

1983

## University of Southern Maine Graduate Catalog 1983-1984

University of Southern Maine

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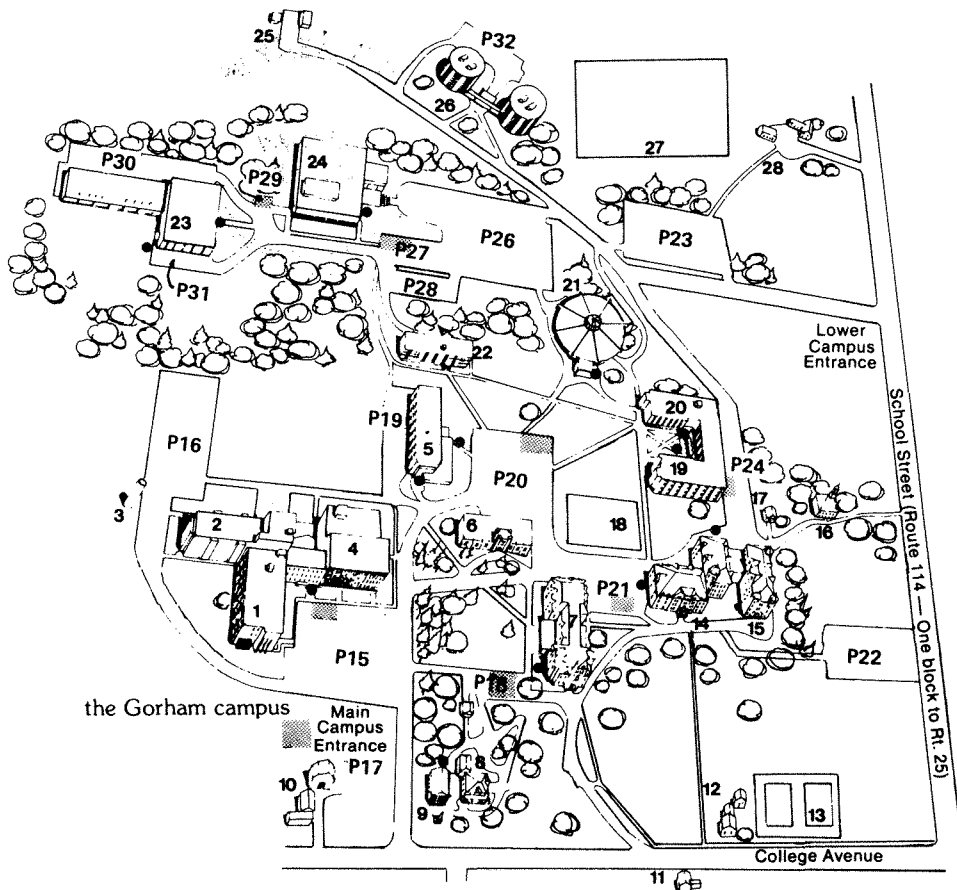
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# University of Southern Maine

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Graduate Catalog  
1983-84





*Accessible buildings* provide entrances (indicated by dots) and elevators adequate for all handicapped persons. Parking areas for the handicapped are shown by dotted areas.

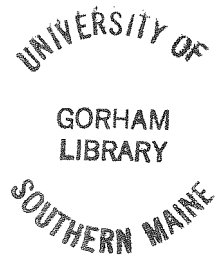
#### **Gorham Campus**

1. Bailey Hall (Science)
2. Bailey Hall (Classroom)
3. Water Tower
4. Bailey Hall (Library)
5. Woodward Hall
6. Russell Hall
7. Corthell Hall (Admissions)
8. President's House
9. Art Gallery
10. Facilities Management
11. University College of Education,  
24 College Avenue
12. Maine Children's Resource Center,  
10 College Avenue
13. Tennis Courts
14. Robie Hall
15. Andrews Hall
16. The "Academy"
17. Service Building
18. Tennis Courts
19. Hastings Hall
20. Upton Hall
21. Dining Center
22. Anderson Hall

23. Industrial Education Center
24. Warren G. Hill Gymnasium
25. Heating and Sewage Plants
26. Dickey-Wood Residential Towers
27. Athletic Field
28. McLellan House

#### **Parking**

- P15. Faculty/Staff
- P16. Student Commuter
- P17. Faculty/Staff
- P18. Visitor
- P19. Student Commuter
- P20. Faculty/Staff
- P21. Faculty/Staff
- P22. Student Resident
- P23. Student Resident
- P24. Student Resident
- P26. Student Resident
- P27. Faculty/Staff/Student Commuter
- P28. Student Resident
- P29. Faculty/Staff
- P30. Student Commuter
- P31. Faculty/Staff
- P32. Faculty/Staff



# University of Southern Maine

Graduate Catalog  
1983-84

Office of Graduate Affairs  
University of Southern Maine  
96 Falmouth Street  
Portland, Maine 04103  
(207) 780-4386

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The University of Southern Maine is accredited by the New England Association of Schools and Colleges which accredits schools and colleges in six New England states. Membership in the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The University of Southern Maine does not discriminate on the basis of race, color, creed, sex, national origin, handicap, or age 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 Kathleen H. Bouchard, Director of Equal Employment Opportunity/Affirmative Action.

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.

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# Academic Calendar 1983-1984

## *Fall Semester*

First Day of Classes  
Fall Vacation Begins

Classes Resume  
Thanksgiving Vacation Begins

Classes Resume  
Last Day of Classes  
Final Exams

Tuesday, September 6 at 8:00 a.m.  
After classes on Thursday, October 20  
Monday, October 24 at 8:00 a.m.  
After classes on Tuesday, November 22  
Monday, November 28 at 8:00 a.m.  
Friday, December 16  
Monday, December 19, through  
Thursday, December 22

## *Spring Semester*

First Day of Classes  
Winter Vacation Begins  
Classes Resume  
Spring Vacation Begins  
Classes Resume  
Last Day of Classes  
Final Exams

Commencement

Monday, January 9 at 8:00 a.m.  
After classes on Friday, February 17  
Monday, February 27 at 8:00 a.m.  
After classes on Friday, March 23  
Monday, April 2 at 8:00 a.m.  
Friday, April 27  
Monday, April 30, through Friday,  
May 4  
Saturday, May 5

## University of Maine School of Law

### *Fall Semester*

Registration  
Fall Term Begins  
Thanksgiving Recess Begins

Thanksgiving Recess Ends  
Last Day of Classes  
Examination Period Begins  
Examination Period Ends

September 6-7  
Thursday, September 8, 8:00 a.m.  
Wednesday, November 23, 5:00  
p.m.  
Monday, November 28, 8:00 a.m.  
Friday, December 16, 5:00 p.m.  
Tuesday, January 3, 9:00 a.m.  
Friday, January 13

### *Spring Semester*

Classes begin  
Spring Break Begins  
Spring Break Ends  
Classes End  
Examinations Begin  
Examinations End  
Commencement

Monday, January 23, 8:00 a.m.  
Friday, March 9, 5:00 p.m.  
Monday, March 19, 8:00 a.m.  
Friday, May 4, 5:00 p.m.  
Thursday, May 10, 9:00 a.m.  
Thursday, May 24  
Sunday, May 27

# The University

The University of Southern Maine, one of seven campuses of the University of Maine system, has been serving the higher educational needs of the region for just over one hundred years, although this campus has had its present name only since 1978. The University traces its antecedents back to two institutions, Gorham State College (established in 1878) and the University of Maine in Portland (established in 1933). Today, the University is the second largest institution of higher education in the state of Maine and enrolls over 8,000 students who pursue degree programs in the College of Arts and Sciences, School of Business, Economics and Management, College of Education, School of Law, School of Nursing, and the Division of Basic Studies. Over 40 baccalaureate degree programs as well as graduate and professional studies are available. The University is served by 264 full-time faculty, most of whom hold terminal degrees in their respective fields and who distinguish themselves by a strong commitment to teaching, scholarly research, and service to the community. As a unit of the University of Maine, the University of Southern Maine, through its students, faculty, and programs, benefits from its association and cooperation with its sister campuses.

Graduate study is today an integral part of the educational activity of the University of Southern Maine, although graduate programs, with the exception of law, are of relatively recent development. The oldest post-baccalaureate program at the University is the juris doctor, offered by the University of Maine School of Law. The study of law has been available in Maine since the establishment of the then College of Law in 1898. The master's degree in education was the next program to be made available, enrolling students in 1964. The master of business administration degree followed in 1971. Today, all are strong programs serving the preparatory and continuing professional and educational needs of their constituencies.

More recently, in recognition of its responsibility to serve as the second center of graduate study in the University of Maine system, the University of Southern Maine has developed several new programs, some professional in nature, others interdisciplinary in emphasis. The master of science program in nursing, first offered in 1982, is designed to meet the present and emerging health-care needs of the region by providing an opportunity for advanced study and clinical training in a profession that nationally has assumed greater responsibility for the preparation of its members. The master of science program in computer science, begun in 1982, is primarily professional in nature and is directed to individuals pursuing careers in industry.

Beginning in September 1984, the graduate program in public policy and management will offer students an interdisciplinary preparation for leadership careers in local, state, and regional public, governmental, and private organizations. Although a degree program as such in electrical engineering is not presently offered at this University, interested students may take courses in this area through a cooperative arrangement with the University of Maine at Orono.

The University affirms that graduate education should provide the subject matter and require study at a level that builds upon the knowledge and intellectual skills acquired through undergraduate experience. It should strengthen and broaden professional competence and stimulate independent research. Indeed, research, involving both faculty and students, is a critical component of all graduate education. To support these objectives, the University is served both by a strong faculty and the resources of associated facilities, including the Center for Research and Advanced Study (its staff and library), the University Library, and computing services. In association with the Center for Research and Advanced Study, faculty address projects related to social, environmental, economic, and health-related issues.



In addition to the regular academic semesters, the Summer Session offers a wide range of coursework at the graduate level. For a schedule of summer graduate courses, please consult the Summer Session catalog.

### *Graduate Affairs*

The Office of Graduate Affairs, in association with the Faculty Graduate Advisory Council and the academic deans, coordinates graduate activities at the University of Southern Maine. The Graduate Council is made up of elected faculty representing programs in law, business, education, nursing, computer science, and public policy and management, as well as the history and engineering programs extended from the University of Maine at Orono. The Council, through the Associate Provost, provides advice regarding the quality and standards of graduate education, review of existing and proposed programs, and policy and procedures regarding admissions, degree requirements, and related matters. The Associate Provost is responsible for the operation of the Office of Graduate Affairs. All graduate students are invited to visit this Office, located at 209 Deering Avenue, on the Portland campus.

Graduate students in particular programs are also advised to maintain close contact with the appropriate director or graduate coordinator in that school, college, or program.

### *The Portland Area*

The University of Southern Maine has two campuses. The Gorham campus is located on a hill overlooking the town of Gorham, a community of approximately 9,000. The campus has many of the desirable features of a small college: attractive rural setting, close proximity to faculty and facilities, and intimate atmosphere. The Portland campus, where most graduate programs are based, is located in Maine's largest city and the center of financial, business, and cultural activities. The University is thus able to offer its students the cultural, social, and recreational amenities of both an urban and rural setting to complement their educational programs.

Portland is approximately 100 miles north of Boston, 400 miles north of New York, and about 300 miles from Montreal. The city is served by Bar Harbor, Delta, United, and People Express airlines, by Greyhound and Trailways buslines, and is contiguous to the Maine Turnpike.

# Admissions

The following policies and procedures apply generally; consult the particular degree program for specific information. For procedures governing application to the School of Law, see page 53, and for Electrical Engineering, see page 64.

## *General Policy*

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

## *Required Submissions*

- A. A completed application.
- B. Letter(s) of recommendation.
- C. Official transcript(s) of all previous undergraduate and graduate work.
- D. Official score(s) from standard tests (e.g., Graduate Record Exam, Miller Analogy) if required.
- E. Such other materials as may be defined by the school or college.
- F. A nonrefundable \$15 application fee with the application.

## *Submission Of Application*

All documents relating to an application for admission to graduate study are to be sent to the Office of Graduate Affairs. All materials relating to graduate study in the College of Education should be sent directly to the Office of Graduate Education. Once all materials are received they will be forwarded to the appropriate graduate unit for review. Final action on the status of the application is taken by the respective graduate program. Notification of final action is made by the Office of Graduate Affairs. All papers relating to an application become the property of the University of Southern Maine.

## *Application Deadlines*

Applications for admission and supporting material must be received by the Office of Graduate Affairs by October 1 for a January 1 acceptance and by March 1 for a May 1 or September 1 acceptance. For the Business Administration program, these dates are: November 15 for a January 1 acceptance, August 1 for a September 1 acceptance, and May 1 for a summer acceptance. For the School of Nursing, applications must be received by March 15 for September 1 acceptance.

## *Deadline For Enrollment*

An applicant admitted for full-time or part-time study must register in that semester for which he or she has been admitted unless other arrangements are made.

## *Readmission*

A student previously registered in a graduate program who has failed to maintain continuous enrollment or who has withdrawn or been withdrawn from the program or a student who has failed to matriculate in accordance with the enrollment deadline and who wishes to resume studies must file an application for readmission to graduate school by the regularly published deadlines for the semester or summer session and register during the usual registration period. The application for readmission is to be accompanied by official transcripts of any work attempted in the interim.

## *Classification Of Admissions*

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

Conditional admission is granted to a student who does not meet the established requirements or standards provided there is sufficient evidence to show that the student is capable of doing satisfactory graduate work.

Each graduate program determines the conditions to be met to change to a regular status.

### *Foreign Student Applications*

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) and submit scores as part of the application documents. Transcripts from foreign universities should provide the student's rank in class.

### *Admissions Credit*

Admissions credit is credit earned for coursework completed after the student has made formal application to a graduate program but prior to admission into the program.

Admissions credit must be approved by the appropriate program faculty prior to course registration and is subject to the condition that a grade of B or better is received for the course work. A maximum of six credit hours may be approved for admissions credit. Exceptions to the maximum must be approved by the appropriate program faculty.

### *Transfer Credit*

Transfer credit is credit earned for coursework prior to matriculation in a University of Southern Maine graduate program. Such credit may be approved only at the time of admission and request for approval must be included as part of the admissions application. Up to a total of 9 credit hours may be approved as transfer credit provided these credits were earned no more than three years prior to matriculation; the amount of credit accepted is determined by each graduate program. Additional credit may be approved by the appropriate graduate program in unusual circumstances. Transfer credit will not be approved for: 1) courses which would not have received graduate credit if taken at the University of Southern Maine; 2) correspondence courses; 3) courses which exceed time limits prescribed for a particular degree program; 4) courses in which a grade lower than a B was received; 5) courses which are inappropriate for inclusion in the student's program of study.

### *Admission Of The Handicapped*

Physical and mental health are basic considerations in admitting any applicant to the University, but physical handicaps, such as confinement to a wheelchair or visual impairment, is not in itself a necessary barrier to admission. All classroom buildings and two dormitories are equipped with ramps for wheelchair access. The University Library contains a Kurzweil Reading Machine to assist the visually impaired. Most elevator buttons are coded in braille. An applicant reporting a physical handicap will be advised to schedule an interview with the University Coordinator of Handicapped Student Services.

### *Appeal Of Admissions Decision*

Students may appeal an admissions decision by submitting a written appeal to the Office of Graduate Affairs. The appeal will be reviewed by the appropriate graduate program faculty, and the Office of Graduate Affairs will notify the student of action taken on the appeal. An admission appeal should include any and all information the prospective graduate student believes should be given consideration in reviewing the appeal; the graduate student should consult with the director of the particular graduate program for additional and/or specific information that may be required.

# Financial Information

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.

## *Schedule of Expenses*

**Application Fee** — An application fee of \$15.00 must accompany an application.

**Matriculation Fee** — A one-time fee of \$15.00 for each student who elects to pursue a degree program within the University of Maine.

**Student Activity Fee—Law School (Compulsory)** Students are required to pay a \$6.00 Student Activity Fee.

**School of Nursing (Compulsory)** Students are required to pay a \$15.00 materials fee for select courses and practica.

**Materials Fee—Law School (Compulsory)** Students are required to pay a \$10.00 materials fee each semester.

## *Tuition Charges*

<i>Graduate Tuition</i>	<i>Semester</i>	<i>Year</i>
Maine Resident—\$57.90 per credit hour; 15 or more credit hours	\$ 868.50	\$1,737.00
Non-Resident—\$174.80 per credit hour; 15 or more credit hours	\$2,622.00	\$5,244.00

<i>School of Law Tuition</i>		
Maine Resident — \$74.00 per credit hour; 15 or more credit hours	\$1,110.00	\$2,220.00
Non-Resident — \$185.00 per credit hour; 15 or more credit hours	\$2,775.00	\$5,550.00

## *Room And Board Charges*

Double Room and Board (19-meal plan)	\$1,200.00	\$2,400.00
Single Room and Board (19-meal plan)	\$1,275.00	\$2,550.00
Optional meal plans available for off-campus students.		

## *Other Charges*

### *USM Health Sources Fee and Insurance Package (Optional)*

This optional package is available to all students who are carrying at least three credit hours. Students may elect to pay this fee of \$85.00 per year (includes \$40 USM Health Service Fee and \$45 Insurance Fee) with their fall semester bill.

### *USM Health Services Fee (Optional)*

Students may elect to pay this fee of \$40.00 per year with their fall semester bill. This service may be purchased independently of the Insurance Package.

### *Late Fee*

A late fee of \$25.00 is charged to all students who register after the prescribed day of registration or who fail to satisfy their financial obligations with the business office when due and payable. This fee will also be assessed to students whose registration checks are returned and not cleared by the specified deadline.

### *Books and Supplies*

The cost of books and supplies varies according to the course for which a student is registered. Books and supplies are not billed on the semester invoice. Payment for them must be made directly to the bookstore at the time of purchase.

#### *Commencement Fee (Excluding Law)*

A one-time fee (\$15.00) for each degree candidate, to be paid six weeks prior to the commencement.

#### *Tuition For Other Classifications of Students*

*Auditing of Courses* — Tuition and fees are charged for audited courses at the usual hourly rate. Students who are already paying the maximum tuition may audit courses at no charge.

*Adding Courses* — Any adds must be paid for at the time of the add if it results in an additional tuition charge. The \$25.00 late fee will apply if this is not done.

*Tuition and Fee Grants* — Tuition and fee grants are restricted to those specifically authorized by the Board of Trustees. For further information about these grants contact the Office of Student Financial Aid.

#### *Deposits*

If a residence hall room is requested, a \$75 deposit is required. This deposit will be applied toward the student's account when the student registers and is subject to the refund policies below.

The deposit is forfeited if an applicant withdraws after June 1 for the fall semester or after January 1 for the spring semester. If the applicant notifies the Office of Graduate Affairs of withdrawal prior to June 1 for September enrollment or January 1 for spring semester, the deposit will be refunded. Notification must be in writing.

Students desiring to live in a residence hall must pay a room deposit of \$75 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 \$75 is nonrefundable.

#### *School of Law*

A nonrefundable tuition deposit of \$150 is due by April 15, or within two weeks of acceptance if the applicant is accepted after April 1. Although this deposit is applicable to tuition charges for students who remain enrolled, the deposit is forfeited by students who withdraw. It may be postponed upon evidence of extreme hardship; it should be mailed directly to the Law School Registrar.

#### *Payment Of Bills*

Students who preregister may receive a bill through the mail. However, the University is not obligated to send out such a bill. The student is responsible for paying fees in full or completing financial arrangements as noted below 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 2 for the fall semester and on or before January 6 (January 23 for School of Law) 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.

**Returned Check:** A \$5.00 penalty is imposed if any institutional charges are paid by a check which is returned because of an irregularity for which the person submitting it is responsible.

Scholarships and grants, *other than University awards*, which are to be used for tuition payments, should be confirmed with the Business Office on or before the first day of classes in order to receive proper credit against outstanding bills and to avoid a \$25 late fee.

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.

Transcripts of records and/or permission to register for succeeding semesters will be withheld from students who have not paid all bills and all loans due the University or who have not made arrangements for proper settlement. Included among these bills are damage to University property, charges or fines owed for violation of the University Motor Vehicle Regulations, and library fines.

### *Installment Program*

Students whose circumstances are such that payment 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 any previous balance and a nonrefundable \$10.00 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 the program will be withdrawn and the full balance will be immediately due and payable if payments are not made promptly as scheduled. A student must be registered for a minimum of six credit hours at the University in order to use this 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.

#### *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.

#### *Schedules*

<i>Academic Year (Fall &amp; Spring Term)</i>	<i>Refund Percentage</i>
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 %
<i>Sessions which are more than three weeks</i>	
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 %
<i>Sessions which are three weeks or less</i>	
Cancellation prior to First Day of Class	100 %
Withdrawal prior to First Day of Class	50 %
Withdrawal after First Week	0 %

#### *Provisions*

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**.

In no case will tuition be reduced or refunded because of voluntary absence from classes.

Refunds for involuntary withdrawals, e.g., extended illness or military service, will be considered by the campus on a case-by-case

basis.

University fees are not refunded, including the Student Activity fee.  
*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.

#### *Schedules*

<i>Academic Year (Fall &amp; Spring Terms)</i>	<i>Refund Percentage</i>
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 %
<i>Sessions which are more than three weeks</i>	
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 %
<i>Sessions which are three weeks or less</i>	
Cancellation prior to First Day of Class	100 %
Withdrawal prior to End of First Week	50 %
Withdrawal after First Week	0 %

#### *Provisions*

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**.

