5</strong></td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

**INDEPENDENT STUDY (one or two semesters)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ELECTIVES</td>
<td>10-12</td>
</tr>
<tr>
<td><strong>Total Senior Year</strong></td>
<td><strong>25-27</strong></td>
</tr>
</tbody>
</table>

**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

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 113, 114 (Qual. Principles I)</td>
<td>5</td>
</tr>
<tr>
<td>GEE 101 (Engineering Design I)</td>
<td>2</td>
</tr>
<tr>
<td>CS 160 (Intro. Computer Programming) or MS 120 (Intro. to Statistics)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100 or 120 (G) (S)</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Freshman Year</strong></td>
<td><strong>16</strong></td>
</tr>
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</table>

**SPRING**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHEM 115, 116 (Qual. Principles II)</td>
<td>5</td>
</tr>
<tr>
<td>*MS 152 (Calculus A)</td>
<td>4</td>
</tr>
<tr>
<td>GEE 102 (Engineering Design II) (S)</td>
<td>2</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>2-4</td>
</tr>
<tr>
<td><strong>Total Spring Year</strong></td>
<td><strong>15-16</strong></td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 251, 252 (Organic Chem. I)</td>
<td>5.5</td>
</tr>
<tr>
<td>PHYS 121 (General Physics) (G)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 231, 232 (Analytical Chem.)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Sophomore Year</strong></td>
<td><strong>15.5</strong></td>
</tr>
</tbody>
</table>

**SPRING**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 215 (Quant. Principles) (S)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 253, 254 (Org. Chem. II)</td>
<td>5</td>
</tr>
<tr>
<td>or 255, 256 (Structural Chem.)</td>
<td></td>
</tr>
<tr>
<td>PHYS 122 (General Physics) (G)</td>
<td>5</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Spring Year</strong></td>
<td><strong>16.5</strong></td>
</tr>
</tbody>
</table>
JUNIOR YEAR

MS 153 (Calculus B) (S) 5
*CHEM 371, 372 (Physical Chem.) 5.5
ELECTIVES 5-6

15.5-16.5

SENIOR YEAR

ELECTIVES 15-16

15-16

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. Corequisite: CHEM 101. 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. Not appropriate for applied chemistry or biology majors. Cr 3.

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; substitution, 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. 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, periodic classification,
electronic configuration, chemical bonding, molecular structure, chemical behavior and reactions, and solutions are discussed. Three lecture hours and one three-hour laboratory per week. 

Cr 4.

CHEM 112 General Chemistry II
Whitten
Prerequisite: CHEM 111 or permission of the instructor. Topics will include: chemical kinetics, equilibria, electrochemistry, radiochemistry, selected materials in metallurgy, organic compounds, selected biological compounds of importance, energy reservoirs and their use, and synthetic materials. 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. 

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. 

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*. 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.

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 may be elected by 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 the basic laboratory skills of crystallisation, extraction, distillation, and melting and boiling point determinations. The preparation and isolation of compounds by the Friedel-Crafts and Grignard reactions will be performed. The latter part of the semester will comprise an introduction to organic qualitative analysis. One recitation and three laboratory hours per week. Offered each fall semester. Prerequisite: a grade of C or better in CHEM 116. Prerequisite or corequisite: CHEM 251. 

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
A continuation of the experiments begun in CHEM 252 on organic qualitative analysis, including solubility tests, classification tests, and preparation of derivatives. Interpretation of spectra will be introduced to assist in the process of identification of unknowns. One recitation and three laboratory hours per week. Offered each spring semester. Prerequisite: a grade of C or better in CHEM 252. Prerequisite or corequisite: CHEM 253.

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 2.5.

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. Cr 4.

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. Cr 2.5.

CHEM 361 Fundamentals of Biochemistry
Staff
A consideration of the structure, function, and transformations of the principal compounds of biological importance, and of the applications of chemical principles to those studies. Three lectures per week. Offered in the fall semester. Prerequisite: Grade of C or better in CHEM 253. Cr 3.

CHEM 362 Basic Laboratory Techniques of Biochemistry
Staff
This course will be offered upon completion of appropriate laboratory space. Experiments will be performed to illustrate some of the material presented in CHEM 361. Offered in the fall semester. One recitation and three laboratory hours per week. Prerequisite or corequisite: CHEM 361. 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: Grade of C or better in CHEM 231 and MS 152. 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: Grade of C or better in CHEM 232. Prerequisite or corequisite: CHEM 371. 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, CRISTALLINITY 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, absorption 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 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 interrelations of science and technology, and the implications of science for society. 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. 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 518 History of Chemistry
Whitten
A study of the history of chemistry which examines the development of the theories and the applications of the science. Consideration is also given to the interrelationship of advances in chemistry with advances in other sciences. The course provides an opportunity to integrate one's knowledge of chemistry. Prerequisite: 1) Undergraduate major or minor in chemistry 2) high school chemistry teacher. Others by permission of the instructor. Not offered every year. 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, 3 Washburn Ave., Portland
Assistant Professors Henderson, 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. Since communication is essential to most forms of human endeavor, communication majors may prepare 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 examine the different levels of communication analysis by completing the following courses:

- COM 102 Introduction to Communication
- COM 171 Interpersonal Communication
- COM 290 Small Group Communication
- COM 390 Organizational Communication
- COM 490 Theories of Mass Communication

In addition, 15 credit hours must be selected from other departmental course offerings. These courses include the following:

- COM 100 Research
- COM 150 Business Communication
- COM 190 Media and Children
- COM 272 Persuasion
- COM 280 Mass Media and Human Interaction
- COM 310 Nonverbal Communication
- COM 320 Intercultural Communication
- COM 420 Communication and Cognition
- COM 430 Communication Internship
- COM 491 Independent Study

Fifteen additional credit hours of coursework should be selected from departments which support the students' goals, and these must be approved by their advisors. Listed below are some examples of possible supportive coursework found in other departments within the College of Arts and Sciences. These courses have been categorized according to the eight divisions of the International Communication Association.

**DIVISION I**

**INFORMATION SYSTEMS**
- CS 160 Computer Programming I
- CS 260 Computer Programming II
- CS 169 Computer Organization and Programming
- CS 289 Machine and Assembler Language
- CS 369 Systems Programming

**DIVISION II**

**INTERPERSONAL COMMUNICATION**
- PLY 102 Introduction to Philosophy: The Quest for Certainty
- PLY 103 Introduction to Philosophy: Human Alienation
- 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 210 Culture Theory
- 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: The Quest for Certainty

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PLY 104 Introduction to Philosophy: Ways of Knowing
SOC 391 Sociology of Education

DIVISION VIII
HEALTH COMMUNICATION
SWE 266 Concept of Self and the Handicapped Person
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 a sequence of research courses.

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 concept 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 discussion-activities course designed to acquaint the student with the elements of interpersonal communication, its basic nature and function. The course involves a study of the potential of human communication; with applications to the problems of misunderstanding and their remedy. Cr 3.

COM 172 Persuasion
A lecture-discussion course focusing on the influencing of human persuasion as a means of defense against the multitude of persuasive messages to which a member of contemporary American society is subjected. This course will investigate such topics as the ethics of persuasion, attitudes, beliefs, values, and the persuasive impact of motivational appeals and other psychological factors. Cr 3.

COM 190 Media and Children
This course will examine media designed for the child audience. The class will view 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 media on the young audience. Cr 3.

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

COM 290 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 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 390 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, decisionmaking, leadership, and the nature of organizational change. Prerequisite: COM 290 or permission of the instructor. 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 communication theory. 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 elect to examine an aspect of mass communication which is of interest to them, and present their findings in research papers and projects. 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
Michael L. Williams, 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. Because course work consists of a liberal arts curriculum which focuses on the topic of criminal justice, students are 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 justice 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, GYAY 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 Sociology of Minority Groups
   SWE 350 Social Problems and Social Welfare Policy
   HIST 235-450 Up to three hours, except HIST 321 and 333
   *In most semesters, one or more special topics courses will be added to this list.
   **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.

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.
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 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 at several institutions, 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 at other schools both regionally and nationally. 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.
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.

<table>
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<tr>
<th>AREA I: Humanities</th>
<th>CLS</th>
<th>FRE</th>
<th>LAT</th>
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<td>CPEN</td>
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<td>ENG</td>
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ENG 100 and/or ENG 101 are strongly recommended for CJ majors. They do not count towards major or Humanities requirements.

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<th>AREA II: Fine Arts</th>
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<th>DNCE</th>
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<tr>
<th>AREA III: Science &amp; Math</th>
<th>ARTH</th>
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<tr>
<td>BIOL</td>
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<td>ASTR</td>
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<td>PSYCI</td>
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<td>MS</td>
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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 |
| PLY 103 | Introduction to Philosophy: Human Alienation |

@ 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. The 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

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EARTH SCIENCES, PHYSICS, AND ENGINEERING

Chairman of Earth Sciences, Physics, and Engineering Department: Parnell S. Hare, 4 Bailey Hall, Gorham.

Associate Professors Armentrout, Ayers, Grass, Hare, Hopkinson, Novak, Pendleton, Walkling.

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 later in this section.

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 or  Qualitative Principles of Chemistry II  5-8
CHEM 111, 112  General Chemistry I, II  8-10
PHYS 111-112 or  Elements of Physics  8-10
PHYS 121-122  General Physics  8-10
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.
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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 111, 112  General Chemistry I, II or  8
CHEM 113, 114  Qualitative Principles of Chemistry  5
CHEM 115, 116  Qualitative Principles of Chemistry II  5
PHYS 111-112 or  8-10
PHYS 121-122
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  3
GEOL 301  Structural Geology  3
GEOL 302  Sedimentology  3
GEOL 303  Introduction to 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.

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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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department</th>
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<tbody>
<tr>
<td>ASTR 100</td>
<td>Astronomy</td>
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<tr>
<td>ASTR 210</td>
<td>Observational Astronomy</td>
<td>Astronomy</td>
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<td>BIO 103</td>
<td>Biological Diversity</td>
<td>Biology</td>
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<tr>
<td>BIO 104</td>
<td>Survey of Animals and Plants</td>
<td>Biology</td>
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<tr>
<td>CHEM 101</td>
<td>Chemistry for Health Sciences I</td>
<td>Chemistry</td>
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<tr>
<td>CHEM 113</td>
<td>Qualitative Principles of Chemistry</td>
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<tr>
<td>ESCI 120</td>
<td>Concepts of Earth Science</td>
<td>Earth Science</td>
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<td>ESCI 200</td>
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<td>PSCI 310</td>
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<td>MET 100</td>
<td>Meteorology</td>
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<tr>
<td>OCN 100</td>
<td>Intro to Oceanography</td>
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<tr>
<td>PSCI 110</td>
<td>Elements of Physical Science</td>
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<tr>
<td>PHYS 100</td>
<td>Descriptive Physics</td>
<td>Physical Science</td>
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**ASTRONOMY**

Courses in Astronomy

**ASTR 100 Astronomy**  
A descriptive survey of modern astronomy. Topics include theories about the origin and development of the universe, stellar evolution, the solar system, galaxies, observational methods and recent discoveries. 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**  
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**  
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**  
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 stress.
fication 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.

ESCI 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
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 or Physics in the College of Arts and Sciences. 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. 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

<table>
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<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Subject</td>
<td>Credit</td>
</tr>
<tr>
<td>CHEM 113 Qual Princ of Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 114 Qual Lab Techniques</td>
<td>2</td>
</tr>
<tr>
<td>GEE 101 Intro to Eng Design I</td>
<td>3</td>
</tr>
<tr>
<td>MS 152 Calculus A</td>
<td>4</td>
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<tr>
<td>PHYS 121 General Physics I</td>
<td>5</td>
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<td>Total</td>
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<table>
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<tr>
<th>Spring Semester</th>
<th>Credit Hours</th>
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<tr>
<td>Subject</td>
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<tr>
<td>CHEM 115 Qual Princ of Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 116 Qual Lab Tech II</td>
<td>2</td>
</tr>
<tr>
<td>GEE 102 Intro to Eng Design II</td>
<td>3</td>
</tr>
<tr>
<td>MS 153 Calculus B</td>
<td>4</td>
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<tr>
<td>PHYS 122 General Physics II</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
</tr>
</tbody>
</table>

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 3.

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 3.

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 metalurgy 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
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 and Spring. 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. Prerequisite: GEOL 111. 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
An introduction to crystallography, and a study of the physical properties and chemical structures of common rock-forming minerals. Laboratory analysis is an important part of the course. A basic course in chemistry is desirable. Prerequisite: GEOL 111. Two hours lecture. Four 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
An introduction to the mechanics of rock deformation, faulting, jointing, top-bottom criteria, and metamorphic foliations. The lab includes problems in descriptive geometry, stereonets, the Brunton compass, geologic maps and cross sections, and analysis of polyphase folding. Prerequisites: GEOL 111 and GEOL 112. Field trips. One hour lecture, one hour recitation, two 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. Prerequisites: GEOL 112 and 203. GEOL 202 recommended. Some weekend field trips. Two hours lecture. Two 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 two hours, Lab four hours. Fall Semester, odd years and intermittently on demand. Cr 4.

GEOL 304 Optical Mineralogy

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 two hours, Lab four hours. Spring Semester, odd years. Cr 4.

GEOL 309 Elements of Geophysics

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 two hours, Recitation two 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

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

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 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 provides Physics and related courses in the Freshman and Sophomore years, leading to a degree in either Physics (College of Arts and Sciences) or Engineering Physics (College of Technology). 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.

These programs are flexible and easily tailored to meet the goals of each student. 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 semi-descriptive terms of important fundamental topics of mechanics, heat, sound, wave motion, electricity, magnetism, optics, and modern physics. Designed to develop an appreciation for the concepts, vocabulary, and methods of the science rather than a false sense of mastery. High school algebra is recommended. Lecture three 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 three hours, lab two hours. Cr 4.

PHYS 112 Elements of Physics II
Grass
A continuation of Physics I considering the topics: optics, electricity and modern physics. Lecture three hours, lab two 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 three hours, Rec. two hours, Lab two 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 three hours, Rec. two hours, Lab two hours. Cr 5.

PHYS 210 Introductory Modern Physics
Staff
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 three hours, Lab two 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 two hours, Rec. two hours, Lab three hours. Cr 5.

PHYS 222 Intermediate Physics II
Armentrout
A continuation of PHYS 221. Topics include electricity, magnetism and optics. Lecture two hours, Rec. two hours, Lab three 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 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 economics.

   Economics course descriptions may be found under the Department of Economics in the School of Business, Economics and Management section of this catalog.
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 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 191, 192, 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 100 or 101 is prerequisite to any English course. 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 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 IV-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

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). Prerequisite: writing proficiency. 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). Prerequisite: writing proficiency. Cr 3.

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. Prerequisite: ENG 100 or 101. 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 206 Poetry Writing
Carper
Focus on methods of poets in different periods of the history of English poetry. Students will aim toward developing creative writing skills through weekly verse-writing assignments.

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. (Every semester) Cr 3.

III—Criticism Courses

ENG 364 Critical Approaches to Literature
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. (Every semester) 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

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
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. Cr 3.

ENG 212 Survey of English Literature II
Carper
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. 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 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 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

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, Babylonia, and Israel. Cr 3.

Courses cross-listed with Foreign Languages and Classics:

CLS 251 The Epic Hero in Ancient Literature
CLS 252 The Tragic Hero in Ancient Literature
CLS 281 The Golden Age of Greece
CLS 282 Rome, from Republic to Empire
FRE 253 Masterpieces of French Literature I
FRE 254 Masterpieces of French Literature II
FRE 255 Contemporary French Thinkers
FRE 256 Avant Garde Theatre in France
FRE 257 18th Century Literature in France and England
GMN 258 The German Novelle
SPN 259 Masterpieces of Spanish Literature

For descriptions, see Foreign Languages and Classics section of this catalog.

Up to six hours of specific courses offered by such other CAS departments as 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
Ashley
Extensive readings in major philosophical background texts and the literature of 14th century England exclusive of Chaucer. Cr 3.

ENG 224 Chaucer
Burke, Weeks, Ashley
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
Ashley
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
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
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
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.

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.

ENG 267 The Development of the Novel
Reuter
ENG 268 The Earlier English Novel
Selkin
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 *Beggars' 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 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

ENG 296 Victorian Poetry
Extensive reading in the poetry of Tennyson, Browning, Arnold, Swinburne, Clough, the Rossettis, Meredith, Morris, Hardy, Hopkins, and Housman. Lectures and class discussions will involve several critical approaches—biographical, sociological, psychological, archetypal, symbolic, 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
The principal novelists from Austen to Hardy.

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
Gish
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.

ENG 303 20th Century British and American Poetry II
Gish
A continuation of English 302. First semester poets are not duplicated in II.

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.

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.

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.

ENG 309 The Southern Renascence
Slavick

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.

ENG 311 Twentieth Century British Literature
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.

ENG 326 Fitzgerald, Hemingway, Faulkner
Slavick
Studies in diction of three 20th century American writers.

ENG 343 American Literature II
Jaques
A continuation of American Literature I.

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.

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.
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. ADVANCED PLACEMENT: CREDIT BY EXAMINATION

It is the policy of the Department of Foreign Languages and Classics to grant credit in French, German, Greek, Latin and Spanish to an enrolled student who presents evidence of competency in one of those languages by completing the appropriate Advanced Placement Examination of the College Entrance Examination Board. For more details, contact the Chairman of the Department.

IV. 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:

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<th>Elementary level:</th>
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<td>Intermediate level:</td>
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V. 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.

VI. 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. 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.

VII. LANGUAGE LAB

Students enrolled in beginners or intermediate courses may register for supervised language practice amounting to a minimum of one hour a week in the laboratory; they will receive one extra credit (on a P/F basis) for regular and active attendance.

