

2005

University of Southern Maine Undergraduate Catalog 2005-2006

University of Southern Maine

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UNIVERSITY OF
SOUTHERN MAINE

**Undergraduate Catalog
2005-2006**

University of Southern Maine

University of Southern Maine

Undergraduate Catalog
2005-2006

University of Southern Maine

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Web site: www.usm.maine.edu

Mission Statement

The University of Southern Maine, with a rich history reaching back to 1878, is a comprehensive metropolitan university offering associate, baccalaureate, graduate, and professional degrees within the University of Maine System. The University of Southern Maine's fundamental mission is teaching, research, and public service for the benefit of the citizens of Maine and society in general. In achieving its mission and fulfilling its responsibilities as a university, the University of Southern Maine addresses the aspirations and needs of southern Maine and serves as a vehicle for linking southern Maine and the state to the nation and the world. The University actively encourages faculty, staff, and students to contribute to and participate in state, national, and international academic and professional communities.

The University's principal responsibility is to provide a wide range of programs responsive to students diverse in age, background, and experience, many of whom are part-time, employed, and/or commuter students. Undergraduate education at the University of Southern Maine aims to provide every student with a solid foundation in the liberal arts and the sciences. Master's, professional, and selected doctoral degrees and research programs emphasize the integration of theory and practice. The University of Southern Maine seeks to assure broad access at various geographic locations to educational opportunities including lifelong learning and is committed to providing academic and support services essential to the needs of a diverse student body. This commitment extends to creating a sense of university community and a vibrant, diverse cultural environment for the University of Southern Maine's students, faculty, staff, and the entire community of southern Maine. In all activities, the University continually strives for excellence in teaching and learning.

As an essential Maine resource, the University sets program priorities that are driven by the needs of the people and institutions of southern Maine in particular, and the state in general. The University of Southern Maine responds to the special needs of, and provides leadership for, southern Maine's many cultural, health, human service, business, and technological institutions and activities. The University fulfills an historical and special commitment to elementary and secondary education through the preparation of teachers and educational leaders. The University of Southern Maine links the teaching, research, and public service capabilities of faculty and staff, through both traditional and interdisciplinary programs and units, with the people, organizations, and institutions of the state and the region. As one of seven campuses in the University of Maine System, the University of Southern Maine complements and collaborates with the other six institutions in the System to fulfill the needs of public higher education in the state of Maine.

Welcome

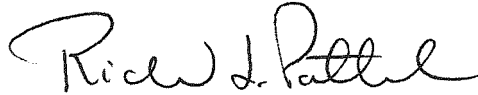
Dear Student,

The University of Southern Maine is an energetic, challenging, and caring academic community dedicated to student success. Our faculty are active teacher-scholars who take great pride in their expertise and in their ability to motivate students to learn. Our staff are prepared to assist in any way possible to ensure that your experience as a student is a rewarding one.

In this catalog you will find descriptions of an extraordinary array of programs and learning opportunities both inside and outside the classroom. I hope it provides you with the information you need to make the most of your educational experience here at USM.

Our faculty, staff, and students join me in welcoming you to our community of learners.

Sincerely,

A handwritten signature in black ink, reading "Richard L. Pattenau". The signature is fluid and cursive, with the first name "Richard" and last name "Pattenau" clearly legible.

Richard L. Pattenau
President

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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 shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request. Questions and complaints about discrimination in any area of the University should be directed to the campus compliance officer, 7 College Avenue, (207) 780-5094/TTY (207) 780-5646. Inquiries or complaints about discrimination in employment or education may also be referred to the Maine Human Rights Commission. Inquiries or complaints about discrimination in employment may be referred to the U.S. Equal Employment Opportunity Commission. Inquiries about the University's compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin; Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, may also be referred to the U.S. Department of Education, Office of Civil Rights (OCR), Boston, MA 02109-04557, telephone (617) 223-9662 (voice) or (617) 223-9695 TTY/TDD. Generally, an individual may also file a complaint with OCR within 180 days of alleged discrimination.

The University of Southern Maine reserves the right to revise, amend or change items set forth in this catalog from time to time. Accordingly, readers of this catalog should inquire as to whether any such revisions, amendments or changes have been made since the date of publication. The University reserves the right to cancel course offerings, to set minimum and maximum size of classes, to change designated instructors in courses, and to make decisions affecting the academic standing of anyone participating in a course or program offered by the University of Southern Maine.

The University of Southern Maine supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of educational preparation of its applicants for admission.

Campus Safety and Security

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 requires universities to disclose three years of statistics regarding campus crime, including off campus buildings the University owns, and on public property adjacent to campus in Portland, Gorham, and Lewiston. The USM report (Safety and Security Information Report) also includes policies for campus security, such as those concerning alcohol and drug use, crime prevention, the reporting of crimes and sexual assaults, and other related matters. A copy may be obtained by accessing the following Web address: www.usm.maine.edu/police/safetyreport.htm or by calling the Office of Community Standards at (207) 780-5242 to request a paper copy.

Academic Calendar

2005-2006

Fall Semester 2005

Classes Begin	8:00 a.m., Tuesday, September 6
October Vacation Begins	After all classes, Sunday, October 9
Classes Resume	8:00 a.m., Wednesday, October 12
Veterans Day (no classes)	Friday, November 11
Thanksgiving Vacation Begins	After all classes, Tuesday, November 22
Classes Resume	8:00 a.m., Monday, November 28
Last Day of Classes	Friday, December 16
Final Exams Begin	Saturday, December 17
Final Exams End	Thursday, December 22

Spring Semester 2006

Classes Begin	8:00 a.m., Tuesday, January 17
Winter Vacation Begins	After all classes, Sunday, February 19
Classes Resume	8:00 a.m., Monday, February 27
Spring Vacation Begins	After all classes, Sunday, March 26
Classes Resume	8:00 a.m., Monday, April 3
Last Day of Classes	Friday, May 5
Final Exams Begin	Monday, May 8
Final Exams End	Friday, May 12
Commencement	Saturday, May 13

The University

The University of Southern Maine is the largest of the seven campuses of the University of Maine System, as well as one of the oldest, with its founding in Gorham in 1878. USM has campuses in Portland, Gorham, and Lewiston. The University of Southern Maine comprises eight academic units: College of Arts and Sciences; School of Applied Science, Engineering, and Technology; School of Business; College of Education and Human Development; College of Nursing and Health Professions; Lewiston-Auburn College; the Edmund S. Muskie School of Public Service; and the University of Maine School of Law.

USM, the most cosmopolitan of Maine's institutions of higher education, is rich in possibilities. It is a major educational force in the overall growth and improvement of the economic, civic, social, and cultural fabric of southern Maine and, as a result, provides students with rich formal and informal learning opportunities in the arts, humanities, politics, health sciences, business, mass communications, science, engineering, and technology.

The women and men of the USM faculty have a passion for communicating the excitement of learning and the joy of discovery. USM's faculty members represent a wide range of knowledge and expertise; more than 85 percent hold the highest degree available in their fields. Among the faculty are Fulbright and Guggenheim Fellows and authors of national note in every academic discipline. The USM faculty support a Core curriculum that provides a sound liberal arts foundation focusing on the ability to think critically, to reason, and to analyze—fundamental measures of an educated person in the 21st century.

The University offers 48 baccalaureate degree programs as well as numerous minors and concentrations that allow students valuable opportunities to shape their undergraduate careers in ways most meaningful to them. In addition, USM offers graduate programs leading to master's degrees in nursing, business administration, education, applied immunology, computer science, creative writing, American and New England studies, occupational therapy, social work, manufacturing systems, public policy and management, community planning and development, health policy and management, biology, leadership studies, music, and doctoral programs in public policy (Ph.D.) and school psychology (Psy.D.). One associate degree program is offered in therapeutic recreation. USM also offers courses at the University Colleges in Saco-Biddeford, Bath-Brunswick, and Sanford, as well as on the Web, over instructional television, and at work sites. The Center for Continuing Education and some of the USM schools and colleges offer the largest variety of noncredit programs in northern New England. USM's Osher Lifelong Learning Institute (formerly Senior College) provides intellectually stimulating opportunities and special activities for students 55 years of age or older. USM further addresses the broad range of student interests with its Weekend College, Winter Session, Summer Session, National Student Exchange Program, Early Studies program for high school juniors and seniors, and the Lifeline Center for Wellness and Health Promotion.

USM enrolls more than 11,000 students in its degree programs. The student body is the most diverse in Maine—approximately half are full-time students, 59 percent are women, and the average age of an undergraduate is 27 years. This diversity of age, background, and purpose provides a lively, challenging environment for learning—a context in which scholarship and experience gained from living complement one another.

The University of Southern Maine is accredited by the New England Association of Schools and Colleges. The nursing programs of the College of Nursing and Health Professions are accredited by the National League for Nursing, and the athletic training program within the College is accredited by the Commission on Accreditation of Allied Health Education Programs. The College of Education and Human Development is accredited by the National Council for Accreditation of Teacher Education. The School of Business is accredited by AACSB International—the Association to Advance Collegiate Schools of Business. Several departments within the College of Arts and Sciences, the College of Education and Human Development, the School of Applied Science, Engineering, and Technology, and the Edmund S. Muskie School of Public Service are accredited through specialized

agencies. The University of Maine School of Law is approved by the American Bar Association and the Association of American Law Schools.

USM is a growing, rigorous, and responsive university that reflects the needs and hopes of the southern Maine community. With its proud tradition of working collaboratively with the citizens it serves, the University of Southern Maine will continue to develop as a valued learning-centered academic community.

Expected Results of a University Education

Consistent with the educational mission of a comprehensive university, it is the aspiration of the faculty at the University of Southern Maine that students achieve the following results from their investments in higher education:

They should possess the knowledge and skills necessary to enter the work force or be admitted to graduate or professional school. Graduates of the University of Southern Maine should also possess the attributes and skills that lead to rich and fulfilling lives.

They should be intelligent readers of their own culture and be able to use analysis and historical context to interpret cultural practices, artifacts, and documents of various kinds.

They should appreciate the many ways of knowing, including the arts, the humanities, and the natural, applied, and social sciences; they should be aware of how these disciplines help define and shape the world; and they should understand the joy and wonder that can arise from rigorous inquiry leading to fresh discoveries and modes of expression in these fields.

They should be able to appreciate basic ecological and physical processes, how their lives are affected by environmental trends and characteristics, and how each of us shares in the responsibility for sustaining the life forces, cycles, and processes upon which all life depends.

They should understand the nature of at-risk behaviors and be able to make informed decisions about their own well-being.

They should be able to communicate effectively, both orally and in writing, think critically and creatively, and use effectively both information technology and the skills of quantitative decision making.

They should know how to work in teams, take responsibility, exercise leadership, and manage resources effectively.

They should be aware of the world's complexities beyond their own set of experiences and assumptions, have an appreciation for other peoples' values and customs, and think effectively about ethical and social issues.

They should have the capacity for self-education so they can enjoy a lifetime of continuous learning.

They should be responsible citizens committed to fostering the ideals of a democratic society: civic and social participation, free inquiry and informed decision making, and equal opportunity.

Programs of Study

The University of Southern Maine offers associate and baccalaureate degree programs as well as graduate and professional degrees in law, nursing, applied inununology, business, computer science, American and New England studies, creative writing, school psychology, education, counseling, health policy and management, community planning and development, occupational therapy, social work, statistics, biology, leadership studies, music, and public policy and management. For further information regarding graduate programs, please refer to the graduate catalog.

Baccalaureate Degree Programs

College of Arts and Sciences

Applied Chemistry (B.S. degree)	Linguistics
Art (B.A. degree or B.F.A. degree)	Mathematics
Biology (B.S. degree, including pre-med, pre-dental and pre-vet)	Media Studies
Chemistry	Music (B.A. degree or B.M. degrees in performance or music education)
Communication	Philosophy
Criminology	Physics
Economics (B.A. or B.S. degree)	Political Science
English	Psychology
French	Self-Designed Major**
Geography-Anthropology	Social Work
Geosciences (B.A. or B.S. degree)	Sociology
History	Theatre

**Self-Designed Major: Approval of the program must be given by the Self-Designed Major Committee after students have enrolled at the University.

Potential programs include:

Classical Humanities	German Studies
Classical Studies	Hispanic Studies
Foreign Languages	International Studies
French Studies	Russian Studies
General Science	Social Science

Lewiston-Auburn College

- Arts and Humanities (B.A.)
- Leadership and Organizational Studies (B.S.)
- Natural and Applied Sciences (B.A.)
- Social and Behavioral Sciences (B.A.)

School of Applied Science, Engineering, and Technology

- Applied Technical Education (B.S.)
- Applied Technical Leadership (B.S.)
- Computer Science (B.S.)
- Electrical Engineering (B.S.)
- Environmental Safety and Health (B.S.)
- Environmental Science and Policy (B.A. or B.S. degree)
- Industrial Technology (B.S.)
- Technology Education (B.S.)

Women's Studies

- Women's Studies (B.A.)

This University also offers the first year of the four-year program common to other engineering majors and the first and second years in civil engineering and mechanical engineering. These offerings meet the general requirements of the corresponding programs at the University of Maine in Orono. The University of Maine extends preferred transfer consideration to Maine residents.

College of Nursing and Health Professions

Nursing (B.S.)
Therapeutic Recreation (B.S.)
Health Sciences (B.S.)
Radiation Therapy (B.S.)
Sports Medicine (B.S.) (with majors in athletic training, health fitness, and exercise physiology)

School of Business

Accounting and Finance (B.S.)
Business Administration (B.S.)

**Associate Degree
Programs**

College of Nursing and Health Professions

Therapeutic Recreation (A.S.)

For further information regarding baccalaureate and associate degree programs, please refer to the appropriate school or college section of this catalog.

Minors

Several colleges and schools offer minors. Many of these minors can be taken by students outside the college or school in which their major is declared. Students should consult with their advisors before electing a minor program. In some cases, students need specific permission of both the college or school in which they are majoring and the department through which the minor is offered. Consult the department sections in this catalog for information.

College of Arts and Sciences

Art Department	Art History
Biological Sciences Department	Biology
Chemistry Department	Chemistry
	Biochemistry
Communication Department	Communication
Criminology Department	Criminology
Economics Department	Economics
	Labor Studies
English Department	English
	Writing
Geography-Anthropology Department	Anthropology
	Applied Geography (Planning)
	Archaeology
	Geography
Geosciences Department	Geosciences
History Department	History
Linguistics Department	Linguistics
Mathematics and Statistics Department	Mathematics
	Statistics
Modern and Classical Languages and Literatures Department	Classics (Greek or Latin)
	French
	German
	The Greek World
	The Roman World
	Russian
	Spanish
School of Music	Music
Philosophy Department	Philosophy
Physics Department	Physics
Political Science Department	Political Science
Sociology Department	Sociology
Theatre Department	Theatre

College of Education and Human Development
Educational Studies

School of Business

Accounting and Finance Department	Accounting
Business Administration Department	Business Administration Management Information Systems

School of Applied Science, Engineering, and Technology

Computer Science Department	Computer Science
Engineering Department	Electrical Engineering
Technology Department	Computer Applications Industrial Management Manufacturing Technology
Environmental Science Department	Environmental Safety and Health Environmental Science and Policy

College of Nursing and Health Professions

Holistic and Integrative Health
Recreation Leadership
Nature Tourism

Lewiston-Auburn College

Information Systems (in collaboration with CMCC)
Educational Studies

Women's Studies

Women's Studies

***Teacher Certification
Programs***

Undergraduate

Art Education (K-12)
Music Education (K-12)
Technology Education (K-12)
Secondary Math (7-12)
CLASS: Collaborative Learning and School Success (K-8)
TEAMS: Teachers for Elementary and Middle Schools

*Please note that Applied Technology Education is not for K-12 and the educational studies minor does not lead to teacher certification.

Graduate

E/TEP: Extended Teacher Education Program
Options:
Elementary (K-8)
Secondary math, social studies, English, life science, or physical science (7-12)
Foreign Language (K-12)
Unified (K-8 and K-8 special education)
Master of Science in Special Education
Options:
Elementary Special Education (K-8)
Secondary Special Education (7-12)

Graduate Programs

College of Arts and Sciences

American and New England Studies (M.A.)
Biology (M.S.)
Creative Writing (M.F.A.)

Music (M.M.)
Composition
Conducting
Jazz Studies
Music Education
Music Performance
Social Work (M.S.W.)
Statistics (M.S.)

School of Business

Business Administration (M.B.A.)
Accounting (M.S.A.)

School of Applied Science, Engineering, and Technology

Applied Immunology and Molecular Biology (M.S.)
Computer Science (M.S.)
Manufacturing Systems (M.M.S.)

College of Education and Human Development

Education (M.S.)
Adult Education
Counseling
Educational Leadership
Extended Teacher Education Program (ETEP)
Literacy Education
Literacy Education, English as a Second Language Concentration
School Psychology (M.S. and Psy.D.)
Special Education

Certificate of Advanced Study (C.A.S.)

Adult Learning
Counseling
Educational Leadership
English as a Second Language
Literacy Education

College of Nursing and Health Professions

Nursing (M.S.)
Certificate of Advanced Study (C.A.S.)
Psychiatric/Mental Health Clinical Specialist
Psychiatric Nurse Practitioner
Adult Nurse Practitioner
Family Nurse Practitioner

Lewiston-Auburn College

Occupational Therapy (M.O.T.)
Leadership Studies (M.L.S.)

Edmund S. Muskie School of Public Service

Community Planning and Development (M.C.P.D.)
Health Policy and Management (M.S.)
Public Policy and Management (M.P.P. and Ph.D.)

University of Maine School of Law

Juris Doctor (J.D.)

Undergraduate Admission

The University of Southern Maine is an academic community that welcomes applications for admission from qualified women and men with various backgrounds and interests regardless of race, color, religion, sexual orientation, national origin or citizenship status, age, handicap, or veteran status. The University seeks candidates whose academic achievement and motivation indicate potential for success in an undergraduate program. The Office of Undergraduate Admission invites prospective students to visit the campus to discuss their educational interests. The Office will provide information about academic programs, discuss admission requirements and procedures, and arrange personal interviews and campus tours. Prospective students are encouraged to telephone or visit the Office of Undergraduate Admission (207-780-5670) located in the Admission House on the Gorham campus. For more information on Lewiston-Auburn College, call (207) 753-6560.

Admission Requirements

With the exception of early admission applicants, a high school diploma or General Equivalency Development (GED) certificate is required for admission to the University. Students who are home educated/home schooled should contact the Office of Undergraduate Admission for specific information regarding the alternate documentation required for admission. Although secondary school preparation may vary, please find below the minimum college preparatory subjects required for regular admission to the University. In addition to these, further requirements may be imposed by individual University schools and colleges. (A unit is equivalent to one year of study.)

General subject minimum requirements (University-wide)

English	4 units
Mathematics	3 units (Algebra I, II, and Geometry)
Science	2 units (with lab)
History/Social Science	2 units

Applicants to the Women's Studies program must also have:

Foreign Language*	2 units (one language)
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*ASL may be substituted for this.

Applicants to the College of Arts and Sciences must also have:

Foreign Language*	2 units (one language)
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Science candidates must have three units of lab science. Foreign language candidates must have three units of a foreign language. Mathematics candidates must have four units of mathematics.

*ASL may be substituted for this.

Special Note: For specific admission requirements for the degree programs in music, please refer to the School of Music section of the catalog.

Applicants to the College of Nursing and Health Professions

Nursing and sports medicine candidates must have laboratory biology and chemistry. In addition, nursing candidates must also satisfy specific academic standards in order to qualify for the clinical portion of the degree program. For further details, please refer to the College of Nursing and Health Professions section of this catalog.

Applicants to the School of Business

A fourth year of college preparatory mathematics (trigonometry, pre-calculus, etc.) is required.

Applicants to the School of Applied Science, Engineering, and Technology
Engineering candidates must have chemistry, physics, and four units of mathematics. Environmental science candidates must have three units of lab science.