This room refund policy pertains to students who are withdrawing from the University. Refunds, if any, for students who remain enrolled but vacate a dormitory room will be governed by their terms and conditions of campus residence hall contracts. Refunds for involuntary withdrawals, e.g., extended illness or military service, will be considered by the campus on a case-by-case basis.

#### *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 nonrefundable fees which may include, but not limited to, registration fee, activity fee and lab fee(s). After this time, no adjustment to tuition charges for courses dropped will be made. For students who withdraw from the University, the Refund Policy is applicable.

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 in order to avoid a \$25 late fee.

\*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 In-State and Out-of-State Tuition***

A student is classified as eligible or non-eligible, for in-state tuition at the time of acceptance to the University. The decision, made by the campus Business Manager, or other official designated by the campus, shall be made in accordance with these rules 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 in-state classification unless he or she has been a resident of the state of Maine for at least a year immediately prior to registration for the term for which in-state tuition eligibility is claimed, and also has become legally domiciled in Maine before such registration. If the student is enrolled for a full academic program, as defined by the University, it will be presumed that the student is in Maine for educational purposes and that the student is not in Maine to establish a domicile and the burden will be on the student to prove that he or she has established a Maine domicile by the time of such registration.

In general, members of the Armed Forces and their dependents will be granted in-state tuition rates during such periods of time as they are on active duty within the state of Maine.

The domicile of a student who is an unmarried minor follows that of the parents or legally appointed guardian of the student. In such cases, the domicile of the parent with whom the student lives or to whom custody has been granted by court order, or of the student's legally appointed guardian, shall be the domicile of the student.

If a student classified as an out-of-state marries a person who is domiciled in the state of Maine and asserts the establishment of a domicile in Maine, that student shall be presumed to be eligible for in-state tuition status at such student's next registration.

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

A. Submit "Request for Change of Tuition" Form to the Business Manager, or other designated official. If the Business Manager's (or such other official's) decision is considered incorrect by the student:

B. The student may appeal that decision in the following order:

1. To the Executive Director for Budget and Institutional Research or equivalent official as designated by the campus.
2. To the President of the campus.
3. To the Treasurer of the University, whose decision shall be final.

In the event that the campus Business Manager, or other designated official, possesses facts or information indicating a change of status from in-state to out-of-state, 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 decision of the Business Manager or other designated official as set forth in the preceding paragraph.

No request for change in tuition status will be considered unless filed on or before September 1 for the fall semester, or on or before January 1 for the spring semester. All applications shall be prospective.



# Student Financial Aid

Students admitted to a master's degree program at the University are eligible to apply for financial aid from a variety of sources. The Student Financial Aid Office administers loans and employment programs for financially needy students. Maine lending institutions offer low interest student loans to eligible students. Some employers offer assistance in the form of tuition reimbursement, flexible scheduling, or paid educational sabbaticals. Scholarship assistance may also be available from organizations, clubs or religious groups of which the student or his/her family is a member.

The University is also approved by the Veterans Administration for payment of Veteran's benefits.

## *Eligibility for Aid from USM*

The University offers financial aid to needy students. Financial need exists when the student and his/her family lack the funds needed to pay educational costs.

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

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

## *Application Procedures for 1984-1985*

New graduate students may apply for financial aid at any time but are encouraged to apply as soon as possible. Continuing students are given priority in receiving aid if their FAF (Financial Aid Form) is received by the College Scholarship Service by April 1, 1984. Continuing students who miss the deadline may receive less aid than ontime applicants.

### *Financial Aid Forms*

All students must complete a Financial Aid Form (available at most high school guidance offices and at the Student Financial Aid Office) and send it to the College Scholarship Service in Princeton, New Jersey. Students under age 26 must have at least one parent sign their FAF. If the student is dependent, this attests to the accuracy of the parents' financial information. If the student is independent, the signature certifies this.

### *1040 Forms*

All students must send a signed copy of their 1982 federal income tax return to the Student Financial Aid Office. The information on the tax return will be used to verify the accuracy of the information on the FAF.

Students who are required to provide parents' information on the FAF must also submit a signed copy of the parents' 1982 federal income tax return to the Student Financial Aid Office.

Some students and/or parents do not file income tax returns. In this case, the appropriate person must certify in writing to the Student Financial Aid Office that the information contained on the FAF is correct and no tax return will be filed.

### *Financial Aid History*

Students who have attended colleges or universities other than the University of Southern Maine on at least a half-time basis are required to obtain a Financial Aid History form from the Student Financial Aid Office. One form must be sent to the financial aid office of each college the student has attended. The Financial Aid History form verifies what aid the student received while attending that institution and is required by federal regula-

tion. Students who have attended other institutions without receiving financial aid must still send a Financial Aid History form.

### *How Financial Aid is Allocated*

The University begins reviewing student aid applications in early spring. Once a student is accepted, all necessary financial aid application materials are received and the University is told how much federal aid it will have for students, a notice of eligibility is sent to the student. This first notice is an estimate of the amount of financial aid the student will receive. If a student receives outside scholarship funds, the amount of aid from the University may have to be reduced. An award notice, detailing the exact types of aid, is sent in mid-summer.

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

Even after a student is allocated funds, the amount of aid may be adjusted if the student's financial situation changes. Students (and, when appropriate, parents) should promptly report any of the following to the Student Financial Aid Office: a change in income; a change in marital status; a change in the number of dependents; a change in residence; a change in the number of credit hours attempted; and the receipt of financial aid from sources other than USM.

### *Types of Aid Available*

*Teaching Assistantships* are available in most graduate programs at the University. The Assistant is expected to pursue graduate studies (at least 6 hours of credit per semester) and to assist in supervised undergraduate instruction. In compensation, the teaching assistant is paid a yearly stipend plus up to 9 hours of tuition each semester. For further information, contact the Office of Graduate Affairs.

*Work-Study Employment* is a program funded by the University of Southern Maine and the federal government. Eligible students may earn between \$400 and \$2,000 per year. A student's financial need governs the amount that can be earned.

*National Direct Student Loans* are funded by the federal government, the University and former borrowers repaying loans. No repayment is required until after the student ceases his/her education. Once repayment begins, the student is charged 5% simple interest on the amount borrowed. While the monthly repayment amount varies with the amount borrowed, minimum of \$50 must be repaid each month.

*Nursing Student Loan* is a program similar to the National Direct Student Loan program, but charging a 6% rate of interest.

*Guaranteed Student Loans* is a program sponsored by the federal and state governments that allows students to secure low-cost loans. Contact your local bank, credit union or savings and loan institution for more information.

*Guaranteed Parent Loans* is a program sponsored by the federal and state governments that allows parents and some students to secure low-cost loans. Contact your local bank, credit union or savings and loan institution for more information.

*Indian Scholarships/Tuition Waivers* is a program funded by the University that pays tuition, mandatory fees and on-campus room and/or board. All one-quarter blood North American Indians who have lived in Maine for at least one year are eligible. The residency requirement may be waived for members of the Passamaquoddy, Penobscot, Malacite, or Micmac Tribes. Certification of tribal status is required.

*Veterans Educational Benefits* Students eligible for educational assistance from the Veterans Administration are encouraged to contact the Veterans Affairs Office 30 days before the start of each semester. The Veterans Affairs Office is located in the Advising and Information Department, Room 110,

Payson Smith Hall, on the Portland campus (telephone 207/780-4040).

For additional information, contact the Office of Student Financial Aid, University of Southern Maine, Corthell Hall, College Avenue, Gorham, Maine 04038 or telephone (207) 780-5250.

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

# Academic Policies

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

Courses offered for graduate credit are those listed in the graduate catalog or other official publications. The determination of whether or not a particular graduate course fulfills degree requirements, however, is the responsibility of the individual graduate program. Courses numbered 600 are normally restricted to graduate-level students.

## *Grading System*

Grades at the University, except for the School of Law, are given in terms of letters, with the option of a plus or minus 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; B; C; D; F.

Other letter grades are as follows:

- 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. Incomplete grades must be resolved by the end of each semester; the Registrar shall notify faculty members involved, and their department chair, of students who have carried unresolved incompletes on their transcript for one semester. If the incomplete is not resolved by the instructor an I grade will be automatically counted as an F (failure) in the grade point average and so indicated on the student's permanent record. Under special circumstances, the instructor may request that the dean extend the time limit for a specific period.
- INC Permanent Incomplete: When a temporary incomplete (I) grade is not resolved to a normal letter grade, a permanent incomplete may be assigned in extraordinary circumstances as determined by the instructor and the dean. In unusual circumstances wherein the faculty member is no longer available, the dean may exercise this function.
- MG Missing Grade: Occasionally, faculty may assign students invalid grades for a course, or may fail to submit a grade for a particular student in a course. In these cases, the Registrar's Office will note this act by designating a missing grade, or MG instead of a grade for the course. Missing Grades must be resolved by the end of each semester. The Registrar shall notify faculty members involved, and their departmental chairperson, of students who have carried unresolved MGs on their transcript for one semester. If the missing grade is not resolved by the instructor, an MG grade will be automatically counted as an F in the grade point average and so indicated on the student's permanent record. Under special circumstances, the instructor may request that the dean extend the time limit for resolution to a specific period.
- 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. A threat of failure is not considered to be an unusual circumstance.
- 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 noncredit, audit basis.

## ***Academic Record Changes***

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

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.

## ***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. 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. A Placement Transcript 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.

## ***Grade Point Averages***

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

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

A D or an F is not an acceptable grade for graduate work. Students receiving such grades will be reviewed for retention in the graduate program.

## ***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. The 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, s/he 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.*

## ***Enrollment and Auditing***

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

A graduate student may be able to apply credit hours of undergraduate work to his/her graduate program according to the determination of the particular program of study. In all cases, the following conditions must be met to apply undergraduate credit to a graduate program:

- A. Coursework must be earned after the student has been granted matriculation status in a graduate program.
- B. Coursework must add breadth or depth to the student's program of study.
- C. Coursework is not of a remedial nature to correct a deficiency.
- D. No equivalent or comparable graduate course exists at the University of Southern Maine.
- E. Coursework receives prior approval of the student's advisor, course instructor and graduate program director.
- F. Coursework is earned in upper level undergraduate courses (i.e., 300-400 level courses).
- G. Grade of B or better is earned for the coursework.
- H. Coursework meets all existing graduate course requirements except the course number requirement.

## ***Repeat Course Policy***

A student may not repeat the same course after receiving a grade of C or higher. If a student receives a grade of D or lower in a required course, the student must retake the course to remain in the program. If a D or lower grade is received in an elective course, the student may or may not elect to repeat the course. Whether the course is required or an elective, the grade of D or lower will be included in the student's grade point average. If the course is repeated, the student must pass the course with a minimum grade of C. When a course is repeated, only the new grade is computed in the grade point average.

The status of a student receiving a D or F will be reviewed by the graduate program in which s/he is registered.

## ***Requirements of Graduate Study***

### ***Thesis Requirements***

The requirement of a thesis is determined by each particular graduate program as the specific requirements and format for the thesis.

### ***Oral and Comprehensive Examination***

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

### ***Directed Study***

A degree student may earn up to six hours of independent study and/or workshop credit. All independent study and workshop credit must be approved by the appropriate graduate program. Students are encouraged to consult with their faculty advisor regarding regulations governing independent study and workshop credit.

### ***Foreign Language Requirements***

Requirements for a foreign language are determined by each graduate program.

### ***Continuous Enrollment and Residency***

Continuous enrollment requires that every graduate student must earn at least six credits towards his/her degree program every calendar year from the time of the first registration until completion of all requirements for the graduate degree. Continuous enrollment fulfills the residency requirement.

### ***Leave of Absence***

In extenuating circumstances (e.g., military service or severe illness) a stu-

dent may petition for exception to the continuous enrollment policy; the petition must bear approval of the student's advisor, director of the graduate program, department chair, and the Office of Graduate Affairs.

#### *Time Limit*

The time limit for completion of a graduate degree is dated from the date of first matriculation and is usually either five or six years, depending on the requirements of the particular graduate program.

### *Registration Policies*

#### *Registration*

Prior to registering for a course each graduate student is required to consult with his/her advisor, complete a registration card, and obtain the signature of the advisor. The signed registration material must then be taken or sent to the Registrar's Office. Registration is not complete until all fees have been paid at the Business Office.

#### *Advanced Registration*

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

### *Student Advisement*

Each degree student will be assigned a faculty advisor upon admission to a program. Students are encouraged to maintain regular contact with their faculty advisor throughout their program of study. Counseling and information are available from the Office of Graduate Affairs.

### *Extramural Course Credit*

Courses taken at other institutions may be accepted as part of the graduate program provided they are taken after the student has matriculated and that prior approval is granted by the student's advisor and program director. Extramural credit is not approved for: 1) courses which would not have received graduate credit if taken at the University of Southern Maine; 2) correspondence courses; 3) courses which are inappropriate for inclusion in the student's program of study; 4) programs in which a grade lower than B was received. For courses taken within the University of Maine System, no more than 6 extramural credits will be approved.

### *Assessment of Prior Experience*

A degree student may petition to have prior learning assessed with the possibility of graduate credit given. A petition should be sent to the appropriate graduate program where it will be reviewed in accordance with Faculty Senate approved guidelines.

### *Substitutions and Waivers*

In certain circumstances a degree student may request a substitution or waiver of graduate education and/or program requirements. The program director should be contacted if a substitution or waiver of a graduate education requirement is requested.

### *Degree Progress*

Full-time registration is for 9 or more degree credits; part-time registration is for 8 degree credits or less. The definition of satisfactory progress towards completion of a degree is determined by the particular graduate program. However, in any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation and must bring the cumulative GPA to 3.0 level within 9 credit hours or will be withdrawn from the program and must apply for readmission.

## ***Withdrawal***

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

A. Student Withdrawal. To withdraw from the University the student must submit an official Withdrawal Form to the Registrar's Office and complete an exit interview with his/her advisor.

B. Academic Withdrawal. If a student has not made satisfactory progress towards fulfilling degree requirements (see above) he or she may be withdrawn from the University by the program director.

C. Administrative Withdrawal. A student may be withdrawn from a particular graduate program for reasons of a professional nature as determined by the program director. Such withdrawals must have approval of the Provost.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the sixth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the sixth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances grades of W can be assigned after the sixth week if approved by the instructor and the director of the program, and with final approval of the Office of Graduate Affairs.

## ***Program Transfer***

A matriculated graduate student admitted to a particular program of study at the University of Southern Maine may request a program transfer within the University of Southern Maine. Formal application to the transfer program must be submitted in the usual fashion described under Admission. Transfer requests will be reviewed by the appropriate program faculty according to the admissions calendar. Transfer of credit will depend upon the requirements of the individual program.

## ***Graduation***

### ***Graduation Requirements***

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

A. Complete satisfactorily the number of graduate credit hours required in the program with a 3.0 grade average. All courses completed for graduate programs must be passed with a minimum grade of C. However, no student will be allowed to apply more than 6 credit hours of C toward graduation.

B. Complete satisfactorily all program degree requirements as defined in the particular graduate program (e.g., thesis, comprehensive examination).

C. Submit a completed graduation card and a Commencement Fee to the Registrar.

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

*Commencement Ceremony* A graduate may participate in a commencement ceremony only if he or she has completed all degree program requirements and has been certified for graduation by the program.

*Students may request exception to graduate study policies or appeal a decision based on these policies. Consult the Office of Graduate Affairs for procedures.*





*Dorothy D. Moore, Associate Professor of Education*

# Graduate Degree Programs

## *Master's Degrees*

*College of Arts and Sciences*

Computer Science

*College of Education*

Adult Education

Counselor Education

Educational Administration

Professional Teacher

Reading

*School of Business, Economics and Management*

Business Administration

*School of Nursing*

Nursing

*Public Policy and Management Program*

Public Policy and Management

## *Doctoral Degree*

*Public Policy and Management Program*

Public Policy and Management

## *Law Degree*

*University of Maine School of Law*

Law (Juris Doctor)

## *Programs Extended from the University of Maine at Orono*

Master's degree in History

Master's degree in Electrical Engineering

# School of Business, Economics and Management

*Dean:* Duane R. Wood

*Director of Graduate Programs:* Raymond P. Neveu

*Professors:* Durgin, Findlay, Miaoulis, Neveu, Sturner, Wood; *Associate Professors:* Andrews, Bay, Chandler, Clarey, Hodson, Houlihan, Jagolinzer, McMahon; *Assistant Professors:* Boyle, Medley, Parsons, Phillips; *Adjunct Professor* Parsons; *Visiting Professor* Potts.

The master's of business administration program at the University of Southern Maine is designed to prepare students for executive positions in business, industry, and nonprofit organizations in both the private and public sectors. It emphasizes development of a broad perspective, interper-

sonal skills, and analytical tools of general management. Students are encouraged to apply regardless of their undergraduate academic specialization. Those applicants whose previous educational background does not include the appropriate coursework or their equivalents will be required to complete the designated prerequisites in order to gain the academic background required for the MBA core courses.

The School of Business, Economics and Management has an enrollment of approximately 1,700 students in its undergraduate and graduate programs. Nearly half of the undergraduate students work part-time, and over 90 percent of the MBA students are employed in full-time business, managerial, and professional positions, completing their MBA courses on a part-time basis.

The MBA program has been offered since 1964. The School of Business, Economics, and Management, in cooperation with the University of Maine at Augusta, extends its MBA offerings to Augusta and Lewiston/Auburn. At all sites, the MBA program is tailored for working students and all courses are offered in the late afternoon or evenings. Courses are occasionally offered on weekends.

### ***Application***

Information and application materials can be obtained by contacting the Dean's office at the University of Southern Maine (207-780-4020), the Office of Graduate Affairs, 96 Falmouth St., Portland, Maine 04103 (207-780-4386), or the Admissions Office at the University of Maine at Augusta (800-452-1947). Application for admission to the MBA program should be sent to the University of Southern Maine, Office of Graduate Affairs, 96 Falmouth Street, Portland, Maine 04103. Completed applications are evaluated by the MBA Graduate Admissions Committee. Completed applications must include Graduate Management Admission Test (GMAT) results, official transcripts from all colleges and universities attended, and letters of recommendation. An application will not be acted upon until it is complete. Applicants are encouraged to apply as early as possible, but completed applications must be received by the following dates to assure action for the specified term: August 1 for the fall semester; November 15 for the spring semester; and May 1 for the summer sessions.

### ***Admission***

At the University of Southern Maine, several factors are evaluated in determining a candidate's admissibility to the MBA program. Included in the assessment of a candidate's potential to perform satisfactorily in the MBA program are the undergraduate grade point average (GPA), the rigor of the undergraduate field of study, the reputation of the institution awarding the baccalaureate degree, academic performance in any previous graduate coursework taken, the Graduate Management Admission Test (GMAT) score, letters of recommendation, and a candidate's record of successful business or professional experience. During the 1982-1983 academic year the average GMAT score among students given regular admission into the MBA program was 525. Students whose native language is not English must submit a Test of English as a Foreign Language (TOEFL) score of at least 550.

The Graduate Admissions Committee may grant either conditional or regular status. Conditional status may be granted a small percentage of applicants who, in the judgment of the admissions committee, do not meet standards for regular admission, but do show promise of success in the program.

Regularly or conditionally admitted students whose educational background is lacking the prerequisites listed below will have to complete satisfactorily each of the prerequisite courses or their equivalents as stipulated in their letter of acceptance.

Conditional students must have a 3.0 or above grade point average after completing their first 12 credits of MBA (600-level) core or elective courses in order to gain regular admission. Conditional students who fail to meet this

requirement, will be withdrawn from the program by the Program Director.

## MBA Program Requirements

Prerequisites	Credit Hours
	0-21

These 500-level MBA courses are not applicable toward the 36 graduate credits needed for graduation. These courses are required for students whose previous undergraduate education has not included the equivalent content. Grades earned in these courses are not included in the student's grade point average. However, any of these 500-level courses in which a student earns less than a C grade (2.0 points) must be repeated.

MBA 501	Economic Analysis	1.5
	A. An intensive survey of microeconomic theory	1.5
	B. An intensive survey of macroeconomic theory	1.5
MBA 502	Fundamentals of Accounting	1.5
	A. An intensive survey of financial accounting	1.5
	B. An intensive survey of management accounting	1.5
MBA 503	Linear Algebra and Calculus for Business	
	An introduction to linear algebra and calculus	3.0
MBA 504	Probability and Statistics for Business Decision-Making	
	Probability and statistics as decision making-tools	3.0
MBA 505	Introduction to Computers in Management	
	Utilization of computers in organizations	3.0
MBA 506	Intensive Survey of Business Functions	
	A. Management	1.5
	B. Marketing	1.5
	C. Finance	1.5
	D. Production	1.5

MBA Core	27
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These courses are required of all MBA students regardless of their previous undergraduate education.

### I. Courses to be taken early in program.

MBA 600	Social Responsibility	3.0
MBA 610	Managerial Economics	3.0
MBA 630	Managerial Accounting	3.0
MBA 640	Management Theory	3.0
MBA 642	Managerial Behavior	3.0

### II. Courses to be taken later in program

MBA 620	Financial Management	3.0
MBA 660	Marketing Management	3.0
MBA 670	Operations Research	3.0
MBA 680	Organizational Strategy and Planning	3.0

### MBA Electives

Students select graduate courses in business, economics, or administration from the following list, although courses outside the School of Business, Economics and Management may be taken with approval of the Graduate Program Director.