Since the work done in the language lab is coordinated with classroom work, only the students enrolled in a language course can take the corresponding lab section for credit. Credit for the lab is granted only if the student passes the course. Any exception to this has to be approved by the Chairman.

However, all students are welcome to use the Language Lab facilities for their own purposes, without credit.

VIII. 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).
IX. 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.

X. 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 competently. 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
FFE 232 Introduction to French Literature II
FRE 401 or 402 Advanced French Grammar
any French Literature course on the 300 level

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
Dalvet
Institutions, education, society, economy, politics of France. Requires reading knowledge of French, but no French is spoken in the classroom. 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, Telhard 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 revolts 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

GRK 102 Beginning Greek II
Duclos
Selections from Euripides' Acestis. 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

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
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 in 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
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
Continuation of FRE 201. Cr 3.

FRE 203 French Conversation
Intensive oral practice, expository reports, debates, class discussions. Prerequisite: FRE 132 or equivalent. Cr 3.

FRE 204 French Conversation II
Continuation of FRE 203. Cr 3.

FRE 205 French Phonetics
Rolfe
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
Crochet
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, Marguerite Duras 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 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

FRE 332 The XVIIIth Century French Novel
Dalvet
Readings from Prevost, Marivaux, Rousseau, Laclocs, 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.
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 347 French Literature of the 16th Century
Reading and discussion of works by Marot, Rabelais, 
Ronsard, Montaigne and a few others. The course 
examines various genres — poetry, satire, drama, essay — 
and the aspirations, discoveries, problems and struggles 
of the period. 
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
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 103 Review of Elementary German
Elementary German for students with some previous 
study of the language who feel the need for a refresher 
course before entering GMN 131. If possible, register 
also for laboratory practice (one more credit). 
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. Readings are in German; class discussions 
and exams are in English. 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. Readings are in German; class discussions and exams are in English. Prerequisite: GMN 132 or GMN 106 or an equivalent reading ability of German. 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.

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 103 Review of Elementary Spanish
Elementary Spanish for students with some previous study of the language who feel the need of a refresher course before entering SPN 131. If possible, register also for laboratory practice (one more credit). 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

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.
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, 104, 201 and GYAY 200 for a total of fifteen (15) credit hours.

Beyond these basic requirements the student must set up a program of Geography/Anthropology courses to fulfill the remaining credits of 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>3</td>
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<tr>
<td>GEOG 201</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 310</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 311</td>
<td>12</td>
</tr>
</tbody>
</table>

**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. This course is required for all majors. 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. This course is required for all majors concentrating in Anthropology. 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 the archaeology of Maine. 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 stage 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. Lecture material will center around environmental archaeology, with special attention given to topics such as faunal analysis. 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 of 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 Models 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. Special attention will be given to
reconstruction of prehistoric subsistence and settlement, and application of theory to public (conservation) archaeology. 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 any 351 Man in the Northeast 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. This course is required for all majors concentrating in Geography.

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. This course is required for all majors concentrating in Geography.

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 and cartographic tools will be included. A laboratory fee will be required. This course is required for all majors concentrating in Geography.

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 3.

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. This course is required for all majors concentrating in Geography.

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 305 Geography of Agriculture
The course will examine agricultural systems in different parts of the world in terms of productivity, trade, economy and ecology. Physical and cultural inputs will be considered for each system. Trends and problems within the United States will be examined, with special emphasis given to the region of New England and the state of Maine. Prerequisite: background courses in Anthropology or Geography. 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: Joel Eastman, 325 Bonney Hall, Portland; departmental offices: 314 Bonney Hall, Portland; 300 Bailey Hall, Gorham.

Professors Cole, Emerson, Hunt, Schleh, York, Young (on leave Spring, 1980); Associate Professors Albee, Bibber, Connick, Dietrich, Eastman, Padula, 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, they 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 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HIST 101 and 102</td>
<td>Western Civilization I and II</td>
<td>6</td>
</tr>
<tr>
<td>HIST 131 and 132</td>
<td>U.S. History to 1877 and U.S. History Since 1877</td>
<td>6</td>
</tr>
<tr>
<td>Any two courses from the following Third World Surveys:</td>
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<tr>
<td>HIST 161 and 162</td>
<td>Introduction to African History to Partition and Introduction to African History since Partition</td>
<td>6</td>
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<td>or</td>
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<tr>
<td>HIST 171 and 172</td>
<td>Traditional East Asia and Modern East Asia</td>
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<td>or</td>
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<tr>
<td>HIST 181 and 182</td>
<td>Latin America I and II</td>
<td></td>
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<tr>
<td>HIST 200</td>
<td>Methodology in History</td>
<td>3</td>
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<tr>
<td>Other History Courses</td>
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<tr>
<td>Minimum Total to Meet Major Requirements</td>
<td></td>
<td>39</td>
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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 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.

HIST 161 Introduction to African History to Partition
Schleb
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
Schleb
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 163 Africa Through Its Literature
Schleb
An examination of how African history has been portrayed through novels. Both historical re-creation novels and books reflective of the societies which produced them are used, with particular emphasis on English-speaking Africa. 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
This survey outlines the nature of the pre-Columbian Indian civilizations, their conquest by the European powers and the creation of the Hispanic and Portuguese empires in America. Cr 3.

HIST 182 Latin America II
Padula
This survey begins with the shattering of Iberian colonialism, and moves rapidly into the 20th century. Special attention is given to Mexico, Brazil, Argentina and Cuba, and their varying solutions to the problem of national development. 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 Reference, Research and Report Writing
Connick, Eastman, Padula
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.)
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
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 exploration and early settlement 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. 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
Emerson, Whitmore
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 travelers 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
Whitmore
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 adaptation 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 U.S.-Latin American relations with emphasis on the efforts of the U.S. government and multinational corporations to adjust to the growth of nationalism, state capitalism and socialism south of the Rio Grande. Cr 3.

HIST 383 The Society and Culture of Latin America
Padula
This seminar seeks to examine, through the use of popular novels and films, the principal characteristics of Latin American culture. Such elements as the role of dictators and revolutionaries, of machismo and imperialism, of great haciendas and folkloric religions will be considered. 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.
HIST 493 Independent Study Semester
This is the course designator for students who participate in the History Department's semester abroad exchange program with King Alfred's College in England. Cr 12.

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.

GRADUATE HISTORY PROGRAMS
University of Maine MA, in Cooperation with Orono Campus
The Department of History offers the master of arts degree. Applicants are expected to have a firm grounding in undergraduate history courses and satisfactory scores on both the general and the discipline sections of the Graduate Record Examination. MA degree candidates select a particular field of concentration within the general field of history. These fields include the United States, Canada, Great Britain and the Commonwealth, Europe, Latin America and Asia. Candidates may follow one of two options for the MA degree. The thesis option requires thirty hours of work, at least six of which will be thesis credit, and submission of a satisfactory thesis on a subject drawn from the field of concentration. The non-thesis option requires satisfactory completion of thirty hours of course work, of which at least six must be 300-level seminars, and the successful passage of a comprehensive examination on fields taken for the degree.

Further information about taking this MA at USM may be obtained from the Graduate Advisor, History Department, Gorham Campus, tel. 780-5320.

History Concentration in MS. Ed Program
Information about the History concentration in MS Ed. may be obtained from the College of Education at USM.
MATHEMATICS AND COMPUTER SCIENCE


Professors Estes, Fish, Guay, Kratzer, Mainville, Rogers; Associate Professors Brown, Chabot, Foster, Irish, 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
- MS/CS 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
- MS 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
- MS/CS 364 Numerical Analysis I
- MS/CS 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 CS 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: CS 160. 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 230 Programming in COBOL and RPG
A study of programming languages used primarily in business. Major emphasis will be on COBOL with some emphasis on RPG. Prerequisite: CS 160. Cr 3.

CS 240 Programming in PL/1
A continuation of the study of programming principles through study of the PL/1 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

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

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. Prerequisite: 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-semester 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-semester 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. 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 231. Cr 3.

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. Cr 3.

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.

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 geometrics. 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.

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.

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.

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.

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.

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 1-6.

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, 103 Corthell Hall, Gorham.

Professors Bowder; Associate Professor R. Cole; Assistant Professors A. F. Jones, E. Jones, D. Maxwell, M. Rowell, R. Russell; Portland String Quartet in residence: Kecskemethy, Lantz, Moseley, Ross.

APPLIED MUSIC FACULTY

Piano: Donna Aldrich
Nina Bailey
Naydene Bowder
Thomas Bucci
Ronald Cole
Ocy Downs
Robert Glover
David Maxwell
Elizabeth Voldstad
Richard Roberts

Voice: Deborah Harville
Robert Russell
Stewart Shuster
Johanna von Tiling

Organ: Marion Anderson
David Maxwell
Douglas Rafter

Violin: Deirdre Clark
Rebecca Garland
Stephen Kecskemethy
Ronald Lantz

Viola: Julia Moseley

Cello: Katherine Graffam
Paul Ross

Bass: Katherine Graffam

Flute: Harold Brown
Frances Drinker

Oboe: Roberta Barker
Clinton Graffam

Clarinet: Robert Carabia
Eugene Jones

Saxophone: Eugene Jones
Bassoon: Donald Curry
Ardith Freeman Jones

Trumpet: Malcolm Rowell
Calvin Torrey
French Horn: Malcolm Rowell
Trombone: James Bennett
Euphonium: Larry Douglas
Tuba: David Winer

Percussion: George Bookataub
Michael Martin
Harp: Donna Trefrey
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 $66.00 for one credit or $132.00 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 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) either Modern Philosophies of Education or Studies in Educational Foundations.

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)
- or
- EDU 200 Studies in Educational Foundations (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 preprofessional, 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 Instrumental and Vocal Conducting Ensemble
- MUS 340, 341 Recital Class
- MUS 142, 143, 242, 243, Instrumental Conducting
- 342, 343, 442, 443 icy Conducting
- MUS 150, 151, 250, 251, Applied Music, Minor
- 350, 351, 450, 451 Applied Music, Major
- MUS 160, 161, 260, 261, Instrumental Conducting
- 360, 361, 460, 461 Vocal Conducting
- MUS 344 Orchestration or Band
- MUS 345 Arranging and Marching
- MUS 420 or MUED 499 Techniques
### MUSIC EDUCATION CURRICULUM

#### Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MUS 120 and 121</td>
<td>History of Music I and II</td>
<td>6</td>
</tr>
<tr>
<td>MUS 130 and 131</td>
<td>Theory I and II</td>
<td>6</td>
</tr>
<tr>
<td>MUS 132 and 133</td>
<td>Solfeggio I and II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 140 and 141</td>
<td>Instrumental and Vocal Conducting Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 142 and 143</td>
<td>Recital Class</td>
<td>1</td>
</tr>
<tr>
<td>MUS 150 and 151</td>
<td>Applied Music, Minor</td>
<td>2</td>
</tr>
<tr>
<td>MUS 160 and 161</td>
<td>Applied Music, Major Ensembles</td>
<td>2</td>
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<td></td>
<td>General Education Requirements</td>
<td>9</td>
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<td>Physical Education</td>
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#### Sophomore Year

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MUS 220 and 221</td>
<td>History of Music III and IV</td>
<td>6</td>
</tr>
<tr>
<td>MUS 230 and 231</td>
<td>Theory III and IV</td>
<td>6</td>
</tr>
<tr>
<td>MUS 232 and 233</td>
<td>Solfeggio III and IV</td>
<td>2</td>
</tr>
<tr>
<td>MUS 240 and 241</td>
<td>Instrumental and Vocal Conducting Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 242 and 243</td>
<td>Recital Class</td>
<td>1</td>
</tr>
<tr>
<td>MUS 250 and 251</td>
<td>Applied Music, Minor</td>
<td>2</td>
</tr>
<tr>
<td>MUS 260 and 261</td>
<td>Applied Music, Major</td>
<td>4</td>
</tr>
<tr>
<td>MUED 220</td>
<td>Woodwind Class</td>
<td>2</td>
</tr>
<tr>
<td>MUED 221</td>
<td>Brass Class</td>
<td>2</td>
</tr>
<tr>
<td>MUED 222</td>
<td>Percussion Class</td>
<td>1</td>
</tr>
<tr>
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<td>General Education Requirements</td>
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<tr>
<td></td>
<td>Physical Education</td>
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#### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MUS 344</td>
<td>Instrumental Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 345</td>
<td>Vocal Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 340 and 341</td>
<td>Instrumental and Vocal Conducting Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 342 and 343</td>
<td>Recital Class</td>
<td>1</td>
</tr>
<tr>
<td>MUS 350 and 351</td>
<td>Applied Music, Minor</td>
<td>2</td>
</tr>
<tr>
<td>MUS 360 and 361</td>
<td>Applied Music, Major</td>
<td>4</td>
</tr>
<tr>
<td>MUED 320 and 321</td>
<td>String Class</td>
<td>4</td>
</tr>
<tr>
<td>MUED 322 and 323</td>
<td>Music Education Methods</td>
<td>6</td>
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<td>Ensembles</td>
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<td>General Education Requirements</td>
<td>9</td>
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</table>

#### Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 420 or</td>
<td>Orchestration or Band Arranging and</td>
<td>3</td>
</tr>
<tr>
<td>MUED 499</td>
<td>Marching Techniques</td>
<td></td>
</tr>
<tr>
<td>MUS 442 or 443</td>
<td>Recital Class</td>
<td>½</td>
</tr>
<tr>
<td>MUS 450 or 451</td>
<td>Applied Music, Minor</td>
<td>1</td>
</tr>
<tr>
<td>MUS 460 or 461</td>
<td>Applied Music, Major</td>
<td>2</td>
</tr>
<tr>
<td>MUED 420</td>
<td>Music Administration and Supervision</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ensembles</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>General Education Requirements</td>
<td>6</td>
</tr>
<tr>
<td>EDU 324</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
<tr>
<td>EDU 350 or 200</td>
<td>Modern Philosophies of Education or Studies in Educational Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EDPY</td>
<td>Any EDPY course</td>
<td>3</td>
</tr>
</tbody>
</table>

The Music Education Curriculum requires a total of 137 ½ 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.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>USM General Education Requirements</th>
<th>Electives (including language proficiency,* but not music electives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>MUS 330, 331 Form and Analysis I, II</td>
<td>MUS 120, 121, 220, 221 History of Music, I, II, III, IV</td>
</tr>
<tr>
<td></td>
<td>MUS 132, 133 Solfeggio I, II</td>
<td>MUS 320 Seminar in Music History</td>
</tr>
<tr>
<td>124</td>
<td>MUS 330, 331 Solfeggio I, II</td>
<td>MUS 140, 141, 240, 241 Recital Class</td>
</tr>
<tr>
<td></td>
<td>MUS 120, 121, 220, 221 History of Music, I, II, III, IV</td>
<td>MUS 170, 171, 270, 271 Applied Music, Major*</td>
</tr>
<tr>
<td></td>
<td>MUS 130, 131, 230, 231 Theory I, II, III, IV</td>
<td>MUS 170, 171, 270, 271 Applied Music, Major*</td>
</tr>
<tr>
<td></td>
<td>MUS 132, 133 Solfeggio I, II</td>
<td>MUS 320 Seminar in Music History</td>
</tr>
<tr>
<td></td>
<td>MUS 330, 331 Solfeggio I, II</td>
<td>MUS 140, 141, 240, 241 Recital Class</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>USM General Education Requirements</th>
<th>Electives (in any College)</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>MUS 120, 121, 220, 221 History of Music, I, II, III, IV</td>
<td>MUS 372 Pedagogy of the Major Instrument</td>
</tr>
<tr>
<td></td>
<td>MUS 130, 131, 230, 231 Theory I, II, III, IV</td>
<td>MUS 140, 141, 240, 241 Recital Class</td>
</tr>
<tr>
<td></td>
<td>MUS 132, 133 Solfeggio I, II</td>
<td>MUS 170, 171, 270, 271 Applied Music, Major*</td>
</tr>
<tr>
<td></td>
<td>MUS 321 Literature of the Major Instrument</td>
<td>MUS 170, 171, 270, 271 Applied Music, Major*</td>
</tr>
<tr>
<td></td>
<td>MUS 330, 331 Form and Analysis I, II</td>
<td>MUS 140, 141, 240, 241 Recital Class</td>
</tr>
<tr>
<td></td>
<td>MUS 332 Counterpoint</td>
<td>MUS 372 Pedagogy of the Major Instrument</td>
</tr>
<tr>
<td></td>
<td>MUS 140, 141, 240, 241 Recital Class</td>
<td>MUS 170, 171, 270, 271 Applied Music, Major*</td>
</tr>
</tbody>
</table>

The Bachelor of Arts in Music (Performance) Curriculum requires a total of 123 hours.

* "Satisfactory completion of a short recital in the Junior year and 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 piano as a minor instrument.