Applicants to Lewiston-Auburn College

Lewiston-Auburn College applicants must meet all University general subject requirements. Applicants should make an appointment with a USM advisor at Lewiston-Auburn College, (207) 753-6560.

**Admission
Procedures, Policies**

All applicants for admission are reviewed on a case-by-case basis; because admission to the University is selective, the academic profile required for acceptance may vary from one semester to the next. Please find below the guidelines and procedures for applying to the University for undergraduate admission. All applicants for undergraduate admission are encouraged to apply online at www.usm.maine.edu/admit.

Admission Applications

In addition to the requirements noted in the following sections, the Office of Undergraduate Admission may require applicants to supply additional documentation if it is determined that this information will contribute to assessing an applicant's candidacy.

All students whose native language is not English should submit official results of the Test of English as a Foreign Language (TOEFL).

Secondary School Applicants Secondary school students are required to submit the following to the Office of Undergraduate Admission:

1. A completed University of Maine System application accompanied by the nonrefundable \$40 application fee.
2. Official copies of all secondary school transcripts.
3. Official SAT I or ACT results.*
4. Letter of recommendation from a guidance or college counselor.*
5. Completed personal statement.

While not required, campus visits are strongly recommended, and personal interviews are encouraged.

*Students who have been out of high school for three or more years are not required to submit standardized test scores or a guidance/college counselor recommendation.

Adult Applicants A special Adult Application for Undergraduate Admission is available for candidates whose high school graduation date was three or more years ago; contact the Office of Undergraduate Admission, University of Southern Maine, 37 College Ave., Gorham, Maine 04038-1083, (207) 780-5670. The adult application is available at the following Web site: www.usm.maine.edu/admit/adult_application.pdf. An interview with an admission counselor is highly recommended. Adult candidates must arrange for their secondary school transcript to be sent to the Office of Undergraduate Admission. Students who have been out of high school for three or more years are not required to submit standardized test scores (SAT I or ACT) or a guidance/college counselor recommendation. Although Scholastic Assessment Test (SAT I) scores are not required for admission of adult candidates, they may be submitted for placement purposes as such scores (if not more than five years old) may be used to declare minimum academic proficiencies.

International Applicants International applicants must complete the Application for Undergraduate Admission and submit it, along with the \$40 application fee, to the USM Office of Undergraduate Admission. Applicants whose native language is not English are required to submit scores of the Test of English as a Foreign Language (TOEFL). Although USM encourages international student applicants to complete and submit results of the SAT I or ACT, these standardized tests are not required for admission. Due to limitations on available financial aid, applications are encouraged only from international students who are able to fund their educational expenses fully from their own resources. To certify this, a Declaration of Finances statement must be filed as part of the application process. This form must be fully documented and certified and should accompany the completed application.

Early Admission Applicants Students who have completed their junior year of high school may apply for consideration of admission (as a non-matriculated stu-

dent) under the Early Admission Program. The Committee on Undergraduate Admission will consider high-achieving students who display both the intellectual ability and the social maturity to succeed in a university course of study.

To be eligible for admission, candidates must have completed a minimum of three years of college preparatory subjects in high school according to the general University admission requirements, and submit test results of the Scholastic Assessment Test (SAT I) or the ACT examination.

Interested applicants will be required to submit an Application for Undergraduate Admission in addition to an Early Admission Application, which must be signed by the student, parent/guardian, guidance counselor, and principal. Early admission candidates may be required to have a personal interview with a member of the Admission staff. High school students who enter the University of Southern Maine prior to graduation from high school may not qualify for federally funded financial aid and may not participate in intercollegiate athletics.

It is expected that Early Admission applicants will apply for the fall semester only. Application forms must be submitted by April 15.

Priority Dates and Deadlines

Applications are reviewed throughout the year on a rolling admission basis. However, the priority deadline for the fall semester is February 15, and for the spring semester, December 1. **All students applying for the fall semester who wish to be considered for academic scholarships must have a completed application on file by January 15. Nursing applicants are admitted for the fall semester only with a deadline of February 15.** The \$100 admission deposit deadline to reserve space for the fall semester is May 1.

Although applications are reviewed on a rolling basis, as some degree programs admit only a limited number of students, applicants are urged to submit their credentials at their earliest possible convenience in order to receive consideration. Applications may be made to enter the University in the fall or spring semester only. Offers of admission may be revoked because of unsatisfactory performance in the final semester of high school or college.

Admission to the University is offered for a specific semester. Anyone choosing to defer his or her offer of admission may do so by submitting a written request to the director of Undergraduate Admission.

Admission Decisions

The University recognizes that its prospective students may come with differing academic backgrounds and/or with significant time having elapsed since completion of secondary school. The following categories of admission exist to accommodate this wide range of applicants.

Regular Admission Applicants whose academic backgrounds demonstrate the ability to pursue regular, entry level coursework may be granted regular acceptance to the University. This admission decision is based upon a comprehensive evaluation of the student's educational record, including standardized test scores (if required), as well as individual talents and activities.

Enrollment as an Undeclared Major Applicants who are undecided regarding their major field of study may request admission as an "Undeclared Major." Undeclared students are assigned an academic advisor in Advising Services to assist with appropriate course selection and academic planning while exploring a major field of study. This admission option provides students the opportunity to select their major at an appropriate time during the first 60 credit hours of coursework.

Granted Admission to GO Applicants whose academic backgrounds are not complete in some way (e.g., missing academic units), but who show significant promise, may be granted acceptance to GO, an academic success and support program. Students are fully admitted to the University, and pursue their first year of study under the direction of the Advising Services Office. Students who are admitted to GO are expected to fulfill terms of an academic support plan that outlines their responsibilities. Students admitted to GO should meet the requirements of their academic support plan within their first 30 credit hours.

To achieve transition to regular status, the student must complete the minimum proficiency requirements of the University as well as successfully complete a minimum 12 credit hours of 100-level coursework (including College Writing), complete a learning strategy and decision-making course, and have a minimum grade point average of 2.0. Transition to regular status prior to completion of 12 credit hours may be approved if the student earns an exceptional grade point average. The student's assigned academic advisor will assist in completing the transition.

All applications are considered for regular admission to the University. As part of the review process, the Undergraduate Admission Committee will determine which applicants are to be offered admission to GO.

English Language Bridge Program Students applying to the University who meet regular admission requirements but whose TOEFL scores fall below the required level may be eligible for admission to the University through the English Language Bridge Program offered through the ESL department. For further information on the English Language Bridge Program contact Bart Weyand, program director, 101 Payson Smith Hall, Portland.

Enrollment as a Non-matriculated Student The University encourages members of the local community to take advantage of its diverse course offerings. Non-matriculated students (those not enrolled in a degree program of study) may take regular credit courses for self-interest and enrichment. Non-matriculated students are enrolled each semester on a space-available basis and are not eligible for student financial aid awards, guaranteed student loans, veterans' benefits, campus housing, or participation in intercollegiate athletics. Interested persons are invited to contact Advising Services, Payson Smith Hall, on the Portland campus for further information.

Non-matriculated students are required to meet the same academic progress standards as matriculated students. In order to apply credits earned at the University of Southern Maine to a degree, the student must be admitted into a degree program as a result of the application process.

Readmission Matriculated degree candidates maintain their matriculation status for ten calendar years from the first semester of attendance at the University of Southern Maine. If a student has been academically dismissed from the University or if a student wishes to resume studies after the ten-year period has elapsed, she or he must apply for readmission. Readmission applicants should contact the Office of Undergraduate Admission for the proper forms. The Reactivation/Readmission application is available at the following Web site: www.usm.maine.edu/admit/reactivation_form.pdf.

Transfer Admission

Applicants who have attempted 12 semester hours of credit or more beyond the secondary school level are considered transfer students and must submit official copies of collegiate and secondary school records. SAT test results are required for students who have been graduated from high school for less than three years. Transfer candidates who have previously completed ten or more courses (30 credits) at the time of application may forego submitting standardized test scores. *Quality points and grade point average do not transfer.*

Students applying for transfer from regionally accredited institutions of higher education must have a grade point average of at least a 2.0 (on a 4.0 scale). Transfer credit may be awarded for coursework completed at a regionally accredited institution of higher education. Courses graded C- or higher are considered for transfer credit.

Students applying for transfer from non-regionally accredited institutions of higher education must have a minimum 2.75 grade point average (on a 4.0 scale) to be considered for admission. No transfer credit will be awarded for coursework completed at non-regionally accredited institutions of higher education. Under special circumstances, students may, in individual cases, petition the dean of the appropriate school or college for consideration of coursework earned from institutions that were candidates for accreditation.

From Within the University of Maine System Trustee policy is to provide the maximum opportunity for transfer within the University of Maine System. When a student is accepted for transfer, all undergraduate credits successfully completed with a grade of C- or better at any unit of the University System will be transferable to any other unit of the University System, but will not be automatically applied to the specific academic degree program to which the student has transferred. Each student will be expected to meet the established requirements of the academic program into which transfer is made, and appropriate application of transfer credit is to be the responsibility of the particular academic unit.

University of Maine System Transfer Practices

Generally, course grades do not transfer from institution to institution. Semester and cumulative grade point averages reflect only those courses taken at the home institution. Exceptions to this policy are approved by the vice chancellor for Academic Affairs. Students in external degree programs and/or those taking courses at distant sites and centers should inquire about any exceptions which may apply.

Grades of C- or better in courses taken within the University of Maine System and accepted for transfer credit will be recorded on the student's transcript although not computed into the cumulative grade point average.

All undergraduate courses successfully completed with a C- or better at one University of Maine System institution will transfer to another.

Each student must meet the established requirements of the academic program or college into which she or he is transferring. Transfer credits do not necessarily count toward such requirements.

Transfer students must consult the individual institution catalog to determine requirements regarding the number of degree credits that must be taken through the degree-granting institution.

Transferring students will be expected to provide official transcripts reflecting all previous postsecondary coursework.

Each accepted transfer student will receive a written evaluation of transfer credit. The transfer student should then meet with program faculty/advisors at the receiving institution to review how the transfer credit will be applied.

Course credit will be transferred only for coursework delivered by regionally accredited institutions, through AP or CLEP, or through life experience (i.e., prior learning or other learning such as military training, etc.) when validated through the approved campus processes.

Course credit from international institutions will be accepted for transfer consistent with established institutional policies.

If a student disagrees with a decision made in regard to the transfer of his or her credits from one institution to another, the student may appeal through the regular academic appeals process at the receiving institution.

Transfer Credit Evaluation

Evaluation of Transfer Credits Undergraduate coursework completed at other institutions of higher education will be evaluated for transfer credit on the basis of the following: whether or not the previous institution was regionally accredited; grades achieved in previous coursework; comparability of courses taken with courses at the University. Courses for which credit is awarded through another institution's credit by examination policy may be granted transfer credit provided both earned credits and grades appear on the transcript and the course is applicable to the student's work at this University. The applicability of transfer credits to USM's Core curriculum and to a student's intended major field of study shall be determined by the Transfer Affairs Office in conjunction with the appropriate academic department, school, or college. Transfer evaluations are assumed to be correct if a student does not direct questions to or enter an appeal with the Transfer Affairs Office within one year of the completion of the evaluation. At that time, the evaluation becomes permanent and will not be changed.

Placement Exams

Placement Examination Program SAT I and ACT scores (if not more than five years old) are used for course placement in mathematics and English. All newly admitted baccalaureate and associate degree candidates whose SAT mathematics score was below 480 or SAT verbal score was below 550 or ACT composite score was below 22 must take the placement examinations. Newly admitted students with SAT I or ACT scores that are five years or older must take the placement examinations. Students who transfer credits from another institution may meet mathematics and English proficiency as determined by the Transfer Affairs Office. Non-matriculated students are encouraged to take the placement examinations and should contact the Office of Academic Assessment for details. Copies of the publication, *Placement Examination Program*, are available at the Office of Academic Assessment, Portland campus. *NOTE:* Placement exams will not be used in place of SAT/ACT results for admission purposes.

Prior Learning Assessment

Prior Learning Assessment refers to a number of processes designed to evaluate learning that students have gained outside the traditional college classroom setting. The college-level learning may have come from paid or non-paid work experiences; self-directed study; noncredit courses, seminars, or workshops; military training; technical and vocational abilities; or other combinations of learning.

USM's Prior Learning Assessment program is an academic function, and as such, has the approval and involvement of the faculty in all credit decisions. Course equivalency can be achieved through portfolio submissions, challenge exams, standardized exams, credential review, and military transcript evaluations.

For further details regarding credit options, students should contact the Office of Prior Learning Assessment at www.usm.maine.edu/pla.

Advanced Placement The University participates in the Advanced Placement Program of the College Board. A.P. exams are given in secondary schools. For credit consideration at USM, an official A.P. transcript and a minimum score of 3 are required.

Standardized Examinations College Level Examination Program (CLEP) and DANTES exams are used for either course-equivalency or elective credits. A few Excelsior College exams are also recognized for credit.

Portfolio Assessment Program The portfolio assessment process involves providing appropriate documentation to demonstrate college-level learning. To earn course equivalency credit through portfolio assessment, the student's documentation must prove understanding and learning competency, subject to evaluation by appropriate faculty. Portfolio assessment may also be used to earn general elective credit, which can be earned regardless of one's academic major. Applicability of the elective credit toward meeting graduation requirements varies by school/college.

Credential Review Selected licenses, certificates, and credentials may qualify for elective credit through credential review.

Credit for Military Training Students who have been members of the armed services may qualify for credit based on The American Council on Education (ACE) Guides to the Evaluation of Education Experiences in the Armed Forces. Official documents are required for credit consideration.

Challenge Examination Program Challenge exams are developed by faculty members to match the content of specific courses, and may be written or oral. They are used selectively in some departments.

Preprofessional Programs

Pre-Law There is no specific course of study required of students who are planning to apply to law schools. Since the practice of law covers all fields, the only recommendation that law school admissions officers give to students is that they pursue challenging courses in areas of interest to them and that they do well in these courses. Participation in an honors program definitely enhances a student's admission as does a well-written senior thesis or an independent study.

- Students must be able to write clearly. They should take upper level, writing intensive courses in English or other fields.
- Students must be able to think clearly and critically. Courses in philosophy, science, and language will be helpful.
- Students should understand the social and political context within which the law exists. Courses in sociology, history, and political science are appropriate.
- Students may wish to take substantive courses in the law and in legal reasoning. Courses in law and society, civil liberties, civil rights, constitutional law, business law and the rule of law—some of which are offered as undergraduate courses by professors from the University of Maine Law School—may be of interest.

Students who are interested in law should be advised that their overall academic record and performance on the LSAT are much more important than a specific undergraduate major for law school admission.

Students should meet with USM's pre-law advisor early in their undergraduate careers to discuss the legal profession and design a path to law school admission. Students should also become active members of USM's Pre-Law Society.

Pre-Medical, Pre-Dental, Pre-Veterinary USM, like most universities, does not have a major in pre-medical, pre-veterinary, or pre-dental studies. Most students who are accepted in a professional school majored in biology or zoology as undergraduates. However, a student does not have to major in science to be accepted to medical, dental, or veterinary medicine school. Approximately one-third of all students accepted to professional schools took the required science courses as electives while pursuing their undergraduate degrees in non-science fields.

Every undergraduate course taken is important regardless of its subject area. Admissions officers in professional schools pay particular attention to the overall

academic record and performance on entrance exams when evaluating a candidate's application for admission.

It is also important to have experience in the field of medicine. Most veterinary schools require some type of animal care experience, e.g., volunteer work in an animal hospital. Many medical schools require some type of patient-care experience (EMT, volunteer work in an emergency room).

As minimum entrance requirements, most professional schools recommend:

- 1 year of college biology with lab (BIO 105K, 106K; BIO 107, 108)
- 1 year of inorganic chemistry with lab (CHY 113K, 114K; CHY 115, 116)
- 1 year of organic chemistry with lab (CHY 251, 252; CHY 253, 254)
- 1 year of physics with lab (PHY 111K, 114K or PHY 121K, 114K)
- 1 semester of mathematics (statistics recommended)

Some recommended courses are:

- Psychology (PSY 101J)
- Genetics (BIO 301)
- Microbiology (BIO 311, 312)
- Comparative or Human Anatomy (BIO 205 or 211/212)
- General or Human Physiology (BIO 401/402)

For more information, please contact Patricia O'Mahoney-Damon, (207) 780-4263, or pato@usm.maine.edu.

Maine Community College Articulation Agreements

The University of Southern Maine has entered into formal articulation agreements in certain academic disciplines with the Maine Community College System. These agreements facilitate transfer of graduates from these programs in the community colleges to USM. Under these agreements, students complete an associate's degree at the community college before transferring to USM. For more information, students should contact either the academic department at USM to which transfer is being considered, or the USM Transfer Affairs Office.

New England Regional Program

In cooperation with the New England Board of Higher Education (NEBHE) the University offers undergraduate and graduate programs of study at reduced rates of tuition to qualified candidates from the New England states. Because the listing of programs varies from year to year, candidates should check the most up-to-date listings. The following schedule represents the fields of study available at the University in the New England Regional Student Program for 2005-2006. The 2006-2007 listing will be available during the spring of 2006. Further information is available through a guidance counselor or NEBHE at 45 Temple Place, Boston, Massachusetts 02111.

Undergraduate Programs

Applied Chemistry	CT, VT
Applied Technical Education	CT, MA, RI, VT
Criminology	NH, RI
Environmental Safety and Health	CT, NH, RI, VT
Health Fitness	VT
Industrial Technology	RI, VT
Linguistics	CT, VT
Natural and Applied Science	CT, VT
Technology Education	NH, VT
Therapeutic Recreation (Baccalaureate)	MA, RI, VT
Therapeutic Recreation (Associate)	MA, NH, RI, VT

Graduate Programs

Accounting	VT
Adult Education	MA, NH, VT
American and New England Studies	CT, MA, NH, RI, VT
Applied Immunology and Molecular Biology	CT, NH
Community Planning and Development	CT, NH, VT
Health Policy and Management	CT, NH, RI, VT
Independent School Teacher Education	CT, MA, VT
Law (J.D.)	MA, NH, RI, VT
Manufacturing Engineering	CT, NH, VT

Manufacturing Systems	CT, NH, RI
Music (M.M.)	VT
Music Education	VT
Music: Composition (M.M.)	CT, RI, VT
Music: Conducting (M.M.)	NH, RI, VT
Music: Jazz Studies (M.M.)	CT, NH, RI, VT
Music: Performance (M.M.)	VT
Occupational Therapy (pre-professional)	CT, RI, VT
Public Policy (Ph.D.)	CT, NH, RI, VT
School Psychology	NH, VT

Immunization Requirement

Maine State law requires all individuals born after December 31, 1956, who plan to enroll in a degree program or plan to take 12 or more credits, to show proof of immunity against measles, mumps, rubella, diphtheria, and tetanus before registering for classes. Immunization records must be on file with University Health Services before students will be allowed to register for classes.

Specific information about immunization requirements is sent with admissions packets, and is also available in most departments and at University Health Services.

Financial Information

Tuition rates are established by the University of Maine System Board of Trustees. The University reserves the right to adjust all charges in response to changing costs, state and/or federal legislative action, and other matters. Such adjustment may be made at any time. A student acknowledges this reservation by applying for admission or registering for courses.

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

Tuition

Charges in effect as of July 1, 2005

Undergraduate Tuition Charges Per Credit Hour

Maine Resident	\$166.00
Non-Maine Resident	\$460.00
New England Regional Program	\$249.00
Canadian Resident	\$249.00

Fees

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

<i>Credits Attempted</i>	<i>Fee</i>
1-5.5	\$15.50
6-11.5	\$32.00
12+	\$46.50

Application Fee A \$40.00 fee is charged when a student applies for admission to an undergraduate program. A \$50.00 fee is charged when a student applies for admission into a graduate or law degree program.