MBA 613	Macroeconomic Analysis and Forecasting	3.0
MBA 627	Investment Management	3.0
MBA 643	Organizational Development	3.0
MBA 651	Industrial Relations and Personnel Management	3.0
MBA 653	Collective Bargaining	3.0
MBA 667	Market Research and Analysis	3.0
MBA 669	Business Logistics	3.0
MBA 675	Production/Operations Management	3.0
MBA 685	Entrepreneurship and Business Formation	3.0

MBA 691	Independent Study	1-3
MBA 699	Special Topics	1-3

The minimum number of credits required for the MBA degree (core and electives) is 36.

### *Related Policies and Procedures*

1. In order to be counted toward the MBA core and elective requirements, graduate coursework must have been completed within eight years of the date a student enrolls in a 600-level course, otherwise coursework must be repeated.
2. Students matriculated in other graduate programs at the University of Southern Maine may enroll in MBA-level courses on a space-available basis, providing that appropriate course prerequisites or their equivalents as approved by the Director of Graduate Programs have been satisfied.
3. A person enrolled in a graduate program in business or administration at another university, who is in good standing at that university, may enroll in graduate courses within the School of Business, Economics, and Management as a transient student on a space-available basis, providing that the required prerequisites for those courses have been fulfilled.
4. Students wishing to register in graduate courses in the School of Business, Economics, and Management, but who are not admitted to the MBA program or are not candidates for other graduate degrees, may be enrolled as Special Students. Individuals granted Special Student status will be allowed to register for 500-level MBA prerequisite courses for one semester only while completing the regular application process for the MBA program. Credits earned in 500-level MBA courses may be applied toward fulfilling MBA prerequisite requirements. Special Students also may be permitted to enroll in 600-level MBA core or elective courses, but credits earned by Special Students in such 600-level courses may not be applied toward fulfillment of the 36 graduate credit requirement for MBA core and elective courses if they are admitted to the MBA program after completing this coursework. Applications for Special Student admission are available from the Director of Graduate Programs in the School of Business, Economics, and Management. The application form, including evidence of ability to perform graduate work and satisfactory fulfillment of specific course prerequisites, must be submitted prior to the start of the course. If Special Student admission is gained, enrollment is on a space-available basis.
5. Either a minimum grade of C (2.00) from a regionally accredited institution of higher education or successful completion of an equivalent CLEP exam or departmental exam (if available) is needed to meet a prerequisite requirement. Coursework from non-accredited institutions will be evaluated on an individual basis.
6. In order to receive graduate credit toward the MBA degree, a student must be registered in a graduate course as a graduate student. If a student has earned another graduate degree prior to admission to the MBA program, only six credits used to fulfill requirements for that degree may be applied toward completion of the MBA degree.
7. A student admitted to the MBA program may apply to have graduate credits transferred from other regionally accredited institutions of higher education. In order to apply, a student must have earned nine hours of graduate credits from the University of Southern Maine and received a B (3.00) grade or better in the course requested for transfer credit. To be accepted, the course also must be judged applicable to a student's program of study. In any case, a maximum of six semester hours of transfer credits may be counted. When possible, students should ascertain whether or not transfer credit will be granted by the

School of Business, Economics, and Management before enrolling in a course at another institution.

## ***MBA Grade Policy***

All 500-level or above graduate courses must be completed with a minimum grade of C in order to carry graduate degree credit. If a student receives a grade of D + (1.33 points) or D (1.0 points) in a required 600-level course, the student must repeat the course. When a student repeats a 600-level course, all grades received in that course are included in the student's grade point average. A student who receives two grades of D (1.0 points) or one grade of F (0.0 points) in 600-level courses will be withdrawn from the program by the Program Director.

A regularly admitted student whose grade point average falls below 3.00 will be placed automatically on probational status. The student will have 12 semester hours in which to bring the grade point average back to at least a 3.00. Students who fail to do this will be withdrawn by the Program Director.

A student who has completed the program of study must have a cumulative grade point average of 3.00 in the 36 requisite credits to receive the MBA degree. If a student has completed all requisite courses with a cumulative grade point average below a 3.00, a maximum of six additional credits may be attempted in order to raise the cumulative grade point average to at least a 3.00.

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### **MBA 501 Economic Analysis**

Two independent modules which provide an intensive survey of (A) microeconomic theory and (B) macroeconomic theory. Economic problems such as price and output decisions, resource allocations, inflation, and unemployment are analyzed. Cr 1.5 per module.

### **MBA 502 Fundamentals of Accounting**

Two individual modules which provide an intensive survey of the fundamentals of financial and management accounting. Includes an appreciation and understanding of (A) generally accepted accounting principles and their application in the preparation and analysis of financial statements; and (B) the theory and tools used to evaluate, situations in various business and not-for-profit environments. Cr 1.5 per module.

### **MBA 503 Linear Algebra and Calculus for Business**

An introduction to the use and concepts of linear algebra and calculus as mathematical tools in business and management problem-solving. Cr 3.

### **MBA 504 Probability and Statistics for Business Decision-Making**

An introduction to the concepts and use of probability and statistics as tools for business decision-making. Cr 3.

### **MBA 505 Introduction to Computers in Management**

Utilization of computers, micro-processors, data processing, and information systems in organizations. Cr 3.

### **MBA 506 Intensive Survey of Business Functions**

Four independent Modules presenting basic concepts involved in (A) management, (B) marketing, (C) financing, and (D) production of goods and services. Students will enroll in only those modules not covered in previous course work. Prerequisites: Management module: none; Marketing module: MBA 101; Finance module: MBA 501, MBA 502; Production module: MBA 501, MBA 502. Cr 1.5 per module.

### **MBA 600 Social Responsibility**

Legal problems, including antitrust law, rights and responsibilities of officers and directors, and legal problems confronting managers of non-profit organizations. This course also covers Business Ethics and attempts to develop practical solutions to the ethical issues that confront today's managers. Prerequisite: MBA 501. Cr 3.

### **MBA 610 Managerial Economics**

The application of economic analysis to the management of business enterprises.

Designed to develop the student's ability to understand some of the important economic concepts and tools relevant to making decisions within a business firm. Particular attention is given to the use of interest and cost gradient tables, annual cost and present worth analysis, rate of return analysis, economic life, replacement economy cost minimization, and the impact of taxes upon a decision. Prerequisites: MBA 501, MBA 502, MBA 503, MBA 504, MBA 505. Cr 3.

#### **MBA 613 Macroeconomic Analysis and Forecasting**

The first part of the course examines forecasting techniques that are important to managers. The second part of the course develops the analytic framework of macroeconomic analysis. This framework is applied in examining the major economic problems of inflation, unemployment, cyclical fluctuations, and economic growth. Alternative stabilization policies and instruments will be explored. The recent performance of the U.S. economy is examined. Prerequisites: MBA 501, MBA 504. Cr 3.

#### **MBA 620 Financial Management**

An intensive presentation of the traditional and modern approaches to the theory and practice of managerial finance. The management of capital sources and uses within the context of shareholder wealth maximization is presented using lectures, problems, cases, and supplementary readings. Prerequisites: MBA 501, MBA 502, MBA 503, MBA 504, MBA 506-C. Cr 3.

#### **MBA 627 Investment Management**

A systematic and in-depth treatment of security analysis and portfolio management. The security analysis segment develops E-I-C methodology augmented by deterministic valuation models. A major empirical analysis is carried out in conjunction with the theoretical developments. The portfolio management segment develops Markowitz efficient sets and the subsequent developments as contained in Sharpe-Lintner-Mossin theory. Related readings in Fama-Roberts market efficiency tests are assigned as needed. The empirical analysis component of this segment revolves around generating Markowitz efficient portfolios and measuring beta coefficients. Prerequisite: MBA 620. Cr 3.

**MBA 630 Managerial Accounting**  
Development, analysis, and interpretation of accounting data and financial statements for managerial control, coordination, and decision-making; emphasis upon accounting as a tool of management. Topics are developed by utilization of case studies, problems, and reference material. Prerequisite: MBA 501, MBA 502. Cr 3.

#### **MBA 640 Management Theory**

This course analyzes the tasks and responsibilities confronting administrators in complex organizations. It focuses on the issues involved and the problems encountered in designing the organizational structure, in establishing the decision-making processes, and in integrating the diverse sub-system in order to achieve the organizational goals. Within a systemic framework a contingency approach is utilized to present theoretical concepts, practical applications, and managerial experiences. Prerequisites: MBA 506 Management Module. Cr 3.

#### **MBA 642 Managerial Behavior**

Emphasis on the importance of the influence process, motivational settings, and the structural backgrounds of organizational status and social relations. Analysis through case discussion, readings, and experiential exercises will develop a conceptual framework for improving individual decision-making ability with respect to individual, group, and intergroup problems. Prerequisites: MBA 506-A. Cr 3.

#### **MBA 643 Organizational Development**

The design and application of change strategies to improve organizational effectiveness. The planned, systematic and long-range efforts to change "how an organization operates," focus on various aspects of an organization's culture and its human and social processes. Diagnosis of such processes as cultural norms and values; power, competition, and collaboration; expectations and both formal and informal reward systems; social interaction and feedback patterns; conflict resolution; the structure and process of work; people development; and goal setting, planning and evaluation systems. Simulations, case studies, experiential exercises, and applied strategies for changing and improving organizations, using an array of behavioral science approaches. Prerequisite: MBA 642. Cr 3.

**MBA 651 Industrial Relations and Personnel Management**

A comprehensive investigation of the changing pattern of industrial relations in the United States. Major emphasis is on the human, social, and economic aspects of employer-employee relationships in both union and non-union settings. Provides an understanding of and appreciation for the crucial importance of the development of sound and flexible personnel policies by top management. Among the areas considered are: the changing nature of the labor force; wages, salaries, and fringe benefits; hours of work; and the impact of technological change on the work force. Prerequisites: MBA 501-A and MBA 506-A Cr 3.

**MBA 653 Collective Bargaining**

Discusses the major issues and problems in the collective-bargaining process. Provides the business manager with the knowledge of sound collective bargaining attitudes and techniques necessary to achieve a responsible and mature attitude in his relationship with employee representatives. To this end, major focus is on the changing nature of public policy toward collective bargaining, including strikes, lockouts, grievance procedures, arbitration, mediation, and bargaining strategies and techniques. Prerequisite: MBA 651. Cr 3.

**MBA 660 Marketing Management**

This course is organized to give the graduate student an opportunity to develop and test, through the case method, a number of marketing policies and strategies. Furthermore, the student will read and discuss the current literature in the field of marketing, reviewing current marketing practices and predictions for the balance of the century. Prerequisites: MBA 501, MBA 506-B. Cr 3.

**MBA 667 Market Research and Analysis**

A study of the procedure and applications of market research. Such areas as the organization and operation of a research department, survey methods, experimentation, measurement of potential demand, and the analysis of distribution costs are considered. Emphasis on developing the student's ability to apply these and other techniques toward the solution of marketing problems. Prerequisites: MBA 504, MBA 660. Cr 3.

**MBA 669 Business Logistics**

Explores in-depth the need for and means of centralization of decision-making to accomplish effective senior executive control of the chain of logistic activities from point of completion of manufacturing or other form of utility-creating process to delivery at the point of use or consumption. Interdisciplinary relationships with cybernetics, econometrics, operations research, computer-facilitated information analysis, purchasing (materials management) and the consumer relations aspect of marketing (physical distribution) reviewed in their role as logistics sub-systems or building blocks. Prerequisites: MBA 660, MBA 670. Cr 3.

**MBA 670 Operations Research**

A survey of commonly used models and analytical techniques in sophisticated quantitative-management-decision-making. Mathematical models are developed and applied, with the computer's aid, in a wide range of real-world business situations. Topics include: queuing theory, decision analysis, inventory theory, simulation, Markov analysis, classical optimization, mathematical programming, and network analysis. Prerequisites: MBA 505, MBA 610. Cr 3.

**MBA 675 Production/Operations Management**

An in-depth examination of the topics and problems associated with the management of production operations and the delivery of services. Emphasis is placed upon the design of model-based planning and control systems. Computer-based quantitative tools and techniques are heavily utilized. Prerequisites: MBA 501, MBA 502, MBA 506-A, MBA 506-D. Cr 3.

**MBA 680 Organization Strategy and Planning**

Administrative practice at the higher levels of business management, with major emphasis on long-range executive planning of profit, sales, production, social goals, and objectives, and of strategies and policies to achieve these objectives. Coordinates all executive activities viewed as tools for use in developing administrative competence in the formulation of business policies at the decision-making level. Prerequisites: 21 credits of 600-level MBA courses. Cr 3.



### **MBA 685 Entrepreneurship and Business Formation**

The entrepreneur's role in a technological society, with emphasis on the techniques and problems implicit in the launching of new enterprises or in their evaluation by investors. This course is designed for aspiring entrepreneurs and for the professionals or institutions with whom they interface when starting a business. Students are expected to have basic communication skills, a background (educational or experiential) in accounting and marketing, and a grasp of economics and the principles of management. Attention will be paid to emerging opportunities in Maine. Materials are discussed by the instructor or invited experts in a seminar format that requires student participation and assignments calling for

research, report writing, and presentation.  
Cr 3.

### **MBA 691 Independent Study**

Selected topics in the areas of Business and/or Administration may be studied and researched on an independent basis. Prerequisite: Permission of the instructor and the chairman of Graduate Studies in Business is required.  
Cr 1-3.

### **MBA 699 Special Topics**

Enables students to take a variety of topics under the same course number. The specific title of each offering and the credit earned will be listed on the student's transcript. Prerequisites: Graduate status and permission of the instructor.  
Cr 3.

# **College of Arts and Sciences**

## **Master of Science in Computer Science**

*Dean Robert J. Hatala*

*Associate Professors: Schroff, Welty; Assistant Professor: Heath*

The master of science in computer science program is designed to provide the student with a thorough knowledge of the concepts, theory, and practice of computer science as well as develop the student's ability to analyze critically solutions to problems and to make sound professional decisions. Students will be prepared for positions of responsibility and expertise. Graduates may assume positions involving such diverse activities as the design, implementation, and testing of software products; the development of new hardware technology; and the analysis, construction, and management of large-scale computer systems. Graduates will possess a good foundation for further study in computer science.

### **Admissions**

Each student applying for full admission must meet the following requirements (conditional admission status may be granted to students who do not fully meet these requirements):

1. A baccalaureate degree from an accredited institution with grade point average of at least 3.0 on a 4.0 scale (B average).
2. The following USM courses or their equivalent with an average grade of 3.0:

CS	160	Introduction to Programming: FORTRAN
CS	161	Algorithms in Programming
CS	250	Introduction to Computer Systems

CS	280	Discrete Structures
CS	360	Concepts of Higher Level Programming Languages
CS	358	Data Structures
MS	152	Calculus A
MS	153	Calculus B
MS	362	Probability and Statistics I
3. The Graduate Record Examination (GRE) Advanced Computer Science Test.		

Admission to the master's program is competitive and based on an evaluation of the application materials by the Computer Science Graduate Admissions Committee. Required application materials are those specified program admission requirements (above) along with three letters of recommendation attesting to the candidate's academic and/or professional accomplishments.

An application will not be acted upon until all these materials have been received. Applicants are encouraged to submit applications as early as possible.

Applicants meeting the entrance requirements for a master's in computer science will be granted regular admission status. Applicants not meeting the entrance requirements of the program may be granted conditional admission status during which time the student must compensate for any specific academic deficiency. The Computer Science Graduate Admissions Committee will designate specific undergraduate computer science and mathematics courses to remedy admissions deficiencies. These courses will carry no credit toward the master's degree and must be successfully completed and must precede the completion of twelve hours of graduate credit. Upon successful completion of the designated preparatory course work the student may be granted regular admission status.

### ***Program Requirements***

The master's program requires a minimum of 30 credits. Of these, 24 must be in coursework; the remaining 6 credits must be from either Option I or Option II described below. Common to both options is the successful completion of an approved sequence of at least eight courses with graduate credit. Four of the eight courses must be graduate (500 level) computer science courses and at least six courses must be computer science offerings.

Business oriented students may take up to two upper level courses offered by the School of Business, Economics and Management for graduate credit, subject to approval by the computer science faculty. To ensure breadth in the field, each student is required to take CS 450 Operating Systems, CS 469 Introduction to Compiler Construction, and CS 380 Automata, Computability, and Formal Languages or their equivalent. Any other 300 or 400 level courses must be approved in advance by the computer science faculty if they are to be taken for graduate credit. One or more of these course requirements will be fulfilled if it is determined that the student has successfully completed equivalent coursework at the undergraduate level. However, graduate credit will not be given for courses taken to fulfill undergraduate requirements.

Upon completion of the required coursework the student may select one of two options in completing the requirements for the master's degree in computer science.

#### **Option I: Master's project**

The student is required to undertake and complete a master's project. The project may take two different forms. If the student is affiliated with industry, and involved in computer science-related activities, a well-defined practicum, approved by the computer science faculty, is one form. The student may also engage in an academic project under the direct supervision of a computer science faculty member. This option involves the solution of a research problem, the construction of a non-trivial software tool, or some other comparable summarizing activity.

The student is required to produce a final document describing the completed project. This document will adhere to a specified format and must be approved by a committee of Computer Science faculty members.

**Option II: Extended coursework**

The student is required to a.) complete successfully two additional graduate (500 level) courses, and b.) pass a written comprehensive examination designed to test the student's ability to integrate material from several courses.

For further information and application, telephone 780-4246, or write: Master's Program in Computer Science; Department of Mathematics and Computer Science; University of Southern Maine; 96 Falmouth Street; Portland, Me. 04103

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**CS 355 Computer Architecture**

Fundamentals of the design and organization of digital computers. Topics include applications of Boolean algebra to logical design; machine algorithms used in addition, subtraction, multiplication, etc.; types of memory; synchronous and asynchronous operation; minimization of logic circuits. Also, concepts from microprocessors and large parallel computers. Prerequisites: CS 280 or MS 290 and CS 250. Not given every year. Cr 3.

**CS 374 Numerical Analysis I**

A study of the theory and application of computational algorithms for interpolation, equation solving, matrix methods, integration; error analysis. Prerequisites: MS 252, CS 160, and permission of 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 280 or MS 290. Cr 3.

**CS 450 Operating Systems**

Computer resource management. Topics include an in-depth study of concurrent cooperating processes; virtual systems; segmentation and paging; I/O device handling; protection and security; deadlock; race conditions. Prerequisites: CS 350, CS 358. Cr 3.

**CS 458 Advanced Data Structures**  
(continuation of CS 358)

Internal tables, external sorting, file organization, data base management systems and designs. Prerequisite: CS 358. 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 358. Cr 3.

**CS 472 Artificial Intelligence**

An introduction to the underlying concepts and applications of intelligent systems. Topics include computer representations of knowledge; heuristic search techniques and computer problem solving; learning; game playing; automatic theorem proving; pattern recognition; natural language question-answering. Prerequisites: CS 280, CS 358. Cr 3.

**CS 482 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: CS 280 or MS 290. Cr 3.

**CS 550 Advanced Operating Systems**

Topics include cooperating processes, privacy and protection of system and user processes, hardware aids, basic concepts of networks and distributed processing. System performance analysis may also be covered. Prerequisite: CS 450. Cr 3.

**CS 552 Computer Networks and Distributed Processing**

Topics include structure of present networks and proposed networks, network protocols, packet switching, workload sharing. Satellite and local networks, network architecture. May include examples such as

ARPANET, DECNET, X.25, SNA. Prerequisite: CS 358. Cr 3.

**CS 555 Advanced Computer Architecture**  
This course presents topics from research areas in computer architecture as well as advanced and emerging technologies. Possible topics are parallel machines, content addressable memories, VLSI systems. Prerequisite: CS 355. Cr 3.

**CS 558 Database Management**  
Data structures and access methods most commonly used in database systems. Major topics include: data models with an emphasis on the relational model. Overview of some database management systems. Prerequisite: CS 358. Cr 3.

**CS 565 Software Design and Development**  
A study of techniques and approaches related to the design and development of large scale software products. Consideration of formal methods for specification, analysis, design, implementation, and testing. A "large" group programming project will be the vehicle for much of the learning in this course. Prerequisite: CS 358. Cr 3.

**CS 566 Simulation and Analytical Modelling**  
The theoretical limitations of analytical modelling will be contrasted with the practical limitations of simulation. The BCMP family of analytical models will be presented along with the computational solutions of these models. The use of simulation will be discussed with regard to a high level language (such as SIMSCRIPT) and will consider such topics as model verification and evaluation of experimental results. Prerequisite: Full graduate standing or permission of instructor. Cr 3.

**CS 570 Seminar: Advanced Topics in Computer Science**  
Topics vary from year to year. Will include current research, emerging technologies, case studies. Prerequisite: Graduate Standing.

**CS 580 Theory of Computation**  
The study of computability theory, automata theory, and formal languages. Topics are similar to those discussed in CS 380 but will be covered in greater depth, with the emphasis on developing the ability to apply these abstract notions to practical situations. Prerequisites: CS 380. Cr 3.

**CS 582 Design and Analysis of Algorithms**  
This course deals with the analysis of algorithms, and the relevance of such analysis to the design of efficient computer algorithms. Examination of such topics as sorting, tree and graph algorithms, pattern matching, algebraic simplification and transformations, NP-hard problems, and approximation algorithms. A balance is struck between the derivation of results of theoretical significance and the practical endeavor of designing efficient algorithms. Prerequisite: CS 358. Cr 3.