** "Performance Majors shall have a minimum of 4 (four) credit hours of their Ensemble Requirements in the 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MUS 100</td>
<td>Music History and Appreciation</td>
<td>3</td>
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<tr>
<td></td>
<td>Music History Elective</td>
<td>3</td>
</tr>
<tr>
<td>MUS 130, 131</td>
<td>Theory I and II</td>
<td>6</td>
</tr>
<tr>
<td>MUS 132, 133</td>
<td>Solfeggio I and II</td>
<td>2</td>
</tr>
<tr>
<td>MUED 322</td>
<td>Elementary Music Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>MUS 150, 151</td>
<td>Applied Music Ensembles</td>
<td>2</td>
</tr>
</tbody>
</table>

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 String Quartet
A historical survey of the literature for chamber en-
sembles 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, transcription, 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 400</td>
<td>Chamber Orchestra</td>
<td>Cr 0.5</td>
</tr>
<tr>
<td>MUS 401</td>
<td>The Gorham Chorale</td>
<td></td>
</tr>
<tr>
<td>MUS 402</td>
<td>University Concert Band</td>
<td>Cr 0.5</td>
</tr>
<tr>
<td>MUS 403</td>
<td>A Cappella Choir</td>
<td>Cr 0.5</td>
</tr>
<tr>
<td>MUS 405</td>
<td>The Chamber Singers</td>
<td>Cr 0.5</td>
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</table>

#### SMALL ENSEMBLES

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 406</td>
<td>Chamber Music</td>
<td>Cr 0.5</td>
</tr>
<tr>
<td>MUS 407</td>
<td>Jazz Ensemble</td>
<td>Cr 0.5</td>
</tr>
</tbody>
</table>

### Music Courses Primarily for Majors

#### MUSIC HISTORY AND THEORY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MUS 120</td>
<td>History of Music I</td>
<td>Cr 3</td>
</tr>
<tr>
<td>MUS 130</td>
<td>Music Theory I</td>
<td>Cr 3</td>
</tr>
<tr>
<td>MUS 131</td>
<td>Music Theory II</td>
<td>Cr 3</td>
</tr>
<tr>
<td>MUS 132</td>
<td>Solfeggio I</td>
<td></td>
</tr>
<tr>
<td>MUS 133</td>
<td>Solfeggio II</td>
<td></td>
</tr>
<tr>
<td>MUS 220</td>
<td>History of Music III</td>
<td>Cr 3</td>
</tr>
<tr>
<td>MUS 221</td>
<td>History of Music IV</td>
<td></td>
</tr>
<tr>
<td>MUS 230</td>
<td>Music Theory III</td>
<td>Cr 3</td>
</tr>
<tr>
<td>MUS 231</td>
<td>Music Theory IV</td>
<td>Cr 3</td>
</tr>
<tr>
<td>MUS 232</td>
<td>Solfeggio III</td>
<td></td>
</tr>
<tr>
<td>MUS 233</td>
<td>Solfeggio IV</td>
<td></td>
</tr>
</tbody>
</table>
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 2.

MUS 330 Form and Analysis I
Study and analysis of music of the Classical, Romantic, and Contemporary periods with emphasis on harmonic 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 334 Electronic Music I
Lectures, discussion and exercises in sound generation and processing, with emphasis on voltage-controlled systems. The student's time will be divided between class sessions and actual work in the electronic studio. Prerequisite: Permission of the instructor. Cr 3.

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 and 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. Cr 0.5.

MUS 142 Recital Class for Freshmen I
Performance in major field, stage deportment, and evaluation of performances. Restricted to freshmen. Cr 0.5.

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. Cr 0.5.

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. Cr 0.5.

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. A one-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 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 sophomores. Cr 2.

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. Cr 0.5.

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. Cr 0.5.

MUS 342 Recital Class for Juniors I
Performance in major field, stage deportment, and evaluation of performances. Restricted to juniors. Cr 0.5.

MUS 343 Recital Class for Juniors II
A continuation of MUS 342. Cr 0.5.

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

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 II
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 only with permission of the department. Cr 2.

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 deportment, 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 0.5-2.

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 2.

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

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 methods and materials of music education in junior and senior high schools. Continuation of MUED 322. Cr 3.

MUED 420 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.

MUED 422 Music Administration and Supervision
Designed to present an integrated picture of philosophies of administration, and to resolve problems encountered in student teaching. Cr 3.
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 the following four courses:

PLY 101 Introduction to Philosophy: Human Certainty
PLY 103 Introduction to Philosophy: Human Alienation
PLY 102 Introduction to Philosophy: The Quest for Certainty
PLY 105 Introduction to Philosophy: Why Philosophy?

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

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.

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.

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.

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.

PLY 106 Introduction to Philosophy: Why Philosophize?

Conway

The course centers about the exploration of a single question: what it means to think philosophically. Is 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.
Introduction to Philosophy: Law, Politics and Society

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 109

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 200 Metaphysics
Schwanauer
An analysis of various theories of reality, together with a critical examination of their conceptual constructs, principles and methodologies. Issues to be discussed include Change, Time, Freedom and Necessity, Immortality and God, Good and Evil. Thinkers to be studied include Plato and Aristotle, Spinoza, Kant, Hegel, Whitehead and Heidegger. 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
Grange
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 270 Epistemology
Schwanauer
An analysis of various theories of knowledge in reference to their methodologies and consequences. Texts to be read include Berkeley, Hume, Descartes, Kant and Hegel. Prerequisite: any PLY 100-level course. Cr 3.

PLY 209 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 1979 the following PLY 290 courses will be offered: PLY 290 Biomedical Ethics; PLY 291 Philosophy of Medicine.

• PLY 310 History of Ancient Philosophy
Conway
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
Schwanauer
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
Grange
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
Gross
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.

PLY 409 Senior Seminar
A research seminar designed to provide faculty and senior level students an opportunity to participate in the research efforts of individual faculty and collaborate with each other in the design, methodology and completion of their tutorials. Prerequisite: senior standing, advanced standing as a philosophy major, and permission of the department. 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 philosophy, 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.
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 234
POL 251
POL 252
POL 253
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, 404). In unusual cases students may, with prior permission of the department, substitute independent study of 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:


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 People and Politics
This course introduces the student to modern political analysis. It centers on the 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.

**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 lecturers involved in the Maine government and political processes will be used. Open to Political Science majors and as an elective or special interest to the student who has an interest in the programs and politics of the State of Maine.

**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.

**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.

**POL 210 Power and Change in American Society: Inter-governmental Relations**
This course examines attempts to bring about social and economic changes through governmental action. Functional and dysfunctional aspects of the political, economic and social systems are considered. Attempts at intervention are examined through selected case studies in inter-governmental relations.

**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.

**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.

**POL 234 Municipal Administration**
The management, financial control and administration of modern American cities with emphasis on administration of personnel and finance, the city plan, and line functions. Consideration will be given to the administration of public safety, transportation, health, welfare, and housing. Prerequisite: POL 101. POL 233 is recommended.

**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.

**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.

**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.

**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.

**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.

**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, 102 or 104 are recommended.

**POL 245 British Politics**

**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.

**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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 253</td>
<td>Systems Analysis</td>
<td>An exploration of the application of systems analysis concepts and the methods of public administration. After a basic familiarity with the subject is achieved, application will be studied in relation to a line unit, administrative staff, program planning and policy development. A case study approach will be used.</td>
<td>POL 234, 251 or 252 are recommended.</td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 257</td>
<td>Political Parties</td>
<td>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.</td>
<td>Prerequisite: POL 101.</td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 258</td>
<td>Public Opinion and Electoral Behavior</td>
<td>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.</td>
<td>Prerequisite: POL 102.</td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 259</td>
<td>Psychology and Politics</td>
<td>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.</td>
<td>Prerequisite: POL 102.</td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 274</td>
<td>Contemporary International Affairs</td>
<td>An analysis of contemporary world problems with emphasis on the interdependence of nations versus their viability as individual nation states.</td>
<td></td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 275</td>
<td>United States Foreign Policy</td>
<td>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.</td>
<td></td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 283</td>
<td>The American Judicial System</td>
<td>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.</td>
<td>Prerequisite: POL 101.</td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 284</td>
<td>American Civil Liberties</td>
<td>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.</td>
<td>Prerequisite: POL 293.</td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 286</td>
<td>Administrative Law</td>
<td>The law made by and for administrative agencies. Topics include delegation, standing judicial review, and the merits and demerits of “discretionary justice.&quot;</td>
<td>Prerequisite: POL 101.</td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 289</td>
<td>Political and Social Thought I</td>
<td>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.</td>
<td></td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 290</td>
<td>Political and Social Thought II</td>
<td>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.</td>
<td></td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 292</td>
<td>American Political Thought</td>
<td>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.</td>
<td></td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 302</td>
<td>Criminal Law</td>
<td>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.</td>
<td>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.</td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 307</td>
<td>Statistical Methods for Social Research</td>
<td>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.</td>
<td>Prerequisite: POL 102 or SOC 100.</td>
<td>Cr 4.</td>
</tr>
<tr>
<td>POL 310</td>
<td>Comparative Justice Systems</td>
<td>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.</td>
<td>Prerequisite: CJ 215.</td>
<td>Cr 3.</td>
</tr>
<tr>
<td>POL 332</td>
<td>Comparative Political Behavior</td>
<td>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.</td>
<td>Prerequisite: POL 235 or 236, or permission of the instructor.</td>
<td>Cr 3.</td>
</tr>
</tbody>
</table>
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 4.

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 6.

POL 357 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 359 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 356 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 systems and its specialized agencies. (Offered in alternate Spring semesters.) Cr 3.

POL 359 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.

POL 359 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.

POL 359 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.

POL 387 Seminar in American Politics
A seminar focusing on some aspect of American politics. Prerequisite: Consent of the instructor. Cr 3.

POL 388 Seminar in International Affairs
A seminar which focuses on some aspect of international politics. Prerequisite: Consent of the instructor. Cr 3.

POL 389 Seminar in Comparative Politics
A study of some aspects of comparative political institutions and behavior. Prerequisite: Consent of the instructor. Cr 3.

POL 390 Seminar in Judicial Process
A seminar focusing on some aspect of judicial processes and behavior. Prerequisite: Consent of the instructor. Cr 3.

POL 391 Seminar in Political and Social Thought
A seminar focusing on some aspect of political and social theory. Prerequisite: Consent of the instructor. Cr 3.
PSYCHOLOGY

Chairman of Psychology Department: John S. Bishop, 512 Science Building, Portland.

Professors Bishop, Paradise, Saldanha; Associate Professors Hearns, 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>6</td>
</tr>
<tr>
<td>PSY 102</td>
<td>General Psychology</td>
<td>6</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Statistics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 205</td>
<td>Experimental Methodology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 223</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 333</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Psychology of Learning</td>
<td>4</td>
</tr>
<tr>
<td>PSY 361</td>
<td>Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>PSY 365</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 371</td>
<td>History and Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

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. These courses should be completed by the end of the Sophomore year.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 140</td>
<td>Pre-Calculus Mathematics</td>
<td>PSY 201</td>
</tr>
<tr>
<td>BIO 101</td>
<td>Biological Principles</td>
<td></td>
</tr>
<tr>
<td>BIO 111</td>
<td>Human Anatomy and Physiology</td>
<td>PSY 365</td>
</tr>
</tbody>
</table>

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. 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. Note: This course does not count toward major credit. 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 3.
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

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 380 Psychology and the Law
This course represents an intensive study of the role of psychology in the legal process with particular emphasis upon the insanity defense; competency to stand trial; and involuntary commitments. Also considered are those psychological factors which relate to such topics as jury selection and deliberation; eye witness testimony and credibility; and courtroom strategy. Prerequisites: PSY 101, 102, 333 and/or permission of the instructor. Cr 3.

PSY 385 Contemporary Psychotherapies
A survey of contemporary psychotherapies including Gestalt therapy, logotheraphy, bioenergetics, reality therapy, transactional analysis and rational-emotive therapy. Seminar format. This course is designed for advanced psychology majors planning to go on to graduate school in clinical or counseling psychology. Prerequisite: Permission of the instructor. 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.)

<table>
<thead>
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<th>Credit Hours</th>
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Introductory Level

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<tr>
<th>Credit Hours</th>
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</thead>
</table>

ENG 100 College Writing 3
ECON 101 Principles of Economics - or - 3
ECON 150 Elementary Economics
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

Total 21

Advanced Level Sociology and Psychology Courses

<table>
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<tr>
<th>Credit Hours</th>
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This must include SOC 371 Sociology of Minority Groups and four other courses selected with the advice and approval of student's advisor.

REQUIRED COURSES

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<th>Credit Hours</th>
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</table>

SWE 101 Introduction to the Human Services I 3
SWE 252 & 253 Methods of Social Work Practice I & II 6
Students are expected to achieve a grade of C or better in all Department of Social Welfare and required foundation knowledge courses.

**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. Prerequisite: SWE 101. 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, and 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 (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. 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. 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**
Provides an understanding 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. 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 focused 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.

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 356 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. Prerequisites: SWE 350 or permission of instructor. Cr 3.

SWE 357 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: SWE 350 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

1. Student Organization
The student organization seeks to facilitate communication between students and faculty; to insure student involvement in department 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 students under the supervision of a faculty member is the High Street Resource Center. The Center provides information and referral services as well as crisis intervention and short term counseling for people in the Greater Portland area. Students have the opportunity to pursue innovative and creative projects at the Center.

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.
SOCILOGY

Chairman of Sociology Department: David C. Fullam, 120 Bedford Street, Portland.
Professors Giguere, Lacognata, Monsen; Associate Professors Anspach, Fullam, Grzelkowski; Assistant Professors Lehman, Williams, J. Young.

Sociology is the study of social life and the social causes and consequences of human behavior. Sociology’s subject matter ranges from the intimate family to the hostile mob, from crime to religion, from the division of race and social class to the shared beliefs of a common culture, from the sociology of work to the sociology of sport. Although teaching remains the dominant activity among the more than fifteen thousand sociologists today, other forms of employment are growing. An undergraduate major in sociology offers valuable preparation for careers in social work, social research, politics, public administration, law, business and education.

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 ten hours of sociology credits and in the upper 35 percent of their class 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 205</td>
<td>Methods of Social Research</td>
<td>4</td>
</tr>
<tr>
<td>SOC 300</td>
<td>Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 307</td>
<td>Statistical Methods for Social Research</td>
<td>4</td>
</tr>
<tr>
<td>SOC 401</td>
<td>Senior Seminar</td>
<td>3</td>
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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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC 310—SOC 319</td>
<td>Social Processes</td>
<td>3</td>
</tr>
<tr>
<td>SOC 330—SOC 339</td>
<td>Social Institutions</td>
<td>3</td>
</tr>
<tr>
<td>SOC 350—SOC 369</td>
<td>Units of Social Life</td>
<td>3</td>
</tr>
<tr>
<td>SOC 370—SOC 379</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

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
Giguere, Monsen, Young
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
Lehman, Williams, Young
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. This course may be credited toward the Social Problems area requirement. 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.

SOC 301 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.
SOC 307 Statistical Methods for Social Research
Monsen, Young
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.

SOC 310 Social Change
Giguere
Analysis of sociocultural factors related to social change and the dynamics of the change process. Prerequisite: SOC 100. Cr 3.

SOC 312 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.

SOC 314 Social Control
Williams
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.

SOC 315 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.

SOC 316 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.

SOC 330 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.

SOC 331 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.

SOC 332 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.

SOC 333 Sociology of Medicine
Monsen
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.

SOC 334 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.

SOC 335 The Sociology of Penology and Corrections
Lehman, Young
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 100 or permission of instructor. Cr 3.

SOC 336 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.

SOC 337 Sociology of Juvenile Justice
Giguere, Grzelkowski
Examination and analysis of the philosophies, processing, and treatment of juvenile offenders with an emphasis on historical and comparative materials. Prerequisite: SOC 100 or permission of instructor. Cr 3.

SOC 350 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.

SOC 352 Population Dynamics
Giguere
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.

SOC 353 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.

SOC 354 Small Group Analysis
Communication and interaction patterns within small groups are identified and analyzed. Course involves observation 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
Grezelkowski
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. Prerequisite: SOC 100. Cr 3.

SOC 361 Sociology of Franco-Americans
Giguere
Description and analysis of the development and pre­
sent 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 Sociology of Minority Groups
Fullam
Analysis of factors involved in group conflict, with em­
phasis on minority groups in culture-conflict situations.
Prerequisite: SOC 100. Cr 3.

SOC 373 The Adult Years
Giguere
Problems of age stratification and of role transitions
for the years between adolescence and old age will be
addressed within a life course perspective. This per­spective includes: (a) the life span or growing older
element; (b) the social timetable of the life course (e.g.,
entry into marriage, etc.) (c) historical time (i.e., birth
year as an index of historical time). 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 con­
text of treatment. Prerequisite: SOC 100. Cr 3.

SOC 375 Sociological Perspectives on Deviance
Fullam, Williams
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 dis­
organization; 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 un­
derstand 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.
THEATRE
Chairman of Theatre Department: Walter R. Stump, Russell Hall, Gorham.
Associate Professors A. Duclos, Power, Rootes, Steele, Stump.

BACHELOR OF ARTS (B.A.) DEGREE IN THEATRE

Only sophomores or above will be accepted as theatre majors. Incoming freshmen, however, may declare their intent to major. For those students declaring their intent to become a theatre major, the following courses are required:

Preparation for the Theatre 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 Theatre Production)
THE 290 Oral Interpretation
THE 135 Stage Craft

Students who have declared an intent to become majors are then identified as candidates for matriculation in the Department of Theatre. They may then 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 Theatre, 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 Theatre I (or THE 341 History of the Theatre 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 nine 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 Theatre in France (3)
FRE 305 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 theatre 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 theatre. Conversely, if a student concentrates in the area of technical theatre, 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. (2 credits lec., 1 credit lab.) 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

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

THE 132 Theatre Workshop III

THE 133 Theatre Workshop IV

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 Stagecraft I
A lecture/discussion/lab course in technical theatre and related topics relevant to technical direction. Specific areas of emphasis will include: theatre/stage terminology and organization; scene shop practices and use of shop tools; basic methods of construction, rigging and moving scenery for the stage. The lecture portion of the course will be supplemented by actual construction, painting and mounting of a major university theatre production. Concurrent enrollment in Stagecraft Lab THE 137 required.) Cr 3.