Community Standards Fee A \$25 fee is charged to any student who is sanctioned under the Conduct Code.

Course Fees A mandatory fee is assessed for some courses. These fees cover costs associated with specialized instruction. Additional information is provided in University course listings.

Distance Education Fee Students registering for classes offered over the Education Network are charged a \$5.00 per credit fee to defray some mailing costs.

Enrollment Fee A mandatory \$150.00 fee is charged to newly admitted undergraduate students. This fee is only charged once.

Installment Payment Fee A \$25.00 fee is charged to students participating in the University's three, four, and/or five payment plans.

Insufficient Funds Fee A \$25.00 fee is charged when a student's check is returned or a bank card payment is declined for insufficient funds.

Late Fee A \$50.00 late fee, up to a maximum of \$200.00 per semester, is assessed to student accounts not paid when bill is due.

Reactivation Fee A mandatory \$10.00 fee is charged to students who have previously applied for admission but did not complete the admission process, or who leave for several years and wish to become degree candidates again.

Student Health and Counseling Fee A mandatory \$40.00 health fee is charged students registered for six or more credits of instructional activities emanating from the Portland and/or Gorham campus for fall and spring semesters. Such activities include independent study, internships, field experiences, etc. Credits for regular classes taken at off-campus locations are omitted when determining this fee.

Optional coverage is available to students who register for fewer than six credits and/or during the summer.

The cost of the health fee after the four-week open enrollment period is \$55.00. For more information about the services covered by the student health and counseling fee contact University Health Services.

Student Health Insurance (Optional) Students may purchase optional insurance plans under policies made available by contract with the University of Southern Maine. These plans can provide financial coverage for health care costs incurred

through University Health Services, family physicians, or other health care providers.

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

An extended health care insurance plan is also available to students registered for three or more credit hours who want financial coverage for potential severe or catastrophic health problems. The extended care plan reimburses only after the first \$10,000 of health care is already paid by the student or any basic insurance plan. Further information about either policy and coverage is available through University Health Services.

Testing and Assessment Fee A \$15.00 per test fee is assessed to non-matriculated students taking the English or math placement exam.

Transportation Fee A mandatory semester fee charged to all students taking courses on the Portland and/or Gorham campuses. It funds parking and transportation related projects, as well as busing between campuses.

<i>Credit Hours</i>	<i>Fee</i>
0.1-5.99	\$40.00
6.0-11.99	\$65.00
12+	\$90.00

Note: Lewiston-Auburn College Parking Fee: A \$3.00 per credit hour fee is assessed to students registered for courses held at Lewiston-Auburn College.

Unified Fee The unified fee covers fixed costs of providing educational services not already supported by tuition.

\$18.00 per credit hour	Portland/Gorham courses
\$14.00 per credit hour	Lewiston-Auburn College courses
\$10.00 per credit hour	Off-campus Centers (University College sites) and ITV/CSV courses
\$10.00 per credit hour	Summer Session courses

Room and Board

Board The University offers a variety of meal plans. Information about the meal plans is available from the Department of Residential Life, Room 100, Upton Hall, Gorham (780-5240).

USM Meal Plans The University offers seven different resident student meal plans. All cost \$3,104.00 per year.

Commuter Only Meal Plans Commuter meal plans allow students to purchase food at a discount. Information about the plans is available from the Department of Residential Life and Dining Services.

Both resident and commuter students may purchase additional points during the semester.

Room University residence halls are located on the Gorham campus and at 645 Congress Street, Portland. Information about housing is available from the Department of Residential Life, Room 100, Upton Hall, Gorham (780-5240). Limited parking may be rented for \$100.00 per semester plus the annual cost of a parking decal at the Portland Residence Hall.

While the student is billed by the semester, the housing contract is for the **full academic year**.

Rooms:

Gorham 9 Month Single	\$4,214.00/year
Gorham 9 Month Large Single	\$4,714.00/year
Gorham 9 Month Double	\$3,586.00/year
Philippi Double	\$4,214.00/year
Philippi 2- and 3-Person Suite	\$4,740.00/year
Philippi Single	\$4,714.00/year
Philippi 4-Person Suite Double	\$4,740.00/year
Philippi 4-Person Suite Single	\$4,868.00/year
Portland Hall Yankee Clipper	\$3,890.00/year
Portland Hall A-Wing	\$3,652.00/year
Portland Hall B-Wing Single	\$4,714.00/year
Portland Hall B-Wing Double	\$3,594.00/year
Portland Hall Suite (1 Person)	\$4,960.00/year
Portland Hall Suite (2 Person)	\$4,544.00/year
Portland Hall Suite (3 & 4 Person)	\$4,250.00/year

Portland Hall Family Suites	\$6,816.00/year
Portland Hall 2nd Main Single	\$4,714.00/year
Portland Hall 2nd Main Double	\$3,652.00/year
Portland Hall 4th Main Triple	\$3,652.00/year

All rates are based on full occupancy, and residents are charged for the type of housing in which they reside. There is an additional charge for living in a room which is under-capacity. That charge is approximately one-third of the base rate.

Lewiston-Auburn College

A separate fee structure is in effect at Lewiston-Auburn College. In addition to the transportation and unified fees, students are charged a \$1.50 per credit hour student activity fee. For additional information, contact Lewiston-Auburn College.

Other Expenses

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

Deposits

When a student is notified of acceptance into a University degree program, a \$100.00 acceptance deposit is due within four weeks. Newly admitted students who are approved for on-campus housing must also pay a \$75.00 room deposit.

After a student registers, these deposits are applied to his or her account. These deposits are forfeited if an applicant for September admission withdraws after May 1, or if an applicant for January admission withdraws after January 1. Applicants who provide the Office of Admission with written notification of withdrawal before the previously mentioned dates will have the deposit refunded.

The Department of Residential Life establishes and publicizes dates for room selection each spring. Students who are registered for spring semester and request on-campus housing for fall are required to pay a \$75.00 room deposit. Usually, this deposit is applied to the fall bill. If a student notifies the Department before May 1 that housing is not desired, this deposit will be refunded. If notification is received after May 1, the deposit is forfeited.

Payment Procedures and Policies

Billing The student is responsible for paying all charges. Each semester, the University establishes specific dates for charging students and mailing bills. It is the student's responsibility to maintain accurate home and local addresses at the Registrar's Office. Students who register during some Orientation sessions, the open registration period, and after classes start are expected to make payment at the time of registration. The University is not obligated to mail a bill.

How To Make Payment The University offers a variety of payment options. These include:

Cash Cash payment may be made at the Student Billing Office or at an off-campus center. Cash should not be mailed.

Checks Checks should be made payable to the University of Southern Maine (USM). The student's name and student I.D. number should be shown on the check.

Credit/Debit Cards The University accepts Discover credit card, as well as MasterCard or Visa credit and debit cards. The University is not able to accept debit or ATM cards that do not have the MasterCard or Visa logo.

Financial Aid from USM The University offers eligible students grants, scholarships, loans, and employment opportunities. Grants, scholarships, and loans are credited for payment of University charges. Additional information can be obtained from Student Financial Aid.

Installment Payment The University offers a variety of payment plans. Automated credit card processing plans are also an option. Additional information about these plans and enrollment deadlines is available from Student Billing.

Outside Scholarships Students must notify Student Billing of any non-University scholarships to be used to pay University charges prior to the date payment is due. Upon receipt of proper documentation, the University may extend the payment due date.

Third Party Payments A student must give Student Billing written authorization from the agency or employer prior to the payment due date. No conditional payment offers will be accepted. If, for any reason, the third party does not pay, the student is responsible for all charges.

When Payment Is Due Each semester, the University establishes specific dates payment is due and notifies students of these dates on bills, through University publications, and on the Student Billing Web site at www.usm.maine.edu/busio.

Adding Courses Costs associated with credit hours added after the semester begins must be paid at the time of registration.

Other Charges After the semester starts, additional charges must be paid as they occur.

A late fee is charged if payment is not received by the due date. Students with past due charges are not allowed to re-register. Students who show a pattern of late payment may be required to pay all University charges before registration is accepted. The University also reserves the right to cancel a current semester's registration, preventing a student from receiving grades or credit for courses, if outstanding charges are not paid.

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

Add/Drop

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

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

Withdrawal Policy

The charges assessed students who withdraw from all classes at the University are adjusted in accordance with the schedules shown below. The date the Registrar receives written notification of withdrawal is used when calculating refunds. A semester begins with the first day of scheduled University classes and includes weekends and holidays.

Failure to notify the Registrar promptly will increase financial liability. A student who feels the withdrawal was caused by reasons beyond his or her control (extended illness or military service obligations, for example) may petition for special consideration. To be considered, the request must be filed within 90 days of the end of the semester involved. Charges will not be reduced for voluntary absence from classes. Contact the Student Billing Office for additional information about this procedure.

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

For purposes of calculating tuition reduction, the attendance period begins on the opening day of scheduled campus classes, includes weekends and holidays, and ends on the date the student notifies the Registrar in writing that she or he is withdrawing.

Schedules For All Students

ACADEMIC YEAR (Fall and Spring Terms)	Refund Percentage
Cancellation prior to first day of class	100%
Withdrawal prior to end of second week	100%
Withdrawal prior to end of fifth week	50%
Withdrawal prior to end of eighth week	25%
Withdrawal after the eighth week	0%

Summer Session Refer to the Summer Session catalog for summer drop/withdrawal policies.

Requests for exemptions to the refund policy must be filed with the executive director for Financial Resources within 90 days of the end of the semester involved.

Board Refunds Students who withdraw from the University are charged for meals at an established daily rate. Additional information is available from the Department of Residential Life.

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

Rules Governing In-State and Out-of-State Tuition

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

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

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

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

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

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

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

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

- A. A "Request of Change in Tuition Status" must be filed with the executive director for Financial Resources or designee *on or before* the campus's first day of classes for the summer session, fall or spring semester for which residency is requested. All applications shall be prospective.
- B. If the executive director for Financial Resources' written decision, to be issued within 30 days of the first day of classes, is considered incorrect by the student, the student may appeal that decision in writing, within 30 days, in the following order:
 1. The chief financial officer of the campus. After receiving a written decision from this level within 30 days, the student has 30 days to submit a written appeal to:
 2. The treasurer of the University System, whose decision shall be final.

In the event that the executive director for Financial Resources, or other designated official, possesses facts or information indicating a student's change of status from in-state to out-of-state, the student shall be informed in writing of the change in status and will be given an opportunity to present facts in opposition to the change. The student may appeal the decision of the executive director for Financial Resources or other designated official as set forth in the preceding paragraph.

Applications for "A Request for Change in Tuition Status" are available at the Student Billing Office, 110 Corthell Hall, on the Gorham campus, or the Business Office, 118 Payson Smith, on the Portland campus. Completed applications should be returned to the Portland Business Office.

Student Financial Aid

At some point in the college planning process, the consideration of cost enters into the decision to pursue a college education. A college education is one of the most important investments a student will make. To provide students with an affordable education, the University of Southern Maine Office of Student Financial Aid offers a variety of programs to assist students and families in paying their educational expenses. During the 2005-2006 academic year, nearly \$55 million is available from aid programs.

Eligibility for Aid

To receive financial assistance, a student must be admitted into a degree program at the University and, in most instances, must be enrolled for at least six credit hours for a semester. Aid can be granted only to U.S. citizens and eligible non-citizens.

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

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 afford 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, grants, 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.

Satisfactory Academic Progress for Continued Financial Aid Eligibility

Every school participating in the federal student financial aid programs must monitor its financial aid recipients to ensure that they are meeting satisfactory progress standards. A school's satisfactory progress policy for students receiving federal student financial aid funds must be at least as strict as the policy used for students who do not receive federal funding. Federal regulations mandate that the school's satisfactory progress policy must include both a qualitative measure (such as the use of cumulative grade point average) and a quantitative measure (such as a maximum time frame for completion) of the student's progress. While the qualitative measure is determined and monitored by the academic standards of the institution, the quantitative measure administered by the Financial Aid office is used to determine the number of credit hours completed when compared to those attempted. To quantify academic progress, the school is required to set a maximum time frame in which a student is expected to finish a program. For an undergraduate program, the maximum time frame may not exceed 150% of the published length of the program as measured in academic semesters. Hence in USM's case, a student enrolled in an undergraduate program and enrolled full time may not receive federal financial aid for more than 12 semesters.

To ensure that the student is making sufficient progress throughout the course of study, the school must divide the program into equal evaluation periods called increments. Once the school defines the length of each increment, the school must compare the number of hours the student attempted with the number of hours the student successfully completed. This calculation enables the school to determine whether the student is progressing at a rate that will allow him or her to finish the program within the maximum time frame. As is the case in USM's progress policy, a school is permitted to apply a more lenient completion standard in the student's first academic year and then gradually increases the completion standard for each subsequent academic semester. USM's satisfactory progress policy explains how withdrawals, grades of incomplete, courses that are repeated, noncredit remedial coursework, and other attempted coursework which is not completed affect the satisfactory progress determination. Procedures have been established that enable a student to appeal a determination that finds him or her not to be making satisfactory progress.

The quantitative and qualitative standards used to judge satisfactory progress must be cumulative and include all periods of the student's enrollment. Even periods in which the student did not receive financial aid funds must be counted. If the student does not meet the school's standards for satisfactory progress, he or she is not allowed to receive further funds from federal student aid programs. For specific details regarding satisfactory progress for financial aid, please contact the Student Financial Aid office.

Application Procedures

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

Students are encouraged to apply for assistance as early as possible. To ensure a fair distribution of funds, a priority filing date is established. To meet USM's deadline, applicants must ensure that their FAFSA data is received at the institution by March 1. Students should submit the FAFSA to the federal student aid programs by February 15 to meet the USM March 1 deadline.

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

You must be registered with the Selective Service if you are a male, at least 18 years old, and born after December 31, 1959. If you believe you are not required to be registered, please call the Selective Service Office for information regarding exemption.

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

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

How Financial Aid is Allocated

The University begins reviewing student aid applications in early spring. Once a student is accepted by the Office of Undergraduate Admission, the FAFSA is received, and the University is told how much federal aid it will have for students, a notice of eligibility is sent.

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.

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

Even after a student is allocated aid, the amount may be adjusted if the student's financial situation changes. Students and parents *must* promptly report any of the following to the 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 the University. If a student receives outside scholarship funds, the amount of aid from the University may have to be reduced.

Types of Aid Available

Federal Pell Grants This is a federally funded program to help needy students. In 2005-2006 grants will vary between \$200 and \$4,050 per academic year.

Federal Supplemental Educational Opportunity Grants This is a federally funded program to help needy students. Grants will range from \$100 to \$4,000.

University and Miscellaneous Scholarships These are funded by the University and private donors. Awards have ranged from \$100 to \$4,000 and are given on the basis of financial need.

Federal Work Study Employment This is a program funded by the University and the federal government. Eligible students may earn between \$1,500 and \$3,500 per year. A student's financial need governs the amount that can be earned.

Federal Perkins Loans Funded by the federal government, the University, and former borrowers repaying loans, this program lends money to needy students. No repayment is required until after the student ceases his/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, a minimum of \$40 must be repaid each month. Loans vary between \$200 and \$2,500 annually.

Federal Nursing Student Loans Funded by the federal government, the University, and loans repaid by former borrowers, money is lent to needy nursing students. Repayment terms are similar to those of the Perkins Loan. Loans range from \$400 to \$4,000.

Federal Subsidized Stafford Loan This program, sponsored by the federal and state governments, allows students to secure low-cost loans. Eligibility for subsidized Stafford Loans is based on demonstrated financial need and grade level.

Federal Unsubsidized Stafford Loans This program provides access to borrowing for students who do not qualify for need-based assistance. The student is responsible for the interest as it accrues.

Federal Parent Loans These programs, sponsored by the federal and state governments, allow parents to secure relatively low-cost loans. Parent Loan (Plus) application request forms are available from the Student Financial Aid Office or can be printed from www.usm.maine.edu/fin, under the subsection entitled Stafford and PLUS Loans at USM.

Alternative Loans These alternative, credit-based loan programs provide long-term financing options for qualified families. Additional information about these programs are available at the following Web site: www.usm.maine.edu/fin or in the Student Financial Aid Office.

North American Indian Scholarship Program Tuition, mandatory fees, and on-campus room and/or board will be waived for qualified and eligible North American Indians residing in Maine. Eligibility is extended to 1) the person whose name is included on the current census of either the Passamaquoddy or Penobscot Tribes; and 2) the person who has resided in Maine for at least one year and whose name, or the name of at least one of their grandparents, was included on the census of a North American Tribe OR held a band number of the Maliseet or Micmac Tribes with direct blood lineage. For additional information, contact the Office of Native American Programs at (207) 581-1417. You may also visit their Web site at www.naps.umaine.edu/NAP_home.html.

Presidential Scholarships The Presidential Scholarship Program recognizes superior academic accomplishment by assisting undergraduates who demonstrate exceptional academic merit and potential.

To be eligible for these prestigious and competitive scholarships, USM students must have earned 15 or more USM (not transfer) credits and a 3.5 or higher cumulative G.P.A. For each semester the scholarship is in effect, the recipient must carry at least 6.0 USM (not transfer) credit hours and maintain a cumulative G.P.A. of 3.5 or higher.

Presidential Scholars receive a tuition and fees credit of \$625 per semester for a maximum total of \$5,000. During the course of the year, scholars may participate in special seminars with the President. For more information, contact the Office of the President.

The University of Southern Maine is a Collegiate Partner of Citizens' Scholarship Foundation of America (CSFA) and the Dollars for Scholars family of community scholarship foundations. USM has agreed that Dollars for Scholars awards of up to \$1,000 per student will not adversely affect scholarship funding provided by USM.

For more information about financial aid programs, contact the Office of Student Financial Aid, University of Southern Maine, Corthell Hall, College Avenue, Gorham, Maine 04038 or telephone (207) 780-5800. You may also visit our Web site at www.usm.maine.edu/fin.

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

Academic Policies

University Degree Requirements

To be eligible for a baccalaureate degree from the University, a student must meet the following:

- I. minimum proficiency requirements
- II. Core curriculum requirements
- III. school or college major requirements

The Core curriculum requirements apply to all students who entered the University beginning September 1982 and thereafter. Transfer students should refer to the section, "Transfer Students and the Core Curriculum."

Minimum Proficiency Requirements

Every baccalaureate degree student who is admitted to the University must produce evidence (no credit granted) of both a minimum writing proficiency and a minimum mathematics proficiency. All newly admitted baccalaureate and associate degree students with an SAT I Mathematics score below 480 or an SAT I Verbal score below 550, or an ACT composite score below 22, must take placement examinations. Students who transfer credits from another institution may meet mathematics and English proficiency as determined by the Transfer Affairs office. (Details of these examinations may be obtained from the Office of Academic Assessment.) Methods of satisfying the minimum proficiency requirements are summarized as follows:

- A. Evidence of Minimum Writing Proficiency **Do One**
 1. Score 550 or above on the verbal section of the Scholastic Assessment Test (SAT I), or have an ACT composite score of 22 or above
 2. Pass the English Placement Examination
 3. Successfully complete ENG 009A or its equivalent (Developmental English) (no degree credit)
 4. Successfully complete ESL 104A (non-native speakers of English only).
- B. Evidence of Minimum Mathematics Proficiency **Do One**
 1. Score 480 or above on the quantitative section of the Scholastic Assessment Test (SAT I), or have an ACT composite score of 22 or above
 2. Score 500 or above on the General Mathematics Test of the College Level Examination Program (CLEP). (This will also satisfy the Core curriculum Quantitative Decision Making requirement.)
 3. Pass the Mathematics Placement Examination
 4. Successfully complete MAT 051B (Intermediate Algebra). Credit for this course applies only toward associate degrees.

For information regarding the Core curriculum, including a list of courses approved to satisfy the Core, please refer to the section on the Core curriculum.