**CS 697 Independent Study**  
An opportunity for graduate students to pursue areas not currently offered in the graduate curriculum. Prerequisite: Full graduate standing or permission of instructor. Cr 3.

**CS 698 Master's Project**  
A six-credit project is a required part of Option I. The project must be approved by the Computer Science faculty in advance. Prerequisite: Full graduate standing or permission of instructor. Cr 3 or 6.

## College of Education

*Acting Dean:* Dorothy D. Moore; *Acting Assistant Dean:* Bruce A. Allen; *Acting Director of Graduate Education:* Miriam Clasby; *Graduate Education Specialist:* Virginia M. Lewis

Office of Graduate Education, Bailey Hall 408, Gorham, Maine 04038,  
Telephone: (207) 780-5306

*Professors:* Callender, O'Donnell, Southworth; *Associate Professors:* Amoroso, Chronister, Clasby, Deady, Fearon, Gorman, Millbury, Moore, Silvernail, Sutton, *Assistant Professors:* Cohen, Majors, Williams

The Adult Education Program leads to a master of science in adult education; the other four programs listed below lead to a master of science in education.

<i>Department</i>	<i>Chairperson</i>
Professional Education Department	John E. Deady (780-5300)
1. Educational Administration Program	Bailey Hall 500
2. Professional Teacher Program	
3. Reading Program	
Human Resource Development Department	John M. Sutton, Jr. (780-5316)
1. Adult Education Program	Bailey Hall 400
2. Counselor Education Program	

### ***Admission to Graduate Education***

The approval of candidates seeking admission to graduate education is on a selective basis. Graduate programs seek candidates whose baccalaureate degree program, scholastic achievement, interest, motivation, and personal recommendations are indicative of success in graduate education studies.

#### ***Requirements for Admission***

To be eligible for admission to a graduate education program, an applicant must meet the following requirements:

1. Hold a baccalaureate degree from an accredited institution.
2. Have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program.
3. Have earned a score of 40 points or above on the Miller Analogies Test, or 900 or above on the Graduate Record Examination.
4. Have filed a complete application with the Office of Graduate Education.
5. Be recommended for admission by a graduate education program committee.

#### ***Application Procedure***

Candidates for admission must file a completed application with the Office of Graduate Education.

A complete application contains the following items:

1. Two completed copies of the application form.
2. Official transcripts of all previous college or university work.
3. Three letters of recommendation. These should be from persons in a position to judge the applicant's academic preparation and ability to pursue graduate work. The writers should return their recommendations directly to the Office of Graduate Education.
4. Official scores on the Miller Analogies Test or the Graduate Record Examination.
5. An application fee of \$15.00 (nonrefundable).
6. Some programs have additional requirements. Check with the appropriate Department Chairperson prior to completing your application.

### *Application Deadlines*

A complete application must be filed before the following deadlines: for January matriculation: October 1, 1983; for May or September matriculation: March 1, 1984.

Candidates are urged to contact the Office of Graduate Education to determine if all materials have been received. This should be done by early September for January 1 admission and by early February for May 1 or September 1 admission.

With the exception of candidates applying to the Counselor Education Program, or the Adult Education Program, interviews are optional. The Office of Graduate Education strongly encourages candidates to visit the campus and discuss further their interest in graduate study.

### *Appeal of Admissions Decision*

Any prospective graduate student who does not meet the minimum admission requirement will not be approved for admission to graduate degree study. Students may appeal an admissions decision by submitting a written appeal to the Office of Graduate Education.

The appeal will be reviewed by the appropriate program faculty and the Director will notify the student of action taken on the appeal.

Information which will be considered in an admission appeal may include, but will not be limited to, the following:

1. A cumulative undergraduate grade point average.
2. Grades earned in graduate coursework from an accredited institution.
3. Evidence of a professional nature that substantiates appropriate potential for success with graduate education studies.
4. Extenuating circumstances (e.g., non-native English speaking individuals).

An admission appeal should include any information the applicant believes should be given consideration.

### *Master's Thesis*

A degree student may earn up to six credit hours for completing a master's thesis. Students are encouraged to consult with their faculty advisor regarding thesis requirements.

### *Comprehensive Examination*

All program degree students must take a comprehensive examination which will assess the student's breadth and depth of knowledge of the program field. The examination cannot be taken prior to the semester in which the student completes a program of study.

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

Comprehensive examinations will be graded as pass with honors, pass, or fail. A student may take the examination no more than twice; two failures will result in the student being withdrawn from the program. The examination will be given once each semester during the academic year. Degree students must register for the examination at least six weeks prior to an examination date.

Information on examination dates and comprehensive examination registration forms are available from the Office of Graduate Education.

## **Adult Education Program**

The Adult Education program is designed to serve the professional and personal development needs of persons presently engaged in or preparing for adult and continuing education activities. The program leads to a master of science in adult education degree.

## Program Requirements

### Required Core Courses (12 Credit Hours)

EDU	600	Research Methods and Techniques in Professional Education
HRD	600	Human Resource Development in Organizational Settings
	or	
HRD	601	Human Resource Development in Community Settings
HRD	687	Internship in Adult Education

### Required Concentration Courses (21 Credit Hours)

#### A. Teacher/Trainer

HRD	530	Introduction to Adult & Continuing Education
HRD	631	The Adult Learner
HRD	632	Curriculum Construction for Adult Learners

#### Electives

#### B. Program Directors/Developers

HRD	530	Introduction to Adult and Continuing Education
HRD	633	Managing Adult and Continuing Education Programs
EDU	671	Organizational Behavior

#### Electives

#### Electives

A partial list of recommended electives include:

HRD	624	Counseling the Adult Learner
HRD	631	The Adult Learner
HRD	634	Materials & Methods for Adult Education and Human Resource Development
HRD	635	Training and Staff Development
EDU	674	Organizational Change and Innovation

### Special Program Requirements

Each student entering the program will have to demonstrate a background in life-span development. For those not having this background, HRD 604/605 Life Span Development I and II (6 credits) will be required. In evaluating requests for substitution for Life Span I and II, the following topic areas will be used as criteria: 1.) birth and infancy; 2.) toddlerhood; 3.) preschool; 4.) middle childhood; 5.) adolescence; 6.) early adulthood; 7.) middle age; 8.) old age.

Typical courses which may be used in partial fulfillment of this requirement are: child psychology, adolescent psychology, adult psychology, aging, social psychology, human development, family and marriage, child development. Equivalency will be granted on topic coverage and not merely according to course title.

The student is responsible for bringing the appropriate information (transcripts, course descriptions, documentation of experience, etc.) to the attention of the admissions committee. The admissions committee is responsible for evaluating this information and determining equivalency where justified. This determination must be made at the time of the acceptance.

In addition to standard requirements (application forms, standard testing scores, and recommendations) the Department of Human Resource Development also requires a personal narrative and an interview. Through the written narrative, students introduce themselves, express reasons for pursuing a helping profession, and project how the program will assist them in accomplishing their goal.

## Counselor Education Program

The Counselor Education Program prepares individuals for positions in elementary and secondary guidance offices as well as for positions in rehabilitation settings. The program concentrations provide the opportunity for a wide variety of basic skills and theory courses, practicum and internship experiences, and research and assessment courses. The program leads to a master of science in education degree.

The Counselor Education Guidance concentration is accredited by the Maine Department of Education and Cultural Services. Graduates are eligible for certification in their specialty area upon completion of the program.

### *Program Requirements*

#### Required Core Courses (12 Credit Hours)

EDU	600	Research Methods and Techniques in Professional Education
HRD	620	Fundamentals of Counseling Skills
HRD	626	Group Process and Procedures
HRD	665	Psychological Measurement and Evaluation

#### Required Concentration Courses (21 Credit Hours)

##### A. Elementary School Counselor Education

HRD	607	Introduction to School Guidance Services
HRD	622	Counseling Young Children
HRD	686	Internship in Counselor Education
HRD	690	Individual Counseling Practicum

##### Electives

##### B. Secondary School Counselor Education

HRD	607	Introduction to School Guidance Services
HRD	670	Career Information in the Schools
HRD	686	Internship in Counselor Education
HRD	690	Individual Counseling Practicum

##### Electives

##### C. Rehabilitation Counselor Education

HRD	686	Internship in Counselor Education
HRD	690	Individual Counseling Practicum

#### Electives within Concentration (9 Credit Hours Required)

HRD	610	Introduction to Rehabilitation Services
HRD	611	Medical Aspects of Disability
HRD	612	Psychological Aspects of Disability
HRD	613	Counseling Client Advocacy and the Law
HRD	619	Seminar in Rehabilitation
HRD	671	Vocational Aspects/Placement in Rehabilitation

##### Electives

#### *Electives*

Graduate students in the Counselor Education Program may select electives in the fields of concentration of rehabilitation, elementary, or secondary guidance. A changing variety of electives are offered each semester. Course topics include marriage and family counseling, behavioral intervention, human sexuality, consultation, the elderly, and group practicum.

#### *Special Program Requirements*

Each student entering the program will have to demonstrate a background in life-span development. For those not having this background, HRD 604/605 Life Span Development I and II (6 credits) will be required. In evaluating requests for substitution for Life Span I and II, the following topic areas will be used as criteria: 1.) birth and infancy; 2.) toddlerhood; 3.) preschool; 4.) middle childhood; 5.) adolescence; 6.) early adulthood; 7.) middle age; 8.) old age.

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The student is responsible for bringing the appropriate information (transcripts, course descriptions, documentation of experience, etc.) to the attention of the admissions committee. The admissions committee is responsible for evaluating this information and determining equivalency where justified. This determination must be made at the time of the acceptance.



In addition to standard requirements (application forms, standard testing scores, and recommendations) the Department of Human Resource Development also requires a personal narrative and an interview. Through the written narrative, students introduce themselves, express reasons for pursuing a helping profession and project how the program will assist them in accomplishing their goal.

## Educational Administration Program

The Educational Administration Program focuses on the preparation of leaders in education—elementary and secondary principals, assistant principals, program coordinators, department chairpersons, and team or unit leaders. The program of study is designed to develop specific leadership competencies that are evaluated in performance situations. Courses include those required currently for certification as elementary or secondary principals in Maine. The program leads to a master of science in education degree.

### *Program Requirements*

#### Required Core Courses (15 Credit Hours)

EDU	600	Research Methods and Techniques in Professional Education
EDU	670	Introduction to Administration
EDU	671	Organizational Behavior
EDU	672	Political Bases of Decision Making
HRD	626	Group Process and Procedures

#### Elective Courses (18 Credit Hours)

Elective courses must be approved by the student's advisor. A partial list of courses include:

EDU	604	Curriculum Development
EDU	674	Organizational Change and Innovation
EDU	675	School-Community: Inter-system Communication
EDU	676	Systems Approach to Educational Planning
EDU	677	Community Analysis & Inter-Agency Collaboration
EDU	678	School Law
EDU	679	Evaluation & Supervision of School Personnel
EDU	680	Staff Development
EDU	681	Principal-Student Relationships
EDU	682	Collective Negotiations
EDU	685	Seminar in Administration

Electives (Two electives may be chosen from outside the program)

## Professional Teacher Program

The Professional Teacher Program is designed so that students may select a field of study appropriate to their current or anticipated needs as teachers. Areas of concentration within the program include: elementary education, exceptionality, history, mathematics, music education, and science education. The program leads to a master of science in education degree.

*Important Note:* Several of the concentrations in the Professional Teacher program will undergo changes during the 1983-1984 academic year. Please contact the chairperson of the Department of Professional Education concerning the changes.

### *Program Requirements*

#### Required Core Courses (15 Credit Hours)

EDU	600	Research Methods & Techniques in Professional Education
EDU	602	Philosophy and the Teacher
EDU	603	Analysis of Teaching
		OR
HRD	676	Human Learning

Two Professional Education courses approved by advisor

A. Elementary Education Program

1. Classroom Management (3 Credit Hours Required)

HRD 501 Strategies and Techniques in Classroom Management

EDU 650 Exceptional Children and Youth

EDU 671 Organizational Behavior

2. Language Acquisition (3 Credit Hours Required)

EDU 620 Foundations of Reading Instruction

EDU 510 Developing the Composition Process

EDU 511 Children's Literature

3. Mathematics Education (3 Credit Hours)

MSED 512 Newer Practices in Elementary Education

4. Curriculum (3 Credit Hours)

EDU 604 Curriculum Development

5. Electives approved by advisor

B. Exceptionality Program

1. Generic

EDU 650 Exceptional Children and Youth

EDU 651 Learning Disabilities

EDU 654 Introduction to Mental Retardation

EDUX 656 Introduction to the Emotionally Handicapped Child

EDU 658 Introduction to Gifted and Talented

EDU 655 Seminar in Exceptionality

2. Learning Disabilities

EDU 650 Exceptional Children and Youth

EDU 651 Learning Disabilities

EDU 652 Methods & Materials in Learning Disabilities

EDU 624 Teaching Reading to the Child with Special Needs

EDU 653 Assessment in Special Education

EDU 662 Practicum in Exceptionality

3. Emotional Disturbance

EDU 650 Exceptional Children and Youth

EDUX 656 Introduction to the Emotionally Handicapped Child

EDU 657 Teaching Techniques for the Emotionally Disturbed

EDU 653 Assessment in Special Education

EDU 662 Practicum in Exceptionality

EDU 665 Seminar in Exceptionality

4. Mental Retardation

EDU 650 Exceptional Children and Youth

EDU 654 Introduction to Mental Retardation

EDU 655 Methods and Materials for Teaching the Mentally Retarded

EDU 653 Assessment in Special Education

EDU 662 Practicum in Exceptionality

EDU 665 Seminar in Exceptionality

5. Gifted and Talented

EDU 650 Exceptional Children and Youth

EDUX 658 Introduction to Gifted and Talented

EDU 659 Education of the Gifted and Talented

EDU 660 Methods and Materials in Gifted Education

HRD 665 Psychological Measurement and Evaluation

EDU 662 Practicum in Exceptionality

EDU 665 Seminar in Exceptionality

C. History

1. Students plan a program of study with the advice and approval of faculty advisors. Specializations are available in American or World History. A partial list of courses include:

- |      |     |                                  |
|------|-----|----------------------------------|
| HIST | 500 | Historical Method                |
| HIST | 503 | Research Seminar                 |
| HIST | 510 | European Revolutionary Tradition |
| HIST | 522 | The American Revolution          |
| HIST | 533 | The American Home                |
| HIST | 534 | Maine History and Travel         |
| HIST | 547 | Viewpoints in American History   |
| HIST | 556 | World Wars I and II              |
| HIST | 573 | Germany Since Hitler             |
| HIST | 594 | Selected Topics in History       |
2. Special Concentration Requirement
 

Admission to the History concentration is contingent upon achievement of satisfactory grades in GRE in History or, in special cases, an outstanding undergraduate or graduate record.
- D. Mathematics
1. Mathematics Courses
 

Students plan a program of study with the advice and approval of faculty advisors. A partial list of courses include:

MS	502	Number System
MS	504	Informal Geometry
MS	509	Topics in History of Mathematics
MS	514	Analysis I
MS	515	Analysis II
MS	549	Selected Topics in Mathematics
CS	528	Computer Programming I
  2. Mathematics Education Courses
 

MSED	512	Newer Practices in Elementary Mathematics
MSED	513	Laboratory and Field Experiences in Mathematics Education
MSED	539	Metric Education
- E. Music Education
1. Required Courses
 

MUS	520	Topics in Music History
MUS	530	Topics in Music Theory

One seminar selected from the following:

MUED	520	Problems in Administration and Supervision
MUED	522	Current Trends in Music Education
MUED	523	Seminar in Music Education

Applied Music  
Applied Music with recital, thesis or special project  
Liberal Arts or Education course
  2. Special Concentration Requirements
 

Admission to the music education concentration is contingent upon the following requirements:

    - a. baccalaureate degree in music education or its equivalent from an accredited institution.
    - b. satisfactory grades on entrance examinations in music history and music theory.
    - c. audition on the major instrument for any student electing the recital option.
- F. Science Education
1. Required Concentration Courses
    - a. Science Practicum
 

SCED	555	Instrumentation Practicum
SCED	556	Biology Practicum
    - b. SCED 589 Science Education
  2. Electives

# Reading Program

The Reading Program provides a concentrated theoretical and empirical framework on the language-communication process. Courses and clinical experiences emphasize knowledge and technical proficiencies that can be applied to virtually any level, including adult basic literacy programs. Students may major in either elementary or secondary and adult reading or a combination of both.

## Program Requirements

### Required Core Courses (24 Credit Hours)

- EDU 600 Research Methods and Techniques in Professional Education
- \* EDU 620 Foundations of Reading Instruction
- EDU 621 Reading Remediation
- EDU 510 Developing the Composition Process
- \* EDU 514 Teaching Reading in Content Areas
- EDU 635 Clinical Experiences
- HRD 665 Psychological Measurement and Evaluation

### Concentration Courses

- A. Elementary Reading Education
  - EDU 511 Children's Literature
  - EDU 630 Organizing for Elementary Reading Instruction
- B. Secondary and Adult Reading Education
  - EDU 512 The Folktale
  - EDU 513 Adolescent Literature
  - EDU 631 Organizing Secondary Reading Programs

### Electives

A partial list of recommended electives include:

- EDU 634 Issues in Reading
- EDU 624 Teaching Reading to Children with Special Needs
- EDU 632 Supervised Practicum in Reading Disabilities
- EDU 630 Organizing for Elementary Reading Instruction
- EDU 633 Special Applications of Reading Materials
- EDU 622 Language and Reading for Young Children

### Special Program Requirements

Course experiences are hierarchical and cumulative in nature, culminating with EDU 635 Clinical Experiences in Reading, and the comprehensive examination. For this reason, it is recommended that the program core courses be taken at the University of Southern Maine. EDU 635 Clinical Experiences in Reading must be taken during the summer session.

#### EDU 510 Developing the Composition Process

A course in language arts emphasizing the development of writing proficiencies. Writing growth and its relationship to reading and oral language development is examined. A thorough study of current research and theory relating to the composition process leads to the development of instructional programs that will foster students' growth as writers. Appropriate for elementary, secondary and adult basic education teachers.

Cr 3.

#### EDU 511 Children's Literature

Designed for teachers who wish to develop a

deeper understanding of the literature written for children ages 4 - 12, and who want to become competent and creative catalysts in bringing children to books. Attention is given to standards of selection, curriculum implications and methods for using books to individualize reading instruction. Students are expected to read widely in juvenile collections in order to establish a basis for selecting appropriate literary fare.

Cr 3.

#### EDU 512 The Folktale

Designed for the teacher who feels a need to develop an understanding, appreciation and pride in our cultural heritage. Students will examine folktales of many cultures and read

one selected group of tales in depth. Uses of the folktale for multi-level reading, interdisciplinary work and creative learning are emphasized and demonstrated. The course is highly recommended for working with middle and secondary students. Cr 3.

#### **EDU 513 Adolescent Literature**

This course is designed for the middle or secondary teacher who wishes to develop a deeper understanding of literature for adolescents and who needs to learn how to help young people read widely. Attention will be given to the dynamics of adolescence, individualizing reading, standards of selection, and creative methods of introducing books. Students are expected to read approximately thirty books from primary sources as well as textbook material. Cr 3.

#### **EDU 514 Teaching Reading in Content Areas**

This course explores techniques and processes that can be applied by content teachers to improve reading ability. Emphasis is on skills that must be applied by students in the content areas and strategies for teaching them how to apply them - a process of integrating the teaching of reading/study skills while teaching a subject matter. The course has practical application for all classroom teachers in grades 4 through 12. Cr 3.

#### **EDU 600 Research Methods and Techniques in Professional Education**

A study of concepts, principles and techniques of educational research with emphasis on scientific inquiry and problem solving, designed for both the producer and consumer of educational research. Individual research proposals and reports are completed. Prerequisite: open to matriculated students only. Cr 3.

#### **EDU 602 Philosophy and the Teacher**

During this course, several educational philosophies will be examined and the individual will analyze the function of the teacher within those frameworks. There will be an investigation of problems in education and schooling from the perspective of the philosophies studied so as to promote understanding regarding educational thought and practice. Cr 3.

#### **EDU 603 Analysis of Teaching**

This course provides opportunity to view teaching from the perspective of selected

conceptual frameworks and research findings in the theory and practice of teaching. Analysis of individual teaching behavior is an important aspect of this course. Cr 3

#### **EDU 604 Curriculum Development**

This is a basic course in curriculum development for classroom teachers and school administrators. Course content will include analysis of curriculum development processes, educational objectives, curriculum and organizational designs, techniques of instruction, and evaluation methodology. Cr 3.

#### **EDU 620 Foundations of Reading Instruction**

The characteristics of the developmental reading program are examined. Topics are evolved from the major stages of reading progress and include: early reading correlates, reading readiness, initial reading, opportunities for independent reading, wide reading including: vocabulary development, comprehension, study skills, and reading in the content areas. Methods for diagnosing and prescribing for reading are related through case studies of students residing at different stages of reading progress. Cr 3.

#### **EDU 621 Reading Remediation**

Diagnostic and prescriptive techniques are related to learners of all ages. Case studies are used to explicate and match the stages of reading progress to developmental, corrective and remedial situations. A functional knowledge of working with disabled reading students is demonstrated. Issues and research, clinical observations and methods which can be used to cope with individual problems are stressed. Prerequisite: EDU 620 or EDU 631. Cr 3.