THE 136 Stagecraft II
A lecture/discussion/lab course in basic theatrical drafting/graphic practices relating to theatrical construction and design techniques. The primary emphasis of the course will be the execution of various types of theatrical design and construction mechanical drawings, supplemented by construction, painting and mounting of a major university theatre production. Concurrent enrollment in Stagecraft Lab THE 137 required. Prerequisite: THE 135 or instructor consent. Cr 3.

THE 137 Stagecraft Lab

THE 138 Make-up
The course will emphasize the fundamentals of design and application of theatrical make-up. Specific areas of study will include the use of painted highlight and shadow to alter facial features; the relationship of colored light and make-up; the application of crepe hair and nose putty, and a basic approach to theatrical make-up design. Primary emphasis of the course will be the actual application of make-up, giving the student the opportunity to practice realistic and abstract make-up techniques. An additional 30 hours of production work will be required of each student providing the opportunity to apply classroom techniques to the actual performance experience. 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. (2 credits lec., 1 credit lab.) 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.
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. Students will become acquainted with the principles established by Stanislavsky, Strasberg and Ball. Prerequisites: THE 120, THE 220. (2 credits lec., 1 credit lab.) Cr 3.

THE 330 Stage Lighting
Introduction to stage lighting design, elements of electricity, color, light sources, instrumentation, and control systems. Students 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. Prerequisite: THE 101. 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. Prerequisite: THE 101. 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. Prerequisite: THE 101. 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. Prerequisite: THE 101. 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-Broadway" Theatre. Prerequisite: THE 101. Cr 3.

THE 390 Advanced Oral Interpretation

THE 391 Reader's Theatre
A study of principles and techniques utilized in the performance of a literary work in the Reader's Theatre style. Emphasis is on providing new insights into the material through oral performance. 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 in the duty of this instructor to closely supervise, advise, and recommend to the student and assure 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 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
CAS PROGRAM MAJORS

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:

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<tbody>
<tr>
<td>a. Category I: American Literature</td>
<td>12</td>
</tr>
<tr>
<td>(to include ENG 342, 343, &quot;American Literature I, II&quot;)</td>
<td></td>
</tr>
<tr>
<td>b. Category II: American History</td>
<td>12</td>
</tr>
<tr>
<td>(to include HIST 131, 132, &quot;U.S. History to 1877, U.S. History Since 1877,&quot; or HIST 133, 134, &quot;American History I, II&quot;)</td>
<td></td>
</tr>
<tr>
<td>c. Category III: Humanities and Arts</td>
<td>6</td>
</tr>
<tr>
<td>(American Philosophy, Art, Music, and Drama)</td>
<td></td>
</tr>
<tr>
<td>d. Category IV: Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>(Political Science, Geography, Sociology, and Economics)</td>
<td></td>
</tr>
<tr>
<td>e. Senior American Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>to be team taught by one member of the English Department and one member of the History Department</td>
<td></td>
</tr>
<tr>
<td>f. Concentration: 6 additional credits in either Category I or II</td>
<td>6</td>
</tr>
<tr>
<td>g. Comprehensive Examination. The exam is based upon the American Studies Reading List to be given majors upon their acceptance into the program. Students must preregister for the exam (given in December and April). Satisfactory performance will consist of a grade of C or better on the exam.</td>
<td>45</td>
</tr>
</tbody>
</table>

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

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 department major and must provide breadth and depth dimensions consistent with a College of Arts and Sciences major. The 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 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. Each student must take a minimum of 51 credits, 21 of which must be in a concentration requirement.

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Geography-Anthropology - concentration not currently available.</td>
<td></td>
</tr>
<tr>
<td>b. History - to include at least 12 credit hours at the 200 level or above.</td>
<td>21 credits</td>
</tr>
<tr>
<td>c. Political Science - 21 credit hours as arranged with advisor.</td>
<td></td>
</tr>
<tr>
<td>d. Sociology - to include SOC 100, 300, 305; or SOC 307, 312, or 356.</td>
<td>21 credits</td>
</tr>
<tr>
<td>e. Economics - to include ECON 101, 102, 301, 302; three advanced economics courses including ECON 201.</td>
<td>21 credits</td>
</tr>
</tbody>
</table>

The program description and guidelines are available in the office of the Dean of the College of Arts and Sciences.
Associate Degree Studies, an 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. With centers located in Biddeford and Sanford, YCCCS offers a variety of Associate Degree options, and is an integral part of the College of Arts and Sciences of the University of Southern Maine.

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 Learning Center
11 Adams Street
Biddeford, Maine
282-4111 or 282-4112

OR

ASSOCIATE DEGREE STUDIES
USM, 96 Falmouth Street
Portland, Maine 04103
780-4470

DEVELOPMENTAL STUDIES

ENG 009 Writing Skills Lab
The Writing Lab program is designed to help the student who needs an intensive review of basic writing and reading skills in order to do acceptable work in the college. The program is directed at adult students who have been out of school for a few years, and other students who did not master basic skills in their early education. This program represents the college's strong commitment to teaching and to creating a learning environment which is individualized and competency oriented.

MS 009 Math Skills Lab
The Math Lab is a developmental course designed for students who require a review of math fundamentals. Instruction in this mathematics course takes into consideration the individual differences people have in learning. This course is offered in a self-pacing format with a great deal of individual assistance.

PROGRAMS

Liberal Arts

The purpose of this program is:
1) To offer two years of college education acceptable for transfer to four-year colleges and universities.
2) To provide two years of liberal education.

Graduates of this program may qualify for transfer to 4-year programs in:

Art
Biology
Chemistry
Economics
Education (teaching)
English
Engineering
History
Math
Music
Nursing
Philosophy
Political Science
Pre-Med
Pre-Law
Psychology
Social Welfare
Sociology
ADMISSION—Suggested high school background includes:
4 units of English; 3 units of Math; 2 units of Lab Science; 2 units of Hist/Soc. Sci.; 2 units of Foreign Language.

Any degree candidate may be asked to take achievement tests in reading, writing and math to assist in course selection and placement.

LIBERAL ARTS ASSOCIATE DEGREE PROGRAM REQUIREMENTS

**Courses** | **Credit Hours**
---|---
College Writing | 3
Fine and Applied Arts | 6
Humanities | 6
Science and Mathematics | 6
Social Sciences | 6
General (choose from any of the above) | 6
**Electives** | **27**
(Could include sciences, math, humanities, social sciences, business, fine arts, depending on student’s interest or major areas of concentration)
**TOTAL** | **60**

In the selection of core requirements and electives, students should refer to program requirements of the college at which they intend to receive their baccalaureate degree.

**Human Services: Gerontology**

The program (offered through the University of Southern Maine and extended from Bangor Community College) will provide substantial education and career-oriented supervised work experience for a number of existing and new entry-level or para-professional jobs in programs for the elderly and related specialization within the broad spectrum of the human services.

Graduates of the program will be qualified to:
- Interview clients and families to obtain and record factual information and to initially identify the clients’ problems so that appropriate assistance can be provided.
- Help people get to, and make use of, services available and help provider agencies and clients understand each other’s needs, procedures, and systems.
- Reach out to people by phone or visit to detect problems or to follow up.
- Counsel, under professional supervision, individuals and groups.
- Serve as a role model to assist clients to learn new or more effective behavior.
- Plan, organize, promote, and lead activity or recreational programs for the elderly, shut-in, or handicapped individuals and groups.
- Communicate to clients and public the available resources and functioning of human services delivery systems.

Candidates for admission must demonstrate the ability to do college level academic work and be committed to a career in working with the elderly. Mature individuals and those changing their careers are encouraged to apply.

**HUMAN SERVICES: GERONTOLOGY PROGRAM REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester I</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 010 College Writing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 011 Introduction to Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 011 Introduction to Sociology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SWE 011 Introduction to Human Services</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 019 Biological Basis for Human Activity</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester II</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 017 Public Speaking or Interpersonal Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSV 010 Group Processes</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSV 013 Intro. to Gerontology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 032 Psychology of Adjustment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSV 020 Gerontology Practicum</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>
NOTE: Many courses offered by Associate Degree Studies are similar in content to baccalaureate courses listed elsewhere in this catalog. Rather than repeat course descriptions, the appropriate baccalaureate course number is listed in parenthesis following the Associate Degree Studies course number so that complete course descriptions may be found elsewhere in this catalog.
This will permit students to collect, describe, identify and compare the organisms found in several distinct marine habitats. In this way, students will develop an understanding of how different environmental characteristics select the different animal and plant communities found. Classroom discussions, audio-visual presentations and lab exercises will supplement the field work where appropriate. Car-pooling for field trips will be arranged in class.

**ADS 029 The French in North America**

This course is designed to increase the level of awareness of the Franco-American heritage and the French contribution to North American culture. It aims at familiarizing the student with the history and cultural values of the French in North America, through both fictional and non-fictional sources. Cr 3.

**BIO 015 Wildlife Biology**

The course covers principles of wildlife management and its relationship to ecological principles, federal land agencies, and land use planning. The role of law enforcement and politics is discussed. Special areas of interest include waterfowl, exotic and specific habitat, and management of a few representative species. Cr 3.

**ENG 009 Writing Lab**

Designed to help students who need assistance in basic writing skills. Students who are enrolled will receive individualized instruction in their diagnosed areas of deficiency: grammar, vocabulary, punctuation, etc. Cr 3.

**ENG 010 (ENG 100) College Writing 3**

**ENG 011 (ENG 011) Composition 3**

**ENG 012 (ENG 120) Introduction to Literature 3**

**ENG 019 (ENG 019) Expository Writing 3**

**ENG 020 (ENG 200) Topics in Literature 3**

**ENG 037 (ENG 374) Writers of Maine 3**

**ESCI 020 (ESCI 200) Environmental Science 3**

**ESCI 022 (ESCI 202) Conservation 3**

**FRE 011 (FRE 101) Beginning French I 3**

**FRE 012 (FRE 102) Beginning French II 3**

**FRE 018 Bilingual Oral Communication**

An individualized approach to social and professional communication with Franco-Americans, emphasizing the delivery of bilingual/bicultural human services. The social and intellectual history of Franco-Americans in New England will be considered in order to develop the human service workers' rapport and identification with the Franco-American lifestyle, particularly among the elderly. Cr 3.

**FRE 021 (FRE 181) French For Franco-Americans 3**

**FRE 031 (FRE 131) Intermediate French I 3**

**FRE 032 (FRE 132) Intermediate French II 3**

**FRE 063 (FRE 203) French Conversation 3**

**GEOL 011 (GEOL 111) Physical Geology 4**

**GEOL 012 (GEOL 112) Historical Geology 3**

**GEOL 034 (GEOL 114) Environmental Geology 4**

**GEOG 011 (GEOG 101) Man: The Spatial View 3**
building of a dialog. The course will prepare students with children to move away from the labeling process, making value judgements, and acting on uninformed actual behavior and development of the individual child.

A tool for such encounters in order to perceive their social reality and deal critically with it. Cr

The basic purpose of the course is to provide an investigation of interpersonal relations in the human services. Most of the work in the course will be based on the delineated needs of the students rather than on rules of style or grammar Cr

This course offers basic understanding of the historical foundations for the growth of the mental health movement and its significance in preventive and therapeutic measures. Topics covered include psychiatric terminology, the changing concepts in psychiatry, dynamics of human behavior, patterns of withdrawal, patterns of overt aggression, personality disorders, and psychopharmacology. Cr 2.

This course is directed toward those who work in suicide prevention centers but it is also applicable to direct contact crisis intervention with drug and alcohol abusers. Topics covered include models of the crisis intervention role, the initial contact in crisis intervention, crisis intervention techniques, community referral resources, the therapeutic situation, and the functions of the crisis intervention agency. Cr 1.
This course is designed to develop skills in the necessary communication between parents and children in order to enhance the natural relationships and to explore choices in the problem solving process. The course will address itself to the special kind of interests that groups of students might have, as in the case of foster parents, or child care workers, as well as parents.

Cr 1½.

HSV 010 Group Processes
Directed to an understanding of group functioning and leadership. This course considers factors involved in group cohesions and group conflict. Attention is given to communication systems, emotional styles, and role functions in groups. Techniques of role playing, psycho-drama, and socio-drama are considered. During the laboratory experience, the small group studies itself and puts communication and sensitivity skills into practice. Prerequisite: Gen PSY. Lec. 3, Lab 1. Cr 3.

HSV 012 Interviewing-Counseling
An examination of and practice with the techniques of psychological interviewing for the purposes of gathering data and/or modifying human behavior. Current theories and techniques of counseling and psychotherapy will be studied and experience with interviewing and counseling techniques will be gained under professional supervision. Lec. 2. Cr 3.

HSV 013 Introduction to Gerontology
An introduction to the theory and practice of gerontology. This course will (1) trace the historic, legal and political aspects of services to the elderly; (2) consider the economic, physiological, psychological adjustments of older persons, as well as the transportation, communication, learning and social aspects; (3) give consideration to the unique cultural, social and communication needs of ethnic minorities, and (4) provide understanding of the role and function of a gerontology specialist.

Cr 3.

HSV 014 Behavioral Research Methodology
An introduction to the nature, methods, principles and techniques of behavioral research. Emphasis is placed upon understanding the journal reports of research and the potential application of research to human services.

Cr 3.

HSV 015 Physiology and Pathology of the Elderly
This course is designed to familiarize the student with the developmental physiological process of aging and commonly occurring pathophysiology of the elderly. The signs and symptoms, diagnosis, treatment and prognosis of geriatric illnesses are presented. Emergency treatment procedures and referral mechanisms are discussed.

Cr 3.

HSV 020 Practicum in Human Service
This course offers experiential learning in three of the functional human service areas (e.g. mental health, mental retardation, gerontology, chemical addiction, child development, etc.). The student begins to practice skills of objective observing, reporting and recording, interpersonal relationships, interviewing and other helping relationship skills under professional supervision. In a small weekly group seminar with the course instructor, each student should acquire an in-depth understanding of the human service delivery system, and explore topics such as confidentiality, ethics, professionalism, values, and human rights and dignity. Each student will spend five weeks within three different agencies. Prerequisites: Open only to students who are HSV degree candidates; SWE 011 and permission of the instructor. Lec. 2, 8 hours field experience per week.

Cr 4.

HSV 021 Practicum in Human Service
This second practicum course is designed to offer students experiential learning within the human service options of their choice. This course begins a specialization within a functional area (e.g., gerontology, chemical addiction counseling, mental health) as a generalist. Students are exposed to the delivery system of their human service options with consideration to four elements of the system: prevention, non-residential care, residential care, and aftercare services. Within this context students continue to refine helping relationship skills and acquire functional specialization. A weekly conference will provide interaction sessions in which students will share experiences, and demonstrate acquisition of helping skills. Students will be assigned to two human service agencies within their service option. Prerequisites: open only to students who are HSV degree candidates, 20 HSV and permission of the instructor. Lec. 2, 8 hours field experience per week.

Cr 4.

HSV 023 Practicum in Human Service
This is the third sequential experiential learning practicum course. Students spend the entire semester in a human service agency related to their chosen functional area. Students gain a deeper understanding of the delivery system within their specialty area and an increased sophistication in helping relationship skills. A weekly seminar provides interaction sessions in which the student will share experiences and demonstrate acquisition of the helping and changeagent skills. Prerequisites: open only to students who are HSV degree candidates; HSV 21 and permission of the instructor. Lec. 2, 16 hours field experience.

Cr 6.

HSV 025 Activity/Recreational Leadership
This course introduces the student to the procedures, practices, and aids for organizing and conducting programs to maintain the physical, social, and emotional functioning of the elderly. A variety of existing programs sponsored by a range of public and private agencies, organizations, and community groups will be examined in order to understand the underlying goals that guide those in position to direct and influence services provided for the elderly. Prerequisite: HSV 13 or permission of the instructor.

Cr 2.

HSV 026 Community Services for the Elderly
This course provides individuals concerned with services to older Americans with descriptions, organizational approaches, and financing alternatives for a wide range of social and rehabilitation services. Federal and state legislation such as social security, Medicare/Medicaid, and the Older Americans Act will be covered in depth as applied to the aged. Prerequisite: HSV 13 or permission of the instructor.

Cr 2.
MS 009 Math Skills Lab
A study of the basic math skills with attention given to operations with whole numbers, fractions, decimals, ratio and proportion, signed numbers and measurement. A developmental course for students who need a review of math fundamentals. May not be applied toward graduation requirements of A.A. in Liberal Arts or A.S. in Business Administration degrees. Cr 3.