Course Numbering

001-049	No Degree Credit
050-099	Associate Degree Program Credit Only
100-199	Introductory Level
200-399	Intermediate Level
400-499	Senior Level, others by permission
500-599	Undergraduate and Graduate Students
600-799	Graduate and Professional Students Only

Note:

1. All courses carrying number 050-099 carry credit and quality points only toward an associate degree.
2. All courses with number 100 or greater carry credit and quality points toward both an associate degree and a baccalaureate degree.
3. Matriculated baccalaureate students should not register for courses with numbers less than 100 unless meeting minimum proficiency requirements.
4. Associate degree students who wish to change their major to a baccalaureate program should complete a Change of Major form. Some programs require a minimum grade point average (GPA) for a major change into a baccalaureate program. Credit and quality points for courses numbered 050-099 will be deducted from the appropriate academic totals when a student changes from an associate degree program to a baccalaureate program.

Registration

The registration process is conducted by the Registrar, Business Office, and many academic departments. It includes selection of courses, completion of proper forms, and payment of University charges. Newly admitted students are notified by Advising Services of their schedule for orientation, advising, and registration. Advising Services coordinates the new student academic advising process and initiates the registration procedure by approving course schedules prior to processing by the Registrar and Business Office.

Continuing degree students may advance register in priority order, based on credits earned and class level. Advance registration is conducted near the end of each semester for the following semester. Non-matriculated (special) students may register only during the open registration period. Degree students must obtain advisor approval prior to registration. No student may register for more than 18 credits in one semester without the permission of his or her advisor and the dean.

Enrollment Status

Students are considered to be full-time if they are enrolled for 12 or more credits. Half-time enrollment requires an active enrollment of at least 6 credits.

Grading System

Grades at the University 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	High honors (A+ is not a valid grade.)
B	Honors
C	Satisfactory, successful meeting of the course objectives
D	Low-level work, below the average required for graduation for an undergraduate, and a failing grade for a graduate student. In addition, individual departments may limit the number of D grades accepted, as stated in the departmental sections of this catalog. The paragraphs on Minimum Grade and Academic Suspension and Repeated Courses should also be noted.
F	Failure to meet the course objectives
P	Pass: pass with a grade of C- or better in a pass-fail course
H	Honors performance in a pass/fail course
LP	Low Pass: pass with a grade of D-, D, or D+ in a pass/fail course
I	Incomplete; a temporary grade given when the student, because of extraordinary circumstances, has failed to complete the course requirements. Incomplete grades must be resolved by the end of each subsequent semester; the Registrar shall notify faculty members involved 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 counted automatically as an F in the grade point average and indicated with "I*" on the student's permanent record.
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.
L	Stopped attending. The grade of L may be assigned to students who stopped attending a course without officially dropping the course. The grade of L will be computed as an F for purposes of the student's grade point average.
MG	Missing Grade. Occasionally, faculty members assign students invalid grades for a course, or 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 subsequent semester. The Registrar shall notify faculty members 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 indicated with "M*" on the student's permanent record.

W	Withdrawal after the second week through the eighth week of a semester. If a student has not officially withdrawn by the end of the eighth week of the course, one of the above regular grades, normally F, will be assigned. The W notation may be obtained after the eighth 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. In courses scheduled for fewer than 14 weeks, the W notation will be assigned through the date which coincides with 8/14 of the length of the course.
DG	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 basis.

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
D-	0.67 grade points per credit hour
F	0.00 grade points per credit hour

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

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

Dean's List

At the end of each semester, full-time, undergraduate degree students (12 credit hours or more) with grade point averages of 3.2 or above will be placed on the Dean's List. Those students on the list whose names appear in the public directory of the University will have their names released to the news media. Students who attend both the fall and spring semesters as part-time students and who complete a combined total of at least 12 credit hours are eligible for the Dean's List at the end of the spring semester. The eligibility requirements are the same as for full-time students except that the coursework for the entire year is considered.

Minimum Grade and Academic Suspension

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

	<i>For Good Standing</i>	<i>For Probationary Standing</i>
<i>Associate Degree Students</i>		
0-15 credit hours	1.60	1.35
16-30 credit hours	1.80	1.60
31-45 credit hours	2.00	1.80
<i>Baccalaureate Degree Students and Non-Matriculated Students</i>		
0-30 credit hours	1.70	1.50
31-60 credit hours	1.80	1.60
61-90 credit hours	1.90	1.70
91 or more credit hours	2.00	1.80

Students may be suspended from the University by the dean of the appropriate academic unit. Students who have two consecutive semesters of probationary standing may be suspended at the discretion of the dean. Ordinarily, a student may be suspended by the dean in consultation with the department chair or the student's advisor if the student's semester average falls below 1.0. While under suspension, stu-

dents may not take coursework, either at the University of Southern Maine or at other institutions, to be applied for credit at the University of Southern Maine without permission of the dean of the suspending academic unit. Academic suspensions are imposed for a length of one academic semester. Other standards vary from college to college and are outlined in the letter of suspension directed to the student from the appropriate dean. For details concerning disciplinary suspension and dismissal, consult the Student Conduct Code.

Students with majors or minors in English, history, political science, or psychology in the baccalaureate program of the College of Arts and Sciences must achieve at least six credits with grades of B or better in their major or minor requirements. No grades of D will count toward fulfillment of the major or minor requirements in these programs.

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

Re-enrollment after Academic Suspension

Matriculated degree candidates are eligible for re-enrollment at the University in accordance with the stipulations outlined in their letter of suspension. Unless noted otherwise in the letter of suspension, the student has the right to re-enroll after one semester.

Unsatisfactory Progress

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

Academic Dismissal

Students placed on academic suspension for a second time are dismissed from the University. In rare cases, students may be readmitted if they can provide evidence of significant academic improvement to the dean of their school or college. Such evidence would normally include high quality academic coursework at another institution. For details of disciplinary dismissal, consult the Student Conduct Code.

Professional Licensure and Certification Notice

Students with a criminal record who are pursuing degrees leading to application for professional licensure or certification should contact the appropriate licensure or certification body prior to matriculation to ensure eligibility.

Non-Matriculated Students

Non-matriculated students may register on a space-available basis for courses providing the student meets the prerequisites for the course. Non-matriculated students, while not required to apply for admission, should be aware that, in addition to meeting Departmental/school/college/University requirements, a minimum of 30 USM credits must be taken as a matriculated USM degree student in order to receive a baccalaureate degree. A minimum of 15 USM credits must be taken as a matriculated USM degree student in order to receive an associate's degree.

Class Membership

A minimum of 120 credit hours is required for graduation in most baccalaureate-level programs and 60 credit hours in associate-level programs. To progress through the University in the traditional four years (two years for associate degree students), full-time students should earn at least 30 credits each year, carrying at least 15 credit hours each semester. Permission must be obtained from the advisor and the appropriate dean to carry more than 18 credit hours.

For standing as a sophomore, a student shall have completed at least 19 percent of the hours required for graduation, for junior standing 44 percent, and for senior standing 69 percent.

The required number of credit hours by classes are:

	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Four-year programs	23	53	83
Two-year programs	23		

Add/Drop

Once a semester commences, a period of one week is permitted to add courses. Adds require the signature of the instructor, but drops may be completed with the Registrar without a signature. Drops processed during the first two weeks do not have financial penalty. Drops completed after the first two weeks will result in no refund. This procedure enables the student to make the necessary changes in the

planned curriculum. A student dropping a course after the second week through the eighth week of classes will receive the grade notation of W. If a student has not officially withdrawn by the end of the eighth week of the course, he or she will be assigned a regular grade, normally F. The W notation may be assigned after the eighth 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 the course and must assume all financial obligations associated with it.

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

Pass-Fail Option

The purpose of the pass-fail grade option is to encourage a student to broaden his or her educational experience with a reduced risk of lowering the overall grade point average. The student's choice is kept confidential and the instructor grades the student in the same manner as the rest of the class. The Registrar will retain the instructor's submitted grade on file. Grades of C- or higher will be converted to a P; grades of D-, D, and D+ will be converted to a LP; and any other grade will be handled as described in the Grading System section of this catalog. Please note that F and L grades will be included in grade point average computation.

Unless otherwise specifically stated in this catalog, courses taken to satisfy Core curriculum, University Honors Program, major, or minor requirements may not be taken pass-fail. Undergraduate degree candidates may register for a maximum of six hours of pass-fail credits in any one semester, up to a maximum of 18 hours of the total credit hours required for graduation.

Students may independently exercise the pass-fail option up to the end of the automatic grade "W" period. Requests after this period must be made through the Dean's office of the school/college offering the course; in general, requests for reversal of the pass-fail option will only be granted if a grade is necessary to meet the student's particular degree requirements. Prior to exercising this option, students are encouraged to contact the instructor of the course.

Repeated Courses

When a student repeats a course and earns a grade of A, B, C, D, F, H, P, or LP, the initial grade remains on the transcript but only the later grade is used in computing the grade point average or for credit. No course in which one of the above grades has been earned may be repeated more than once without written permission of the dean or director of the appropriate school, college, or division. This policy does not apply to courses specifically designed to be repeated. Students should complete a Course Condition form each time they repeat a course. Courses intended to repeat University of Southern Maine courses may be taken at other institutions; such courses will be accepted in accordance with the University's transfer policy. The transferred course accepted as a USM equivalent will receive USM credit but will not be calculated in the GPA; the original USM course that was repeated will remain on the student's transcript but will be removed from both the credit and GPA calculations.

Academic Forgiveness Policy

Occasionally, a student's academic performance early in his or her career may not be reflective of academic performance at a later time. Academic forgiveness permits a student to remove credits and grades from one semester of attendance. All credits and grades in the forgiven semester are removed regardless of the grade received in any given course. The forgiven semester's academic detail (including grades and attempted credits) will continue to be displayed on the transcript, but these grades and credits will not be included in the student's grade point average or total credits earned.

There are several qualifying criteria required in order to forgive a semester. These criteria are detailed in the application that may be obtained in the Registrar's Office.

Substitution of Program and Core Curriculum Requirements for Students with Disabilities

If a documented disability precludes successful completion of a particular course required by a degree program or successful completion of Core curriculum requirements, a request for substitution of either the degree program, or most Core curriculum requirements can be initiated by a student. A student may not request that Core area A (writing proficiency), or Core area C (writing competence), be modified. Written communication is considered to be an integral part of the classroom experience and substitution of this requirement would substantially change the nature of the educational preparation and experience at USM. In all requests, the student has

the responsibility to provide information supporting the need for a degree program or Core curriculum substitution based upon disability. A copy of the complete policy and procedures statement may be obtained from the Office of Academic Support for Students with Disabilities, 242 Luther Bonney Hall, Portland campus, 780-4706; TTY 780-5646.

Auditing Courses

Students who register to audit a course receive no credit for the course but will have an audit grade (AU) recorded on their transcripts. Audit courses should be declared at registration. Questions about this policy should be directed to the Registrar's Office.

Independent Study

Junior and senior students may elect independent study in their major for one to six credits. Normally, no more than three credits may be earned in a semester. The student submits an independent study application which includes a detailed description of the proposed program of study. Permission of the instructor and approval by the department chair are required. The approved independent study form is filed with the Registrar during the registration period.

Variable Credit Courses

A student should complete the necessary form during registration at the Registrar's Office. Variable credits may be obtained only for those courses so designated.

Permanent Academic Record

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

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 contact the Registrar's Office immediately. Records are assumed to be correct if a student does not report to the Registrar's Office within one year of the completion of the course. At that time, the record becomes permanent and cannot be changed.

Coursework at Other Institutions

Matriculated students at the University are expected to secure written approval from the appropriate dean prior to taking coursework at another institution. Credit approved for courses taken at other institutions will count towards the total degree hours required but will not be computed in the student's cumulative grade point average. For further information, contact the Transfer Affairs Office.

Graduation Requirements

In addition to the minimum requirements of 120 credits for a baccalaureate degree and 60 credits for an associate degree, a candidate must (a) receive passing grades in courses required by the University, the school or college, and the major department; (b) accumulate the number of credit hours required by the school or college in which the student is registered; (c) achieve an accumulative average of not less than 2.00; (d) meet the requirements of the major department; (e) complete an Application for Degree form with the Office of the Registrar at the beginning of the semester of graduation. **Responsibility for successfully completing the requirements of the program resides with the student.**

Residence Requirement

For all baccalaureate degrees at the University, a minimum of 30 credit hours including at least 9 hours in the major field, must be completed while registered in the school or college from which the degree is sought (15 credit hours for associate's degree programs). A student may earn no more than six of these credit hours at another campus of the University of Maine System. Unless special permission is granted by the dean of the school or college concerned to pursue work elsewhere, the work of the senior or final year must be completed at this University.

Graduation Honors Policy

Graduation with distinction is based on the student's GPA at the University of Southern Maine. Students must complete at least 60 credit hours (with a minimum of 45 credit hours graded A through F) at USM in order to qualify. Graduation with distinction categories are (a) at least 3.80 for *summa cum laude*; (b) at least 3.60 and less than 3.80 for *magna cum laude*; and (c) at least 3.40 and less than 3.60 for *cum laude*.

For purposes of wearing honor cords at Commencement: (gold cords, *summa cum laude*; blue cords, *magna cum laude*; white cords, *cum laude*) a student must meet the GPA requirements listed above, and be registered for enough credits to meet the 60 credit hours at USM requirement.

In the event a student meets the graduation with distinction GPA requirement at USM, but fails to meet the 60 credit hour requirement, distinction will be determined by a calculation of the student's GPA for the last 60 credit hours wherever they were completed.

Post-Baccalaureate Study for Second Degree

A second bachelor's degree may not be granted a student until he or she has completed an additional year of college work, as represented by a minimum of 30 semester hours beyond the requirements for the first degree. Such work must be completed in accordance with all other University regulations.

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

Students who have already earned one baccalaureate degree and are undertaking work for a second baccalaureate degree are not required to satisfy Core curriculum requirements.

Withdrawal from the University

To withdraw from the University, a student must notify the Registrar's Office in writing. Official withdrawal forms are available from the Registrar's Office and the Enrollment Services Center and require a signature. The date of withdrawal will normally be the postmark date of the withdrawal letter or the date the official form is signed.

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

Students in good standing who have withdrawn from the University and who wish to return at a later date should follow the instructions given under Matriculation Status (Leave of Absence).

Information concerning financial obligations to the University relative to the withdrawal policy will be found in the Financial Information section of this catalog.

Matriculation Status (Leave of Absence)

Degree candidates maintain their matriculation status for ten calendar years from their first semester of attendance as matriculated students. If, for any reason other than dismissal from the University, a student does not register for any length of time during that ten-year period and then resumes registration, no readmission decision will be made. In such cases, the student should register for classes in accordance with current registration procedures. If, however, a student wishes to resume studies as a degree candidate after the ten-year period has elapsed and has not taken classes for two years, he or she needs to apply for readmission. Readmission applicants should contact the Office of Admission for the proper forms.

Catalog Effective for Graduation Requirements

Freshmen and new transfer students (including transfers from other campuses of the University of Maine System) must satisfy the graduation requirements set out in the catalog in effect for the first semester of their attendance as a matriculated student. Students whose matriculation at the University has expired forfeit the right to pursue a degree according to the provisions of the original catalog and are bound instead by the catalog in effect for the first semester of attendance as a readmitted student.

At the student's choice, a later catalog may be selected for graduation requirements; but a student may not select an earlier catalog. In some cases, academic units have specific time limits for completion of graduation requirements. If so, that time limit will be noted in the appropriate school/college/division section of this catalog. Students must meet the requirements of a catalog issued within ten years of graduation.

The University is not bound by its previous catalog and maintains the right to control its course offerings. Where program/degree requirement changes have occurred that have resulted in changes to course offerings and/or availability, reasonable substitutions will be made to facilitate degree/program completion.

Change of Major within a School or College

Permission to change from one major to another is granted by the dean and head of the department in which the student expects to major. A form for the change may be obtained from the Registrar's Office. A change-of-major form must be filed with the Registrar's Office. Requests from undeclared students, and admitted-with-conditions students must be processed by Advising Services.

Change of College or School

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

Double Majors

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

Attendance Policy

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

Student Academic Integrity Policy

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

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

Examination Policy

The examination policy states that it is the responsibility of the faculty member to inform the students in each class of the examination requirements for that class. Usually, two to four preliminary examinations are administered in each course and count heavily toward the final grade. Giving a final exam is not mandatory; however, in classes where they are given, the examinations must be scheduled within the specific final exam period. Take-home exams are also due within the final exam period. By action of the Faculty Senate, no test or examination may be scheduled during the last week of classes.

Absence from a Final Examination

A student who misses a final examination should immediately contact the instructor to apply for a special examination. Students who miss a final examination and are failing the course at the time will usually be given the grade of F instead of being marked I for the semester grade.

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.

Clinical Course Requirements

Many divisions of study at the University require as a condition of graduation the completion of one or more training programs or courses in an outside clinical or pro-

fessional setting, such as a hospital, clinic, professional office, or public classroom. These outside institutions sometimes impose additional requirements upon students as conditions of participation in their programs. Such requirements might include evidence of a recent medical examination, evidence of health, auto or other insurance, a written agreement to accept and abide by the rules and regulations of that institution, or the execution of an indemnity agreement or release. The University assumes there will be assent to and compliance with such requirements, rules, and regulations by each student upon his or her enrollment in those courses involving outside clinical study.

Student Complaints

To provide undergraduate students with assistance in resolving disagreements with University employees, the University has designated the Office of the Dean of Student Life (ODSL) to respond to student inquiries in these matters. The mission of ODSL in this regard is to provide impartial guidance to students in identifying whether the nature of the disagreement concerns an academic appeal or an administrative appeal, and the appropriate University policy or procedure that can be used to resolve it.

The academic appeals and administrative appeals policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment. An ODSL representative can advise the student about other University policies and procedures used to address student complaints about unlawful discrimination and sexual harassment. All other serious student complaints should be referred to the University employee concerned or to that person's immediate supervisor or department head, who may then request a meeting between the parties.

Student Academic Appeals Policy

Public institutions of higher education function for the common good, not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free expression. Academic freedom is essential for protection of the rights of the teacher in teaching, and the rights of the student to freedom in learning. Teachers must be accorded freedom of speech under the First Amendment of the U.S. Constitution, and are entitled to freedom in the classroom in discussing their subjects. Controversy lies at the heart of free academic inquiry, and provocative teaching techniques are often effective. Rights carry corresponding duties; both faculty and students should exercise this freedom in a responsible manner.

A fundamental premise of academic freedom is that decisions concerning the quality of faculty scholarship, teaching, and service are best made by reference to standards of the academic profession, as interpreted and applied by the community of scholars who are qualified by academic expertise and professional training to establish them. Possible violations of professional standards are most appropriately remedied through supervision of faculty peers. This occurs during regular performance appraisals of faculty, in which adequate consideration of student teaching evaluations is required.

Academic appeals generally involve such matters as appeal of grades granted by individual members of the faculty, or instances of perceived unfair treatment which a student believes may have negatively impacted his or her grade. To be considered, an appeal of a grade must be initiated within 30 days after a final grade is posted.

In order to guarantee fair and equitable consideration of student academic appeals, a student must first reduce an appeal to writing and discuss it with the faculty member whose actions gave rise to the appeal, in a good faith attempt to resolve any misunderstanding. If, after such discussion, the student is not satisfied with the result, he or she may appeal to the department chair.

After receiving an academic appeal of a grade, the department chair shall interview the student, the faculty member, and any witnesses; review the course syllabus and all graded assignments; and ascertain the facts of each case. Because the faculty member who issued the grade is in the best position to evaluate the performance of students enrolled in a course, the academic judgment used to determine the merits of the grade awarded shall not be reviewable. A department chair may request a faculty member reconsider a student's grade. A faculty member may decline to reconsider a student's grade; reconsider a grade and change it; or reconsider a grade and decide not to change it. There must be compelling evidence of unfair treatment

for a department chair to change a grade, and this may be done only after a vote supporting that decision by faculty peers within the department.