#### **EDU 622 Language and Reading for Young Children**

Emphasis is on the process of language acquisition, the characteristics of the English language, concept attainment and approaches for enhancing language development in young children. The role of language and concept attainment are highlighted along with implications for beginning reading and language arts. Theories and research are related to early childhood education. Cr 3.

#### **EDU 624 Teaching Reading to Children with Special Needs**

A foundation course in reading designed

especially for teachers who work with students who have special needs. The course examines the five stages of reading progress with emphasis on the first three levels. Prerequisites for learning to read, initial reading and rapid development of reading progress. In addition, contemporary approaches for teaching reading, informal and standardized measures for assessing reading and methods and materials are explored. In lieu of EDU 620 or EDU 631 for non-reading major only. CR 3.

#### **EDU 630 Organizing for Elementary Reading Instruction**

Designed for classroom teachers, a workshop/seminar course led by a successful practitioner in methods for organizing and implementing a classroom reading program. Emphasis is on the translation of professional literature and research to classroom practice. Participants are involved in the process of organizing interest centers, developing record keeping techniques and other aspects of successfully managing a reading program in a self-contained classroom. Emphasis is on the wide exposure to methods and techniques for teaching reading. Prerequisite: EDU 620. Cr 3.

#### **EDU 631 Organizing Secondary Reading Instruction**

Designed to meet the needs of practitioners responsible for planning and implementing reading programs for secondary students and adults. Course experiences have been designed to demonstrate how reading instruction can be organized in secondary school settings. Topics include methods and techniques for group and individual assessment, content and materials for developmental reading programs, organizing and planning instructional schedules and working with content areas teachers. Prerequisites: EDU 620 and EDU 514. Cr 3.

#### **EDU 524 Supervised Practicum in Reading Disabilities**

Clinical experiences given in conjunction with the Reading Clinic or the University Reading Academy. Working under supervision, students use selected assessment instruments with adults/children who have learning and reading difficulties. Testing sessions will be unique and geared to specific diagnostic needs perceived by instructors. Cr 1-15.

#### **EDU 633 Special Applications of Reading Methods**

Independent study, opportunities to apply course experiences in field-based situations are encouraged. Considerable latitude is possible in pursuing options of professional interest in consultation and approval of adviser. Examples of activities include: writing projects (meeting standards of professional journals), intensive clinical experiences, educational consultation and research. Independent options must be approved in writing by the Program Coordinator. Cr 3.

#### **EDU 634 Issues in Reading**

A course designed to acquaint students with innovative and contemporary trends in reading. Emphasis is on current research and exemplary instructional techniques in the field of reading. Theories relating to the acquisition of reading will be explored and used to define appropriate instructional goals. Prerequisite: EDUX 620 or equivalent. Cr 3.

#### **EDU 635 Clinical Experiences**

Clinical experiences requiring the utilization of diagnostic and prescriptive methods for planning and implementing reading programs for students at different stages of reading progress. Tutoring experiences are augmented and related to the professional literature and research through frequent opportunities to explain and defend observations in seminars. Extensive reading from basic texts, current references and periodicals are stressed. Emphasis is on the appropriate application of research-validated teaching and diagnostic techniques in supervised settings. Prerequisites: EDU 620 and EDU 621 or equivalents. Cr 6.

#### **EDUX 699 Assessment of Reading**

The course addresses the issues of evaluation from the perspective of the reading oriented educator and practitioner, including the basic concepts of measurement that must be mastered in understanding the language and science of evaluation. An additional goal is to explore issues and problems of particular concern to reading specialists, including evaluation of the reading curriculum, appropriate and inappropriate use of testing instruments, test validity, program validity, test reporting, competency testing and other issues of concern to the field of reading. Cr 3.

**EDU 650 Exceptional Children and Youth**  
A general survey of the present educational provisions and practices for the education of exceptional children. Cr 3.

**EDU 651 Learning Disabilities**  
An introduction to the nature and characteristics of children with learning disabilities. The course will include the study of specific learning disabilities encountered in children, historical perspectives and future trends; and the roles of educators, parents and auxiliary personnel in diagnosis, prevention and remediation. Cr 3.

**EDU 652 Methods and Materials in Learning Disabilities**  
This course will focus on diagnostic techniques and remedial strategies utilized in working with children with learning disabilities. Assessment techniques, curricular strategies, and prescriptive approaches will be studied with a focus on prevention and remediation of learning disabilities. Prerequisite: EDU 651. Cr 3.

**EDU 653 Assessment in Special Education**  
Course is designed for students in special education and counselor education. Numerous tests in the areas of intelligence, achievement, perceptual motor skills, adaptive behavior and behavior will be examined. Students will develop an understanding of the assessment process. Cr 3.

**EDU 654 Introduction to Mental Retardation**  
A basic introduction to the study of mental retardation. The course will focus on educational, psychological, sociological and medical aspects of mental retardation with particular emphasis on practical aspects of classroom usage. Prerequisite: EDU 650. Cr 3.

**EDU 655 Methods and Materials for Teaching the Mentally Retarded**  
This course will examine techniques, methods and materials used in teaching students who are mentally retarded. An examination of the research literature concerning appropriate methodologies will be made. Prerequisite: EDU 654. Cr 3.

**EDUX 656 Introduction to the Emotionally Handicapped Child**  
This course provides the student with an

introduction to the nature and needs of emotionally disturbed children. Historical background, treatment alternatives, and provisions for educational service are introduced, along with an exploration of etiological considerations, and legislative mandates. Theoretical approaches and conceptual issues for working with such children are reviewed, and psycho-educational procedures explored. Prerequisite: EDU 650. Cr 3.

**EDU 657 Teaching Techniques for Emotionally Disturbed**  
An ecological approach to understanding and working with the emotionally disturbed child. Exposure to a variety of interventions from developmental theory to behaviorism through a case study approach aimed at assisting both the classroom teacher and special education teacher in developing educational and behavioral strategies. Prerequisites EDUX 656. Cr 3

**EDUX 658 Introduction to Gifted Education**  
This is an off-campus televised course to be broadcast throughout Maine on Channels 26 (Biddeford), 12 (Orono), 10 (Presque Isle), 13 (Calais), and on Cable Television which televises these channels. The course will feature lectures by leaders in the field of gifted education on the following topics: Introduction to Gifted Education, Program Needs, Teaching Strategies using the Williams Model, Creative Thinking and Self-Directed Learning, Curriculum Planning and Sample Units, and Creative Problem Solving. Course requirements include readings, a project, a final examination and two Saturday Seminars. Cr 3.

**EDU 659 Education of the Gifted and Talented**  
An introduction to the nature and characteristics of gifted and talented children. The course will include rationale for differentiated, educational program objectives, identification, development of creativity, community awareness, in-service training, historical perspectives and future trends in gifted education. Cr 3.

**EDU 660 Methods and Materials in Gifted Education**  
This course will focus on curricular and instructional strategies for providing qualitatively differentiated education for gifted and talented children. The course will emphasize differentiated curricular materials, individu-

alized student objectives, teaching strategies, individualized and group programming models, models of cognitive and affective development and models of learning and instruction. Prerequisites: EDUX 658. Cr 3.

#### **EDU 662 Practicum in Exceptionality**

A field-based course designed to offer experience in teaching exceptional children. The student may elect to work with either learning disabled, mentally retarded, emotionally disturbed or gifted children. The course emphasizes diagnosis, teaching and development of educational programs and strategies for teaching exceptional children. Prerequisite: An introductory course and a methods course in the exceptionality area in which the student elects to work. Cr 1-6.

#### **EDU 665 Seminar in Exceptionality**

An advanced course that covers selected topics in exceptionality. Several current issues will be examined in depth each semester. Individuals and group presentations will be required. Cr 3.

#### **EDU 670 Introduction to Administration**

Required first course for all master's degree candidates in educational administration. The course introduces theories of administration and provides each student with diagnostic data to conduct a needs assessment as the basis for planning a personalized program of study. Prerequisite: Admission to educational administration graduate program. Cr 3.

#### **EDU 671 Organizational Behavior**

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

#### **EDU 672 Political Basis of Decision Making**

Educational leaders must be influential beyond the school system as well as within it. Distribution of power and influence across interrelated social systems is seldom equal leading to competition for bases of influence. This course examines the ramifications of this social circumstance for education with

emphasis on administrative decision-making. Cr 3.

#### **EDU 674 Organizational Change**

Principles and practices derived from behavioral science theory and research findings studied in "specific" situations. Consideration of problems and strategies associated with identifying need for change, stimulating, coordinating, implementing and evaluating innovations in organizations. Cr 3.

#### **EDU 675 School-Community: Inter-System Communication**

Conceptual understanding of theory and practice related to the technology of communication applied within and without the context of educational organizations. Analysis of basic elements involved in the communicator's role in the administrative process is the focus. Emphasis will be placed on the nature and role of the organizational communicator, audiences, message treatment and evaluation of audience response. Cr 3.

#### **EDU 676 Systems Approach to Educational Planning**

Students participate in simulated and real experiences involving programming, planning, evaluating, managing, budgeting forecasting, and decision-making. Topics for discussion and skill development will include flow charting, PERTing, needs assessment, curriculum analysis and evaluation, expenditure analysis and accounting, the Delphi Technique, Kepner-Tregoe method, Cost Benefit Analysis and Discrepancy Evaluation. Cr 3.

#### **EDU 678 School Law**

The purpose of this course is to acquaint students with general principles of school law as found in the interpretation of constitutional and statutory provisions by the higher courts. Laws governing pupils, teaching personnel and boards of education will be stressed with particular emphasis on Maine school law. Cr 3.

#### **EDU 679 Evaluation and Supervision of School Personnel**

The course considers the underlying concepts and principles of evaluating school personnel. Readings, lectures, discussions and simulated activities focus on a variety of evaluation models and strategies which facilitate the appraisal of administrators, teachers and



supporting staff. Attention is directed to how personnel evaluation affects program evaluation. Prerequisite: admission to educational administration graduate program. Cr 3.

#### **EDU 680 Staff Development**

Designed for students nearing completion of the Educational Administration program. Concepts from previous courses are integrated into a model for planning and action at the school building level. Organizational development functions of diagnosing, designing, developing, implementing, evaluating, organizing and managing are integrated into an operational staff development program. Cr 3.

#### **EDU 681 Principal-Student Relationships**

New legislation and court interpretations are forcing reexamination of the role of the student. This course examines implications for the principal including student rights; discipline; school organizations, procedures and records, curriculum needs; program development; student reporting; school climate; and staff development. Cr 3.

#### **EDU 682 Collective Negotiations**

Topics in this course include the following. History and current status of negotiations in Maine public schools, an in-depth study of the negotiating process, existing current contacts, contract grievance procedures, impasse resolution, contract administration, and implications for school administrators. Cr 3.

#### **EDU 685 Seminar in Administration**

A culminating course in the administration sequence for students nearing the completion of their program. The seminar will include, but not be limited to, the following components: an evaluation phase including student-faculty examination of both oral and written presentations by the participants; a field assignment in which participants will have a practical encounter with the administrative practices, strategies and policies currently in use in the public schools; and a placement phase in which participants will develop up-to-date vitae and letters of application. Cr 3.

#### **HRD 500 Human Interaction Skills**

This introductory course in selected communication skills is appropriate for persons considering helping professions careers, individuals who are in positions of interpersonal

responsibility, or for those otherwise concerned with developing effectiveness in interpersonal communication. Literature from the counseling field will be the source of basic facilitative skills; these skills subsequently will be practiced by students using video vignettes, simulations, and communication decoding activities. Application of the skills to various human interaction settings will be addressed. Cr 3.

#### **HRD 501 Strategies and Techniques in Classroom Management**

This course will consist of a variety of strategies, techniques, and philosophical issues related to adult-child relationships. The focus of the course provides both a theoretical base and practical experience for dealing with classroom and school-related issues. Cr 3.

#### **HRD 502 The Family: Implications for Educators**

This course is designed to review selected topics in the areas of family relations and child development that are relevant to educators. Consideration will be given to such topics as dating, sexuality, marital relationships, divorce, adult-child relationships, and home-school relationships. The course will provide an overview of the issues and current research in the field. Cr 3.

#### **HRD 630 Introduction to Adult and Continuing Education**

A survey course designed to explore the scope and significance of adult education and its contribution to society, by means of systematic inquiry into origin, development, purpose, clientele and underlying assumptions of selected programs and by relating these findings to the broader field. Cr 3.

#### **HRD 622 Counseling Young Children**

This course is designed for students who desire training in counseling young children. Play media, socio-drama, creative drama, individual counseling intervention skills and working with small groups are the primary topics to be studied. Prerequisite: HRD 626. Cr 3.

#### **HRD 600 Human Resource Development in Organizational Settings**

Personnel directors, trainers, personnel counselors, career counselors, job designers, manpower forecasters, collective-bargainers, per-

formance evaluators and unit managers are among the many organization members who "develop" the human resources of a work organization. This course examines the theories of human development explicitly or implicitly held by holders of such positions, how divergent or compatible these views are and the probable effects on employees. The course particularly centers on approaches and tools managers use to develop the human resources of an organization in a conceptually consistent, effective, and humane way. A companion course to Human Resource Development in Community Settings, which looks at the interface between community organizations and their clients, this course focuses on the intersection between organizations and their employees. Cr 3.

#### **HRD601 Human Resource Development in Community Settings**

Schools, hospitals, employment agencies, welfare offices, home health agencies, rehabilitation centers, and social services agencies are among the various community based organizations whose work is helping people. The course examines the needs of people in urban and rural communities, the views of human need and development held by helping organizations, the problems organizations pragmatically encounter in helping people, and the consequences of these problems for citizen/ client groups. Attention is given to interprofessional, and inter-organizational approaches to improving community programs drawing from literature in community education, community health, community organization and similar fields. A companion course to Human Resource Development in Organizational Settings, which looks at the interface between organizations and their employees, this course focuses on the interface between organizations and their clients, the citizen of a community. Cr 3.

#### **HRD 603 Consultation**

This course is designed to introduce students to consultation skills that can be utilized for evaluating organizational structure and individual client management. A variety of theoretical approaches to the role of the consultant will be offered, including focus on behavioral observation, organizational development, relating to staff people as a consultant and communicating the results of a consultation. Prerequisite: Permission of the supervising professor. Cr 3.

#### **HRD 604 Life Span Development I**

Review of research and theory in examining the development of humans from conception through adolescence. The interaction of biological and environmental factors is considered in studying physical, cognitive and psychosocial development through this age span. Cr 3.

#### **HRD 605 Life Span Development II**

Review of theory and research on personality and cognition in adulthood and old age. Emphasis is on the historical transformation of adult roles, and the significance of marriage, family, child-rearing, work and social class in adulthood socialization. Cr 3.

#### **HRD 607 Introduction to School Guidance Services**

This is an introductory course for those intending to enter the field of school guidance and counseling. It is designed to consider the theoretical basis for guidance practices in elementary and secondary schools (K-12). This includes working collaboratively with the home, school, and community to meet the personal, educational and career concerns of students. Historical and social contexts along with philosophical issues and emerging directions of guidance will also be discussed. Cr 3.

#### **HRD 609 Seminar in School Counseling**

The seminar will afford students and practicing counselors an opportunity for intensive study of current problems and issues in the field of guidance. This course is restricted to those nearing the completion of a masters program in school counseling. Prerequisite: Permission of the instructor. Cr 3.

#### **HRD 610 Introduction to Rehabilitation Services**

This course includes basic concepts in rehabilitation/habilitation, evolution or rehabilitation, related legislation, exposure to rehabilitation agencies and facilities in Maine, and an overview of the rehabilitation process. Consultants are used to present rehabilitation from the perspective of the client, counselor, and agency. Cr 3.

#### **HRD 611 Medical Aspects of Disability**

This course focuses on disabilities common in the rehabilitation field - their causes, diagnostic methodology, prognosis, and treatment, as well as employment and "maximum potential" implications. Prerequisite: Permission of the instructor. Cr 3.

**HRD 612 Psychological Aspects of Disability**  
This course provides students with an understanding of the psychological elements related to the disability experience. The course considers adjustment to disability from an individual's perspective, with attention given to the impact of society and culture on this process. Cr 3.

**HRD 613 Counseling, Client Advocacy and the Law**

This course provides the framework to understand the rights and resources available to all individuals with emphasis on the handicapped. The course covers the pertinent federal and state legislation detailing the rights, responsibility and enforcement available under the law. Negotiation and mediation skills are also discussed. Cr 3.

**HRD 619 Seminar in Rehabilitation**

This course is designed for advanced students in rehabilitation and for practicing rehabilitation counselors. The seminar provides an overview of rehabilitation practice, with an emphasis on problematical issues. Topics may include casework management, vocational evaluation, administrative issues and utilization of community resources. Prerequisite: Permission of the instructor. Cr 3.

**HRD 620 Fundamentals of Counseling Skills**

This course emphasizes the development of fundamental counseling skills such as attending behavior, listening, reflection of feeling, paraphrasing and questioning. The course examines the process and content of the counseling interview as well as verbal and non-verbal factors which influence the interactions within the counseling relationship. Primary focus will be to help the student develop greater self-knowledge and skills in interpersonal communication within the counseling relationship. Prerequisite: Open to matriculated graduate students only. Cr 3.

**HRD 621 Fundamentals of Counseling Theory**

A seminar for those who are or will be engaged in psychological counseling in an educational or mental health type setting. Selected theories and techniques are closely examined. The research literature which has a bearing on the effectiveness or non-effectiveness of counseling is reviewed. Prerequisite: successful completion of HRD 620 or permission of instructor. Cr

**HRD 622 Counseling Young Children**

This course is designed for those students who desire training in counseling young children. Play media, socio-drama, creative drama, individual counseling intervention skills and working with small groups are the primary topics to be studied. Prerequisites: HRD 620. Cr 3.

**HRD 623 Behavioral Intervention: A Psycholinguistic Approach**

This course uses material from psychology, sociology, anthropology, computer science and other areas to develop a linguistic model and language or change in the counseling process. Patterns of successful communication in human interaction are investigated. Students from a variety of disciplines are encouraged to apply. Prerequisite: HRD 620 or its equivalent. Cr 3.

**HRD 624 Counseling the Adult Learner**

This course is designed for counselors, teachers, administrators and others in the helping professions who work with adults seeking personal/educational growth. The course will examine the process and content of the counseling interview, explore the problems/needs of adult learners and provide opportunity for application of counseling skills to problem areas. Cr 3.

**HRD 626 Group Process and Procedures**

The course focuses on the understanding of basic principles of group development and the recognition of the dynamics of group interaction. It also focuses on the improvement of personal interaction processes and their application to other group settings. Open to matriculated graduate students only. Cr 3.

**HRD 628 Introduction to Marriage and Family Counseling**

This course is an introduction to the structure and dynamics of the family, as well as methods of family intervention and counseling. The relevance of understanding and skill in the area of rehabilitation counselors and school counselors is emphasized. Methods of instruction include lecture, group discussion, role playing, and audio/video programs. Prerequisite: HRD 690 or permission of the instructor. Cr 3.

**HRD 630 Introduction to Adult and Continuing Education**

A survey course designed to introduce the student to the field of Adult Education. The

course examines the history, philosophy, and trends of Adult Education in the United States and worldwide. Particular attention is given to the many settings in which adult education is practiced, practitioner roles, and the learning needs of diverse adult audiences. Participants become acquainted with the professional organizations, resource centers, and communication networks through which adult education advanced as a field of professional education. Cr 3.

#### **HRD 631 The Adult Learner**

This course examines the social, psychological, economic, and cultural situation of the variety of adults served by adult education programs today. The aim of the course is to develop an andragogy, a theory of learning, which is applicable to adults in diverse circumstances and with diverse goals, needs, and styles of learning. Attention is given to stages of adult growth, the development of learning goals, learning environments, and to a variety of theories on learning. This course is required for potential adult educators and is strongly recommended for all students in the Adult Education Program. Cr 3.

#### **HRD 632 Curriculum Construction for Adult Learners**

A guided experience in the practice of determining educational needs of the individual, or the organization, or of the community and translating these into learning programs of identifying, selecting and organizing resources and activities and evaluating the results. Cr 3.

#### **HRD 633 Managing Adult & Continuing Education Programs**

The purpose of this course is to study basic administrative skills necessary for the execution of an adult education program based on assessed needs of the community. The areas of concern include: a) goal-setting; b) coordination of human and physical resources including supervisory techniques, planning in-service needs and devising linkage systems; c) federal and state project development; and d) public relations management. Cr 3.

#### **HRD 634 Materials and Methods for Adult Education and Human Resource Development**

This course acquaints the student with current instructional packages available for Adult Education and Human Resource Development programming. Special atten-

tion is given to Adult Basic Education materials, High School Equivalency Diploma programs, and English as a Second Language programs. However, each student is enabled to identify, access, use, and evaluate the types of materials most useful in his specialty field. This course is recommended for teachers and directors of Adult Education programs. Cr 3.

#### **HRD 635 Training and Staff Development**

This course acquaints the student with the organization, staffing, functions, methods and techniques of training and staff development units in modern work organizations. Attention is given to the development of in-service training programs for key levels of staff such as supervisors, managers, front-line workers, and support staff. Special emphasis is given to the systematic relationship of the training office to other human resource development functions in contributing toward an effective organization and a supportive climate in which to work. Cr 3.