MS 010 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 011 Intermediate Algebra
A continuation of MS 010. Prerequisite: MS 010 or one year of high school algebra. Cr 3.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 012</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MS 013</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MS 019</td>
<td>Linear Systems</td>
<td>3</td>
</tr>
<tr>
<td>MUS 010</td>
<td>Music Appreciation &amp; History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 011</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 022</td>
<td>Music in America</td>
<td>3</td>
</tr>
<tr>
<td>MUS 023</td>
<td>Music in the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>OCN 010</td>
<td>Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 010</td>
<td>Descriptive Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 021</td>
<td>Elements of Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 022</td>
<td>Elements of Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 031</td>
<td>Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>PLY 011</td>
<td>Introduction to Philosophy: Man and His Will</td>
<td>3</td>
</tr>
<tr>
<td>PLY 012</td>
<td>Introduction to Philosophy: The Quest for Certainty</td>
<td>3</td>
</tr>
<tr>
<td>PLY 013</td>
<td>Introduction to Philosophy: Human Alienation</td>
<td>3</td>
</tr>
</tbody>
</table>

PLY 104 Introduction to Philosophy: Ways of Knowing Man and Morals
Cr 3.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLY 030</td>
<td>Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>PLY 032</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>POL 011</td>
<td>Introduction to Problems</td>
<td>3</td>
</tr>
<tr>
<td>POL 012</td>
<td>American Government Problems</td>
<td>3</td>
</tr>
<tr>
<td>POL 013</td>
<td>People and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 027</td>
<td>Current International Problems</td>
<td>3</td>
</tr>
<tr>
<td>POL 031</td>
<td>Comparative State Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>POL 051</td>
<td>Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PSY 011</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 012</td>
<td>General Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 031</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 032</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 033</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 035</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>SOC 011</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 016</td>
<td>Sociology of Franco-Americans</td>
<td>3</td>
</tr>
<tr>
<td>SOC 020</td>
<td>Introduction to Social Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 021</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 029</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
<tr>
<td>SOC 030</td>
<td>Social Stratification</td>
<td>3</td>
</tr>
<tr>
<td>SOC 031</td>
<td>Industrial Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 032</td>
<td>Sociology of Urban Life</td>
<td>3</td>
</tr>
<tr>
<td>SOC 035</td>
<td>Sociology of Urban Services</td>
<td>3</td>
</tr>
<tr>
<td>SWE 011</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>SWE 012</td>
<td>Introduction to Human Services II</td>
<td>3</td>
</tr>
<tr>
<td>SWE 037</td>
<td>Developmental Services for the Aging</td>
<td>3</td>
</tr>
<tr>
<td>THE 010</td>
<td>Introduction to Drama</td>
<td>3</td>
</tr>
<tr>
<td>THE 017</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>THE 020</td>
<td>Fundamentals of Acting</td>
<td>3</td>
</tr>
<tr>
<td>THE 029</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
</tbody>
</table>
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 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

DIVISION OF
UNDERGRADUATE PROGRAMS


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.

GENERAL INFORMATION

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.

Grade Point Average

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 minors. No more than one T 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.

Alternative Intern Programs

A teaching internship is a cooperative teacher education program for Early Childhood and 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.

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.
Secondary Education Mathematics Program

The Secondary Education Program offers a major in 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 fields 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.

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.

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.

EARLY CHILDHOOD/ ELEMENTARY EDUCATION 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**
- ENGL 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 ENGL 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**
- Elective 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, Sociology

**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, 204, 207, 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.

**Concentrations and Minors Approved for Teaching Specialties**

<table>
<thead>
<tr>
<th>Concentrations</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>History</td>
<td>Economics</td>
</tr>
</tbody>
</table>

## 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

<table>
<thead>
<tr>
<th>Semester hours</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>EDU 150</td>
<td>Preprofessional Experiences</td>
</tr>
<tr>
<td>3</td>
<td>EDU 200</td>
<td>Studies in Educational Foundations</td>
</tr>
<tr>
<td>3</td>
<td>EDPY 333</td>
<td>Human Growth &amp; Development</td>
</tr>
<tr>
<td>3</td>
<td>EDU 300</td>
<td>Introduction to Teaching in the Early Elementary Grades</td>
</tr>
<tr>
<td>3</td>
<td>EDU 302</td>
<td>Primary Reading</td>
</tr>
<tr>
<td>3</td>
<td>EDU 304</td>
<td>Math Experiences For Young Children</td>
</tr>
<tr>
<td>3</td>
<td>EDU 307</td>
<td>Science Experiences for Young Children</td>
</tr>
<tr>
<td>3</td>
<td>EDU 336</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>3</td>
<td>EDU 340</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>12-18</td>
<td>EDU 324</td>
<td>Student Teaching</td>
</tr>
</tbody>
</table>

### The Elementary Education Professional Requirement

<table>
<thead>
<tr>
<th>Semester hours</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>EDU 150</td>
<td>Preprofessional Experiences</td>
</tr>
<tr>
<td>3</td>
<td>EDU 200</td>
<td>Studies in Educational Foundations</td>
</tr>
<tr>
<td>3</td>
<td>EDPY 333</td>
<td>Human Growth &amp; Development</td>
</tr>
<tr>
<td>3</td>
<td>EDU 301</td>
<td>Elementary School Curriculum</td>
</tr>
<tr>
<td>3</td>
<td>EDU 303</td>
<td>Elementary Reading</td>
</tr>
<tr>
<td>3</td>
<td>EDU 305</td>
<td>Teaching Elementary School Math</td>
</tr>
<tr>
<td>3</td>
<td>EDU 308</td>
<td>Teaching Elementary School Science</td>
</tr>
<tr>
<td>3</td>
<td>EDU 336</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>12-18</td>
<td>EDU 324</td>
<td>Student Teaching</td>
</tr>
</tbody>
</table>
EARLY CHILDHOOD - INTERN OPTION
(Field-Based)

PROGRAM REQUIREMENTS

The Early Childhood Intern Curriculum is specifically designed for the student (intern) who is employed in a 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 to eight 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 this 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 follows:

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 course (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 - 3 credits
EDFE 202 - Directed Classroom Participation - 2 credits (optional)
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 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 333 - Human Growth and Development
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.

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DESCRIPTION OF CONCENTRATIONS AND MINORS
FOR EARLY CHILDHOOD AND ELEMENTARY EDUCATION MAJORS

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.
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
EDU 368 Introduction to Speech Correction Methods

Section No. 4
ARTS 141 Design I
ARTS 151 Drawing I
EDU 310 Preparation of Classroom Materials
MEUD 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 courses and requires a minimum of 18 credit hours:

Required:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 316 Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 321 Atypical Reading or EDU 322 Remedial Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 363 Emotional Problems of Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 399 Methods and Materials for Teaching the Learning Disabled</td>
<td>3</td>
</tr>
<tr>
<td>EDU 366 Practicum in Learning Disabilities</td>
<td>3-6</td>
</tr>
<tr>
<td>EDU 368 Introduction to Communication Disorders</td>
<td></td>
</tr>
<tr>
<td>EDU 367 Psycholinguistics</td>
<td></td>
</tr>
<tr>
<td>EDU 346 Exceptionality and the Preschool Child</td>
<td></td>
</tr>
<tr>
<td>EDPE 308 Physical Education for Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>SWE 199 Self-Concept of the Handicapped</td>
<td></td>
</tr>
<tr>
<td>PSY 101 General Psychology I</td>
<td></td>
</tr>
<tr>
<td>PSY 102 General Psychology II</td>
<td></td>
</tr>
<tr>
<td>PSY 343 Psychological Test Theory</td>
<td></td>
</tr>
</tbody>
</table>

Those students wishing to seek transcript analysis certification in Learning Disabilities are advised to choose courses only after consultation with the faculty in this area.
Mathematics Concentration and the 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 100</td>
<td>Music History and Appreciation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Music History Elective</td>
<td></td>
</tr>
<tr>
<td>MUS 130-131</td>
<td>Theory I and II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 132-133</td>
<td>Solfeggio I and II</td>
<td>2</td>
</tr>
<tr>
<td>MUED 322</td>
<td>Elementary Music Methods &amp; Materials</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ensembles</td>
<td>2</td>
</tr>
<tr>
<td>MUS 150-151</td>
<td>Applied Music</td>
<td>2</td>
</tr>
</tbody>
</table>

The minor in Music Education Program requires a total of 21 hours.


does not appear to be a table. It is a list of courses.

Physical Education Leadership Minor

The following required and elective courses comprise the 18 credit Physical Education Leadership minor.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 210</td>
<td>Introduction to Experiential Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDPE 298</td>
<td>Standard First Aid and Safety</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDPE 389</td>
<td>Advanced First Aid and Emergency Care</td>
<td>3</td>
</tr>
<tr>
<td>EDPE 304</td>
<td>Methods and Materials for Teaching Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPE 310</td>
<td>Experiential Learning in Outdoor Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPE 401</td>
<td>Practicum in Physical Education Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses:

A minimum of 6 credits are to be completed from the list of elective courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 216</td>
<td>Analysis of Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>EDPE 300</td>
<td>Camp Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDPE 306</td>
<td>Movement Education in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDPE 308</td>
<td>Physical Education for the Atypical Child</td>
<td>3</td>
</tr>
<tr>
<td>EDPE 309</td>
<td>Rhythms and Motor Activities</td>
<td>3</td>
</tr>
<tr>
<td>EDPE 398</td>
<td>Independent Study in Physical Education</td>
<td>3-3</td>
</tr>
</tbody>
</table>

TOTAL 12 or 13

Preschool Education Minor

A Preschool Education minor of 18 credits is composed of the following sequence of courses:

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 342</td>
<td>Theories and Practices of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 344</td>
<td>Teaching the Child Under Six</td>
<td>3</td>
</tr>
<tr>
<td>EDU 346</td>
<td>Exceptionality and the Preschool Child</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 325</td>
<td>Seminar in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 348</td>
<td>Cooperative Experiences in Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>EDU 440</td>
<td>Workshop in Creative Expression</td>
<td></td>
</tr>
<tr>
<td>EDU 442</td>
<td>Organizing and Directing the Preschool</td>
<td></td>
</tr>
<tr>
<td>EDU 465</td>
<td>Media and Instructional Materials for the Early Childhood Teacher</td>
<td>1-3</td>
</tr>
</tbody>
</table>
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
- ESCI 201 Natural Science
- OCN 100 Introduction to Oceanography
- PHYS 100 Descriptive Physics
- PHYS 111 Elements of Physics

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

- EN 120 or EN 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 EN 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-hour sequence of courses elected in one liberal arts discipline that represents subjects commonly taught in the secondary school.

C. Professional Education Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 150</td>
<td>Preprofessional Experiences</td>
<td>2</td>
</tr>
<tr>
<td>EDU 200</td>
<td>Studies in Education Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 333</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>MSED 345</td>
<td>Teaching Mathematics in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>EDU 324</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>

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. A 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 course is designed to provide an overview of curriculum, methods and materials utilized in 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 projecticals. 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, opportunities 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.
bears 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.

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 Var.

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. Cr 3.

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. Offered during the first and third quarters of the academic year. Prerequisite: 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 measures, identification of community resources, and other practical programs within schools. It is anticipated that topics presented will vary as needs of preservice students are identified. Cr 3.

EPUX 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, communicaiton 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 in England. The program emphasizes a classroom teaching experience. Cr 12.

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: 21 credit hours total (Each course listed carries 3 credits)
- IA 102 Introduction to Technology
- 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 Technical Courses: 21 credit hours total (each course listed carries 3 credits)
- IA 311 Communication Electronics
- IA 321 Automotive Systems
- IA 331 Engineering Design Graphics
- IA 342 Photo Offset Lithography
- IA 351 Machining and Fabrication
- IA 361 Production Manufacturing in Wood
- IA 371 Plastics Technology

Technical Electives: 9 credit hours total (each course listed carries 3 credits)
- Energy and Transportation
  - IA 312 Computer Technology
  - IA 313 Electrical Construction
  - 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

Graphic Communication
- IA 332 Architectural Drawing and Design
- IA 333 Descriptive Geometry
- IA 343 Communication Design
- IA 434 Industrial Production Illustration
- IA 435 Systems Analysis and Design
- IA 444 Photographic Reproduction
- IA 445 Color Reproduction Theory

Manufacturing and Construction
- IA 352 Fabrication and Forming
- IA 362 Residential Construction
- IA 363 Wood Science
- IA 370 Crafts Technology
- IA 452 Metallurgy and Metrology
- IA 472 Materials Testing (Metals/Wood)

IA 490 Special Problems in Industrial Arts (may be substituted for a technical elective)

Minimum required for graduation: 125 credits.

REQUIRED OF TEACHER EDUCATION MAJORS

Professional Education Courses: 25 credit hours total
- EDU 150 Pre-Professional Field Experiences
- IAED 290 Contemporary Teaching in Industrial Education
- EDPY 333 Human Growth and Development
- EDPY 335 Educational Psychology
- IAED 380 Curriculum Materials in Industrial Arts
- IAED 381 Methods of Teaching Industrial Arts
- EDU 324 Student Teaching and Seminar

(Minimum 2.5 cumulative index required and must be maintained in order to register for IAED 380, IAED 381, and EDU 324 and for graduation from the program.)

REQUIRED OF TECHNOLOGY MAJORS

Business Administration and Economics:
- 24 semester hours*
  - Required core: 12 semester hours
  - Electives specialization: 12 semester hours (see options below)
- *ECON 101 taken in the freshman year in lieu of EDU 150

Technology: 51 semester hours
- Required core
- Electives specialization

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 advisor approval.

The business component consists of twenty-four (24) hours. Twelve (12) are required core and twelve (12) are elective. Four (4) options for specialization are identified and recommended.

CORE (12 required)
- ECON 101 Principles of Economics I
- ECON 102 Principles of Economics II
- BUS 101 Principles of Financial Accounting
- BUS 340 Principles of Management

OPTION 1 - General
- BUS 102 Financial and Management Accounting
- BUS 320 Business Finance
- BUS 360 Marketing
- BUS 390 Introduction to Computers in Business

OPTION 2 - Personnel Management
- BUS 102 Financial and Management Accounting
- BUS 346 Personnel Management
- BUS 348 Industrial Relations
- ECON 320 Labor Economics

OPTION 3 - Accounting
- BUS 301 Intermediate Accounting I
- BUS 302 Intermediate Accounting II
- BUS 305 Cost Accounting
- BUS 320 Business Finance
OPTION 4 - Marketing and Distribution
ECON 399  History of Economic Thought
BUS 360  Marketing
BUS 363  Advertising
BUS 346  Personnel Management

ADDITIONAL ELECTIVES (Course descriptions may be found in Vocational-Technical Education)
IT 300  Time and Motion Study
IT 310  Plant Layout and Material Handling
IT 320  Industrial Safety
IA 330  Production Control

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: IA 102 or 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 standpoint 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 102 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. Prerequisite: IA 220 or permission of instructor. 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. Multiview 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. Prerequisite: IA 102 or permission of instructor. Cr 3.

IA 331 Engineering Design Graphics
Engineering Design Graphics will expose the student to contemporary industrial practices and techniques of advanced spatial and dimensional theory utilizing orthographic and pictorial techniques. Emphasis will be on design criteria selection and implementation employing standard scientific procedures. Both individual and team assignments will be used. Prerequisite: IA 231 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 331 or equivalent or permission of instructor. Cr 3.

IA 333 Descriptive Geometry
Analysis of the spatial relationship of points, lines, planes, and solids with orthogonal and pictorial practice. Vector analysis, nomographs, charts, graphs, graphical arithmetic, truss systems with application. Prerequisite: IA 331 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 331 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 331 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 construction are studied. Custom and line-production activities and model structures are utilized. Graphic communication concepts are included. 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 102 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 102 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 351 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: IA 250 and 260, and 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, thermoforming, roll forming, lamination, casting, expansion, thermofusion, fabrication and bonding, product applications, mold design and construction. Prerequisite: permission of instructor. Cr 3.

IA 452 Metallurgy and Metrology
The technology of metallurgy and metrology. Heat treatment, powered metals, machining and inspection of metal parts. Individual and group activity. Prerequisite: IA 351 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 351 or 361 or permission of instructor. Cr 3.

Industrial Arts Education

IA 102 Introduction to Technology
An introductory study of industry and technology and their impact on our culture. Emphasis on the role of industrial education in developing an understanding of basic concepts and functions of industry and technology is stressed. The conceptual areas of energy and transportation, manufacturing and construction, and graphic communication are defined and developed. Required for all entering program majors. Lecture and lab. Cr 3.

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 3.

IAED 290 Contemporary Teaching in Industrial Education
This course is designed to develop verbal communication skills in the field of Industrial Arts. Basic understanding of related terminology in Industrial Education will be emphasized. Students will become knowledgeable of contemporary Industrial Arts programs at the elementary, junior high, and senior high school levels. Prerequisite: EDU 150. Cr 3.

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: 100/200 level technical core, IA 270, 2.5 GPA and recommendation of faculty. Cr 3.

IAED 381 Methods of Teaching Industrial Arts

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.

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VOCATIONAL TECHNICAL EDUCATION

Professor Berry (Coordinator); Associate Professor Carter; Assistant Professor Wright; Staff Development Consultants Greer, Helms.