The department chair shall issue a decision in writing to the student and the faculty member within a reasonable period of time, normally not to exceed 14 days. Either the student or the faculty member may appeal that decision to the dean of the school or college and, if not satisfied with the result, to the vice president for Academic Affairs. Responses to these appeals shall be made in writing to the student and the faculty member within a reasonable period of time, normally not to exceed 14 days.

The individual receiving an academic appeal of a grade shall review the record compiled by the department chair and evaluate the manner in which the appeal was decided. Because faculty peers within the department are in the best position to evaluate teaching within their scholarly expertise, there must be compelling evidence of unfair treatment or violation of the academic appeals procedure for a grade to be changed. The individual receiving an academic appeal shall issue a decision in writing to the student, with copies to the faculty member and the department chair. A decision by the vice president for Academic Affairs shall be final and not subject to further review.

Student Administrative Appeals Policy

Appeals of administrative decisions generally involve all matters affecting a student while at USM other than matters affecting grades. Grading matters are appealed through the Student Academic Appeals Policy described above. To be considered, an administrative appeal must be initiated within 30 days after the decision is made.

In order to guarantee fair and equitable consideration of student administrative appeals, a student must first reduce an appeal to writing and meet and discuss it with the University employee whose actions gave rise to the appeal, in a good faith attempt to resolve any misunderstanding. If, after such a meeting, the student is not satisfied with the result, he or she may appeal to the head of the academic department or administrative supervisor of the employee.

The head of the academic department or administrative supervisor of the University employee receiving an administrative appeal shall interview the student, the employee, and any witnesses; review relevant written materials; and ascertain the facts of each case. For the individual receiving an administrative appeal to change a decision there must be compelling evidence the University employee exceeded his or her authority or engaged in an arbitrary and capricious abuse of discretion unsupported by the record.

The individual deciding an administrative appeal shall issue a decision in writing to the student and the University employee within a reasonable period of time, normally not to exceed 14 days. Either the student or the University employee may appeal that decision to the head of the appropriate administrative division and, if not satisfied with the result, to the vice president for Academic Affairs or the appropriate vice president for the area involved. A decision by the vice president for Academic Affairs or the appropriate vice president for the area involved shall be final and not subject to further review.

Academic Support Services

The University offers students a wide range of academic support services to facilitate and enhance their education. The breadth of these services is designed to accommodate the needs of a diverse student population.

Academic Advising

Following initial advising and registration, students, during their first semester at the University, are assigned a permanent advisor within their academic department. Students are encouraged to maintain close contact with their department advisor once this assignment has been made.

For certain students, however, the assignment of a permanent Department advisor is not appropriate. For such students the following arrangements are made.

Students who have not declared a major are provided academic advising by academic advisors in Advising Services. An academic advisor assists the student in the development of educational goals and the selection of an appropriate major. Students should be ready to declare a major before completing 60 credits of coursework at the University.

Students admitted through the GO program are provided academic advising through this academic success and support program. Academic advisors from Advising Services advise students during the period they complete required coursework. The academic advisor will work with students to develop an individual academic support plan. Upon completion of the requirements of the academic support plan, the student is transitioned from GO and assigned an advisor in his or her major department.

Non-matriculated students are students who are enrolled in courses at the University on a space available basis and who have not applied for admission. They are advised by the Advising Services staff.

Students who have questions regarding general academic policies and procedures, as well as about other aspects of University programs, are encouraged to contact Advising Services in Payson Smith Hall on the Portland campus (780-4040), in Upton Hall on the Gorham campus (780-5652), and in Enrollment Services at Lewiston-Auburn College in Lewiston (753-6500).

University Library

The University Library provides a full range of services at all three campuses. On the Portland campus, the recently expanded Albert Brenner Glickman Family Library is located at the corner of Forest Avenue and Bedford Street. The Gorham campus library is located in Bailey Hall. The Lewiston-Auburn College Library is located in the center of the Lewiston-Auburn College building on Westminster Street in Lewiston. During fall and spring semesters, the Portland and Gorham campus libraries are each open seven days a week for 90 hours. The Lewiston-Auburn College Library is open Monday-Saturday for a total of 67 hours. The Libraries are committed to service, both in person and virtually through the Web site. Services include circulation, course reserves, informational and research assistance, information literacy, instruction in using library resources, Internet and database searching, and interlibrary loan. For full information on the Library resources and services, visit: <http://library.usm.maine.edu>.

The collection of the USM Library contains 1.6 million items, including approximately 490,000 volumes; 2,800 subscriptions to periodicals, journals, newspapers, and yearbooks; over 1 million microforms; more than 130,000 state and U.S. government documents; a growing collection of audiovisual materials; and access to a wide variety of electronic information resources. Included in the Library's special collections is the Osher Map Library and Smith Center for Cartographic Education, the only separately established rare map library in northern New England. The cartographic collections contain fine examples of original maps, atlases, geographies, and globes spanning the years 1475 to the present. The original materials of some 60,000 maps are augmented by a 3,000 volume reference collection of related works, including carto-bibliographies, regional histories, dealer and exhibition catalogs, and monographs and journals on the history of cartography. The USM Library also includes the Special Collections Department which consists of a rare books and manuscripts collection, the University Archives, and the Jean Byers Sampson Center

for Diversity in Maine, which includes the African American, the Lesbian, Gay, Bisexual, and Transgender, the Judaica, and the Franco-American Heritage Collections. In addition, Special Collections has rare book collections in children's literature, early 19th-century pedagogy, history and travel, and fine press material.

Supplementing these collections are the more than 1 million print titles held in the libraries of the other campuses of the University of Maine System, along with the Maine State Library, the state's Law and Legislative Reference Library, and the Bangor Public Library. The holdings of these libraries are represented in the URSUS online catalog and are available to the USM community through URSUS's interlibrary lending system. Maine Infonet, a state-funded cooperative program that brings the collections of many Maine academic, public, and special libraries into one catalog, is also accessible through URSUS. Holdings of Maine Infonet libraries, which include collections from public and college libraries, are available, through online requesting, to the USM community. The international OCLC online interlibrary loan network also makes available 36 million titles. The Library's Web-based gateway (www.library.usm.maine.edu), accessible on campus and remotely, serves as a central access point to the Mariner Gateway and the variety of information resources and services available at USM's libraries.

The Library staff is dedicated to supporting the educational, scholarly, and public service activities of the University community. It also recognizes a responsibility to serve the information needs of the citizens of Maine.

Computing Services

The Computing Services departments provide a variety of technology support services to students, faculty, and staff at the University.

Computer labs for general student use are located at the Gorham, Lewiston-Auburn, and Portland campuses with Windows and Macintosh computer systems, software applications, e-mail, World Wide Web, and on-line course delivery systems. Laser printing is available for a fee. Computer classrooms are available for faculty to schedule class activity periods.

For dorm students with their own computer, the RESNET program can provide an Internet connection. For commuting students 50 free hours of dial-up networking are available, and in the Time Warner Cable service area of Cumberland County, the University offers discounted Road Runner cable-modem service for Internet access.

Networking Services maintains local area networks and Internet access for University office and academic activities. Students, faculty, and staff may purchase personal computers, printers, and peripherals at educationally discounted prices through the sales program.

The HelpDesk has technical staff available to assist with authentication ID, email, software, and general technology questions and problems. The HelpDesk and most department functions are located in 144 Luther Bonney Hall. More information may be found at www.usm.maine.edu/computing, 780-4029, or e-mail helpdesk@usm.maine.edu.

Language Laboratory

The Language Laboratory is available to all students, faculty, and staff for practice and maintenance of language skills, particularly listening and speaking skills. These skills enhance reading and writing abilities by adding auditory memory; learning to communicate with others in a new language opens doors to different and exciting cultures.

The Language Laboratory currently has 15 computer stations available; hundreds of audio tapes (from textbook-based programs to stories, poetry, and music); CDs; and two video players with a wide variety of videotapes. News and other television programs are available from satellite and videotape.

Instructional Technology and Media Services

The Instructional Technology and Media Services (ITMS) Department provides instructional support for the academic programs of the University. This support includes workshops offered in conjunction with the Center for Teaching on instructional applications of technology. Personal assistance is available at either Portland or Gorham ITMS office.

Other services include the delivery and maintenance of media equipment for classroom use on both the Portland and Gorham campuses. The department maintains a collection of nonprint materials, with electronic listings available on the USM Web site (www.usm.maine.edu/edm).

ITMS staff are available to help with the rental of materials for classroom use. Help is also available for the production of instructional materials for classroom use. Offices are located at 232 Luther Bonney Hall in Portland, (207) 780-4280, and 3 Bailey Hall in Gorham, (207) 780-5356.

Academic Assessment

The Office of Academic Assessment coordinates the administration of various testing programs, i.e., USM's English and mathematics placement examination program, MAT (Miller Analogies Test) program, and the National Test program (GRE Subject Test, LSAT, PRAXIS, etc.) Registration information is available at the Academic Assessment office. Academic Assessment conducts student assessment studies and student surveys, assists departments in evaluating courses and programs, develops tests and assessment instruments, and provides technical support to the faculty.

Students are encouraged to contact the Office of Academic Assessment located in 122 Payson Smith Hall on the Portland campus, for information.

Academic Support Program

Proficiency courses provide students with instruction to help them achieve proficiency in writing (ENG 009A), in mathematics (MAT 009, 050, or 051B). In addition to providing proficiency courses, the Learning Foundations Department also provides the following support services.

The Learning Center The Center offers tutorial services in mathematics, writing in all disciplines, and English as a Second Language.

Office of Support for Students with Disabilities (OSSD) This office provides services to qualified students with disabilities who currently are enrolled in USM credit and noncredit courses and programs. Services include, but are not limited to, transformation of print materials into accessible format, ASL (American Sign Language) interpreters, test accommodations, note taking, information and training on adaptive software, and other appropriate accommodations.

Students are advised to contact the Office at least a month before the semester begins to request accommodations so that they can be implemented in a timely manner. The Office is located in 242 Luther Bonney Hall on the Portland campus. Call 780-4706 (voice) or 780-4395 (TTY) to schedule an appointment. For more information on the OSSD, please visit www.usm.maine.edu/oassd.

Enrollment Management

The Division of Enrollment Management provides comprehensive enrollment services on the Portland and Gorham campuses and provides students with access to coordinated services of admissions, advising and orientation, registration and financial aid at one location on each campus.

Admission

The Office of Undergraduate Admission attracts and enrolls academically qualified first-year and transfer students who are diverse in age, background, experience, and preparation. Admission counselors are available to meet with prospective students and discuss academic programs and admission requirements. The Office of Undergraduate Admission is located in the Admission House on the Gorham campus. Admission services are also available in the Advising Services Office in Payson Smith Hall on the Portland campus and at Lewiston-Auburn College.

Advising Services

Advising Services provides comprehensive academic advising for students who have undeclared majors, who have been admitted to the University through the GO program, and who are non-matriculated. Those students who have declared a major are assigned a faculty advisor in their school or college.

Advising Services is also responsible for veterans' certification and advising, providing transfer credit evaluations for all undergraduate international students, and New Student Advising and Registration Programs, USM's orientation program. Advising Services is located in Payson Smith Hall on the Portland campus (780-4040) and Upton Hall on the Gorham campus (780-5652). Enrollment services are also available at Lewiston-Auburn College (753-6500).

Financial Aid

The Office of Student Financial Aid administers, coordinates, and recommends programs of financial aid to enable students who lack adequate financial resources to attend USM. Offices are located on the Gorham campus in Corthell Hall, in Payson Smith Hall on the Portland campus, and at Lewiston-Auburn College. For more detailed information about the application process, the funds available and the priority filing dates and deadlines, refer to the Student Financial Aid section of this catalog, call (207) 780-5800, or visit us on the Web at www.usm.maine.edu/fm.

Registrar

The Office of the Registrar serves as the legal custodian of University academic records and is responsible for the appropriate recording, production, and disbursement of those records. The Office is also responsible for recording such critical functions as academic honors, sanctions, and dismissals. The Office of the Registrar is in Portland in Advising Services in Payson Smith Hall (780-4842), and in Gorham in Corthell Hall (780-5230), and at Lewiston-Auburn College (753-6500).

University Life and Student Services

The following programs and services are dedicated to supporting student learning and success. These programs and services support students in the out-of-classroom aspects of the educational experience. Activities, ranging from intercollegiate sports to résumé preparation, join the academic process in expanding the university experience for all students. More detailed information about student programs and services appears in the USM student handbook, the *Navigator*, available in the Portland and Gorham Dean of Student Life offices. Questions regarding all areas in this section may be addressed to Craig Hutchinson, vice president for Student and University Life, 780-4035, or craigh@usm.maine.edu.

Athletics

Athletics is an exciting part of student life at the University of Southern Maine. Whether one is a participant or a spectator, USM teams provide plenty of thrills and action for everyone involved. Few institutions can match the success of the Huskies' nationally recognized non-scholarship athletic program.

Nine different teams and countless individual performers have participated in national championship competitions, highlighted by the Huskies baseball team that captured the NCAA Division III National Championship in both 1991 and 1997. The women's basketball team has played for the national championship twice in the last six years and, at 24 years, holds the Division III NCAA record for the longest streak of consecutive 20-win seasons. Annually, several USM teams achieve a national ranking and qualify for postseason play sponsored by the NCAA or ECAC.

Student-athletes experience personal growth by being part of a team and by participating in competition. Through involvement in intercollegiate athletics and interaction with a nationally recognized coaching staff, student-athletes are challenged physically, mentally, and emotionally. The athletic arena is a classroom transformed to teach character, commitment, leadership, self-discipline, self-respect, the importance of a work ethic, sportsmanship, respect for teammates, opponents, and individual difference, and the importance of sacrifice, teamwork, and cooperation. Student-athletes are held to high standards, are held accountable for their actions, and are both encouraged and expected to succeed in both academics and athletics.

USM student-athletes are supported in their efforts to excel with a strong system of academic support services which include mandatory study hours for freshmen, progress checks with University faculty members, and the availability of academic advising and tutoring within the Gorham Learning Center located in the Costello Sports Complex. The Athletic Department also sponsors and teaches a life skills program and provides opportunities for further learning through presentations, discussions, and nationally recognized speakers.

USM sponsors 23 intercollegiate sports: 11 for women, 10 for men, and 2 coed offerings. The fall sports lineup includes men's cross country, women's cross country, field hockey, golf, men's soccer, women's soccer, women's tennis, and women's volleyball. During the winter season USM offers 8 sports: men's basketball, women's basketball, cheering, men's ice hockey, women's ice hockey, men's indoor track, women's indoor track, and wrestling. In the spring, student-athletes can choose to participate in baseball, men's lacrosse, women's lacrosse, softball, men's tennis, men's outdoor track, and women's outdoor track. In addition to the 23 varsity programs, the Recreational Sports Department also sponsors club sports teams in men's volleyball, sailing, and dance.

The Huskies compete in the Little East Conference, an eight-member conference comprised of public institutions in New England, and recognized as one of the most competitive Division III conferences in the nation. In addition to USM, membership includes: Eastern Connecticut State University, Keene State College, Plymouth State College, University of Massachusetts Boston, University of Massachusetts Dartmouth, Rhode Island College, and Western Connecticut State University. USM is a member of the National Collegiate Athletic Association (NCAA), and the Eastern College Athletic Conference (ECAC). For more information on USM athletics including ticket information and schedule requests, please call 780-5430.

Career Services and Professional Life Development

The Career Services and Professional Life Development Centers provide comprehensive career assistance for all matriculated students. Students are encouraged to visit the Centers early in their academic career to begin preparing for the future. They provide assistance with career decision making, interest testing, a part-time job service, a computerized career exploration service, and workshops to help students design résumés and learn how to interview with employers. They maintain a Career Technology Center to assist students with on-line job searches and research. They are a participating institution in the Maine Recruiting Consortium—a job database program for graduating seniors that draws employers from across the Northeast.

The Cooperative Education Program helps place students in short-term positions with career-related businesses. In most cases, students who are eligible to apply for Cooperative Education placements receive academic credit for the learning experience involved, as well as a salary from the employer. The office also maintains a list of available unpaid internship opportunities.

The Centers are located on the Gorham campus at 128 School Street and on the Portland campus in Payson Smith Hall. For more information please call 780-4220. Career services are also available at Lewiston-Auburn College (758-6500).

USM Police Department

The USM Police Department is responsible for keeping the peace, preventing crime, and delivering a variety of services including security and crowd control, crime investigation, 24-hour police coverage, management of parking and transportation, escort services and educational programs. The offices are located on the Gorham campus in Upton Hall, in Portland Hall, and at 46 Bedford Street on the Portland campus (780-5211 or emergency numbers 911 or 780-5000).

Crime Prevention and Safety

The University of Southern Maine is committed to safety and crime prevention on campus. Information on campus crime statistics, crime policies and procedures, and crime prevention programs is provided each year to the campus community in compliance with the Crime Awareness and Campus Security Act of 1990.

For emergencies, reporting of crimes, lost and found, or to report suspicious persons or maintenance/safety problems, call the USM Police Department at 780-5211, or emergency 911.

For safety concerns in the residence halls, students should contact a residence hall staff member at 780-5240 (Gorham) or 228-8701 (Portland Hall).

For sexual assault or physical or domestic violence, call the USM Police Department (24 hours a day) at 911. Students can call their resident assistant or resident director, 780-5240 (Gorham) or 228-8701 (Portland Hall), the USM Counseling Center, 780-4050, or Sexual Assault Response Services, 774-3613, or the USM manager of Sexual Assault Programs at 780-4501.

Parking and Transportation

Shuttle Bus Service

The University provides a shuttle bus that runs between the Portland and Gorham campuses Monday through Saturday during the fall and spring semesters. There is also service provided for the residents of the Portland Hall dormitory to the Portland campus Monday through Friday. Schedules are provided upon request from the Parking and Transportation Office at the USM Police Department, Upton Hall, Gorham campus (780-5212). Schedules can also be found on our Web site at www.usm.maine.edu/parking.

Parking

Any student parking on campus is required to display a USM parking decal. Decals are available at the University Parking and Transportation Office at the USM Police Department, Upton Hall, Gorham campus and at the Parking and Transportation Office located inside the parking garage near the Police Department on Bedford Street on the Portland campus. Copies of the University motor vehicle rules are available at both locations and on our Web site at www.usm.maine.edu/police/parking.

University Health Centers and University Counseling Services

USM students or University of Maine law students may use the services of USM's convenient, affordable, and accessible on-campus health care and counseling centers in Portland and Gorham. All information gathered in both University Health Centers and University Counseling Centers is held in confidence. No infor-

mation is released to University officials, faculty members, parents, friends, or outside agencies except upon written request of the student.

Student Health Fee

Each semester students who take six or more credits are automatically assessed a health fee. This fee entitles students to unlimited free office visits in University Health Centers (UHC) and 12 free counseling sessions in University Counseling Centers. Students taking three to five credits may opt to pay the health fee in the first four weeks of the fall or spring semester. The health fee does not cover lab tests, wellness exams, and a few selected procedures. After 12 sessions in University Counseling Centers, there is a \$10 per visit charge. An optional summer health fee or fee-for-service arrangement is also available. The health fee is not health insurance. To purchase health insurance, contact UHC for information about the USM Student Health and Accident Insurance for basic coverage, and the Blue Cross Health Insurance for catastrophic coverage.

University Health Centers

UHC is staffed by skilled professional nurses, certified nurse practitioners, and physicians who understand college health issues, student budgets, and student diversity. Services available include: required immunizations, diagnosis and treatment of health problems; physical exams, athletic exams, work physicals, gynecological exams; lab services and tests; flu and allergy shots; consultations and referrals; travel information; self-care cold clinic and safer sex supplies; workstudy or volunteer opportunities; health screenings; communicable disease surveillance; and more.