#### **HRD 636 Continuing Education for the Professions**

This course enables the student to develop pertinent, quality continuing education programs for professionals in such fields as Education, Nursing, Medicine, Social Work, Law, Psychology, Allied Health, and other helping professions. After a shared process of studying the social, historical, and political forces which shape professions, students examine in depth and current context, needs, constraints, methodologies, credential-lying systems, and instructional packages pertaining to a particular profession of interest to them. Students gain a broad understanding of professional education in general and a specific competence in at least one professional field. Cr 3.

#### **HRD 649 Seminar in Adult and Continuing Education**

This seminar addresses current issues, problems and topics in Adult Education and Human Resource Development. Participants are to select, develop and present topics of interest to them as well as benefit from presentations prepared by the instructor. Usually taken toward the end of the program, this seminar is an opportunity to apply their knowledge and skill to problems of current interest in the field of adult education. Prerequisite: Permission of the instructor. Cr 3.

**HRD 665 Psychological Measurement and Evaluation**

This course focuses on group tests and related measurement techniques. The course content includes a review of the history of testing, current issues, fundamental statistics for understanding and evaluating tests, selected aptitude, intelligence, achievement, interest and personality evaluation measures. Cr 3.

**HRD 666 Individual Assessment: A Holistic Approach**

The design of this course is to explore the principles, purposes and application of individual assessment. The course content includes instrument selection and evaluation, data interpretation, and intervention strategies in the following areas: academic skills, intellectual functioning, psychomotor performance, medical and family history, and social development. A case study format is used. Emphasis is placed on a holistic approach to data collection, interpretation and intervention. This is a basic orientation course for educators and others involved in planning specialized programs for individuals. It is not intended to produce skills in test administration. Prerequisites: HRD 665 and EDU 600 or equivalents. Cr 3.

**HRD 670 Career Information in the Schools**

This course examines the role of the school counselor in implementing career education, career guidance counseling programs, K-12. Emphasis is on understanding theories, systems, materials, activities and techniques for fostering career awareness, recognition of factors influencing career choices and ultimately facilitating possible career decisions. Cr 3.

**HRD 671 Vocational Aspects of Disability/ Placement in Rehabilitation**

This course involves the practical application of job selection, analysis, modification, and development for the counselor of handicapped persons. The role, function and technique of the rehabilitation counselor in job placement of severely disabled persons will be examined. Employer and/or industry site visits may be arranged. Cr 3.

**HRD 676 Human Learning**

The aim of this course is to study the basic principles of learning as they relate to human behavior. Consideration is given to learning theories, related research and their application to the field of education. Emphasis is on student development of a theoretical position

which will include a range of methods and approaches for personal educational practice. Cr 3.

**HRD 677 Human Sexuality for Counselors**

The aim of this course is to provide information about human sexuality, to heighten an individual's awareness of their own sexuality and of sexual issues, and to integrate this knowledge to improve the overall effectiveness of their counseling skills. The course is designed to explore a wide spectrum of sexual behaviors and to examine the relationship between sexuality, self-esteem, sex roles and life styles. Emphasis is placed on developing an awareness of personal values associated with human sexuality. Prerequisite: HRD 620 or its equivalent. Cr 3.

**HRD 678 Sex Role Issues in Human Services**

This course examines the impact of sex roles and sex role stereotypes on the development, understanding, and treatment of psychological problems. Biases in psychological theories and attitudes of professionals have often reflected the sexism of society at large, and these explanations of human motivation and behavior may not sufficiently describe mental health problems today. Thus, the course focuses on the role of human services professionals in promoting and understanding these concepts. Cr 3.

**HRD 680 Institute on Group Counseling**

The course is an extension of basic knowledge and practice in the fundamentals of group dynamics and leadership. Emphasis is on the development of concepts, attitudes, and skills necessary to understand and use counseling groups within a variety of settings. Course time is spent as a group participant, as well as in didactic instruction. Extensive reading and a paper are required and due subsequent to the conclusion of the course. Prerequisite: HRD 626 or equivalent and permission of the instructor. Cr 3.

**HRD 686 Internship and Counselor Education**

This course provides an opportunity for the student to integrate formal coursework with on-the-job experience in selected helping institutions. The course may be taken for 1 to 12 credit hours and is a post-practicum (HRD 690) experience. Prerequisite: Approval of the supervising professor. Cr 1-12.

**HRD 687 Internship in Adult Education**

Designed to provide professional experience in the student's selected area of concern. A

plan for the internship is presented for approval to the student's adviser. On approval, the intern completes his/her planned program under the supervision and evaluation of a responsible person for the internship assignment. Cr 1-12.

#### **HRD 690 Individual Counseling Practicum**

This course is an intensive supervised experience in applying professional knowledge and skills to the practice of counseling with individuals. Role playing, video tapes, audio tapes and demonstrations are used in helping each student develop an integrated counseling style. Prerequisite: Approval of the supervising professor. Cr 3.

#### **HRD 691 Group Counseling Practicum**

This course is designed to be an intensive supervised experience in applying professional knowledge and skills to the practice of counseling with groups. Role playing, video tapes, audio tapes and demonstrations are used in helping each student develop an integrated leadership style in working with groups. Available only to students who have completed a Practicum in Individual Counseling. Prerequisite: Approval of the supervisory professor. Cr 3.

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

This course provides students the opportunity to pursue a project independently planning and exploring an area of interest within the field of Human Resource Development. The project must be field based, intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the faculty supervisor. An approved proposal is a necessary prerequisite to registration. Cr 1-6.

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

This course provides students the opportunity to pursue a project independently, planning and exploring a topic of interest within the field of Human Resource Development. The project must be library based, intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to register. Cr 1-6.

#### **ASTR 587 Astronomy for Teachers**

An exploratory course designed for profes-

sional classroom teachers. Emphasis on general topics, concepts and principle as well as current information about the solar system, stellar evolution and cosmology. Includes laboratory exercises, use of current publications in the field and preparation of projects adaptable for classroom use. Cr 3.

#### **CS 528 Computer Programming I**

Programming techniques employing BASIC and FORTRAN languages. Applications will be primarily from elementary school mathematics topics and statistics. Cr 3.

#### **GEOL 525 Geology of Maine**

A survey course of the physical and historical geology of the State of Maine covering the following general topics: development and structure of the bedrock; formation and changes of our mountains, lakes and valleys, stressing glacial effects; description of the state's minerals, fossils and soil resources. A day-long field trip will be a required part of the course. Cr 3.

#### **HIST 500 Historical Method**

Required for an MA in History. A seminar which combines training and practice in methods of research and writing of history. The course will deal with the nature of historical evidence; critical use of sources; and methods of organizing, synthesizing and presenting conclusions. All kinds of traditional documentary and printed sources are analyzed and new quantitative and psycho-history approaches are introduced.

#### **HIST 510 United States Since 1938**

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 512 Totalitarianism**

A seminar in which the 20th century phenomenon of totalitarianism is analyzed through in-depth historical case studies of Nazism and Soviet Communism. Such topics as the leader (Hitler/Stalin), the party (Nazi/Communist), the enforcement operation (SS/NKVD etc), concentration camps and Gulag Archipelago, propaganda techniques and results, internal administrative organization and war machines (Wehrmacht/Red Army) will be included. Open to juniors,

seniors and graduate students with background in 20th century European history and political science. Cr 3.

**HIST 534 Maine History and Travel**

This course provides an opportunity to pursue independent study in Maine history (especially southern Maine) since 1820. Given largely on Fridays and Saturdays in the Summer. There will be discussions, oral reports and field trips to a variety of sites located in easy range of USM. Cr 3.

**HIST 563 Africa Through Its Literature**

An examination of how African history has been portrayed through novels. Both historical recreation novels and books reflective of the societies which produced them are used, with particular emphasis on English speaking Africa. Cr 3.

**HIST 566 Italy: The Fascist Experience**

A continuation of Italian history from World War I to contemporary times. The political aspects will stress the rise of the Fascist state, the fall of Mussolini and the post-war era. The literature of such figures as Pirandello, Svevo, Levi and Moravia will be examined: as well as Italian historical writings. Cr 3.

**MS 502 Number Systems**

An intuitive approach to the number systems with the aid of manipulative materials. Topics included: sets and relations; systems of whole numbers; intergers; rationals and reals; numeration systems; elementary number theory; and related topics. Cr 3.

**MS 504 Informal Geometry**

An investigation of geometric concepts with the aid of manipulative materials. Topics included: congruence; measurement; parallelism and similarity. Concepts to be presented at first intuitively, then as part of an automatic system. Prerequisite: MS 502. Cr 3.

**MS 509 Topics in the History of Mathematics**

The history of certain topics in arithmetic, geometry, number theory and algebra. Cr 3.

**MS 514 Analysis I**

The first of a two-semester sequence designed to give a thorough background in elementary analysis. Topics included: field properties, analytical geometry, continuity and intuitive differentiation. Prerequisite: MS 508, MS

505, MS 515, Analysis II a continuation of MS 514. Cr 3.

**MS 549 Selected Topics in Mathematics**

A course designed to provide enrichment topics for the elementary teacher. The course includes such topics as Awareness Geometry, Transformation Geometry, Analysis of Shapes, Number Theory and measurement. The course is actively based and involves activities which may be implemented into the classroom. Cr 3.

**MSED 512 Newer Practices in Elementary Mathematics**

Provides specific aid in teaching modern mathematics throughout the elementary grades. Includes study and use of new devices, materials and textbooks, as well as classroom procedures. Cr 3.

**MSED 513 Laboratory and Field Experiences in Mathematics Education**

Supervised practicum where students will be designing and developing sequences of mathematics concepts and learning activity packages. Prerequisite: MSED 512. Cr 3.

**MSED 539 Metric Education**

An introductory course designed to acquaint elementary and middle school teachers with the functional techniques and strategies for teaching the rudiments of the metric system. The primary focus will be on the metric measurements for length, area, volume (capacity), mass (weight) and temperature. Cr 3.

**MUS 520 Topics in Music History, 530 Topics in Music Theory**

These courses investigate some specific area from the broad academic disciplines of music history and music theory (the topic for a given semester's course is determined by the needs and background of students expected to enroll). Such work not only assists students in acquiring in-depth knowledge and understanding of the specific subject involved, but also provides a model for procedure in such a study for future self-instruction by the serious advanced student. Topic courses may be taken more than once, assuming that each time a student enrolls a different topic is under investigation. Cr 3.

**MUED 520 Problems in Administration and Supervision**

A study of the origin and history of music

supervision and of the forces affecting present public school music education. Course includes practical and philosophic concepts to provide a basis for evaluation of the supervisory process. Cr 3.

**MUED 521 Workshop in Music Education**

An intensive study of current approaches to music instruction, emphasizing development of skills and techniques for the music teacher. Offered during the summer months. Cr 3.

**MUED 522 Current Trends in Music Education**

This course is designed to provide in-depth study of contemporary advances in instructional methods in music and to provide the music teacher with the means to evaluate their effectiveness in different circumstances. Cr 3.

**MUED 523 Seminar in Music Education**

Provides a graduate level seminar in a particular area of concern for music teachers. Description of the area covered is provided in the course guide for semesters in which the course is offered. Cr 3.

**OCN 599 Oceanography**

The origin and the extent of the oceans and their relations to man: the cause and effect of current and tides. The animal and plant life in the sea; the nature of the sea bottom; the chemical nature of sea water. Cr 3.

**PSCI 501 History of Science**

A study of the historical development of the sciences from earliest records to the mid-twentieth century. The methods of scientific discovery; the role to controversy, institutions, and governments; the interrelationship

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.

**PSCI 596 Ecology of Maine**

An emphasis is placed upon the influence of climate, rocks, soil and water upon natural succession and classification of communities of plants and animals in the State of Maine. Topics will include competition, predation and other factors relating to population, size and dispersion. Applications of ecological principles are related to human problems of the state. Cr 3.

**SCED 555 Instrumentation Practicum**

A laboratory oriented study in the operation and application of modern instruments used in both life and physical sciences. Cr 3.

**SCED 556 Biology Practicum**

The basic theme of this program will be to gain an understanding of many aspects of the local environments. Field investigation of a variety of ecosystems will be undertaken utilizing various sampling and analyzing procedures. Comparisons will be made between ecologically stressed and undisturbed areas. Cr 3.

**SCED 589 Science Education**

The application of current learning theory to the teaching of science for graduate students and in-service teachers with involvement in topics such as unit analysis, program evaluation, design of curriculum, assessment of teaching activities, development of reasoning, current research and emerging trends. Cr 3.

## School of Law

*Dean:* L. Kinvin Wroth; *Associate Dean:* Martin A. Rogoff

*Professors:* Delogu, Gregory, Loper, Potter, Rogoff, Ward, Wroth, Zarr;  
*Associate Professors:* Brett, Carson, Cluchey, Freehling, Friedman, Kan-



doian, Lang, Seibel, Shulman; *Lecturers*: Hornby, Morris, Priest, Rimmel, Rieser, Wernick; *Adjunct Professors*: Hudon, Petruccelli.

The University of Maine School of Law is a small school that offers high quality legal education to a carefully selected student body. The Law School is fully accredited by the American Bar Association and is a member of the Association of American Law Schools. Established at Portland in 1961, the Law School is the successor to the University of Maine College of Law which existed in Bangor from 1898 to 1920. It is an administrative unit of the University of Southern Maine, but, as the only law school in the state, has responsibilities to the statewide University system. The school is located in a modern building, fully accessible for handicapped students, that provides excellent facilities for classroom and seminar discussion, library research, moot court participation, clinical practice, legal publications, and student activities. The Law School shares the building with the University of Southern Maine's Center for Research and Advanced Study and the certain administrative offices.

The Law School offers a three-year, full-time program leading to the juris doctor degree. It has no evening division. The weekly class schedule consists of about 14 hours distributed throughout both morning and afternoon, Monday through Friday, and occasionally on Saturday morning. The Law School has recently established a limited part-time program on an experimental basis.

The School's faculty consists of 15 full-time instructors who have received their formal legal training at leading national law schools. Most faculty members also have experience gained in judicial clerkships, private practice, or government service. The faculty is drawn from many specialties and represents a diversity of backgrounds and interests. There is a highly favorable student-faculty ratio of under 15 to 1. Faculty members are engaged in a wide variety of professional activities which assures freshness and relevance in their classroom teaching. Some members of the faculty are active scholars, publishing frequently in legal periodicals. Many serve as advisors to various legislative and professional committees or as members of governmental commissions. Faculty members also participate in public interest litigation and play active roles in policy formation.

The Donald L. Garbrecht Law Library, named for the law librarian who served the school from 1963 to 1979, contains over 175,000 volumes, a sound working collection of legal and collateral materials. The law library supports law school curricular needs, as well as in-depth student and faculty legal research and writing.

The School averages 75-80 students per class, of whom approximately 40 percent are women; the number of students in the School is about 225, making it one of the smallest in the country. The student body is remarkably varied in age, professional and academic experience, and background. Students are drawn from a large number of colleges and universities throughout the nation. The academic quality of entering students has been improving steadily. Classes entering in recent years had a median score on the Law School Admission Test of approximately 38 (or 640) and a median undergraduate average of B plus.

Admission to the Law School is based primarily on criteria that measure the applicant's promise of law school and professional success. The applicant's entire record is reviewed. Many factors are considered: the applicant's overall college and graduate performance; Law School Admission Test (LSAT) and other test scores; extracurricular activities; work experience; cultural, physical, or social condition which the applicant has experienced. The Law School seeks to assure a diverse and representative student body as a part of, and consistent with, its public, educational, and professional responsibilities. Only those applicants who offer the prospect of success in

the study and practice of law are admitted. To be considered for admission as a candidate for the J.D. degree, an applicant is required to hold a bachelor's degree from a college or university accredited by one of the regional associations of colleges. Beginning students are admitted to commence their studies only at the opening of the fall semester in September.

For more information on the Law School, contact the Office of the Assistant Dean, University of Maine School of Law, 246 Deering Avenue, Portland, Maine 04102 (207) 780-4345.

# School of Nursing

*Dean:* Audrey J. Conley; *Associate Dean:* Carla H. Mariano

*Professors:* Conley, Carper; *Associate Professors:* MacPherson, Mariano; *Assistant Professor:* Greenleaf; *Instructor:* Peake-Godin  
*Director, School of Nursing Learning Resource Laboratory:* Sarah Whitney

## Master's Program in Nursing

### *Summary of School of Nursing Philosophy*

The philosophy of the School of Nursing incorporates these beliefs:

Professional nursing practice focuses upon assisting individuals, families, and communities to achieve a state of optimal health. The maintenance of optimal health involves a dynamic interaction among the individual, family, community, and environment. Optimal health includes a state of positive biological, psychological, social, and cultural growth throughout the life cycle. The existing and emerging roles of the professional nurse are in the areas of health promotion, maintenance, and restoration. Within each of these roles, there need be an application of the nursing process, and skills in leadership, advocacy, research and collaboration.

Learning is a process of interaction between the individual and the environment which results in affective, cognitive, and psychomotor changes. The learning relationship between the teacher and student requires a shared commitment to clearly identified program and course objectives. The learner has an opportunity to develop personal learning objectives within the framework of the program and to select learning experiences in order to meet program objectives. Throughout the entire learning process, evaluation is shared by the teacher and learner.

The graduate of the program will be prepared to practice professional nursing with all age groups in a variety of settings; collaborate with consumers and health professionals to improve health care delivery; and contribute to the improvement of the practice of professional nursing.

### *Overview*

The School of Nursing offers a master of science degree (M.S.) program in nursing. The aims of the School of Nursing's graduate program are to: prepare professional nurses for roles of leadership in nursing practice, education and administration; and provide a foundation for doctoral study in nursing.

The program offers students both an advanced practice component focusing upon families in crisis and a choice of a functional role component in in

either education, administration or primary care practice. The following are integral elements of the master's degree program in nursing: total health assessment; communication, health promotion and leadership skills; organizational and system analysis skills with application to health care facilities and educational institutions; emphasis on social, political, and economic factors influencing health and health care delivery; research and theory development in nursing; and an holistic, multidisciplinary approach to learning and practice.

### ***Objectives***

The master's degree program in nursing prepares professional nurses for roles of leadership in nursing practice, education, and administration by enabling the graduate to:

1. synthesize theories and advanced knowledge from nursing; physical, behavioral, and social sciences; and the humanities to support advanced nursing practice and role development;
2. demonstrate expertise in a particular area of nursing practice;
3. demonstrate competence and skills related to a specific functional role in either education, administration, or primary care;
4. demonstrate initial competence in conducting research in nursing;
5. contribute to the expansion of nursing knowledge and theory through scholarly inquiry;
6. plan and initiate needed changes in the health care system and in the practice and delivery of health care through appropriate leadership and political strategies;
7. engage in collaborative, multidisciplinary relationships with consumers and other health professionals for the purpose of improving health care;
8. assume a role in the futuristic development of professional nursing and interpretation of same to others within the profession, to other disciplines, and to the public;
9. assume responsibility for continued professional and self development.

### ***Admission***

Admission to the master of science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate degree program, scholastic achievement, professional experience, interest, motivation, and references are predictive of success with graduate study.

#### ***Requirements for Admission***

Recommendation for admission to the master's degree program in nursing will be based on the following:

1. A baccalaureate degree with a major in nursing from a National League for Nursing accredited program. Registered nurses from an NLN accredited program who hold a baccalaureate degree in a discipline other than nursing will be given the opportunity to demonstrate baccalaureate-level nursing knowledge and practice.
2. A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
3. A score of 55 points or above on the Miller Analogy Test or combined aptitude scores of 1,000 (V, Q)/1500 (V, Q, A) or above on the Graduate Record Examination. (Scores submitted must be for tests taken within the last five years.)
4. Three letters of reference reflecting professional practice and academic achievement.
5. A course in introductory statistics completed prior to enrollment.
6. Evidence (photocopy) of current licensure as a registered professional nurse and eligibility for licensure in Maine.
7. Evidence (photocopy) of professional liability insurance.
8. One year of clinical nursing practice preferred.
9. A completed application.

A personal interview with graduate faculty of the School of Nursing may be scheduled following a preliminary faculty review of all required admission materials. Individual consideration will be given to each applicant based upon the total profile presented.

#### *Transfer Credit*

Transfer credit may be approved only at the time of admission and must be requested in the admission application. Up to a total of nine (9) hours of graduate credit with a grade of "B" or above may be approved as transfer credit. Credits earned more than three (3) years prior to matriculation will not be approved as transfer credit.

#### *Fees*

A \$15 materials fee is required when students are enrolled in: NUR 600 Total Health Assessment; NUR 641 Advanced Health Assessment; NUR 610 Clinical Practicum; NUR 620, 630, or 640 the Functional Component Practica.

#### *Health Clearance*

Students are required to have the Medical History and Physical Examination forms completed and on file at the University of Southern Maine Student Health Services prior to entry into the clinical practicum. Forms can be obtained from the University of Southern Maine Student Health Services.

#### *Professional Liability Insurance*

Students are required to have professional liability insurance.

### ***Program and Requirements***

The graduate program in nursing is four academic semesters in length. Both full-time and part-time study are available. A total of 54 credit hours, including a thesis, is required for completion of the master's degree program in nursing. Students must complete the program within six years.