A part-time evening and summer program designed to:

a) 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)

b) 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 Principles of Economics I 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 in Voc Ed 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
   IVE 400 Occupational Experience, verified maximum
   IVE 440 Related Occupational Experiences
   IVE 405 Learning and Programmed Instruction 3
   IVE 420 Coordination of Cooperative Education 3
   IVE 425 Conference Learning 3
   IVE 430 Principles and Practices of Vocational Guidance 3
   IVE 440 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 300 Time and Motion Study</td>
<td>3</td>
</tr>
<tr>
<td>IT 310 Plant Layout and Material Handling</td>
<td>3</td>
</tr>
<tr>
<td>IT 320 Industrial Safety</td>
<td>3</td>
</tr>
<tr>
<td>IT 330 Production Control</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Core (15 required)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>IVE 300 Occupational &amp; Trade Analysis</td>
</tr>
<tr>
<td>IVE 325 Conference Leading</td>
</tr>
<tr>
<td>ECON 102 Principles of Economics I</td>
</tr>
<tr>
<td>BUS 101 Principles of Financial Accounting</td>
</tr>
<tr>
<td>BUS 340 Principles of Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 1 General</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>BUS 102 Financial &amp; Mgt. Accounting</td>
</tr>
<tr>
<td>BUS 320 Business Finance</td>
</tr>
<tr>
<td>BUS 360 Marketing</td>
</tr>
<tr>
<td>BUS 390 Introduction to Computers in Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2 Personnel Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>BUS 102 Financial &amp; Mgt. Accounting</td>
</tr>
<tr>
<td>BUS 346 Personnel Management</td>
</tr>
<tr>
<td>BUS 348 Industrial Relations</td>
</tr>
<tr>
<td>ECON 320 Labor Economics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 3 Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>BUS 301 Intermediate Accounting I</td>
</tr>
<tr>
<td>BUS 302 Intermediate Accounting II</td>
</tr>
<tr>
<td>BUS 305 Cost Accounting</td>
</tr>
<tr>
<td>BUS 320 Business Finance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 4 Marketing and Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>ECON 399 History of Economic Thought</td>
</tr>
<tr>
<td>BUS 360 Marketing</td>
</tr>
<tr>
<td>BUS 363 Advertising</td>
</tr>
<tr>
<td>BUS 346 Personnel Management</td>
</tr>
</tbody>
</table>

27 credit hours
### COURSES IN VOCATIONAL TECHNICAL EDUCATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVE 300</td>
<td>Occupational and Trade Analysis</td>
<td>Identification of occupational or trade fields, units, operations, and items of related information.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 305</td>
<td>Curriculum Development in Vocational Education</td>
<td>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. Pre-requisite: IVE 300.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 310</td>
<td>Methods and Materials of Instruction in Vocational Education</td>
<td>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.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 315</td>
<td>Learning and Programmed Instruction</td>
<td>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.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 320</td>
<td>Coordination of Cooperative Education</td>
<td>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.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 325</td>
<td>Conference Leading</td>
<td>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.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 330</td>
<td>Principles and Practices of Vocational Guidance</td>
<td>Discussion and study with the intent to develop a better understanding of principles and objectives of Vocational Guidance.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 331</td>
<td>Practicum—Vocational Guidance</td>
<td>Field experiences in identification of content and relevant information for vocational counseling. Individual and group activity, visitations, tours, and career counseling techniques.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 340</td>
<td>Shop Organization and Management</td>
<td>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.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 350</td>
<td>Philosophy of Vocational Education</td>
<td>A survey of the history and philosophy of vocational education in the United States with emphasis upon recent developments.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 360</td>
<td>Modern Industry</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>IVE 382</td>
<td>Preparation of Instructional Materials</td>
<td>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.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 400</td>
<td>Trade Experience, verified</td>
<td>(see IVE 440, Option No. 2 below.) (Credits will be determined by rating plan.)</td>
<td></td>
</tr>
<tr>
<td>IVE 411</td>
<td>Measurement and Evaluation in Vocational Education</td>
<td>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.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 420</td>
<td>Trends in Vocational Education</td>
<td>Identification, analysis, and discussion of major problems and trends in vocational education.</td>
<td>3</td>
</tr>
<tr>
<td>IVE 440</td>
<td>Related Occupational Experiences</td>
<td>(Two options, total credits to be no more than the difference between those granted for IVE 400, and 45 credits.)</td>
<td></td>
</tr>
</tbody>
</table>

**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, 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.

DEPARTMENT OF PHYSICAL EDUCATION
The Department of Physical Education offers a Physical Education Leadership minor for students in the Early Childhood and Elementary Education programs. Information concerning this program will be found under the Description of Concentrations and Minors section for these programs.

A Certificate Program in Athletic Coaching for Men and Women is also offered. This 15-credit program is an elective one which a student may take in addition to his or her major field of study.

The Department offers a number of dance courses, several of which qualify for Area 2: Fine and Applied Arts of the University’s General Education Requirement.

In addition to a variety of course offerings, intramurals, extracurricular dance, and community-wide lifeline programs are sponsored.

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, PE 208, 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, Economics and Management:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 100</td>
<td>Foundations of Phys. Ed.</td>
</tr>
<tr>
<td>PE 102</td>
<td>Independent Activities</td>
</tr>
<tr>
<td>PE 103</td>
<td>Physical Fitness</td>
</tr>
<tr>
<td>PE 105</td>
<td>Weight Training</td>
</tr>
<tr>
<td>PE 106</td>
<td>Wrestling</td>
</tr>
<tr>
<td>PE 107</td>
<td>Trampoline</td>
</tr>
<tr>
<td>PE 108</td>
<td>Camping</td>
</tr>
<tr>
<td>PE 109</td>
<td>Yoga</td>
</tr>
<tr>
<td>PE 110</td>
<td>Canoeing</td>
</tr>
<tr>
<td>PE 112</td>
<td>Cycling</td>
</tr>
<tr>
<td>PE 113</td>
<td>X-C Skiing</td>
</tr>
<tr>
<td>PE 114</td>
<td>Snow Shoeing</td>
</tr>
<tr>
<td>PE 115</td>
<td>Scuba Diving</td>
</tr>
<tr>
<td>PE 116</td>
<td>Hiking</td>
</tr>
<tr>
<td>PE 117</td>
<td>Small Boat Handling</td>
</tr>
<tr>
<td>PE 118</td>
<td>Roller Skating</td>
</tr>
<tr>
<td>PE 119</td>
<td>Horsemanship</td>
</tr>
<tr>
<td>PE 121</td>
<td>Mountaineering I</td>
</tr>
<tr>
<td>PE 122</td>
<td>Mountaineering II</td>
</tr>
<tr>
<td>PE 134</td>
<td>Basketball</td>
</tr>
<tr>
<td>PE 135</td>
<td>Field Hockey</td>
</tr>
<tr>
<td>PE 136</td>
<td>Slimnastics</td>
</tr>
<tr>
<td>PE 137</td>
<td>Tumbling</td>
</tr>
<tr>
<td>PE 140</td>
<td>Ballet</td>
</tr>
<tr>
<td>PE 174</td>
<td>Archery</td>
</tr>
<tr>
<td>PE 175</td>
<td>Badminton</td>
</tr>
<tr>
<td>PE 177</td>
<td>Candlepin Bowling</td>
</tr>
<tr>
<td>PE 179</td>
<td>Folk Dancing</td>
</tr>
<tr>
<td>PE 180</td>
<td>Dance</td>
</tr>
<tr>
<td>PE 181</td>
<td>Modern Dance</td>
</tr>
<tr>
<td>PE 182</td>
<td>Fencing</td>
</tr>
<tr>
<td>PE 184</td>
<td>Golf</td>
</tr>
<tr>
<td>PE 185</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>PE 186</td>
<td>Jogging</td>
</tr>
<tr>
<td>PE 187</td>
<td>Karate</td>
</tr>
<tr>
<td>PE 188</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>PE 189</td>
<td>Soccer</td>
</tr>
<tr>
<td>PE 190</td>
<td>Skiing (Downhill)</td>
</tr>
<tr>
<td>PE 191</td>
<td>Softball</td>
</tr>
<tr>
<td>PE 194</td>
<td>Tennis</td>
</tr>
<tr>
<td>PE 195</td>
<td>Volleyball</td>
</tr>
<tr>
<td>PE 196</td>
<td>Self-Defense</td>
</tr>
<tr>
<td>PE 197</td>
<td>Rhythms</td>
</tr>
<tr>
<td>PE 207</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>PE 208</td>
<td>Folk &amp; Square Dance</td>
</tr>
<tr>
<td>PE 215</td>
<td>Posture &amp; Figure Control</td>
</tr>
</tbody>
</table>

CERTIFICATE PROGRAM IN ATHLETIC COACHING FOR MEN AND WOMEN

This program is designed to prepare interested students in handling certain coaching responsibilities in schools and recreational programs. 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 prevention and care 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)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 203 Athletic Training (Care &amp; Prevention of Athletic Injuries)</td>
<td>3</td>
</tr>
<tr>
<td>PE 302 Coaching Philosophy &amp; Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>PE 314 Organization &amp; Administration of Athletics</td>
<td>3</td>
</tr>
<tr>
<td>PE 391 Field Experience in Coaching</td>
<td>1-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 209 Officiating Basketball</td>
<td>2</td>
</tr>
<tr>
<td>PE 210 Officiating Field Hockey</td>
<td>2</td>
</tr>
<tr>
<td>PE 211 Officiating Soccer</td>
<td>2</td>
</tr>
<tr>
<td>PE 212 Officiating Baseball and/or Softball</td>
<td>2</td>
</tr>
<tr>
<td>PE 303 Coaching Basketball</td>
<td>2</td>
</tr>
<tr>
<td>PE 305 Coaching Track and Field</td>
<td>2</td>
</tr>
<tr>
<td>PE 311 Coaching Soccer</td>
<td>2</td>
</tr>
<tr>
<td>PE 312 Coaching Football</td>
<td>2</td>
</tr>
<tr>
<td>PE 315 Coaching Field Hockey</td>
<td>2</td>
</tr>
<tr>
<td>PE 316 Coaching Volleyball</td>
<td>1</td>
</tr>
<tr>
<td>PE 318 Coaching Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>PE 331 Coaching Golf</td>
<td>1</td>
</tr>
<tr>
<td>PE 332 Coaching Tennis</td>
<td>1</td>
</tr>
<tr>
<td>PE 334 Coaching Cross Country</td>
<td>1</td>
</tr>
<tr>
<td>PE 335 Coaching Baseball &amp; Softball</td>
<td>2</td>
</tr>
</tbody>
</table>
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 207 Gymnastics
A basic course in tumbling and gymnastics including use of apparatus for men and women. Satisfies PE requirement. Cr 1.

PE 208 Folk and Square Dance
Fundamental and traditional dance steps, folk and square dances, and cultural background of the folk dances of other nations will be covered. Open to beginners and beyond. Satisfies PE requirement. 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 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 215 Posture and Figure Control
The course includes individual postural appraisal, corrective exercises, and recognition of postural deviations. Recommended for prospective teachers. Satisfies PE requirement. Cr 1.

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.
Analysis of skills fundamental to competitive gymnastics with emphasis on techniques of coaching and practice organization. Cr 2.

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.

Coaching Volleyball, Philosophy and Methods
Fundamentals of individual skills, team strategy, practice organization, and team play are emphasized. Cr 1.

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.

Dance Methods and Materials

Coaching Golf, Philosophy and Methods
Course content includes methods of team selection, fundamentals of golf, types of competition, and practical experience. Cr 1.

Coaching Tennis, Philosophy and Methods
Course content includes skill development strategies, drills, conditioning principles, and team management. Cr 1.

Coaching Cross Country, Philosophy and Methods
Course content includes the techniques of training and conditioning, the operation of meets, course layouts and running techniques. Cr 1.

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.

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: PE 203, PE 302. Cr 1-3

Survey of Movement and Dance in Education
A background of history and development of modern dance heritage. Folk, square, modern dance forms, including techniques and teaching composition for each form. Cr 3.

Introduction to Experiential Learning in Outdoor Education
A survey of experiential learning programs and the relevance and rationale of their involvement in elementary and secondary education and in public and private agencies. Cr 1.

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.

Games and Activities
An introductory course in non-competitive games for school age children. The course follows the growth of the New Game Foundation and has a practical teaching experience with school age children. Cr 1.

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.

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.

Methods and Materials for Teaching Physical Education
A basic course for prospective teachers to acquaint them with the various areas of physical education. Topics include: 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.

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.

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 will 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.

EDPE 310 Experiential Learning in Outdoor Education
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.

Mountaineering
Designed to gain knowledge in technical mountaineering and to improve capabilities in technical rock climbing.

Orienteering
Designed to gain knowledge in expedition planning and route finding.

EDPE 389 Advanced First Aid and Emergency Care
This course will cover the topics prescribed by the American Red Cross and 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 CPR. Successful completion of the course requirements will lead to advanced Red Cross first aid and emergency care and CPR certification.

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. Restricted to students in the PE Leadership Minor. Prerequisite: permission of instructor.

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.

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 324 Dance Methods and Materials

DNCE 406 Survey of Movement and Dance
A background of the history and development of modern dance heritage. Folk, square, modern dance forms, including techniques and teaching composition for each form. Cr 3.

DEPARTMENT OF RECREATION AND LEISURE STUDIES
The Department of Recreation and Leisure Studies offers a two year Associate of Science degree program in Therapeutic Recreation. A four year Bachelor of Science degree program in Therapeutic Recreation has been developed and is pending Board of Trustees approval. Please contact the Admissions Office for information regarding the proposed four year curriculum. In addition to the degree programs a wide selection of elective professional recreation and activity courses is available and students are encouraged to pursue course offerings relevant to their academic programs.

The University of Southern Maine Portland Gymnasium is the home base for a wide variety of recreational activities. The gymnasium consists of three large, separate floors, a multi purpose room, exercise room, dance room, three racquetball/handball courts and one squash court. Each locker room offers shower facilities, and sauna facilities available to students, faculty and staff.

The Department of Recreation and Leisure Studies sponsors the USM Communiversity Leisure-Learn Recreation Program. This program is designed to make the gymnasium facilities available to all members of the University community and the general public. Use of the facility by the general public is offered only during those hours when student use is not up to capacity. Information concerning these activities, including fees and time schedules, can be secured from the Department of Recreation and Leisure Studies office in the Portland Gymnasium.

Lifeline is another program sponsored by the Department of Recreation and Leisure Studies. It is designed for the sedentary individual who for a variety of reasons is not in good physical condition. This program is essentially a series of sessions of jogging and calisthenics based on a progressive style of programming. Exercise begins slowly and builds from week to week.
CURRICULUM FOR THE ASSOCIATE OF SCIENCE IN THERAPEUTIC RECREATION DEGREE

General Education Required:
ENG 010 (101) Freshman Writing 3
THE 017 (170) Oral Communication 3
OR
COM 017 (171)
BIO 019 (100) Biological Basis for Human Activity 3

Electives:
Humanities Area . . one course 3
Social Sciences Area . . one course 3
General elective course 3

Recreation/Leisure Core:
RLS 010 Intro. to Leisure Recreation Services 3
RLS 011 Leadership and Supervision in Recreation 3
RLS 102 Organization and Administration of Recreation Services 3
RLS 016 Advanced First Aid and Emergency Care 3
Two elective courses in recreation 6

Therapeutic Recreation Courses:
RLS 020 Introduction to Therapeutic Recreation Services 3
RLS 030 Methods and Materials in Therapeutic Recreation 3

Select two courses from the following: 6
RLS 021 Development and Utilization of Therapeutic Recreation Resources
RLS 022 Recreation Activities and Special Population
RLS 031 Arts and Crafts in Therapeutic Recreation
RLS 033 Environmental Recreation for Special Population

Community Involvement Courses:
RLS 013 Pre-Professional Field Experience 3
RLS 095 Selective Field Placement or Internship 9
TOTAL 60

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 016 Advanced First Aid & Emergency Care
RLS 317 Choices for the Leisure Experience

RLS 100 Recreation and Leisure Activities

Activities available:
Advanced Lifesaving
Badminton
Bicycling
Bowling
Figure Skating
Fly Fishing
Gymnastics
Handball
Horsemanship
Karate
Racquetball
Road Running
Sailing
Scuba Diving

Self Defense
Ski Touring
Slimnastics
Swimming

Laboratory, 2 hours  Cr 1., per activity

RLS 010 Introduction to Recreation/Leisure Services

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 Lab. 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 (cardiovascular 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 recreation sports movements will be 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 will be 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, Economics and Management

DEAN
John W. Bay

Department of Business Administration
Chairman: John J. Houlihan, 118 Bedford St., Portland.
Professors Findlay, Sturner; Associate Professors Chandler, Hall, Hodson, Jagolinzer; Assistant Professors B. Andrews, Houlihan; Instructor Carmichael.

Department of Associate Business Administration
Chairman: Richard L. McKell, 118 Bedford St., Portland.
Associate Professors S. Andrews, Gold, McLellan, L. Taylor; Assistant Professors Bean, Coit, Gutmann.

Department of Economics
Chairman: Robert C. McMahon, 227 Bonney Hall, Portland.
Professor Durgin; Associate Professors Bay, McMahon, Witherill.

The School of Business, Economics and Management 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**

<table>
<thead>
<tr>
<th>The Freshman Year: Common to all Associate Programs, except as noted.</th>
<th>30 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 011 &amp; Bus 012 Principles of Accounting</td>
<td>6</td>
</tr>
<tr>
<td>Econ 011 &amp; Econ 012 Principles of Economics</td>
<td>6</td>
</tr>
<tr>
<td>Eng 011 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Eng 120 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>Ms 010 &amp; Ms 011 Elementary &amp; Intermediate Algebra</td>
<td>6</td>
</tr>
<tr>
<td>or alternative math</td>
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<tr>
<td>Ms 109 Linear Systems</td>
<td></td>
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<tr>
<td>Ms 110 Elements of Mathematical Analysis</td>
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<tr>
<td>Bus 095 Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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 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 three hours from electives listed above

**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 Law
  Food Fundamentals
  Food and Beverage Control
  Quantity Food

*Limited Baccalaureate transfer credit

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 (30 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

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 USM:

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, management and operations research. 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, Economics and Management 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, Economics and Management.

SMALL BUSINESS INSTITUTE

The School of Business, Economics and Management, 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, Economics and Management 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, Economics and Management 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, Economics and Management, 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
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
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
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

Requirements for a Bachelor of Science Degree in Economics

A. General Foundation Courses
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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101 &amp; 102</td>
<td>Principles of Economics</td>
<td>6</td>
</tr>
<tr>
<td>ECON 350</td>
<td>Comparative Economic Systems</td>
<td>3</td>
</tr>
<tr>
<td>EC ED 300</td>
<td>Economic Concepts and Resource Materials for Educators</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Additional Economic Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits 21

Economics Minors will also meet all other requirements of the University and the College of Education.

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, Economics and Management 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.) (Offered through C.E.D. only). 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 Computers in Business
This course focuses on the role of the computer as an aid in managerial decision making. Computer operation and programming fundamentals including flowcharting and program writing in one of the common computer programming languages emphasizes business applications. Provides a basic knowledge of computer concepts; "hands on" problem solving with the computer; and the impact of computers on the business world. Required for ABA program. Transfers to baccalaureate program, but does not replace BUS 390. 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 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 gathering 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. (It is recommended that BUS 301 or BUS 102 be taken prior to BUS 305.) 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, receivables, and estates and trusts. Prerequisite: BUS 302. Cr 3.