Hours of operation are generally Monday through Friday, 8:00 a.m. - 4:30 p.m. The Portland center is open year round, Gorham is open when residence halls are open. For additional information, call the Portland center at 780-4211, the Gorham center at 780-5411, or TTY 780-5646. The immunization hotline is 780-4504.

University Counseling Services

The staff of licensed clinicians and graduate interns at University Counseling Centers offer short-term counseling to undergraduate and graduate students. These services include crisis/emergency assistance; personal counseling (individuals, couples, multicultural, and groups); and referral services. Consultation services and workshops are also available to student groups, the faculty, and other staff members.

The Centers are located in Payson Smith Hall on the Portland campus and Upton Hall on the Gorham campus. Hours are Monday through Friday, 8:00 a.m. - 4:30 p.m. For more information, call 780-4050. For information about counseling services at Lewiston-Auburn College, please call 753-6500.

Dean of Student Life

The office of the Dean of Student Life provides a welcoming environment, support, and advocacy for all students, and essential services and a co-curriculum for outside-the-classroom learning and development. Residential Life, the Brooks Student Center, the Woodbury Campus Center, Sullivan Recreation and Fitness Complex, and advising for student organizations are responsibilities of the dean of Student Life. Offices are located in the Brooks Student Center, Gorham, 780-5470, and Woodbury Campus Center, Portland, 228-8200.

Commuter Services

Support services for commuter students including off-campus housing options, parking and transportation information, and more are available through the office of the dean of Student Life, in the Woodbury Campus Center, Portland, 228-8200, and the Brooks Student Center, Gorham, 780-5470, and on the Web at www.usm.maine.edu/commuter.

Woodbury Campus Center

The Woodbury Campus Center serves as the "living room" of the campus, with campus dining, bookstore, ATM, study areas and meeting rooms, photocopier, email lounge, TV, local phone, postal service vending, and the office of the Dean of Student Life, which manages the building. Also located in the Woodbury Campus Center are the Area Gallery, the Women's Resource Center, the Center for Sexualities and Gender Diversity, and Multicultural Student Center. Contact the Office of the Dean of Student Life at 228-8200.

Sullivan Recreation and Fitness Complex

The Sullivan Recreation and Fitness Complex is a multi-purpose facility designed with fitness and recreation interests in mind. The main gym has three courts lined for basketball, indoor tennis, badminton, and volleyball. It also offers indoor jogging. There are squash, wallyball, and racquetball courts, and two multi-purpose rooms for aerobics, dance, yoga, martial arts, and more. The Fitness Center offers Universal power circuit stations, free weight equipment, treadmills, exercise bikes, steppers, climbers, elliptical fitness cross trainers, and stability balls. Equipment for squash, racquetball, and wallyball is available for signout. Courts can be reserved by calling 780-4169.

Residential Life

Residential life supports the University's educational mission by making sure that students can be successful in their pursuit of an academic degree. We provide clean, safe, and attractive living and learning environments for our students.

Residence Halls

The University provides housing for approximately 1,550 students in six residential facilities on the Gorham campus and in Portland Hall, our residence hall located in downtown Portland. Accommodations are coeducational and offer safe, comfortable, and convenient access to classes and campus events. Students living in Gorham may choose to apply to live in one of our special interest housing areas. The majority of our graduate students who choose to live on-campus live in Portland Hall.

Portland Hall is open year round. It is a 15-minute walk to the Portland campus and is conveniently located near Portland's Old Port and Arts District. The hall houses approximately 315 students from the University of Southern Maine, Maine College of Art, and Southern Maine Community College. In addition, we house University of Maine School of Law students, as well as a significant population of international students. Portland Hall fosters a proper balance between the academic and social needs of each individual school. Students have the opportunity to live in traditional single and double residence hall rooms and single, double, triple, and quadruple apartment-style suites with small kitchens. Each room or suite has its own private bathroom, wall-to-wall carpeting, local telephone services and basic cable access.

For more information, contact the Department at (207) 780-5240, or write Residential Life, 100 Upton Hall, Gorham, ME 04038. E-mail the Department at reslife@usm.maine.edu or visit www.usm.maine.edu/reslife.

Brooks Student Center

The Brooks Student Center serves as the "living room" of the Gorham campus, with campus dining, snack bar, bookstore, ATM, cash-to-card machine, postal service vending, e-mail lounge, lounge and meeting spaces, student mailboxes, and the Office of the Dean of Student Life, which manages the building. Contact the Office of the Dean of Student Life at 780-5470.

Dining Services

Dining facilities are located at a variety of places on both Portland and Gorham campuses. The main dining facility on the Gorham campus, as well as a cash-basis snack bar, are located in the Brooks Student Center. A snack bar is also located in the lobby of Bailey Hall. In Portland, facilities are located in the Woodbury Campus Center, the Law Building, and the lobby of Luther Bonney Hall. A full-service cafeteria is located in Portland Hall on Congress Street. Dining service questions may be addressed by contacting 780-5420, or www.usm.maine.edu/reslife/dining.htm.

Honor Societies and University Scholarships and Awards

The University is affiliated with several national honor societies. A partial list follows. For more information contact the academic area indicated. For general assistance call the Division of Student and University Life at 780-4035.

Beta of Maine Chapter of Alpha Kappa Delta (sociology)
Phi Kappa Phi (a national interdisciplinary honor society)
Gamma Theta Upsilon (geography)
Kappa Zeta-at Large Chapter of Sigma Theta Tau (nursing)
Psi Chi (psychology)
Phi Sigma Iota (foreign language)
Eta Mu Chapter of Phi Alpha National Social Work Honor Society
Phi Sigma Alpha (political science)
Phi Alpha Theta Chapter of Alpha Gamma Phi (history)

Phi Delta Kappa (education)
Chi Tau (biological sciences)
Beta Gamma Sigma (business/accounting)

General Scholarships and Awards

Each spring, the University awards a substantial number of grants and scholarships to students continuing their studies at USM. Some are specific to a particular area of study, and others are based on students' general achievements both inside and outside of the classroom. Application materials are available each year on December 1, and the deadline to apply is the last Friday of February. Awards are presented in April for use during the following academic year. For more information, visit www.usm.maine.edu/fin.

Portland Campus Recreation and Fitness

Portland Campus Recreation offers a wide range of programs specifically focused toward busy commuters that includes aerobics, yoga, martial arts, introductory dance classes, racquetball clinics, personal fitness consultations, and relaxation workshops. Outdoor recreation clinics and trips include camping, canoeing, cross-country skiing, and sea kayaking. For more information, call 780-4630, or stop by the office in 104 Sullivan Gym.

Gorham Recreational Sports Program

The Gorham Recreational Sports Program offers many recreational activities regardless of skill level or previous experience. Team sports include flag football, volleyball, basketball, ultimate frisbee, six on six soccer, softball, volleyball, floor hockey, and arena football. Individual activities include tennis, table tennis, darts, badminton, three-point shoot-out, free-throw competition, and nine-ball. Completion of the new ice arena has made ice hockey, broom ball, and free skating available. The new state-of-the-art fitness facility includes universal machines, free weights, and cardiovascular machines. Aerobics are offered as well. White water rafting, deep sea fishing, and whale watching activities as well as trips to see the Red Sox, Bruins, and Celtics are frequently organized. For more information call 780-5649 or stop by the office located in 102 Hill Gym.

Off-Campus Housing

Listings of available rooms, roommates, and apartments to assist students who wish to live off-campus are maintained on the Web site at www.usm.maine.edu/commuter.

University Child and Family Centers

University Child and Family Centers complements the mission of Student and University Life by serving children of students, faculty, staff, and alumni. Programs are provided for children from infancy to kindergarten, in two facilities on the Portland campus and in Gorham and include: full-day child care (7:30 a.m. - 5:30 p.m.), evening care on a limited basis in Portland, kindergarten care in Gorham, flex-care (child care services on a half-day basis), and infant, toddler, and pre-school care. Student scholarships, provided by the Student Senate and the University, are available for eligible students. Lengthy waiting lists are common. For more information, call 780-4125.

Student Government and Organizations

A 21-member Student Senate, elected by undergraduates, is the principal governing body for students. A student activity fee, collected from each undergraduate student, is used by the Senate to pay for undergraduate activities. More than 40 recognized student organizations welcome involvement.

Students interested in journalism, literature or broadcasting may join the staff of the University *Free Press*, a weekly student newspaper; *Words and Images*, a literary magazine; or WMPG-FM, the student community radio station. Students interested in TV production can become involved in USM's own cable TV station, G-TV, located on the Gorham campus.

Students are encouraged to take advantage of cultural activities, speakers, and special events available free or at minimal cost. Regular performances are given by student groups such as the award-winning Russell Square Players, the University Chorale and the Chamber Orchestra. In Portland, the Southworth Planetarium and the Area Gallery in the Campus Center, and in Gorham, the Art Gallery and the Museum of Cultural Change, offer programs year round. In addition, many student organizations bring noted artists, performers, and speakers to USM.

Greek letter organizations offer students the opportunity to participate in an alternative community emphasizing leadership, community service, academic achieve-

ment, and self-governance. Seven social fraternities and sororities are affiliated with USM. For more information, call 780-5241. For more information about student organizations and getting involved at USM, call the Office of the Dean of Student Life, 228-8200 (Portland) or 780-5470 (Gorham).

Office of Community Standards

While at the University, students are expected to conduct their affairs with proper regard for the rights of others and of the University. All members of the University community share a responsibility to maintain an environment where actions are guided by respect, integrity, and reason. When standards of conduct are violated, the University relies upon the Student Conduct Code. It is the responsibility of the Office of Community Standards to protect the campus community from disruption and harm by offering a program of educational discipline and by enforcing the Student Conduct Code. If students violate a state or federal law or a University regulation, they may be subject to state, federal, or University disciplinary action. In the enforcement of the Student Conduct Code the University functions in an administrative manner. For a complete copy of the Student Conduct Code, check the Office of Community Standards Web page: www.usm.maine.edu/ocs, or call 780-5242.

The Women's Resource Center

The Women's Resource Center provides advocacy, leadership, and educational programming for women attending USM. The center offers a safe, comfortable, and relaxing space for women to meet each other, engage in discussion, and explore the numerous resources, programs, activities, and groups available. The Resource Center provides outreach to the diversity of women at USM in the form of programming, consultation, trainings, and leadership development. The Center also is the home of an extensive lending library of books and articles about a variety of issues as well as women's history, feminist philosophy, fiction by women, and much more. The Women's Resource Center works collaboratively with student groups, University departments, and the wider Maine community to address the wide range of issues important to women, focusing on the personal, academic, career, economic, and leadership development for women. For more information call 780-4996.

Center for Sexualities and Gender Diversity

The University of Southern Maine's Center for Sexualities and Gender Diversity seeks to ensure a University environment that is positive, safe, and supportive for members of the gay, lesbian, bisexual, transgender, questioning, and allied (GLBTQA) community. Through a series of educational opportunities, support services, and advocacy work, the program works collaboratively with the Alliance for Sexual Diversity student organization, University organizations and departments, and the greater community. The program also oversees the USM Safe Zone Project, a program that conveys an inclusive message to the University community. Safe Zone Project volunteers attend a short orientation program and then display a sticker with a rainbow-striped triangle and the words "safe zone USM." This shows that they are committed to being identified as safe and supportive contacts for GLBTQA students, faculty, and staff members. For more information on these programs, please call 228-8235 or visit the Web site at www.usm.maine.edu/glbta.

Community Service

Opportunities for community service are available through the AmeriCorps Service Leaders Program, a special interest housing unit, Circle K Club, Russell Scholars Program, Student Athletes Advisory Council, and others. For more information, contact the office of the dean of Student Life at 228-8200 (Portland) or 780-5470 (Gorham).

Interfaith Chaplaincy

The interfaith chaplain offers diverse programs to support student growth and development, whether in traditional religious belief and practice or other means of spiritual life. Programs include opportunities for learning and dialogue within, among, and apart from particular religious traditions; support for student organizations formed around religious or spiritual identity or practice; seasonal interfaith celebratory events; and information and referral to religious communities and resources in the wider southern Maine area. Contact the interfaith chaplain in the office of the dean of Student Life at 228-8200.

Office of Campus Diversity and Equity

The Office of Campus Diversity and Equity works with all units of the University to foster a welcoming and inclusive working, learning, and living environment. The Office collaborates with student and employee groups to develop programs, assists in the recruitment and retention of a diverse faculty, staff, and student body, works

with academic programs to provide instructional support, and sponsors diversity awareness opportunities. The Office oversees University compliance with affirmative action, sexual harassment, disability, and other civil rights statutes and policies. Call 780-5094. The Mediation program and the Ombuds program are also housed within the Office of Campus Diversity and Equity. For information call 780-4073.

Multicultural Student Affairs

This office is dedicated to increasing the awareness and appreciation of the many diverse cultures and ethnicities at USM through programming, dialogue, and cultural events. It supports African/African American, Latino/a, Asian/Asian American, and North American Indigenous students to achieve their career and perceived goals. Multicultural Student Affairs is home of the Multicultural Center and the North American Indian Tuition Waiver/Scholarship Program.

The Multicultural Center is dedicated to providing a supportive and diverse environment for the USM community. The Center helps create community for racially and/or ethnically underrepresented students, where cultural activities and celebrations occur and affiliated student organizations meet. Through its programming, the Center explores critical issues about race, class, ethnicity, nationality, and culture.

The Center is open to the entire USM community. However, the Center has a unique role with regard to the support of students from marginalized communities and cultures. The office is located in the Dean of Student Life area of the Woodbury Campus Center. Call 780-4006.

Policies

In addition to the Student Conduct Code, USM has a number of important University policies which govern campus life. These policies and many others can be found in *The Navigator*, the student handbook, which is available to all new students. In order to review these policies in their entirety, please consult the student handbook or the appropriate department listed.

HIV/AIDS Policy

The USM HIV/AIDS policy has been established to protect the rights of individuals infected with HIV (Human Immune Deficiency Virus) and the health and safety of all others at the institution. USM will not discriminate in any manner against any person who is infected with HIV, including admissions, facilities access, hiring, housing, promotion, tenure, or termination. USM will not require HIV testing for either its students or employees and information about suspected or known HIV infection will be kept confidential. For more information or advice regarding this policy, call 780-4211.

Alcohol and Substance Abuse Policy

The University of Southern Maine views alcohol and substance abuse as a serious problem both nationally and on-campus and wishes to do everything possible to address it. In compliance with the Drug Free Schools and Communities Act and the Drug Free Workplace Act passed by Congress, the University publishes annually a booklet which informs all students and employees of the University's substance abuse policy, sanctions for violation of the policy, state and federal alcohol and drug laws, offenses and sanctions. Below is a summary of USM's alcohol and substance abuse policy.

The possession, use, or distribution of illegal drugs, as defined by federal, state, and local statutes, is prohibited at any time on University property. Students who possess, use, or distribute illegal drugs are liable for public law enforcement sanctions and University disciplinary action. Use of alcoholic beverages on University property shall be in compliance with state laws and campus regulations and procedures. Violation of such laws, regulations, and procedures may result in disciplinary action and, where applicable, criminal proceedings.

University Counseling Services and University Health Centers provide access to substance abuse services for students at USM. Through the assessment process, the student and counselor work together to determine the most appropriate level of care. Available services include individual substance abuse counseling, group therapy, and educational groups. The counselor and student may also decide together that referral to a support group or a more intensive level of treatment in the community would be the best option. For more information or to schedule an appointment, call University Counseling at 780-4050 or University Health at 780-4211.

Hazing

Injurious hazing is prohibited by Maine state law and University of Maine System policy. No person or organization shall create a situation that recklessly or intentionally endangers the mental or physical health of a student. Any civil or criminal action shall be in addition to any disciplinary action taken.

Sexual Harassment Policy

Sexual harassment of either employees or students is a violation of federal and state laws. It is the policy of the University of Southern Maine that no member of the University community may sexually harass another. In accordance with its policy of complying with non-discrimination laws, the University of Maine System will regard freedom from sexual harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. Sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature constitute sexual harassment when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or 2) submission to or rejection of such contact by an individual is used as the basis for academic or employment decisions affecting the individual; or 3) such conduct has the purpose or effect of interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

Consenting relationships may constitute sexual harassment under this policy. When a professional power differential exists between members of the University of Southern Maine and a romantic or sexual relationship develops, there is a potential for abuse of that power, even in relationships of apparent mutual consent. A faculty or staff member should not engage in such relationships. Further, the University prohibits the abuse of power in romantic or sexual relationships.

To assure that power is not abused and to maintain an environment free of sexual harassment, a faculty or staff member must eliminate any current or potential conflict of interest by removing himself or herself from decisions affecting the other person in the relationship. Decisions affecting the other person include grading, evaluating, supervising, or otherwise influencing that person's education, employment, housing, or participation in athletics or any other University activity. It is the policy of the System to ensure fair and impartial investigations that will protect the rights of persons filing sexual harassment complaints, the persons complained against, and the System as a whole.

For a complete copy of the policy, additional information, or to express concern about sexual harassment, call the Office of Campus Diversity and Equity at 780-5094 (TTY 780-5646), or the Office of Civil Rights, U.S. Department of Education, Region 1, John W. McCormack Post Office and Courthouse Building, Boston, MA 02109, 617-223-9692.

Sexual Assault Policy

The University of Southern Maine expressly prohibits and will not tolerate any sexual assault or sexual misconduct as defined by USM policy. These behaviors all constitute violations of the Student Conduct Code and will be met with appropriate sanctions, up to and including dismissal. Many are also violations of Maine law and may be prosecuted criminally.

For a complete copy of the University of Southern Maine Sexual Assault Policy, contact the manager of Sexual Assault Programs, 780-4501.

When sexual assault has occurred, it is important to tell someone who can be trusted. Campus resources include the manager of Sexual Assault Programs, USM Police, Student and University Life staff and other University faculty and staff, academic advisers, Resident Assistants (RAs), Resident Directors (RDs), Greek Advisers, and athletic coaches. Off-campus community resources include local hospital emergency rooms, rape crisis centers, and local police departments.

Available Resources

University Health Centers

Services: Medical assessment and follow-up, testing for sexually transmitted diseases and pregnancy. In Portland (modular unit next to Sullivan Gym): 780-4211 or in Gorham (Upton Hall): 780-5411.

University Counseling Services

Services: Counseling for student-victims and students related to victims. In Portland (106 Payson Smith), or in Gorham (Upton Hall): 780-4050.

USM Police Department

Services: Manager of Sexual Assault Programs, who investigates reports of sexual assault, 780-4501, and the USM Police, the 24-hour police department. In Portland (46 Bedford): 780-5211, and at Lewiston-Auburn 753-6500. In Gorham (Basement, Upton Hall): 780-5211, **Emergency: 911.**

Office of Community Standards

Services: Consultation and filing complaints of violations of the student conduct code. In Gorham (125 Upton Hall): 780-5242.

24-hour Community Crisis Centers: May include medical accompaniment to hospital emergency rooms for rape kit/forensic exams, anonymous hot-line counseling and referral services, legal advice and courtroom accompaniment if charges are pressed.

Sexual Assault Response Services of Southern Maine

(Cumberland and York Counties). 774-3613/1-800-313-9900
Sexual Assault Support Services of Midcoast Maine 1-800-822-5999
Lewiston-Auburn Sexual Assault Crisis Center 795-2211
Augusta Sexual Assault Crisis and Support Center . . 626-0660/1-800-421-4325
Statewide Sexual Assault Hotline. 871-7741
(will route calls to nearest center)

The Core Curriculum

Rationale

The Core curriculum at USM has been designed to provide undergraduates with a general education, a core of skills and knowledge that every individual needs either to excel in professional life or to build a rich and fulfilling personal life. It is vital that students view the Core as a set of goals, not a checklist of courses. In the wider world, competency counts. The Core is designed to foster those competencies that, by wide agreement, matter the most. It can only succeed, however, where students make the goals of the Core their own.