Core Requirements			Credit Hours
NUR	600	Total Health Assessment	3
NUR	601	Crisis Theory	3
NUR	602	Family Theory	3
NUR	603	Research and Data Analysis	3
NUR	604	Theory Development in Nursing	3
NUR	605	Issues and Trends in Health Care	3
*NUR	606	Dynamics of Change: Organizational Theory	3
NUR	610	Clinical Practicum in Families in Crisis	6

(Prerequisites to the Clinical Practicum: NUR 600, 602, 604; prerequisite or concurrent NUR 601, 603)

Electives or Support Cognates	<u>6</u>
	33

#### **Functional Role Component Requirements**

In addition, students will choose one of the following functional areas:

<i>Nursing Administration</i>	<i>Credit Hours</i>
A course in economics is prerequisite to this functional area. NUR 505 Topics in Health Care Economics meets the economics prerequisite requirement.	

NUR 620	Practicum in Nursing Administration	6
NUR 623	Analysis of Public Policy Related to Health Care Delivery	3
*MBA 643	Organizational Development	3
*MBA 651	Industrial Relations and Personnel Management	3
		<u>15</u>

#### *Nursing Education*

NUR 630	Practicum in Nursing Education	6
*NUR 632	Strategies of Teaching in Professional Education	3
*HRD 632	Curriculum Construction for Adult Learners	3
HRD 631	The Adult Learner	3
		<u>15</u>

#### *Primary Care*

NUR 640	Practicum in Primary Care	6
NUR 642	Advanced Health Assessment	3
NUR 643	Concepts in Primary Care	3
NUR 644	Management and Health Teaching of Groups	3
		<u>15</u>

\*Equivalent course may be substituted.

NOTE: Students must complete NUR 601, 602, 603, 604 before taking courses in the functional area.

#### Thesis Requirements

NUR 615	Problem Development Seminar	2
NUR 616	Thesis Development Seminar	2
TH 690	Thesis Advisement (credit not counted toward degree)	2
TH 699	Thesis	2
		<u>6</u>

#### **NUR 600 Total Health Assessment**

The purpose of this course is to develop the knowledge and skill necessary to conduct an in-depth bio-psycho-social-cultural assessment of an individual. Emphasis will be placed on data collection through development of communication, interviewing, history taking and physical examination skills.

Cr 3.

#### **NUR 601 Crisis Theory**

This course will trace the historical development and theoretical formulations of crisis theory through its various stages. This theory will then be applied to analyze the impact of crises on the individual and family as well as economic, social and nursing systems. Theory-based interventions will be explored and applied.

Cr 3.

#### **NUR 602 Family Theory**

This course will examine the relationship between the family and society. A variety of theoretical approaches will be utilized: functionalist, psychodynamic, psychoanalytic,

socialist and feminist. Dysfunctional family patterns and emerging family forms will also be addressed. An underlying theme of the course is the family as a basis for sex role divisions and the possibilities for change. Cr 3.

#### **NUR 603 Research and Data Analysis**

Research problems in health care, appropriate methodologies and designs, and ethical implications will be explored with an emphasis on the relationship between theory, practice and research. Qualitative and quantitative data analysis will be included. Students will be introduced to the utilization of computers in data processing. Prerequisites: Introductory Statistics, NUR 604 or permission of instructor. Cr 3.

#### **NUR 604 Theory Development in Nursing**

An examination of the characteristics (nature) and use of theories and models and the process of theory development. Emphasis on the analysis of selected nursing models and theories and their relationship to practice and research. Cr

**NUR 605 Issues and Trends in Health Care**  
Contemporary issues and trends in health care will be explored, taking into account relationships among personal, environmental and policy influences. Health care services will be analyzed using regional, national and international comparisons. Proposed models of health care delivery and changing roles of consumers will be examined. Cr 3.

**NUR 610 Clinical Practicum in Families in Crisis**  
Focus on families in crisis with major physical, emotional and social health problems. Emphasis on analysis of data for assessment, planning, implementing, and evaluating nursing care in institutional or community settings. The setting will be chosen by the student in collaboration with a graduate nursing faculty member and based on the particular needs and clinical interests of the student. Prerequisites: NUR 600, 602, 604. Prerequisite or concurrent: NUR 601, 603. Cr 6.

**NUR 615 Problem Development Seminar**  
Advisement in the identification and refinement of a specific problem area for the thesis. Cr 2.

**NUR 616 Thesis/Research Development Seminar I**  
Exploration of proposal development for the thesis. Cr 2.

**TH 690 Thesis Advisement**  
Candidates for the master's degree who have completed most of the coursework requirements; whose thesis proposal has been approved; who are receiving faculty advisement; and who are utilizing library and research facilities must register for TH 690 each semester until completion of the thesis. Cr 2, not counted for degree.

**TH 699 Thesis**  
Students who have completed the research and writing of the thesis must enroll in TH 699 for the semester during which they will defend their thesis. Cr 2.

**NUR 623 Analysis of Public Policy Related to Health Care Delivery**  
Political, economic and ethical frameworks will be used to analyze public policies related to health care delivery and nursing practice. Special attention will be given the role of the nurse manager/administrator in influencing and operationalizing policy. Cr 3.

**NUR 642 Advanced Health Assessment**  
Management of common primary care health problems of individuals/families/groups will be discussed utilizing a problem-oriented approach. Health problems/concerns will be analyzed and appropriate interventions with evaluation strategies will be developed. Prerequisites: NUR 600, 601, 602. Cr 3.

**NUR 643 Concepts in Primary Care**  
The purpose of this course is to discuss/analyze concepts and issues related to primary care. The focus of the course will be on individual client-provider concerns as well as issues related to modes of health care delivery and legislative impacts. Cr 3.

**NUR 503 The Women's Health Movement**  
This course will address the historical development of the women's health movement as well as its present structure and politics. The objectives of this course are to: familiarize students with the growth and development of a vigorous, contemporary social movement and to stimulate interest in students regarding the movement, both theoretically and experientially. Cr 3.

**NUR 505 Topics in Health Care Economics**  
This course will provide a basic understanding of economic perspectives and concepts as they apply to health care delivery. Students will examine assumptions underlying orthodox, institutional and radical economic theories. Selected health care topics will be analyzed. Prerequisites: For undergraduate students, permission of instructor. Cr 3.

**NUR 520 Ethical Issues in Health Care**  
Analysis of selected contemporary ethical issues confronting health care professionals. Examination of major ethical theories and principles and related decision-making models. Cr 3.

**NUR 550 Advanced Applied Pathophysiology**  
This course will study the mechanisms and manifestations of disease within each of the major organ systems. Primary care diseases will be stressed. Lectures will introduce theoretical concepts of pathophysiology and develop an epidemiological framework. Periodic clinical pathological conferences (CPC's) will enable the student to do applied pathophysiology in a seminar setting. Prerequisites: Anatomy and Physiology, 2 semesters or 8 credits. Basic Pathology or permission of instructor. Cr 3.

# Public Policy and Management Program

*Director:* Mark R. Shedd

The University of Southern Maine will offer a master's degree in public policy and management beginning in September 1984; a doctorate will be offered starting in 1987.

The public policy and management program is designed to offer students the opportunity to prepare for leadership careers in public policy analysis, development, and management. The program seeks to:

- help meet the needs of public agencies and organizations for professionals with the skills, knowledge, and commitment to deal creatively and effectively with the vital and complex issues of public policy and management.
- emphasize the critical role of leadership and entrepreneurship in directing and revitalizing established organizations as well as in designing and implementing new programs and organizations;
- provide opportunities for creative exchanges between leaders of government at all levels and participants in the program;
- enlist the services of a wide range of public leaders and educators in public policy to enrich the program; and
- create a center of excellence for teaching, research, and public service which can assist public institutions and agencies in Maine and elsewhere.

The program will focus primarily on regional, state, and local policy in the context of national and international political and economic change. It will emphasize policy analysis and development, public management, policy implementation, and the ethical dimensions of public leadership. There will be two primary themes in the program: (1) public policy and management in the human services, health and education, and (2) economic and resource development.

The master's program will consist of 60 credit hours including coursework, public policy research and management projects, and an internship. Experience equivalent to course content or graduate work elsewhere will be considered by program faculty in accord with University graduate credit policies. The doctoral program will be a highly individualized course of study for a small number of selected students who have completed the master's program or its equivalent.

## *Program of Study*

Basic requirements of the master's degree will consist of:

- core courses
  - elective courses that enable the student to develop an individualized program of study in a selected skill or policy area (e. g. economic analysis, health policy)
- integrative workshops, research projects, and an internship that provides students with applied public policy and management experiences.

*The core curriculum* will define a body of knowledge and skills that are fundamental to the student's ability to assume a role in public policy development and management. The courses will focus on policy analysis, public management, and ethical and legal dimensions. Selected core courses will include: Political Analysis; Economic Analysis; Research Methods and Statistics; Public Management and Finance; Psychology of Individuals and Groups; Legal and Negotiation Skills; Leadership and Organizational Systems; Ethics and Public Policy; and Strategic Planning.

*Elective courses*, internships, research projects, and independent study will enable the student to develop a specialization in a substantive policy

field or skill area. Among these special areas are human services, economic and community development, health care, marine resource management, environmental policy, and educational policy; also, public finance and management, economic analysis, and political analysis.

Courses will be arranged with other graduate programs, including the School of Law, School of Business, Economics and Management, College of Education, School of Nursing, and College of Arts and Sciences.

*Research projects, workshops, and internships* will provide the students direct experiences in substantive policy fields and problem-solving situations for synthesis and application of analytical and managerial knowledge and skills.

For further information, write: Mark R. Shedd, Director, Public Policy and Management Program, University of Southern Maine, 96 Falmouth Street, Portland, Maine 04103.

## Graduate Programs Offered in Cooperation with the University of Maine at Orono

Through a cooperative arrangement with the University of Maine at Orono, it is possible for students at the University of Southern Maine to engage in graduate work in the fields of history and electrical engineering. For application policies and procedures, please refer to the appropriate paragraphs in the following sections.

### Master of Arts in History

*Professors:* Schleh, Young; *Associate Professors:* Bibber, Eastman, Padula, Whitmore.

Graduate students may take courses at the University of Southern Maine to satisfy the requirements of the master of arts in history degree offered by the University of Maine at Orono.

Applications should be made through the University of Maine at Orono. An acceptable undergraduate record and satisfactory scores on the Graduate Record Examination in history are required. Application forms may be obtained by contacting the History Graduate Advisor, Joyce K. Bibber, 300 Bailey Hall, Gorham Campus, telephone 780-5320.

M.A. degree candidates select a particular field of concentration within the general field of history; fields available at the University of Southern Maine include American and world history. Candidates may follow one of two options for the M.A. degree. The thesis option requires thirty hours of coursework, at least six of which will be thesis credit, and submission of a thesis drawn from the field of concentration. The non-thesis option requires



satisfactory completion of thirty hours of coursework, of which at least six hours must be graduate research seminars, and the successful completion of a comprehensive oral examination on courses taken for the degree.

The History Department attempts to schedule one graduate course each semester, and one or more undergraduate/graduate courses each semester and each summer. Individual directed reading and independent study courses offer other options.

The following courses and seminars are offered by the History Department of the University of Southern Maine. Course numbers are those of USM. In planning a graduate program, the student should consult the History Graduate Advisor to ensure that courses and seminars are selected in such a way as to fulfill the requirements of the graduate program.

#### Courses

HIST	510	United States Since 1928
HIST	512	Totalitarianism: Nazism and Soviet Communism
HIST	514	European Revolutionary Tradition Since 1789
HIST	533	The American Home
HIST	541, 542	American Social and Intellectual History I and II
HIST	562	Contemporary Africa
HIST	563	Africa Through Literature
HIST	566	Italy: The Facist Experience
HIST	572	Germany to 1945
HIST	573	Germany Since Hitler
HIST	581	U.S. - Latin American Relations
HIST	583	Cultural History of Latin America
HIST	594	Selected Topics: The Novel and History

#### Reading Seminars

HIST	613	Civil War: The Military Experience
HIST	614	Topics in Twentieth Century U. S.
HIST	615	Topics in Maine History
HIST	616	Topics in U. S. Diplomacy
HIST	632	Topics in Chinese History
HIST	633	Topics in South African History

#### Research Seminars

HIST	651	Seminar in American Colonial History
HIST	652	Seminar in U. S. History 1780 - 1850
HIST	653	Seminar in U. S. History 1850 - 1916
HIST	654	Seminar in U. S. History 1916 - present
HIST	661	Seminar in 18th Century European History
HIST	662	Seminar in 19th Century European History
HIST	663	Seminar in 20th Century European History
HIST	665	Seminar in New England History
HIST	671	Seminar in Latin American History
HIST	672	Seminar in Asian History
HIST	673	Seminar in African History
HIST	696	Directed Readings in History
HIST	697	Graduate Thesis in History
HIST	698	Independent Study (non-thesis research)

#### **HIST 514 The European Revolutionary Tradition Since 1789**

A seminar analyzing modern European revolutionary theory, revolutionary leadership, and the dynamics of revolution, including

the role of the revolutionary crowd. Open to seniors, graduate students, and others by permission. Prerequisite: at least six hours of European history or equivalent in unusual cases. Cr 3.

**HIST 522 The American Revolution**

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. Open to undergraduate and graduate students. Prerequisite: HIST 131 or permission. Cr 3.

**HIST 533 The American Home**

A survey of U.S. domestic architecture, considering the influence of changing tastes, as well as climate and technology, on the buildings in which Americans have lived. Attention will be given to the historical styles as illustrated in the homes of the well-to-do, but attempts also will be made to look carefully at where and how "the people" lived. The approach will include slide-illustrated lectures and on-the-spot observation. A project of some variety will be required. Open to undergraduate and graduate students. Prerequisite: six hours of U.S. History. Cr 3.

**HIST 534 Maine History and Travel**

This course provides an opportunity to pursue independent study in Maine history (especially southern Maine) since 1820. Given largely on Fridays and Saturdays in the Summer. There will be discussions, oral reports and field trips to a variety of sites located in easy range of USM. Cr 3.

**HIST 556 World Wars I and II: European War and Diplomacy**

A study of the origins, course, and consequences of the First and Second World Wars. The questions of inevitability and responsibility, the nature of total war, the workings of alliances, the effect of the military upon politics, the wisdom of the peace settlements, and the impact of war upon European society are among the subjects to be considered. Prerequisite: HIST 102, 132 or permission. Cr 3.

**HIST 573 Germany Since Hitler**

After intensive analysis of the impact of the Nazi era and World War II on Germans, the course analyzes the two German states in terms of: (a) their emergence, 1945-1949, and effects of the Cold War and occupation on each; (b) their political, economic, and social development since 1949; (c) the role of the Federal Republic of Germany in relation to the West and the role of the German

Democratic Republic in the Communist bloc; (d) their relations with each other; (e) intellectual and cultural developments in both. Open to undergraduate and graduate students. Prerequisites: six hours of European history or international relations. HIST 272 desirable. Cr 3.

**HIST 600 Historical Methodology**

A seminar which combines training and practice in methods of research and writing of history. The course will deal with the nature of historical evidence; critical use of sources; and methods of organizing, synthesizing, and presenting conclusions. All kinds of traditional documentary and printed sources are analyzed and new quantitative and psycho-history approaches are introduced. The course will also feature analytic study of selected great historians and philosophers of history, as models of the best our discipline has to offer. Required for the M.A. in History. Cr 3.

**HIST 603 Research Seminar**

A seminar emphasizing individual graduate student research in primary and secondary sources on specific topics within a general field of history, such as the American colonial period, Nineteenth Century Europe, or Latin America. The class will meet regularly to discuss common background readings and research; and to hear oral presentation of student papers, which will be selected by the instructor based on the availability of research materials. Cr 3.

**HIST 694 Selected Topics in History**

A course designed to allow graduate students to explore a field of history in depth through class lectures, discussion of common readings, and oral and written reports on research in secondary sources. Specific topics are selected by the instructor and have included United States Diplomatic history and Maine history. Cr 3.

**HIST 697 Graduate Thesis Research**

Cr 3.

**HIST 698 Independent Study**

To provide graduate students in history, who have demonstrated their ability to do superior work, with an opportunity to pursue research or reading under the supervision of a qualified instructor in areas of history not included in the regular curriculum. Prerequisite: formal application and approval by the instructor, chairman, and dean. Cr 1 to 3.

# Electrical Engineering

Although a degree program in electrical engineering is not offered presently by the University of Southern Maine, interested students may take courses, workshops, and short courses in this area through a cooperative arrangement with the College of Engineering and Science of the University of Maine at Orono.

For further information, contact the Engineering Graduate Coordinator, Brian C. Hodgkin, Center for Research and Advanced Study, University of Southern Maine, Portland Campus, telephone (207) 780-4427.

## *Selected Engineering Course Descriptions*

*Course numbers are those of the University of Maine at Orono.*

### **Ee222, Linear Systems Analysis**

Basic concepts of linear systems. Methods for analyzing linear systems using transforms, convolution, and state variables.

### **Ee250, Electromagnetic Theory**

Review of Maxwell's equations and waves in dielectric and lossy media; image theory, induction theorem and Green's functions; plane cylindrical and spherical wave functions; radiation and antennas; rectangular, cylindrical and spherical waveguides and cavities; perturbational and variational techniques; G.T.D. and moment methods.

### **Ee265, Solid State Electronics I**

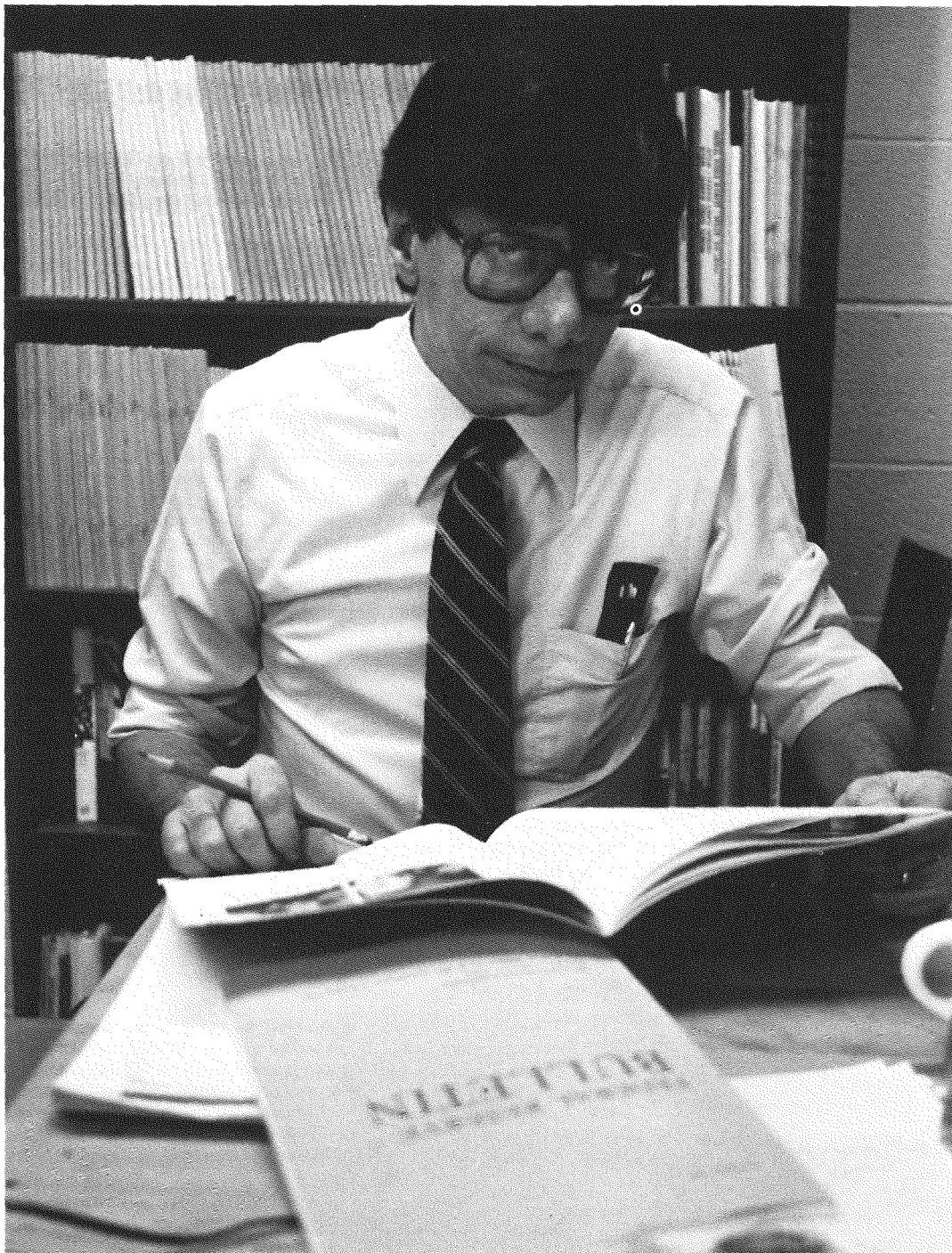
Fundamental theoretical concepts in solid state electronics. Introduction to quantum mechanics and statistical mechanics, crystal structure, electron diffraction, reciprocal lattice, Brillouin zones, wave propagation in elastic solids, piezoelectric effect, thermodynamic properties of crystals, etc. Emphasis on the basic theory necessary for electrical engineers to understand solid state devices.

### **Ee280, Communications Engineering**

Covers probability theory, random processes, optimum receivers, vector channels, matched filters, block orthogonal signaling, time-bandwidth product, product channel capacity, implementation of coded systems, binary convolutional codes, channel modes, and waveform communications.

### **Ee298, Selected Advanced Topics in Electrical Engineering**

Advanced topics not regularly covered in other courses. Content can be varied to suit current needs.