BUS 311 Advanced Accounting II
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 institutions 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, Economics and Management with permission. Cr 1-5.

BUS 396 Cooperative Education—Business Administration II
Open to Sophomores, Juniors, and Seniors in the School of Business, Economics and Management with permission. Prerequisite: BUS 395. Cr 5.

BUS 397 Cooperative Education—Business Administration III
Open to Juniors and Seniors in the School of Business, Economics and Management 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 425 The Small Business Venture
This course is designed to outline the excitement and problems encountered in the small business venture. It will integrate the areas of accounting, finance, management, and marketing as these relate to small businesses and to understand why certain businesses fail while others prosper. Forms of ownership, financing alternatives, recordkeeping requirements, management and marketing philosophies, personal characteristics necessary for success, and ethical and social responsibilities will be covered. The course utilizes case studies as well as outside experts who will assist the designated instructor. Prerequisites: BUS 320, 340, 360. 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 accounting to operational problems in the field. Assignments are arranged by the School of Business, Economics and Management in conjunction with agencies such as the Small Business Administration for an off-campus consulting 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. Prerequisite: 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

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 Material 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

DEAN
Audrey J. Conley

ASSISTANT DEAN
Carla H. Mariano

DEPARTMENT OF ADVANCED MEDICAL-SURGICAL NURSING
Chairman: Ann P. Ellis. 61 Exeter Street. Portland.

DEPARTMENT OF COMMUNITY HEALTH NURSING

DEPARTMENT OF MATERNAL-CHILD HEALTH NURSING
Chairman: Rosemary Bellone. 11 Granite Street. Portland.
Associate Professors Bellone. Tryon: Assistant Professors Brannigan. MacVane: Lecturers Bailow. Rodgers.

DEPARTMENT OF MEDICAL-SURGICAL NURSING
Chairman: Dorothy Dubowick. 57 Exeter Street. Portland.
Associate Professors Dubowick. Normandeau: Lecturer MacDonald.

DEPARTMENT OF PSYCHIATRIC NURSING
Chairman: Jean Cotton. 57 Exeter Street. Portland.

FOUNDATIONS: Joyann Henderson. Instructor.

NURSING LAB: Sarah Whitney. Director

CLINICAL ASSOCIATES: Agnes Flaherty. Carolyn Fish.

ORONO COORDINATOR: Florence Pyles

BUREAU OF C.E.D. NURSING: Mary Ann Rost.
Director: Constance Babeau. Telelecture Program Coordinator.

FAMILY NURSE ASSOCIATE PROGRAM:
Director: To be announced: 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 a certificate post-professional program - Family Nurse Associate. The School has an agreement with Boston University whereby its graduate courses in nursing are offered at USM.
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 stressors
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. In addition to the specific courses required, demonstrated proficiency in English and math is a requirement. The policy is available through your academic advisor.

Admissions to the undergraduate program are through the Admissions Office of the University, and prospective students should refer to the sections in this

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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.

I. **Curriculum for Classes of 1980 and 1981.**

**Freshman Year**

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<tr>
<th>Course Code</th>
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<tr>
<td>BIO 101</td>
<td>Biological Principles</td>
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<tr>
<td>BIO 102</td>
<td>Biological Experiences</td>
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<td>BIO 111</td>
<td>Human Anatomy and Physiology</td>
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<td>BIO 112</td>
<td>Practical Human Anatomy and Physiology</td>
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<td>CHEM 101</td>
<td>Chemistry for Health Sciences</td>
<td>3</td>
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<td>CHEM 102</td>
<td>Introduction to Laboratory Measurement</td>
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<td>CHEM 103</td>
<td>Introduction to Organic and Biochemistry</td>
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<td>CHEM 104</td>
<td>Introductory Organic and Biochemistry Laboratory</td>
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<td>PSY 101</td>
<td>General Psychology</td>
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<td>Course in Growth &amp; Development</td>
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**Sophomore Year**

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<td>BIO 282</td>
<td>Human Microbiology &amp; Human Disease Lab</td>
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<tr>
<td>FN 352</td>
<td>Human Nutrition</td>
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<td>NSG 200</td>
<td>Role of the Nurse</td>
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<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
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<td>ANY 101 or POL 101</td>
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<td>SOC Elective</td>
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<td></td>
<td>Fine Arts</td>
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<td>Humanities</td>
<td>6</td>
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<td></td>
<td>Electives</td>
<td>29</td>
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II. New Curriculum Pattern for Classes of 1982 and 1983.

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
GENERAL EDUCATION COURSES As specified by University and School ........ 6
ELECTIVE ........................................................................ 6

Sophomore Year

Required
BIO 281 Human Microbiology & Human Disease ......................... 3
BIO 282 Human Microbiology & Human Disease Lab .................. 3
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
MS 120 Introduction to Statistics ......................................... 3
GENERAL EDUCATION COURSES As specified by University and School ........ 6
ELECTIVE ........................................................................ 6

Junior and Senior Year

The requirements and nursing courses for the upper division are under revision. The new curriculum pattern will be available through the Dean’s Office by November 1, 1979.

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 (1 credit) is required for partial fulfillment of the 2 credits.
**COURSE DESCRIPTIONS**

( IN EFFECT FOR CLASSES OF 1980 and 1981)

**NSG 200 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 bi-psycho-social and cultural behaviors of the adult. Prerequisite: Junior standing in the School of Nursing as described in this catalog. Cr 7.

**NSG 303 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 495 Independent Study in Nursing I**
Individualized study in an area of nursing with the permission of the instructor. Cr 2-3.

**NSG 496 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 200 Nutrition: Today's Challenge**
A course dealing with current issues in nutrition, the role of nutrients, practical and efficient buying practices and meal management. (Not for Nursing Major). Cr 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 the Program Director, Department of Community Medicine, Maine Medical Center, 233 Western Prom, Portland, Maine 04102; tel. (207) 871-2375.

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.
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, 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 School of Nursing.

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.

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:
(a) prepare instructors for the teaching of vocational and/or technical subjects in high schools and post-secondary schools:
or (b) 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:
Coordinator of Vocational-Technical Education
University of Southern Maine
Gorham, Maine 04038

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 (CEU):
   Certificate Program for Small Business Management
   Certificate Program for Legal Assistants
Certificate Program for Chartered Life Insurance Underwriters
Certificate Program for Practicing Secretaries
Certificate Program for Quality Control
Medical Terminology
Veterinary Medicine

B. Personal enrichment courses:
- Parapsychology
- Yoga
- Estate Planning
- Calligraphy
- Dance
- Photography
- Antiques
- Assertiveness
- Magazine Article Writing

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.

A program 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 for 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 expediters, 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 for 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 15-51 (8 wks) Small Business Operations

SUGGESTED SEMINARS:
Data Processing: An aid to Managing a Small Business Financing Small Business

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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

The Department of Special Programs’ non-credit Certificate Program for Practicing Secretaries is designed primarily for secretaries who have mastered basic skills such as typing and shorthand and are seeking to upgrade present abilities. This program will allow the student not only to update general skills and knowledge but also to focus on the special areas of interest most relevant to her/his job. After completing the basic requirements, a secretary may concentrate on courses in the legal or health fields, insurance, travel, management, personnel or other appropriate areas. Required curriculum includes the following:

- Modern Office Procedures
- Human Relations in an Office Setting
- Improving Your Writing and Speaking Abilities
- Organizing Your Work

Certificate Program for Legal Assistants

This professional program will provide a sequence of training leading to a certificate in the broad range of legal services known as general practice, in addition to more in-depth study in several areas of specialization.

The Legal Assistant Program is designed primarily for part-time students and courses are offered either once a week in the evenings or in a one or two-day seminar format.

Admission requirements are flexible, but those wishing to obtain the certificate must apply for acceptance to the program before enrolling in courses. Those who do not plan to earn the certificate but wish to take selected courses need not apply for admission. The curriculum for beginning and advanced levels include the following courses:

**LEVEL I**
- Orientation to the Legal Assistant Profession
- Introduction to Substantive Law
- Legal Research and Source Materials
- Legal Writing Skills and Terminology
- General Practice Skills
- Interpersonal Skills/Interview Techniques

**LEVEL II**
- Areas of Specialization
  - Litigation (Criminal & Civil)
  - Corporations
  - Law Office Management
  - Estates and Trusts
  - Domestic Relations
  - Internship

Certificate Program for Chartered Life Underwriters

CLU is a non-credit professional program designed for those who wish to achieve greater job stability and higher income in a variety of fields including life and health insurance sales, insurance company management, corporate risk management, and other professions engaged in estate planning and financial counseling.

Each course in the ten-course sequence is designed to prepare students for the semi-annual national examinations held by the American College of Life Underwriters. Candidates who successfully complete all ten examinations and who meet ethical and experience requirements are awarded the coveted Chartered Life Underwriter designation.

Those who are not candidates for the CLU designation may also take advantage of these professional courses. Continuing Education Units are awarded for each course completed.

**Program Listing**

CLU 11. Economic Security and Individual Life Insurance
CLU 12. Life Insurance Law and Mathematics
CLU 13. Group Insurance and Social Insurance
CLU 14. Economics
CLU 15. Accounting and Finance
CLU 16. Investments and Family Financial Management
CLU 17. Income Taxation
CLU 18. Pension Planning
CLU 20. Estate Planning and Taxation

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 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 were 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

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.)

CENTER FOR RESEARCH AND ADVANCED STUDY
The purpose and intent of the Center for Research and Advanced Study of the University of Southern Maine is to enhance the University's public service obligations and to make significant contributions to Maine's greater development by serving and assisting the governments, institutions, industries and people of Maine through quality research, study and technical assistance designed to maximize economic development, health, education, environment and the general well-being of the region and the state.

By focusing the expertise of the University of Maine through multi-disciplinary practical and applied research on the present and potential problems of the area, significant contributions can be made to the present and future well-being of the region and state.

School of Law
The University of Maine School of Law is located on the Portland campus of the University of Southern Maine. The Law School is a charter member of the Association of American Law Schools, is on the fully approved list of the American Bar Association, and as a unit of the University of Maine is accredited by the New England Association of Schools and Colleges, Inc. The Law School offers an excellent opportunity for student-faculty interchange: the curriculum is taught by a resident faculty of 16, with a student body of 240.

For more information, write the 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 16,000 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, University of Maine at Portland-Gorham, and the University of Southern Maine.

The Association is governed by a sixteen-member Board of Directors and a thirty-member Advisory Council.

Alumni offices are maintained at 24 College Avenue on the Gorham campus, and at the 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 are: 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 an honor residence for women.

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.

1806—Construction date of the Academy Building. Built to house the original Gorham Academy, it was presented to the State of Maine in 1895. In 1963 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 1865 for use as a student chapel, it now houses the Gorham Campus Art Gallery.

1878—Establishment of the 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 December 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.

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. Originally known as East Hall, in 1960 it was renamed 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—Bachelor's 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 a 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. Now houses large cafeteria, two dining rooms, offices, science lecture hall, classrooms, laboratories.
- 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, Economics and Management.
- 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 University of Maine extension courses of the Portland University were consolidated and expanded into a coordinated program.
- Dr. Robert York appointed Dean of Academic Affairs at Gorham. Served to 1970.
- 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 members of the Physical Education Department.
- 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 lobbies, study areas and dormitory accommodations for 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. Pink, 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. He served as Provost from 1968-1970.
- 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.

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 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.

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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, a small auxiliary gym for a variety of activities, and two saunas. Two squash courts and two handball courts are located in a wing on the lower level behind the main building.

— *Science Building* opened at Portland, containing offices, laboratories, seminar rooms, classrooms, computer center, greenhouse and 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.


— 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.

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—Dr. Kenneth W. Allen named acting president of UMPG, replacing Dr. N. Edd Miller.

— The Board of Trustees changed the name of UMPG to *the University of Southern Maine*, July 1.

— The Academic Plan reorganizing and strengthening USM academic programs approved by Board of Trustees.

1978-79—University of Southern Maine Centennial celebrated.

1979—Robert L. Woodbury appointed first president of University of Southern Maine.

— Edward J. Kormondy appointed Provost of USM.
OFFICERS OF ADMINISTRATION of the UNIVERSITY OF SOUTHERN MAINE

Administrative Organization as of July 1, 1979

President
Robert L. Woodbury, 65 Exeter Street, Portland† tel: 780-4480

Assistant to the President
William B. Wise, 65 Exeter Street, Portland† tel: 780-4482

Provost
Edward J. Kormondy, 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

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 Intercollegiate Athletics: Richard A. Costello, 108 Hill Gymnasium, Gorham* tel: 780-5430
Director of Equal Employment Opportunity: Beth I. Warren, 120 Bonney Hall, 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 Reporting to Provost
Acting Dean of College of Arts and Sciences: Paulette French, 113 Bonney Hall, Portland† tel: 780-4220
Acting Dean of College of Education: George F. Hackett, 408 Bailey Hall, Gorham* tel: 780-5371
Dean of School of Business, Economics and Management: John W. Bay, 100 Payson Smith Hall, Portland† tel: 780-4020
Dean of School of Nursing: Audrey J. Conley, 55 Exeter Street, Portland† tel: 780-4130
Acting Dean of School of Law: L. Kinvin Wroth, 225 Law School Building, Portland† tel: 780-4344
Vice President for Educational Services: Gordon S. Bigelow, 130 Payson Smith Hall, Portland† tel: 780-4035
University Librarian: Clifton F. Giles, Jr., Gorham Campus Library, Gorham* tel: 780-5340
Director of Continuing Education and Summer Session: William G. Mortensen, 119 Payson Smith Hall, Portland† tel: 780-4040
Director of Educational Media: Allen W. Milbury, Bailey Hall Basement, Gorham* tel: 780-5356
Acting Director of Center for Research and Advanced Study: William F. Julavits, 401 Research Center, Portland† tel: 780-4411
Acting Director of Institutional Research: Samuel G. Andrews, 420 Research Center, Portland† tel: 780-4470

Administrative Staff of 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

*For mailing address, add: USM, College Avenue, Gorham, Maine 04038
†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

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ACADEMIC ADMINISTRATIVE STRUCTURE OF UNDERGRADUATE AND GRADUATE COLLEGES AND SCHOOLS

COLLEGE OF ARTS AND SCIENCES

Acting Dean: Paulette French, 113 Bonney Hall, Portland\¶ tel: 780-4220
Assistant Dean: Joseph F. Hearns, 123 Bonney Hall, Portland\¶ tel: 780-4229
Assistant Dean: Eugene P. A. Schleh, 300-B Bailey Hall, Gorham* tel: 780-5320

Director, Associate Degree Studies: George P. Connick, 415 Research Center, Portland\¶ tel: 780-4470
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. Kivatisky, 3 Washburn Street, Portland\¶ tel: 780-4108
Chairman, Earth Sciences, Physics & Engineering Department: Parnell S. Hare, Science Building, Portland\¶ tel: 780-4247
Chairman, English Department: Frank K. Carner, 200 E Bailey Hall, Gorham* tel: 780-5230
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: Joel W. Eastman, 325 Bonney Hall, Portland\¶ tel: 780-4287
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: John S. Bishop, 512 Science Building, Portland\¶ tel: 780-4254
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: Michael L. Williams, 120 Bedford Street, Portland\¶ tel: 780-4100
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

COLLEGE OF EDUCATION

Acting Dean: George F. Hackett, 408 Bailey Hall, Gorham* tel: 780-5371
Director, Clinical Experiences: Melissa H. Costello, 504 Bailey Hall, Gorham* tel: 780-5300
Director, In-Service Programs: A. Nye Bemis, 119 Bailey Hall, Gorham* tel: 780-5326
Director, Educational Placement: David Morrill, 402 Bailey Hall, Gorham* tel: 780-5336
Director, Division of Advanced Studies: George F. Hackett, 408 Bailey Hall, Gorham* tel: 780-5371
Chairman (Acting). Early Childhood/Elementary Education Department: Charles M. Lyons, 400 B Bailey, Gorham* tel: 780-5310
Chairman (Acting). Education and Technology Department: Richard H. Carter, 101 Industrial Education Center, Gorham* tel: 780-5440
Chairman, Physical Education Department: Patricia D. Raybould, 204 Hill Gymnasium Gorham* tel: 780-5431
Chairman, Recreation/Leisure Studies Department: 220 Portland Gymnasium, Portland\¶ tel: 780-4170

SCHOOL OF BUSINESS, ECONOMICS AND MANAGEMENT

Dean: John W. Bay, 100 Payson Smith Hall, Portland\¶ tel: 780-4020
Chairman, Baccalaureate Degree Program in Business Administration: John J. Houlihan, 118 Bedford Street, Portland\¶ tel: 780-4180
Chairman, Associate Degree 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

*For mailing address, add: USM, College Avenue, Gorham, Maine 04038
+For mailing address, add: USM, 96 Falmouth Street, Portland, Maine 04103
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SCHOOL OF NURSING
Dean: Audrey J. Conley, 55 Exeter Street, Portland, tel: 780-4130
Assistant Dean: Carla H. Mariano, 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

UNIVERSITY OF MAINE SCHOOL OF LAW
Acting Dean: L. Kinvin Wroth, 105 Law School Building, Portland, tel: 780-4344
Assistant Dean: Holly E. Bruno, 103 Law School Building, Portland, tel: 780-4345
Director of Placement: Janet K. Cooper, 112 Law School Building, Portland, tel: 780-4376
Director of Clinical Practice Program: Judy R. Potter, 124 Law School Building, Portland, tel: 780-4352
Librarian of School of Law: Penny A. Hazelton, 214 Law School Building, Portland, tel: 780-4352
Administrative Assistant to the Dean: Sharon S. Prunty, 104 Law School Building, Portland, tel: 780-4340