Goals and Structure

- A. The *basic competence* component of the Core aims to develop essential skills in writing, using quantitative information, and critical thinking. These skills are fundamental tools that are relevant to all other courses that students take. Students should complete all courses relevant to the basic competence component of the Core as early as possible after beginning their studies at USM. Whether a first-year student or a transfer, every student should strive to complete all Core competency requirements by the end of the student's first year at USM.
- B. The *methods of inquiry/ways of knowing* component of the Core aims to develop a broad appreciation of the many ways of looking at and understanding the world that humans have found useful in the current era and in the past. In pursuit of this overriding goal, this component of the Core introduces the student to a wide range of different academic disciplines: their subject matter, their methods, and their broader purposes. This part of the Core curriculum is subdivided into four areas: fine arts, humanities, social sciences, and natural sciences.
- (1) *Fine arts* courses seek to explore the aesthetic dimension through personal performance and through historical study of the arts.
 - (2) Through the *humanities*, the Core curriculum seeks to foster knowledge of literature and of the diversity of our historical and cultural heritage. What links these studies together is their focus on the meaning and values of human acts. Under this two-fold division of the humanities, the student develops the critical and aesthetic skills needed to interpret literature and studies the methods through which we attempt to make sense of the past or understand other cultures.
 - (3) The *social sciences* aim to acquaint the student with the methods and theories used to study the social, political, or economic behavior of groups or individuals.
 - (4) Through lecture-laboratory courses, the *natural science* offerings seek to develop an understanding of scientific methods, theories, and the contribution of a particular science, and of natural science in general, to our understanding of the world.
- In addition to work in one of the four areas enumerated above, each *methods of inquiry/ways of knowing* course is intended to provide further experience in the three Core competencies, including writing, quantitative analysis and decision making, and critical thinking.

Meeting Core Curriculum Requirements

Most Core requirements are met by passing one or more courses of specific types. Each course that can be used to satisfy one of the Core requirements has a letter in the series (C-K) added to its department and number designation (e.g., ENG 100C, MAT 105D). The letters associated with various requirements are indicated below.

Some of the Core curriculum requirements may be met through courses that are part of the University Honors Program. Only students admitted into the Honors Program may use Honors (HON) courses to fulfill Core curriculum requirements. Successful completion of the Honors Colloquia (HON 101G/H/I, HON 102G/H/I, HON 103G/H/I, HON 201K, and HON 202G/H/I) will satisfy the following Core curriculum requirements: Skills of Analysis/Philosophy (E), History-centered Fine Arts (G), Humanities Literature (H), Other Times/Other Cultures (I), and Natural Sciences (K). Students who do not successfully complete all the Honors Colloquia should consult with the director of the Honors program concerning the use of Honors Colloquia to satisfy Core curriculum requirements. Additionally, completion of HON 100 will satisfy the English Composition (area C) of the Core requirements. Completion of HON 301W or HON 311W will satisfy the Writing-intensive (W) Core requirement.

In addition, many Russell Scholars courses will satisfy USM Core curriculum requirements. Students should consult with their Russell Scholars mentor concerning the use of Russell Scholars courses to satisfy Core requirements. Any full-time residential student in good academic standing is eligible to be a Russell Scholar. Other criteria include: completion of application into the program and an interview with a member of the Russell Scholars faculty.

Basic Competence

In support of the Basic Competence goals of the Core, students are required to take courses (or otherwise demonstrate competency) in each of three areas: (1) English composition, (2) quantitative decision making, and (3) skills of analysis.

The *English Composition* requirement is met by doing two things: (1) satisfying the *Basic Composition* (C) requirement, and (2) satisfying the *Writing-intensive* (W) requirement.

The *Basic Composition* (C) requirement can be met in any one of three ways:

- 1) Score 500 or above on the CLEP General English Composition Test (see Prior Learning Assessment Office for details) (3 credits)
- 2) Satisfy composition standards in ENG 100C or ENG 101C by the second week of the term (no credit)
- 3) Successfully complete ENG 100C or ENG 101C or ESL 100C (3 credits)

Note: Students must meet USM's writing proficiency requirement before registering for an English composition course (such as ENG 100C or ENG 101C). See the Academic Policies section of the catalog for more information.

The *Writing-intensive* (W) requirement is met by successfully completing an approved "W" course. At USM, writing-intensive courses have English Composition as a prerequisite (and are thus distinct from the English Composition course) and are designed to do the following:

- the course takes improvement in student writing as one of its central goals and communicates this focus to students in the syllabus;
- the course is conspicuously writing-intensive and normally includes a variety of different types of writing, used for a variety of different purposes;
- writing is a frequent mode of interaction among students as well as between students and faculty;
- course curriculum includes explicit discussion of writing issues and acquaints students with writing-related resources;
- course promotes revision of written work.

Courses that satisfy the "W" requirement may also carry another letter designation, for example, "ENG 120 H/W."

The *Quantitative Decision Making* (D) requirement can be met in one of three ways:

- 1) Pass a locally administered examination (no credit)
- 2) Successfully complete an approved "D" course (e.g., MAT 105D, MAT 110D, MAT 120D, PSY 201D, SOC 307D)
- 3) Pass a CLEP examination in mathematics (see Prior Learning Assessment Office for details).

Note: a) Students must meet USM's mathematics proficiency requirement before registering for a Quantitative Decision Making course. b) Students in departments that do not specify mathematics requirements should consult their advisors or the Advising Services Office for guidance in selecting a course in this area.

The *Skills of Analysis* (E) requirement is met by passing an approved "E" course (e.g., various 100-level PHI courses, or LIN 112E, SOC 210E, etc.) (3 credits)

Note: Any 100-level PHI course can be repeated by taking any other 100-level PHI course in accordance with the University Repeat Course Policy.

Methods of Inquiry/Ways of Knowing

The *Fine Arts* requirement is satisfied by successfully completing one course in each of the following two areas. The courses must be selected from different departments.

- 1) An approved (F) performance-centered arts course (3 credits)
- 2) An approved (G) history-centered arts course (3 credits)

The *Humanities* requirement is satisfied by successfully completing one course in each of the following two areas. The courses must have different prefixes.

- 1) An approved (H) literature course (3 credits)
- 2) An approved (I) other times/other cultures course (3 credits)

The *Social Science* requirement is satisfied by successfully completing two approved (J) social science courses. The courses must be selected from different departments. (6 credits)

The *Natural Sciences* requirement is satisfied by successfully completing one approved (K) natural science course and the laboratory course associated with that "K" course. (4 credits)

Note: Natural science majors do not have to take "K" courses outside their majors to fulfill the natural science component.

Core Curriculum Regulations

1. The student has primary responsibility for ensuring that she or he completes the minimum proficiency requirements and the Core curriculum requirements. Undeclared majors should seek advice from the Advising Services Office. Effective with the fall of 1996, students admitted with conditions are expected to complete their minimum proficiency requirements as outlined in their academic support plan. Declared majors should consult their school, college, or department advisors.
2. There can be no more than one overlap between the courses a student takes to fulfill the Core curriculum requirements and the courses that count toward the student's major. "Overlap" is defined in terms of each course's three-letter prefix (e.g., ENG, SOC, WST); that is, a student may take only one course toward the Core that has the prefix of the student's major. (The overlapping Core course may itself also count toward the major or it may just share a prefix with the major.)
3. The student must satisfy the basic competence requirements in English Composition (Area C) and Quantitative Decision Making (Area D) by the time the student completes 60 credits. Students are also strongly encouraged to complete the Skills of Analysis (Area E) requirement as early as possible. Transfer students with more than 45 credit hours need to check with their academic advisor or their academic dean.
4. Courses taken to satisfy the Core curriculum requirements may not be taken on a pass-fail basis.

Transfer Students and the Core Curriculum

All transfer students in baccalaureate degree programs are expected to meet the Core curriculum requirements as outlined above. The following guidelines should be noted:

Basic Competence

Transfer students should complete the Basic Competence requirements as early as possible after admission to the University.

The *English Composition (C) requirement* can normally be partly satisfied by transfer credit for an English composition course. If no such course is available for transfer credit, the student should refer to the other options noted under the Core curriculum requirements. The *Writing-intensive requirement (W)* can be met by transfer credit where the institution offering the transferred course has an established category of writing-intensive courses or where the student has completed a two-semester sequence in English composition. Students who believe they have taken a course at another institution that meets USM's writing-intensive (W) requirement are encouraged to apply for a waiver. Inquiries about and applications for waiver should be addressed to Cheryl Laz, coordinator of Writing-across-the-Curriculum, USM Sociology Department, P.O. Box 9300, Portland, ME 04104-9300. In the application a student must identify how the course meets the objectives of USM's writing-intensive courses and provide appropriate documentation. Applications for waiver are reviewed as received by the coordinator, who makes a recommendation to the associate provost for Undergraduate Programs. The associate provost is responsible for making the final determination about waiver.

The *Quantitative Decision Making requirement* can normally be satisfied by transfer credit for an equivalent mathematics or statistics course. If no such course is available for transfer credit, the student should refer to the other options noted under the Core curriculum requirements.

The *Skills of Analysis/Philosophy requirement* can normally be satisfied by transfer credit for a course that deals with logic, reasoning, or analytical thinking. If no such course is available for transfer credit, the student should refer to the other options noted under the Core curriculum requirements.

Methods of Inquiry/Ways of Knowing

These requirements can normally be satisfied by transfer credit for courses in each of the areas of the Methods of Inquiry/Ways of Knowing component. That is: one performance-centered art course, one history-centered art course, one literature course, one other times and/or other cultures course, two social science courses from different departments, and one natural science course with a lab. Subject to specific school/college policies, in general any CLEP examination that satisfies coursework in an area of the Core curriculum will satisfy Core requirements for that area. When a specific requirement cannot be satisfied by transfer credit, upon initial transfer evaluation at matriculation, the student is expected to take the appropriate course(s) from the list below.

Courses Approved to Satisfy Core Curriculum Requirements

In course registration schedules and other publications, courses approved to satisfy Core curriculum requirements are flagged by a letter following the course number. Additional Core-designated courses may appear in the course schedule or on-line schedule for any given semester. Please consult with your advisor regarding the availability of these additional courses. Not all courses are offered every semester or year.

Basic Competence

English Composition

ENG	100C	College Writing
ENG	101C	Independent Writing
ESL	100C	College Writing
HON	100C	Thinking and Writing in Honors
RSP	100C	Russell Scholars Writing I

Quantitative Decision Making

ESP	290D	Environmental Statistics
GYA	202D	Research Methods
MAT	105D	Mathematics for Quantitative Decision Making
MAT	120D	Introduction to Statistics
MAT	140D	Pre-Calculus Mathematics
MAT	152D	Calculus A
MAT	211D	Probability
LAC	328D	Statistics
PSY	201D	Statistics in Psychology
SOC	307D	Quantitative Research Methods

Skills of Analysis/Philosophy

CLA	171E	Etymology for Everyone
COS	120E	Deductive Logic
ECO	103E	Critical Thinking About Economic Issues
ENG	230E	Literacy Studies
ENG	244E	Introduction to Cultural Studies
HUM	210E	Cultural Fieldwork
LAC	101E	Critical Thinking
LIN	112E	Analyzing Language
LAC	370E	Ethics in the Organization
PHI	101E	Introduction to Philosophy: Free Will and Determinism
PHI	102E	Introduction to Philosophy: Quest for Certainty
PHI	103E	Introduction to Philosophy: Human Alienation
PHI	105E	Introduction to Philosophy: Philosophy through Its History
PHI	106E	Introduction to Philosophy: Why Philosophize?
PHI	107E	Introduction to Philosophy: World Philosophy
PHI	109E	Introduction to Philosophy: Law, Politics and Society
PHI	110E	Introduction to Philosophy: Feminist Perspectives

PHI	111E	Introduction to Philosophy: Philosophical Reading (and Writing)
PHI	112E/W	Introduction to Philosophy: Feminist Perspectives
PHI	205E	Symbolic Logic
SOC	210E/W	Critical Thinking About Social Issues

Methods of Inquiry/Ways of Knowing

Fine Arts

Performance-centered arts

ART	141F	Fundamental Design I
ART	151F	Fundamental Drawing I
COR	119F	The Illuminated Autobiography
ENG	201F	Creative Writing
ENG	202F	Memoir and Autobiography
ENG	300F	Fiction Writing
ENG	301F	Poetry Writing
ENG	302F	Fiction Workshop
ENG	303F	Poetry Workshop
HUM	105F	Basic Photography
HUM	307F	Creative Nonfiction
MUS	110F	Fundamentals of Music
MUS	130F	Music Theory I
MUP	101F	Applied Music
MUP	102F	Applied Music
MUP	201F	Applied Music
MUP	202F	Applied Music
MUS	334F	Electronic Music I
MUS	400F	Southern Maine Symphony Orchestra
MUS	401F	University Chorale
MUS	402F	University Concert Band
MUS	405F	Chamber Singers
MUS	408F	Wind Ensemble
RSP	104F	Russell Scholars Seminar: Acting and Performance
THE	102F	Acting: Performance
THE	103F	Contemporary Dance I
THE	134F	Production Management
THE	135F/ 136F	Stagecraft and Lab
THE	170F	Public Speaking
THE	175F	Oral Interpretation
THE	203F	Musical Theatre Dance

History-centered arts

ART	101G	Approaches to Art
ARH	110G	Visual Environment
ARH	111G	Art History: Prehistoric through Medieval
ARH	112G	Art History: Renaissance to the Present
HON	101G/H/I	Honors Colloquium IA: Wisdom Stories from Antiquity
HON	102G/H/I	Honors Colloquium IB: Truth(s), Lie(s), and Legacy(s) in a Medieval Mindscape
HON	103G/H/I	Honors Colloquium: Religious and Scientific Perspectives on Human Origins and the Human Body
HON	202G/H/I	Honors Colloquium IIB: Progress, Process, or Permanence
HUM	185G	Thinking About Art
MUS	100G	Music Appreciation and History
MUS	102G	Music of the Portland Symphony
MUS	103G	Introduction to Jazz
MUS	120G	Music Until 1900
MUS	121G	Classical and Romantic Music
MUS	202G	Music in America
MUS	203G	Music in the 20th Century
MUS	220G	Twentieth Century Music
RUS	293G	Survey of Russian Cinema
THE	101G	Introduction to Drama

THE	231G	Costuming
THE	353G	Dramatic Literature and Theatre History III: Romantic to World War II
<i>Humanities</i>		
<i>Literature</i>		
CLA	283H	Epic Hero in Ancient Literature
CLA	284H	Tragic Hero in Ancient Literature
COR	318H	Photography and Poetry: Two Ways of Speaking
COR	358H	Motherhood: Political Institution, Cultural Icon, Defining Experience
ECO	105H	A Novel Approach to Economics
ENG	120H/W	Introduction to Literature
ENG	150H/W	Topics in Literature
FRE	283H	Contemporary French Thinkers (in English translation)
GER	281H	The German Novelle (in English translation)
GER	351H	Introduction to German Literature I
GER	352H	Introduction to German Literature II
HUM	213H	Metaphor in Literature, Science, and Religion
HUM	223H	Life and Literature after Darwin
HUM	250H	Song as Literature
HUM	251H	Masculinities in U.S. Literature and Culture
HUM	318H	Photography and Poetry: Two Ways of Speaking
HUM	320H	Early African-American Literature and Culture
HUM	342H	Women of Color in Fiction
HUM	358H	Motherhood: Political Institution, Cultural Icon, Defining Experience
HUM	389H	Sexuality in Literature and Film
RSP	250H	Songs and Society
RSP	300H	England and the Humanities
RUS	281H	Russian Literature in Translation
SPA	281H	Masterpieces of Spanish American and Brazilian Literature (in English translation)
SPA	351H	Readings in Contemporary Spanish Literature
SPA	352H	Readings in Modern Latin American Literature
THE	150H	Play Analysis
<i>Other times/Other cultures</i>		
ANT	202I	Origins of Civilization
ANT	220I	North American Indians
ANT	222I	Peoples of the North
ANT	224I	Ancient Mesoamerica
ANT	230I	Hunters and Gatherers
ANT	232I	The Anthropology of Sex and Gender
ANT	233I	Food and Culture
ANT	250I	Archaeology of South America
ANT	301I	Victims of Progress: Indigenous Peoples in the Modern World
ASL	102I	Beginning American Sign Language II
ASL	201I	Intermediate American Sign Language I
ASL	202I	Intermediate American Sign Language II
CLA	285I	Classical Mythology
CLA	291I	The Golden Age of Greece
CLA	292I	Rome, from Republic to Empire
COR	122I	Introduction to Islamic Civilization
COR	135I	United States Studies I
COR	136I	United States Studies II
COR	148I	Northern Ireland: History, Culture, and Conflict
COR	162I	Diversity amidst Globalization
CPI	211I	Cultural and Community Fieldwork and Seminar
ECO	106I	Economic, Social and Cultural Change
ECO	220I	U.S. Economic and Labor History
FRE	102I	Beginning French II
FRE	107I	Intensive Beginning French

FRE	201I	Intermediate French I
FRE	202I	Intermediate French II
FRE	207I	Intensive Intermediate French
FRE	291I	French Civilization: An Historical Approach (in English)
FRE	292I	Topics in Contemporary Francophone Civilization
GEO	211I	Middle America: Lands and People
GER	102I	Beginning German II
GER	107I	Intensive Beginning German
GER	201I	Intermediate German I
GER	202I	Intermediate German II
HTY	101I	Western Civilization I
HTY	102I	Western Civilization II
HTY	121I	U.S. History to 1800
HTY	122I	U.S. History to 1900
HTY	123I	U.S. History since 1900
HTY	141I	African American History to 1865
HTY	142I	African American History since 1865
HTY	152I	The Islamic Near East
HTY	171I	Traditional East Asia
HTY	172I	Modern East Asia
HTY	181I	Latin America I
HTY	182I	Latin America II
HUM	135I	United States Studies I
HUM	136I	United States Studies II
HUM	150I	What is 'Race'?
HUM	246I	The Vietnam Era
HUM	260I	Themes of Popular Culture
HUM	301I	French North American Studies
HUM	310I	French Settlement in the Northeast
HUM	325I	Issues in World History and Geography I
HUM	326I	Issues in World History and Geography II
HUM	330I	Labor, Literature, and the Arts
HUM	340I	World Native and Indigenous Studies
ASL	102I	Beginning American Sign Language II
ASL	201I	Intermediate American Sign Language I
ASL	202I	Intermediate American Sign Language II
LIN	203I	Introduction to the Deaf World
PHI	310I	History of Ancient Philosophy
PHI	312I	Women Philosophers from Africa and the Diaspora
PHI	315I	Eastern Philosophy
PHI	320I	History of Medieval Philosophy
PHI	330I	History of Early Modern Philosophy
PHI	340I	History of Late Modern Philosophy
PHI	350I	American Philosophy
PHI	360I	Existentialism
PHI	370I	Analytic Philosophy
PHI	380I	Postmodernism
RSP	103I	Russell Scholars Seminar: Culture, Community, and the Environment
RUS	102I	Beginning Russian II
RUS	201I	Intermediate Russian I
RUS	202I	Intermediate Russian II
RUS	291I	Russian and Soviet Culture and Civilization
SBS	150I	What is 'Race'?
SPA	102I	Beginning Spanish II
SPA	107I	Intensive Beginning Spanish and Laboratory
SPA	201I	Intermediate Spanish I
SPA	202I	Intermediate Spanish II
SPA	207I	Intensive Intermediate Spanish
SPA	270I	The Culture and Civilization of Spain
WST	130I	Introduction to Women's Studies