*Raymond P. Neveu, Professor of Finance*

# Center for Research and Advanced Study

*Director:* Robert J. Goettel

The purpose of the Center for Research and Advanced Study is to contribute to the development of Maine's economic, social and environmental well-being through applied research and advanced study. The Center serves and assists governments, industries, institutions and the people of Maine to solve policy, operational, organizational and employee problems. The staff of the Center and associated faculty work in interdisciplinary teams to address issues related to economic development, the formation and management of business enterprises, health and human services, education, marine resources, and state and local governance. Since the Center's inception in 1972, projects have been supported by numerous state and local agencies in Maine, other New England states, the federal government, private foundations and the business community.

Staff of the Center come from a wide range of research and practitioner roles in state, local and federal governments, private business, not-for-profit organizations and institutions, research and development organizations, and university appointments. The academic fields in which the Center staff have been trained include economics, sociology, psychology, political science, biomedicine, business administration, public administration, law, education, health, social work, communications and counseling.

The Center for Research and Advanced Study is organized in three cooperating institutes.

## Human Services Development Institute

*Director:* Stephen P. Simonds

The Human Services Development Institute's projects are concerned with health, rehabilitation services, social services, services for the mentally ill and mentally retarded, and alcoholism. Institute projects include program evaluations, policy/planning materials, job analyses, manpower projections, training systems, training and curriculum materials, policy forums and communication technologies.

## Marine Law Institute

*Director:* Alison Rieser

The Marine Law Institute is committed to research and education on significant marine law issues. It researches marine-related issues for local, state and federal agencies and provides interpretations of marine law to interested professionals in government and private industry. The Institute is jointly sponsored by the University of Maine School of Law and the Center for Research and Advanced Study. It is a component of the Center for Marine Studies of the University of Maine at Orono.

## New Enterprise Institute

*Director:* Jay Lacke

The New Enterprise Institute was formed in 1974 as a business development and research project in the Center for Research and Advanced Study. Its purpose is to help strengthen the Maine economy and improve the material well-being of Maine people by setting in motion events which will stimulate business and industrial enterprise in the state. Supported by both public and private sources, the New Enterprise Institute provides management counseling to entrepreneurs, business owners and executives; offers graduate courses in entrepreneurship and executive development through the School of Business, Economics and Management; organizes technical and marketing programs and seminars for trade and professional associations; and provides business, financial and market information and assistance through the Enterprise Information Service and the Small Business Development Center.

In addition to the three institutes the Center provides research and development services in several program areas including economic studies, science and technology, and organized camping.

## Convocation

In 1983-84 the University of Southern Maine will sponsor its third year-long Convocation, a series of lectures, debates, workshops, programs, and cultural events focused on an important contemporary theme.

The 1983-84 theme is the Age of the Computer. The computer has come to symbolize for our age the ever-increasing role of technology in our lives. Throughout the world, people are cognizant not only of the promise new information technologies hold for our futures, but also the complex philosophical, ethical, legal, and human issues they engender. Convocation events will examine the impact of the current information revolution on individuals, the world economy, our social structure, the meaning of work and the nature of human interaction within the context of advances in computer technology, telecommunications, and other technologies as well.

This information revolution, epitomized by the computer, merits rigorous investigation from the perspective of each academic discipline within the University and is of profound importance and interest to the community at large.

All students, faculty, and staff are encouraged to participate in this Convocation by offering ideas, by supporting and sponsoring events in collaboration with the Convocation Committee, by sharing in the organizing and planning of tasks, and by teaching or enrolling in courses related to the theme. It is hoped that every member of the University community and many members of the Greater Portland community will reap enjoyment and intellectual rewards from this shared enterprise. Students are encouraged to engage in independent study and research within the framework of the theme.

For further information contact Richard Maiman, associate professor of political science or Alyce O'Brien, Office of University Relations.

# Administration of the University of Southern Maine

*Administrative Organization as of August 1, 1983*

*President:* Robert L. Woodbury, 228 Deering Avenue, Portland tel: 780-4480

*Provost:* Helen L. Greenwood, 228 Deering Avenue, Portland tel: 780-4485

*Executive Assistant to the President:* William B. Wise, 228 Deering Avenue, Portland tel: 780-4482

*Executive Director for Budget and Institutional Research:* Samuel G. Andrews, 209 Deering Avenue, Portland tel: 780-4484

*Executive Director for Employee Relations:* Beth I. Warren, 102 Corthell Hall, Gorham tel: 780-5486

*Executive Director for University Relations:* Alyce S. O'Brien, 602 Research Center, Portland tel: 780-4440

## *Administrative Staff of the President*

*Administrative Assistant to the President:* Virginia L. Emery, 228 Deering Avenue, Portland tel: 780-4480

*Director of Intercollegiate Athletics:* Richard A. Costello, 108 Hill Gymnasium, Gorham tel: 780-5430

*Director of the University of Southern Maine Alumni Association:* Anne M. Theriault, Alumni House, Portland tel: 780-4110

## *Administrative Staff of the Provost*

*Associate Provost:* Stephen J. Reno, 228 Deering Avenue, Portland tel: 780-4487

*Assistant to the Provost and Director of Summer Session:* Joseph F. Hearn, 228 Deering Avenue, Portland tel: 780-4076

*Dean of College of Arts and Sciences:* Robert J. Hatala, 118 Bailey Hall, Gorham tel: 780-5376

*Acting Dean of College of Education:* Dorothy D. Moore, 119 Bailey Hall, Gorham tel: 780-5371

*Dean of School of Business, Economics and Management:* Duane R. Wood, 113 Bonney Hall, Portland tel: 780-4020

*Dean of School of Law:* L. Kinvin Wroth, 105 School of Law, Portland tel: 780-4344

*Dean of School of Nursing:* Audrey J. Conley, 55 Exeter Street, Portland tel: 780-4130

*Dean of Educational Services:* Gordon S. Bigelow, 119 Payson Smith Hall, Portland tel: 780-4035

*Assistant Dean of Educational Services and Registrar:* John F. Keysor, 113 Corthell Hall, Gorham tel: 780-5236

*Director of Center for Research and Advanced Study:* Robert J. Goettel, 401 Research Center, Portland tel: 780-4411

*Director of Division of Basic Studies:* George P. Connick, 68 High Street, Portland tel: 780-4470

*Director of Public Service:* William G. Mortensen, 100 Payson Smith Hall, Portland tel: 780-4092

*University Librarian:* Stevens W. Hilyard, 123 Bonney Hall, Portland tel: 780-4276

## *Administrative Staff of the Executive Assistant to the President*

*Director of Facilities Management:* Joseph P. Papa, Bonney Hall, Portland tel: 780-4160

*Administrative Staff of the Executive Director for Budget and Institutional Research*

Business Manager: William B. Bullock, 106 Payson Smith Hall, Portland tel: 780-4026

Research Associate: Rosemary A. Roberts, 209 Deering Avenue, Portland tel: 780-4491

*Administrative Staff of the Executive Director for Employee Relations*

Director of Equal Employment Opportunity: Kathleen H. Bouchard, 219 Bailey Hall, Gorham tel: 780-5383

Director of Labor Relations: George F. Hackett, 108 Corthell Hall, Gorham tel: 780-5260

Benefits Specialist: Judith A. Critchley, 108 Corthell Hall, Gorham tel: 780-5260

Employment Services Specialist: Gerard Salvo, 108 Corthell Hall, Gorham tel: 780-5260

Research Associate: Mary Collins, 108 Corthell Hall, Gorham tel: 780-5268

Director of Health and Recreation: James V. Sullivan, 220 Portland Gym, Portland tel: 780-4172

Volunteer Special Assistant: Eleanor Law, 102 Corthell Hall, Gorham tel: 780-5489

*Administrative Staff of the Executive Director for University Relations*

Director of Development: Joyce Bader, 6th Floor Research Center, Portland tel: 780-4440

Director of Publications: Julia M. Cameron, 604 Research Center, Portland tel: 780-4094

Director of Media Relations: Robert S. Caswell, 625 Research Center, Portland tel: 780-4200

**Academic Administrative  
Structure of the Provost's  
Office**

*College of Arts and Sciences*

Dean: Robert J. Hatala, 117/118 Bailey Hall, Gorham tel: 780-5376

Assistant Dean for Student Services: Kathie L. Benton, 117/118 Bailey Hall, Gorham tel: 780-5376

Assistant Dean for Administration: Maurice J. Chabot, 117/118 Bailey Hall, Gorham tel: 780-5376

Chair, Art Department: Duncan A. Hewitt, 101 Academy Building, Gorham tel: 780-5460

Chair, Biological Sciences Department: Louis F. Gainey, 306 Science Building, Portland tel: 780-4264

Chair, Chemistry/Physics/Engineering Department: John S. Ricci, 370 Science Building, Portland tel: 780-4232

Chair, Communication Department: James A. Bethel, 218 Bailey Hall, Gorham tel: 780-5387

Chair, English Department: L. Morrill Burke, 321 Bonney Hall, Portland tel: 780-4296

Chair, Foreign Languages and Classics Department: Mara Ubans, 514 Bonney Hall, Portland tel: 780-4292

Chair, Geography-Anthropology Department: Franklin D. Hodges, 300a Bailey Hall, Gorham tel: 780-5320

Chair, Geosciences Department: Irwin D. Novak, 112a Bailey Hall, Gorham tel: 780-5350

Chair, History Department: Joel W. Eastman, 325 Bonney Hall, Portland tel: 780-4287

Chair, Mathematics & Computer Science Department: Maurice J. Chabot, 230 Science Building, Portland tel: 780-4247

Chair, Music Department: Jerry L. Bowler, 100 Corthell Hall, Gorham tel: 780-5265

Chair, Philosophy Department: Joseph Grange, 47 Exeter Street, Portland tel: 780-4258



Chair, Political Science Department: John A. Peirce, 515 Bonney Hall, Portland tel: 780-4322  
Chair, Psychology Department: John S. Bishop, 518 Science Building, Portland tel: 780-4254  
Chair, Social Welfare Department: Joseph D. Kreisler, 7 Chamberlain Avenue, Portland tel: 780-4120  
Chair, Sociology Department: Peter M. Lehman, 120 Bedford Street, Portland tel: 780-4100  
Chair, Theatre Department: Thomas A. Power, Russell Hall, Gorham tel: 780-5480  
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Coordinator, Criminology Program, Piers Beirne, 120 Bedford Street, Portland tel: 780-4105  
Director, Art Gallery: Juris K. Ubans, Art Gallery, Gorham tel: 780-5409  
Director, Museum of Culture Change, Robert J. French, 320c Bailey Hall, Gorham tel: 780-5320  
Director, Planetarium: Roy A. Gallant, 116 Science Building, Portland tel: 780-4249

#### *College of Education*

Acting Dean: Dorothy D. Moore, 119 Bailey Hall, Gorham tel: 780-5371  
Acting Assistant Dean: Bruce A. Allen, 119 Bailey Hall, Gorham tel: 780-5371  
Professional Development Center: 305 Bailey Hall, Gorham tel: 780-5326  
Director, Clinical Experiences: Melissa H. Costello, 504 Bailey Hall, Gorham tel: 780-5300  
Educational Placement Specialist: Elaine Howe, 402 Bailey Hall, Gorham tel: 780-5336  
Chair, Professional Education Department: John E. Deady, 503 Bailey Hall, Gorham tel: 780-5300  
Chair, Human Resource Development Department: John M. Sutton, 400 Bailey Hall, Gorham tel: 780-5316  
Chair, Industrial Education and Technology Department: Arthur O. Berry, 103 Industrial Education Center, Gorham tel: 780-5441

#### *School of Business, Economics and Management*

Dean: Duane R. Wood, 113 Bonney Hall, Portland tel: 780-4020  
Chair, Baccalaureate Degree Program in Business Administration: Richard J. Clarey, New Enterprise Institute, 417 Research Center, Portland tel: 780-4420  
Chair, Associate Degree Program in Business Administration: Jean E. Gutmann, 118 Bedford Street, Portland tel: 780-4181  
Chair, Economics Department: Robert C. McMahon, 121 Bonney Hall, Portland tel: 780-4330  
Director of Graduate Program: Raymond P. Neveu, 123 Bonney Hall, Portland tel: 780-4309

#### *School of Law*

Dean: L. Kinvin Wroth, 105 School of Law, Portland tel: 780-4344  
Associate Dean: Martin A. Rogoff, 225 School of Law, Portland tel: 780-4367  
Assistant to the Dean: Gayle Knowlton, 109 School of Law, Portland tel: 780-4343  
Director of Clinical Practice Program: Judy R. Potter, 112 Research Center, Portland tel: 780-4376  
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Librarian of School of Law: Dan J. Freehling, 214 School of Law, Portland tel: 780-4352  
Registrar: Frances M. Tucker, 101 School of Law, Portland tel: 780-4346

### *School of Nursing*

Dean: Audrey J. Conley, 55 Exeter Street, Portland tel: 780-4130

Associate Dean: Carla H. Mariano, 55 Exeter Street, Portland tel: 780-4130

### *Division of Basic Studies*

Director of Division of Basic Studies and Director, Instructional Technology (Title III): George P. Connick, Intown Center, 68 High Street, Portland tel: 780-4470

Director, Learning Assistance: Robert Lemelin, Intown Center, 68 High Street, Portland tel: 780-4470

Acting Coordinator of Off-Campus Counseling and Coordinator: Susan M. Silvernail, Intown Center, 68 High Street, Portland tel: 780-4470

Acting Coordinator: Nathanael N. Greene, Saco Center, Fairfield Street, Saco 04072 tel: 282-4111

Director: Lorraine D. Masure, Sanford Center, 195 Main Street, Sanford 04073 tel: 324-6012

Associate Director: Deborah F. Meehan, Bath Center, 72 Front Street, Bath 04530 tel: 442-7070

Coordinator, Instructional Systems: Caroline L. Hendry, Intown Center, 303 Bailey Hall, Gorham tel: 780-5304

Academic Counselor: William Jackson, Intown Center, 68 High Street, Portland tel: 780-4115

Academic Counselor: Marcia J. Merritt, Sanford Center, 195 Main Street, Sanford 04073 tel: 324-6012

Counselor: Donald T. Osier, Bath Center, 72 Front Street, Bath 04530 tel: 442-7070

### *Educational Services*

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Assistant Dean: John F. Keysor, 113 Corthell Hall, Gorham tel: 780-5236

Director, Admissions: Dennis P. Farrell, 105 Corthell Hall, Gorham tel: 780-5215

Director, Advising & Information: Richard H. Sturgeon, 110 Payson Smith Hall, Portland tel: 780-4040

Director, Counseling and Career Development: Ira H. Hymoff, 122 Payson Smith Hall, Portland tel: 780-4050

Director, Financial Aid: Richard R. Campbell, 202 Corthell Hall, Gorham tel: 780-5250

Director, Police & Safety: Coin P. Hauk, Corthell, Gorham tel: 780-5211

Registrar: John F. Keysor, 113 Corthell Hall, Gorham tel: 780-5230

Director, Residence Life: Charles H. Lamb, 100 Upton Hall, Gorham tel: 780-5240

R.O.T.C.: Major Jackson R. Kurtzman, 51 College Avenue, Gorham tel: 780-5255

Director, Student Affairs: Domenica T. Cipollone, 100 Upton Hall, Gorham tel: 780-5242

Director, Student Testing & Assessment Center: David L. Silvernail, 209 Deering Avenue, Portland tel: 780-4383

### *Office of Graduate Affairs*

Associate Provost: Stephen J. Reno, 209 Deering Avenue, Portland tel: 780-4386

## *University of Maine*

### *University of Maine Board of Trustees*

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*Office of the Chancellor, 107 Maine Avenue, Bangor*

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 Harlan A. Philippi, Interim Vice Chancellor for Academic Affairs, 24 College Avenue, Gorham  
 William J. Sullivan, Vice Chancellor for Administration  
 Mary Ann Haas, Assistant Vice Chancellor  
 Samuel J. D'Amico, Associate Vice Chancellor for Employee Relations

---

***Faculty Teaching in Graduate Programs***

Amoroso, Henry C. (1982) Associate Professor of Education; St. Michael's College, B.A., 1966; Goucher College, M.Ed., 1967; University of Wisconsin, Ph.D., 1978  
 Andrews, Bruce H. (1974) Associate Professor of Business Administration; University of Connecticut, B.A., 1967; Polytechnic Institute of New York, M.S., 1969; Ph.D., 1980  
 Bay, John W. (1965) Associate Professor of Economics; Saint Ambrose College, B.A., 1961; Boston College, M.A., 1964; Ph.D., 1966  
 Bibber, Joyce K. (1967) Associate Professor of History; Barnard College, B.A., 1958; Stanford University, M.A., 1962; Ph.D., 1969  
 Boyle, Conrad L. (1982) Assistant Professor of Marketing; United States Military Academy, B.S., 1959; University of Florida, M.B.A., 1964; University of Washington, Ph.D. 1982  
 Brett, Tybe A. (1983) Associate Professor of Law, School of Law; School of Law; Barnard College, B.A., 1977; Columbia University, J. D., 1979  
 Callender, Willard D., Jr. (1962;1972) Senior Fellow, Center for Research and Advanced Study; Professor, Department of Human Resource Development, College of Educa-

tion; Bates College, A.B., 1958; University of Connecticut, M.A., 1960; Ph.D., 1967  
 Carper, Barbara A. (1982) Professor of Nursing; Texas Woman's University, B.S., 1959; Teacher's College, Columbia University, M.Ed., 1966; Ed.D., 1975  
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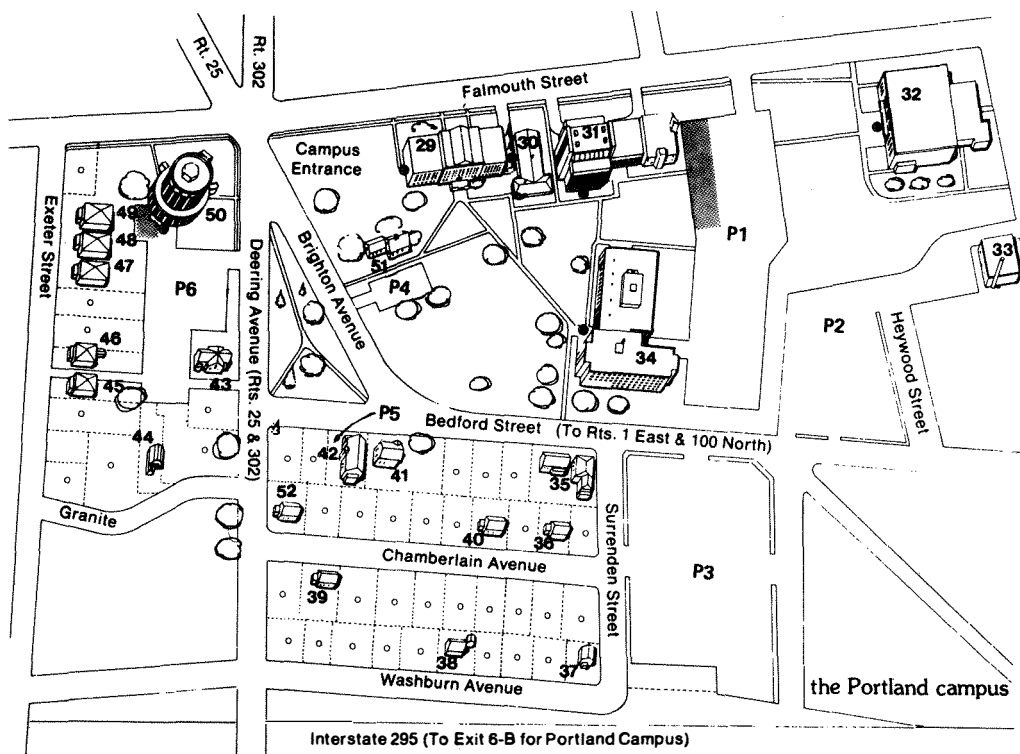
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#### Portland Campus

- 29. Payson Smith Hall
- 30. Bookstore
- 31. Science Building
- 32. Portland Gymnasium
- 33. Central Heating Plant
- 34. Luther Bonney Hall and Library
- 35. Student Union Buildings, 92 & 94 Bedford Street
- 36. Faculty Offices, 7 Chamberlain Avenue
- 37. Faculty Offices, 3 Washburn Avenue
- 38. Faculty Offices, 25 Washburn Avenue
- 39. Faculty Offices, 38 Chamberlain Avenue
- 40. Cooperative Extension Services, 15 Chamberlain Avenue
- 41. Faculty Offices, 118 Bedford Street
- 42. Faculty Offices, 120 Bedford Street
- 43. President's and Provost's Offices, 228 Deering Avenue

- 44. Faculty Offices, 11 Granite Street
- 45. Faculty Offices, 39 Exeter Street
- 46. Maine Public Broadcasting Network, 45 Exeter Street
- 47. Faculty Offices, 55 Exeter Street
- 48. Faculty Offices, 59 Exeter Street
- 49. Faculty Offices, 65 Exeter Street
- 50. Law School/Center for Research and Advanced Study
- 51. Alumni House
- 52. Administrative Offices

#### Parking

- P1. Faculty/Staff/Student Commuter
- P2. Student Commuter
- P3. Student Commuter/Resident
- P4. Faculty/Staff/Visitor
- P5. Faculty/Staff
- P6. Faculty/Staff/Visitor



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