ADMINISTRATION OF THE UNIVERSITY OF MAINE
UNIVERSITY OF MAINE BOARD OF TRUSTEES
Francis A. Brown, Chairman, 143 Maine Street, Calais, Maine
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Stanley J. Evans, M.D., Vice Chairman, 336 Mt. Hope Avenue, Bangor, Maine
Joseph G. Hakanson, One Monument Square, Portland, Maine
Susan R. Kominsky, One Merchants Plaza, Bangor, Maine
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Thomas Monaghan, 415 Congress Street, Portland, Maine
James H. Page, 307 Main Street, Caribou, Maine
Ellen W. Platz, 99 Grandview Avenue, Auburn, Maine
John Robinson, Farmington, Maine
Elizabeth Russell, Jackson Laboratory, Bar Harbor, Maine
Artemus Weatherbee, 14 Constitution Road, Kennebunk, Maine
JoAnne R. Magill, Clerk of the Board, 107 Maine Avenue, Bangor, Maine

OFFICE OF THE CHANCELLOR, 107 MAINE AVENUE, BANGOR, MAINE
Patrick E. McCarthy, Chancellor of the University of Maine
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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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

Clarke, Alfred (1946-1971) Dartmouth College, A.B., 1928; Admissions Director Emeritus

Dickey, Edna F. (1946-1973) University of New Hampshire, B.A., 1933; M.A., 1936; Associate Professor Emerita of History


Lawrence, Harold Merrill (1946-1972) Boston University, B.S., 1940; Business Manager Emeritus

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


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.S., 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


Abbe, Parker B., Jr. (1966) Associate Professor of History; Dartmouth College, A.B., 1961; Duke University, M.S., 1964; Ph.D., 1968

Allen, Bruce A. (1970) Associate Professor of Mathematics Education; Gorham State College, B.S., 1960; M.S., 1967; Boston University, Ed.D., 1973

Anderson, Andrew L. (1975) Assistant Professor of Graphic Communication; University of Wisconsin at Platteville, B.S., 1973; M.S., 1975


Andrews, Samuel G. (1966) Assistant Director, Associate Degree Studies and Acting Director, Institutional Research; Babson College, B.S., 1964; University of Maine, M.S., 1966

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

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; University of Maine, B.A., 1951; Ohio State University, M.A., 1959

Babeau, Constance I. (1979) Program Coordinator for Telelecture, Bureau of Continuing Education for Nursing, School of Nursing; University of Maine, B.S., 1970; Boston University, M.S.N., 1975

Baier, Lee S. (1966) Associate Professor of English; Reed College, A.B., 1948; Columbia University, M.S., 1952; Ph.D., 1965
Ballow, Judith K. (1978) Lecturer, School of Nursing; Ohio State University, B.S., 1961; Boston University, M.S.N., 1967
Balber, Paula G. (1973) Lecturer, School of Nursing; Boston University, B.S., 1969; New York University, M.A., 1970
Bay, John W. (1965) Dean, School of Business, Economics and Management and Associate Professor of Business and Economics; Saint Ambrose College, B.A., 1961; Boston College, M.A., 1964; Ph.D., 1966
Bazinet, Gregory P. (1979) Instructor in Energy/Transportation; University of Maine at Portland-Gorham, B.S., 1977
Bean, Frank (1978) Assistant Professor of Finance; University of Maine, B.S., 1973; M.B.A., 1975
Bearce, Jeana Dale (1965) Associate Professor of Art; Washington University, B.F.A., 1951; New Mexico Highlands University, M.A., 1954
Bellone, Rosemary (1970) 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
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
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, Kathleen H. (1969) Director of Student Affairs; Western Michigan University, B.A., 1966; Indiana University, M.S., 1969
Brannigan, Claire N. (1975) Assistant Professor of Nursing; McGill University, B.N., 1970; Boston University, M.S., 1975
Braziel, 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
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
Burton, Janet Z. (1978) Instructor, School of Nursing; Syracuse University, B.S., 1964; Oregon State University, M.S., 1975
Campbell, Richard R. (1973) Associate Director, Student Financial Aid Office; University of Maine at Portland-Gorham, B.S., 1974
Carmichael, Peter (1975) Director, Cooperative Education, School of Business, Economics and Management and Director, Small Business Institute; University of Maine, B.S., 1971; University of Massachusetts, M.B.A., 1973
Carper, Thomas R. (1967) Associate Professor of English; Harvard University, A.B., 1958; New York University, M.A., 1967; Boston University, Ph.D., 1973
Chabot, Maurice J. (1965) Associate Professor of Mathematics and Computer Science; University of Maine, B.A., 1961; Bowdoin College, M.A., 1965

Numbers in the left hand margin are coded as follows:
1 on leave, Fall semester, 1979
2 on leave, Spring semester, 1980
3 on leave, Academic year, 1979-80

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Cipollone, Domenica (1977) Coordinator, Student Affairs/New Student Program; University of Cincinnati, B.A., 1959; University of the Americas (Mexico), M.A., 1974

Clarey, Richard J. (1979) Associate Director, Education & Research, New Enterprise Institute and Associate Professor of Entrepreneurship; Bowdoin College, B.A., 1961; Dartmouth College, M.B.A., 1963; Cornell University, Ph.D., 1968

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

Cluchey, Diann (1966) Visiting Associate Professor, School of Law; Yale University, B.A., 1968; State University of New York, M.A., 1970; Harvard Law School, J.D., 1973


Coffin, Richard N. (1964) Associate Professor of English; Bowdoin College, B.A., 1951; Harvard University, A.M., 1952; Boston University, Ph.D., 1962


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

Conley, Audrey J. (1979) Dean, School of Nursing; Case Western Reserve University, M.S., 1957; Columbia University, Ed.D., 1972

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


Conway, Jeremiah P. (1978) Assistant Professor of Philosophy; Fordham University, B.A., 1970; Yale University, M. Phil. 1974; Yale University, Ph.D. 1978

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

Cooper, Janet K. (1972) Director of Placement, School of Law; Wellesley College, B.A., 1970; St. Thomas College, M.A., 1972


Costello, Melissa H. (1953) Associate Professor of Education and 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, 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., 1969; Boston University, M.S., 1962

Cox, Ann B. (1978) Circulation Librarian, School of Law; Radcliffe College, B.A., 1977


Curtis, Nancy M. (1976) Instructor in Nursing; University of Maine School of Nursing, B.S., 1968; Boston University, M.S., 1974


Dalvot, 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

Deprez, Luisa S. (1976) Assistant Professor of Social Welfare; Keuka College, B.A., 1970; Rutgers University, M.S.W., 1971


Dietrich, Craig (1968) Associate Professor of History; University of Chicago, A.B., 1961; Ph.D., 1970

Dorfman, 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


Drew, David (1972) Instructor in Physical Education; Springfield College, B.S., 1967; M.Ed., 1971

Drew, Judith C. (1978) Instructor, School of Nursing; Northeastern University, B.S., 1972; Boston University, M.S., 1977

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


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


Edgecomb, Jacqueline K. (1973) Associate Professor of Nursing; University of Michigan, B.S.N., 1967; M.P.H., 1973

Ellis, Ann P. (1973) Associate Professor of Nursing; University of Maine at Orono, B.S., 1964; Boston University, M.S., 1967

Ellis, Lauret 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


Faulkner, Howard M. (1970) Associate Professor of Graphics; Massachusetts State College at Fitchburg, B.S., 1957; Northeastern University, M.Ed., 1960


Finnley, Robert W. (1967) Professor of Accounting; Boston University, B.S., 1955; M.B.A., 1964; C.P.A. (Massachusetts and Maine)

Fish, Carolyn A. (1979) Clinical Associate in Nursing at Community Health Services, Inc.; Boston University, B.S., 1964; University of North Carolina, M.P.H., 1967

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

Flecherty, 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 Recreation, Director of Recreational Services; Springfield College, B.S., 1953; Boston University, Ed.D., 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

Frend, Lynn (1978) Assistant Director, Student Financial Aid; Towson State College, B.A., 1974; Towson State University, M.Ed., 1978

French, Paullette (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 P. (1958) Vice President for Finance and Administration; Lebanon Valley College, B.S., 1938


Gainey, Louis F., Jr. (1976) Assistant Professor of Biology; Florida State University, B.S., 1969; M.S., 1972; Ph.D., 1976

Garmey, Madeleine S. (1979) Lecturer, School of Nursing; Simmons College, B.A., 1971; Boston College, M.S., 1976

Gavin, Catherine K. (1979) Assistant Director of Upward Bound; University of Maine at Portland-Gorham, B.A., 1971

Gavin, William J. (1968) Professor of Philosophy; Fordham University, B.A., 1965; M.A., 1967; Ph.D., 1970


Giguere, Madeleine D. (1967) Professor of Sociology; College of New Rochelle, B.A., 1947; Fordham University, M.A., 1950; Columbia University, M. Phil. 1973

Gish, Clifton F., Jr. (1969) University Librarian; University of Massachusetts, B.A., 1960; University of Illinois, M.L.S., 1963

Gish, Nancy K. (1979) Assistant Professor of English; Western Michigan University, B.A., 1964; University of Michigan, M.A., 1965; Ph.D., 1973

Glassman, Elsa J. (1977) Instructor in Education; Northwestern University, B.S., 1971; Lesley College, M.S., 1972

Gold, Joel I. (1973) Associate 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) Professor of Philosophy; St. Joseph's College, B.A., 1961; Fordham University, M.A., 1965; Ph.D., 1970

Numbers in the left hand margin are coded as follows:
1 on leave, Full semester, 1979
2 on leave, Spring semester, 1980
3 on leave, Academic year, 1979-80

181
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

Greer, John (1979) Staff Development Consultant, College of Education; Gorham State University, B.S.; Pennsylvania State University, M.Ed.; University of Connecticut, Ph.D.

Gregory, David D. (1972) Professor, School of Law; Duke University, B.A., 1964; University of Maine, LL.B., 1968; Harvard University, LL.M., 1972


Grezelkowski, Slawomir A. (1973) Associate Professor of Sociology; University of Warsaw, Poland, M.A., 1962; Indiana University, Ph.D., 1974

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, M.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


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


Helms, Carl H. (1979) Staff Development Consultant, Vocational-Personnel Staff Development Program; Pacific Lutheran University, B.S., 1962; Washington State University, M.A., 1964

Henderson, Joyann S. (1978) Instructor, School of Nursing; University of Maine, B.S., 1970; Boston University, M.S., 1978

Henderson, Laura (1978) Assistant Professor of Communication; Michigan State, B.A., 1974; M.A., 1978; Ph.D., 1979

Hendren, Cyrus E. (1977) Assistant Director of Counseling, 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, 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


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., 1966

Holden, D. Bradlee (1973) Associate Professor of Accounting; University of Maine at Orono, B.S., 1968; University of Pennsylvania, M.A., 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)


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., 1954; 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., 1944; Ph.D., 1971

Jellem, 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.E.D., 1951

Johnson, Bruce S. (1974) Director of Student Financial Aid


Jones, Aridith Freeman (1979) Assistant Professor of Music; Eastman School of Music, B.M., 1972; M.M., 1974

Jones, Eugene (1979) Assistant Professor of Music; New England Conservatory, B.M., 1965; M.M., 1967


Kading, Charles S. (1978) Assistant Professor, Theatre Department; Cal State University, B.A., 1973; University of Washington, M.A., 1975

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

Keating, Judith A. (1972) Head of Circulation Services; University of Maine, B.A., 1971; Emory University, M.L.S., 1976

Kazemir, Stephen (1978) Artist in Residence, Music; Eastman School of Music, B.M. and Performer's Certificate, 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

Kivnicksky, Russell J. (1974) Assistant Professor of Communication; State University of New York, Brockport, Ph.B., 1975; 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

Kormondy, Edward J. (1979) Provost; Tusculum College, B.S., 1950; University of Michigan, M.S., 1951; Ph.D., 1955


Kreisler, Joseph D. (1972) Associate Professor of Social Welfare; Oklahoma University, B.A., 1947; Columbia University, M.A., 1949; M.S.W., 1959

Lacagnina, Angelo A. (1965) Professor of Sociology; University of Buffalo, B.A., 1957; University of Rochester, M.A., 1959; Michigan State University, Ph.D., 1962

Laffin, Catherine Alexion (1962) Coordinator of Administrative Services

LaFrance, Arthur B. (1973) Professor, School of Law; Dartmouth College, A.B., 1960; Yale University J.D., 1963


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) Assistant Professor of Sociology; Oberlin College, A.B., 1968; Meadville Theological School, University of Chicago, M.A., 1970; University of Massachusetts, Ph.D., 1978

Lehrer, Michael (1978) Field Worker in Upward Bound; Bennington College, B.A., 1973; State University of New York, Ph.D., 1977


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

Lepelley, Edith (1965) Associate Professor of French; Lycee de Jeunes Filles de Chartres, Baccalauréat, 1950; University of Rennes (France), License est Lettres, 1956


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

Numbers in the left hand margin are coded as follows:
1 on leave, Fall semester, 1979
2 on leave, Spring semester, 1980
3 on leave, Academic year, 1979-80

183
Lyons, Charles M. (1973) Assistant Professor of Special Education; St. Francis Xavier University, B.A., 1966; University of Hartford, M.Ed., 1970; Boston University, Ed.D., 1976

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

MacDonald, Susan (1977) Instructor, School of Nursing; University of Maine, B.S., 1971


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


McGuire, Raymond G. (1973) Professor, School of Law; Canisius College, B.S., 1960; Harvard University, LL.B., 1964; Columbia University, LL.M., 1968


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) 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


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 and Recreation, Director of Intramurals; University of Maine, B.S., 1963; M.Ed., 1969

Masure, Lorraine D. (1973) Learning Center Director, York County Community College Services; Nason College, B.A., 1970; University of Maine, M.S., 1976


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) Assistant Professor of Education, and 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) Cataloger, School of Law, Ohio State University, 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

Moore, Dorothy D. (1968) Associate Professor of Education; University of Maine, B.S., 1966; M.Ed., 1968


Moore, Romona L. (1972) Serials Librarian, School of Law


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


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


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'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

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

Palacci, Viola (1963) Family Nurse Associate, Student Health Services; Maine Eye and Ear Infirmary, R.N. 1944

Palmer, Martha (1976) Reference and Documents Librarian, School of Law; University of Maine, B.A., 1974; M.A., 1975

Paradise, Noel E. (1967) Professor of Psychology; University of Maryland, A.B., 1948; University of Michigan, Ph.D., 1960

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

Perry, Alice (1977) Lecturer, Foreign Language and Classics; Duke University, B.A., 1969; University of Maryland, M.A., 1972

Philip, Harlan A. (1972) Professor, College of Education; University of Wisconsin, B.S., 1949; M.S., 1953; Northwestern University, Ph.D., 1962


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


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

Prunty, Bert S., Jr. (1973) Professor, School of Law; Drake University, A.B., 1948; Drake University Law School, J.D., 1950

Pyles, Florence D. (1975) Assistant Professor and Coordinator Orono Program, School of Nursing; Teachers College, Columbia University, B.S., 1960; M.A., 1961

Quinn, Horatio A. (1973) Director, Department of Police and Safety; University of Maine at Augusta, A.S., 1973

Rainville, Philippe (1979) Assistant Director, Student Financial Aid; Becker Junior College, A.S., 1966; Florida Technological University, B.S., 1973

Rakovan, Lawrence F. (1967) Associate Professor of Art; Wayne State University, B.S., 1967; Rhode Island School of Design, M.A., 1969

Rand, Steven (1972) Director, Computer Centers; University of Maine at Presque Isle, B.S., 1970


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, Marianne W. (1977) Lecturer, School of Nursing; University of Maine, B.S., 1967

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, L.L.B., 1966

Rolle, Frederick B. (1966) Associate Professor of French; Bowdoin College, A.B., 1946; Middlebury College, A.M., 1948


Rootes, Minor R. (1966) Associate Professor of Theatre; University of California, Santa Barbara, A.B., 1954; San Francisco State College, M.A., 1961

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


Numbers in the left hand margin are coded as follows:
1 on leave, Fall semester, 1979
2 on leave, Spring semester, 1980
3 on leave, Academic year, 1979-80
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 L. (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

Sanberg, 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

Sang, Sarah P. (1979) Conference Coordinator, Continuing Education Division; University of Maine, B.A., 1975; M.A., 1979

Schleb, 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

Schwauener, Francis (1962) Professor of Philosophy; University of Stuttgart and Tubingen, Ph.D., 1959


Schwinck, Lotte (1969) Associate Professor of Biology; University of Tubingen, 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

Siening, Sarah P. (1979) Conference Coordinator, Continuing Education Division; University of Maine, B.A., 1975; M.A., 1979

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 Associate Professor, School of Law; Cornell University, B.A., 1973; Northwestern University Law School, J.D., 1977

Silvernail, David L. (1977) Assistant Professor of Curriculum and Instruction, College of Education; Indiana University, A.B., 1969; M.S., 1975; Ed.D., 1977

Silvernail, Susan M. (1979) Counselor, Continuing Education Division; Ball State University, B.S., 1975

Simonds, Stephen P. (1971) Director, Human Services Development Institute; University of New Hampshire, A.B., 1948; University of Chicago, M.A., 1953


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


Snow, Roger V., Jr. (1967, 1973) Director, Publications and Public Information; Williams College, B.A., 1940

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