Social Sciences

ANT	101J	Anthropology: The Cultural View
ANT	201J	Human Origins
BUS	165J	Consumer Studies
COM	102J	Introduction to Communication
COM	130J	Interpersonal Communication Skills
COR	142J	Baseball and American Society: A Journey
COR	152J	Environmental Issues and Choices
COR	161J	Sustainable Lives: 10 Billion People, One Damp Rock
CRM	215J	Criminology
ECO	100J	Introduction to Economics
ECO	101J	Introduction to Macroeconomics
ECO	102J	Introduction to Microeconomics
ECO	104J	The U.S. in the World Economy
ESP	220J	Environmental Policy: Pollution
GEO	101J	Human Geography
GEO	103J	Human-Environmental Geography
GEO	104J	World Regional Geography
GEO	120J	Geography of Maine
GEO	203J	Urban and Regional Development
GEO	207J	Maps: Knowledge, Technology, Society, Culture
HRD	200J	Human Growth and Development
LAC/		
SBS	340J	Language Acquisition and Literacy Development
LIN	185J	Language, Mind, and Society
LIN	201J	Child Language
LOS	325J	State and Local Government
POS	101J	Introduction to American Government
POS	102J	People and Politics
POS	104J	Introduction to International Relations
PSY	101J	General Psychology I
RSP	102J	Russell Scholars Seminar: Self and Communication
RSP	305J	Britain: The Interaction of Culture and Politics
SBS	200J	Human Growth and Development
SCI	153J	AIDS: Biology, Social Policy, and the Law
SOC	100J	Introduction to Sociology
SWO	250J	Introduction to Social Welfare

Natural Sciences

ANT	102K	Biological Anthropology (with ANT 102 Lab)
AST	100K	Astronomy
AST	103K	Astronomy: Activities and Experiments
BIO	100K	Biological Basis of Human Activity
BIO	101K	Biological Foundations
BIO	102K	Biological Experiences
BIO	103K	Introduction to Marine Biology
BIO	104K	Marine Biology Laboratory
BIO	105K	Biological Principles I
BIO	106K	Biological Principles I Laboratory
CHY	101K	Introduction to Chemistry
CHY	102K	Introduction to Laboratory Measurement
CHY	110K	Chemistry, Life, and the Environment
CHY	113K	Principles of Chemistry I
CHY	114K	Laboratory Techniques I
ESP	101K	Fundamentals of Environmental Science
ESP	102K	Fundamentals of Environmental Science Lab
ESP	125K	Introduction to Environmental Ecology
ESP	126K	Introduction to Environmental Ecology Lab
GEO	102K	Physical Geography
GEY	100K	Physical Geology
GEY	101K	Physical Geology Lab
GEY	102K	Field Lab in Physical Geology
GEY	105K	Introduction to Oceanography
GEY	106K	Oceanography Laboratory

GEY	109K	Field Geology of Coastal Maine
GEY	110K	Field Studies in Environmental Geology on the Island of Lesbos, Greece
HON	201K	Interdisciplinary Inquiry in the Science of the Human Body
PHY	101K	Introduction to Physics
PHY	102K	Introduction to Physics Laboratory
PHY	111K	Elements of Physics I
PHY	114K	Introductory Physics Laboratory I
PHY	121K	General Physics I
SCI	100K	Natural Science Topics
SCI	105K	Biological Principles I
SCI	106K	Laboratory Biology I
SCI	170K	Human Anatomy and Physiology I
SCI	171K	Human Anatomy and Physiology I Laboratory
SCI	250K	Applied Physics
<i>Writing Intensive</i>		
BIO	306W	Developmental Biology and Lab (concurrent with or subsequent to BIO 305)
BIO	312W	Microbiology and Lab (concurrent with or subsequent to BIO 311)
BIO	353W	Vertebrate Zoology
BIO	405W/	
BIO	406W§	Animal Behavior and Lab
BUS	303W	Career Planning and Development
ENG	120H/W	Introduction to Literature
ENG	150H/W	Topics in Literature
ESP	203W	Environmental Communications
ESP	401W	Environmental Impact Assessment
ESP	421W	Natural Resources Policy
HON	301W	Honors Thesis Workshop
HON	311W	Honors Thesis I: Writing
HTY	200W	Reference Research and Report Writing
MES	274/	
COM	274W	Writing for the Media
PHI	112E/W	Intro to Philosophy: Feminist Perspectives
PSY	371W	History and Systems and Psychology
*RSP	101W	Russell Scholars: Creative Writing
SOC	210E/W	Critical Thinking About Social Issues
WST	280W	Women, Knowledge, and Power

§Must be taken concurrent with BIO 405W

*Available only to Russell Scholars.

*Courses with the COR prefix are interdisciplinary. Prerequisites for all COR courses: English Composition and Skills of Analysis/Philosophy.

COR 119F The Illuminated Autobiography

An introduction to two creative processes the visual and the literary. The course will explore the means (shared, specialized, and complementary) by which they communicate thematic content, and the transformation through which subjective discovery becomes accessible form. Students will develop a control of structural elements within and between the two disciplines sufficient to write, illustrate, design, and publish a limited autobiographical narrative. Cr 3.

COR 122I Introduction to Islamic Civilization

This is a survey course that focuses on Islam as a universal religion embracing diverse cultural areas rep-

resenting some 45 nations. The course will deal with Islam from religious-doctrinal, cultural-artistic, and socio-political perspectives. It begins with a historical survey of the rise and spread of Islam as a religion, examines its basic doctrine, beliefs, and institutions, highlights the cultural manifestations of Islam in art and literature, and deals with its impact on socio-political thought and action. The course ends with an analysis of the phenomenon of Islamic revivalism and fundamentalism in the context of global recovery of Islamic identity, and ongoing crises and conflicts in the Middle East and the Gulf Area. Cr 3.

COR/HUM 135I United States Studies I

Drawing on political and economic history, literature and the arts, this course will study the diverse people, events, and ideas that helped shape and define the United States from its inception through the latter part of the nineteenth century. Cr 3.

COR/HUM 136I United States Studies II

This course is a continuation of COR/HUM 135I, covering the period extending from the late nineteenth century up to modern times. Cr 3.

COR 142J Baseball and American Society: A Journey

This course studies baseball as an American institution. It combines academic study with a journey: from Portland, Maine, through Cooperstown and the Hall of Fame, to Baltimore's Camden Yards. During the bus journey, participants will talk, study, see films, go to ball games at various levels of play, interview players from the past and executives of the present. Some of the topics will include the history and literature of baseball, the Negro Leagues, and the integration of major league baseball. Cr 3.

COR 148I Northern Ireland: History, Culture, and Conflict

This course will proceed roughly chronologically from the home rule movements of the late nineteenth century through a series of primary documents that reveal the history, culture, attitudes, and contradictions of the most contested states in the West. Primary materials will include historical and political analyses, government documents, speeches, sermons, songs, wall murals, popular celebrations, films, plays, stories, and poems. The goal of the course will be to gain a comprehensive and integrated understanding of the strife-torn statelet. The course will include an enhanced writing component and an emphasis on discussion and regular student participation. Cr 3.

COR 152J Environmental Issues and Choices

This course focuses on the global environment within the context of geography. Environmental issues constitute one of the central themes of physical and social/cultural/human geography. To understand the environment within a global context, it must be remembered that each culture develops a system of value preferences and orientation. Groups occupying similar geographic habitats or employing similar (or the same) economic systems, but with contrasting value systems, appraise and use the environment differently. Cr 3.

COR 161J Sustainable Lives: 10 Billion People, One Damp Rock

This course is an interdisciplinary discussion of

what it means to lead more sustainable lives. Students are asked to understand the principles of sustainability, to explore their values, to gain insight into the consequences of continuing population growth and consumer culture, and to make conscious, more environmentally sustainable lifestyle decisions. Cr 3.

COR 162I Diversity amidst Globalization

This multidisciplinary course investigates the encounter between forces of convergence (globalization) and the forces of divergence that creates the contemporary world scene. Historical contexts and tensions that have produced differences in the modern world will be discussed. The concept of globalization will be studied as a link between places that reduce differences across geological space. Conversely, globalization can have the effect, in certain circumstances, of reinforcing differences within places. The dynamics of these seemingly conflicting forces form the basis of the course. In addition, the role of the individual in affecting understanding and effecting outcomes in the struggle between globalization and difference will be explored. Cr 3.

COR 318H Photography and Poetry: Two Ways of Speaking

This course deals with two modes of creative expression, photography and poetry. Its purpose is to help students read intelligently and sensitively both photographs and poems and to assist them in exploring connections between the two types of expression. A more far-reaching goal is to increase student understanding of the relationship between art and reality and of the complex nature of that knowledge provided us by the arts. Cr 3.

COR 358H Motherhood: Political Institution, Cultural Icon, Defining Experience

This interdisciplinary course examines motherhood from the perspectives of cultural studies and psychology. Consideration of historical and cross-cultural depictions of mothers will elucidate the particular faces and functions of motherhood as they are variously conceived. Modern psychological theories will be discussed as the means by which cultural demands regarding mothering are currently being prescribed. The manner in which the powers attributed to mothers contribute to the construction of particular policies and practices will also be considered. Cr 3.

University Honors Program

Director: Janice Thompson (Nursing)

Honors Faculty: Bjelic (Criminology), Briggs (Interdisciplinary Studies), Caffentzis (Philosophy), Conway (Philosophy), Crader (Geography-Anthropology), Diddle-Uzzi (Modern and Classical Languages and Literatures), Dubois (Applied Medical Sciences), Gavin (Philosophy), Hinckley (Modern and Classical Languages and Literatures), Johnson (History), Lualdi (History), Whitaker (Natural and Applied Sciences)

The Honors Program is designed for the undergraduate who enjoys challenging coursework in a supportive learning community. Students who enter the program work closely with faculty in a series of four seminar-style courses (colloquia) with a maximum of 15 students per class. Drawing from many disciplines, these courses seek to tap and develop the curiosity, creativity, and motivation of every student. All Honors Program work stresses independent learning, original thinking, and the development of skills in research, writing, and oral expression. Full- or part-time students within any major are eligible to apply and there is no residential requirement, allowing for a dynamic mix of traditional and nontraditional age students.

In addition to the four colloquia sequence, Honors students take an advanced seminar and complete an Honors thesis. Seminar topics vary from year to year. The student-selected thesis project is advised by a committee of the student's choosing and is the final requirement in the program to graduate with General University Honors.

The Honors Program is more than a series of courses. Students are part of a creative social and intellectual community centered at the Honors House, 102 Bedford Street, on the Portland campus. The Honors House contains three seminar rooms, a student lounge, and the Program's faculty and administrative offices. Students come to the Honors House to attend classes, study, meet with professors, and socialize. The intimacy of this learning community creates a unique sense of support and camaraderie. Speakers, seminars, discussion panels, artistic presentations, and social events are sponsored by the Program throughout the academic year, bringing together faculty, students and staff in a friendly and democratic atmosphere.

Honors Program work is rewarding for all highly motivated students, regardless of their academic interests or career plans. It emphasizes the development of independent thinking and communication skills, and as such, it provides an excellent background for students preparing for graduate school or the job market. These skills are also put to use *within* the Program, as students are encouraged to participate fully in all decisions affecting the Program through the Honors Student Association and the student-elected representatives to the Honors Faculty Council. Most important, the Program develops a love of inquiry and education that stems from, and goes well beyond, the acquisition of specific knowledge.

Honors Program Requirements

To graduate with General University Honors, a student must successfully complete the following sequence:

HON	101G/H/I	Honors Colloquium IA	(4 credits)
HON	102G/H/I	Honors Colloquium IB	(4 credits)
or			
HON	103G/H/I	Honors Colloquium	(4 credits)
HON	201K	Honors Colloquium IIA	(4 credits)
HON	202G/H/I	Honors Colloquium IIB	(4 credits)
HON	301W	Honors Seminar	(3 credits)
HON	311W	Thesis I (Workshop)	(3 credits)
HON	312	Thesis II	(4 credits)

Honors students may also choose from the following elective Honors courses:

HON	100C	Thinking and Writing in Honors	(3 credits)
HON	321	Honors Directed Research	(3 credits)
HON	331	Honors Directed Study	(3 credits)

Courses taken in the Honors Program may not be taken on a pass-fail basis.

**Core Curriculum
Requirements**

Successful completion of the Honors Colloquia (HON 101G/H/I, HON 102G/H/I or HON 103G/H/I, HON 201, and HON 202G/H/I) will satisfy the following Core curriculum requirements: Skills of Analysis/Philosophy (E), History-centered Fine Arts (G), Humanities Literature (H), Other Times/Other Cultures (I), and Natural Sciences (K). Students who do not successfully complete *all* the Honors Colloquia should consult with the director concerning the use of Honors Colloquia to satisfy Core curriculum requirements. Additionally, completion of HON 100, Thinking and Writing in Honors, will satisfy the English Composition (Area C) of the Core requirements. Completion of HON 301W or HON 311W will satisfy the Writing Intensive (W) Core requirement.

**Admission to the
Honors Program**

Standards. The Honors Program is designed for highly motivated, intellectually curious students who would benefit from working closely with faculty in a challenging and enriched course of study, and admission to the Honors Program is based on criteria designed to identify such students. Many factors are considered: the applicant's overall academic record; SAT and other test scores; extracurricular activities; recommendations; work experience; application essay; and an interview with an Honors faculty member. The Honors Program seeks a diverse group of students to provide a stimulating environment for all participants.

Application Procedures and Deadlines. Application to the Honors Program is separate from and in addition to application to the University. Students interested in applying for admission to the Honors Program should write or call University Honors Program, University of Southern Maine, 96 Falmouth St., P.O. Box 9300, Portland, Maine 04104-9300, (207) 780-4330, or visit our Web site at www.usm.maine.edu/honors, for an Honors Application Form. To be considered for September, a completed application should be received at the Honors House by March 1. Later applications will be considered if there is space available in the program. Applicants are notified of admissions decisions as soon as they are made or generally by May 1.

**Retention in the
Honors Program**

To remain in the Honors Program, a student must maintain a minimum class standing within the University as well as within Honors courses. These two standards of progress, Overall Class Standing and Successful Completion of Honors Courses, are in addition to those set forth by the University.

Overall Class Standing To continue to remain in the Honors Program, students must maintain an overall grade point average according to the number of USM credits accomplished. The minimum GPA and credit hours are as follows:

<i>Earned Credit Hours</i>	<i>For Good Standing</i>
1-22	2.5
23-52	3.0
53-82	3.25
83+	3.4

These standards take effect when students begin the Honors Program. Students beginning the program with lower GPAs than required for good standing will be required to meet with the program director in their first semester of study to develop an academic plan to achieve good standing.

Successful Completion of Honors Courses In addition to maintaining an overall minimum grade point average, Honors Program students must successfully complete Honors courses. These minimum grades serve as additional prerequisites for any subsequent Honors courses. The following minimum course grades have been established for program participants, recognizing the demanding nature of the Honors Program:

<i>Course</i>	<i>Minimum Grade Required</i>
HON 100C, HON 101G/H/I	C+
HON 102G/H/I, HON 103G/H/I, HON 301W	B-
HON 201K, HON 202G/H/I	B

In the event that an Honors Program student fails to meet these standards of progress, at the Honors Program director's discretion, the student may be placed on probation with the Honors Program and required to meet with the director to work

out a plan to achieve the minimum GPA and grades required for good standing. Students not able to achieve the minimum GPA and grades within the time frame agreed upon in the plan, who do not meet with the director to develop a plan, or who, after achieving good standing after probation again do not meet minimum standards, may be dismissed from the Honors Program.

Graduating with General University Honors

Honors students who successfully complete all required Honors courses (HON 101G/H/I, HON 102G/H/I or HON 103G/H/I, HON 201K, HON 202G/H/I, HON 301W, HON 311W, and HON 312) and have attained a 3.4 grade point average in all University work including Honors courses, will graduate with General University Honors. General University Honors designations are in addition to *cum laude*, *magna cum laude*, and *summa cum laude*, which are awarded solely on the basis of cumulative grade point average (see Graduation with Distinction in the Academic Policies section of this catalog).

HON 100C Thinking and Writing in Honors

This course combines the basic mechanics of a college writing course with an introduction to text analysis and critical thinking. It is specifically designed to provide skills that will be used in all the Honors courses. It is *highly recommended* for all entering Honors students.

Cr 3.

HON 101G/H/I Honors Colloquium IA: Wisdom Stories from Antiquity

The worlds of Greece, Rome, ancient Israel, and the early Christian Middle East structured their cultures in ways that have profoundly affected our own. All have unique ways of defining origins, the relationship of the individual to society, and the nature of truth and justice. This course questions how our own present-day stories are related to those of our past.

Cr 4.

HON 102G/H/I Honors Colloquium IB: Truth(s), Lie(s), and Legacy(s) in a Medieval Mindscape

This course will explore the functions of religion in human society including the creation of community and the creation of outsiders with special emphasis on the medieval period.

Cr 4.

HON 103G/H/I Honors Colloquium: Religious and Scientific Perspectives on Human Origins and the Human Body

In this course, students will examine a range of culturally based accounts of human origins (creation stories), considering evidence for these accounts from the perspective of both cultural and scientific studies. Seminars prepare students to assess the influence of social and historical context as these mediate our understanding of the human body and its origins. An integrated strand of weekly applied/laboratory sessions will accompany these seminars, providing students the opportunity to apply various methods of scientific and social scientific inquiry. The course also makes explicit contemporary and historical controversies about the origin of the human body and asks students to examine critically the consequences of these capacious civic debates.

Cr 4.

HON 201K Honors Colloquium IIA: Interdisciplinary Inquiry in the Sciences of the Human Body

This course provides an interdisciplinary introduction to scientific discourses and scientific practices concerning the human body. It combines selected concepts and methods of inquiry from several disciplines, including molecular biology, human genetics, anatomy, biological anthropology, human ecology, and the history of medicine. Students and faculty will critically examine the history of various constitutive practices and scientific representations of the body, including many Western scientific conceptions of the body as these have emerged from the European Renaissance through modernity. An integrated sequence of weekly laboratory/practicum sessions will accompany these seminars, providing students the opportunity to apply various methods of scientific inquiry from disciplines that address the human body. These explorations are synthesized by students in an independent research project. This project provides an opportunity for student to address their own embodiment in the context of a capacious civic question (e.g., the human genome project, environmental toxicity, viral epidemics, genetic therapy, etc.).

Cr 4.

HON 202G/H/I Honors Colloquium IIB: Progress, Process, or Permanence

"All that is solid melts into air" (Karl Marx) is an apt metaphor for this course which examines concepts of certainty and uncertainty from various 19th- and 20th-century perspectives. Who has the answers? Are there any answers? Can there be such a thing as "progress," and does our "modern" perspective (whatever that is) give us a unique point of view for addressing these issues?

Cr 4.

HON 301W Honors Seminar

A different seminar on a topic of contemporary debate will be offered at least once a year. The seminars will normally focus on issues involving multicultural perspectives.

Cr 3.

HON 311W Honors Thesis I: Workshop

Each Honors student will plan and carry out a major thesis project as the final stage of Honors work. This

workshop course will acquaint students with research proposal development for the project and assist them in the design and evaluation of project outlines. It will involve both group meetings and individual work with the student's project mentors. Cr 3.

HON 312 Honors Thesis II

This course will consist largely of independent research and writing, with assistance from the project mentors, carrying on the preliminary work done in Thesis I. The project will be completed, and the oral defense scheduled, at the end of the course. Cr 4.

HON 321 Honors Directed Research

This optional course allows an Honors student with interests in a particular subject area to do research in that area under the direction of a faculty supervisor. The research may be carried out in any subject area, with the approval of the director. Cr 1-3.

HON 331 Honors Directed Study

This optional course allows an Honors student to design a reading course in collaboration with a faculty supervisor. It is of particular value to students with self-designed majors who may need to supplement existing courses with additional material. Approval of the director is required. Cr 1-3.

Russell Scholars Program

Director: Stephen J. Romanoff (Humanities)

Russell Scholars Faculty: Dodge (Basic Studies), Kilroy (Theatre), Novak (Geology), Tizon (Geography-Anthropology), Wooten (Basic Studies)

The Russell Scholars Program (RSP) is a residential, undergraduate learning community of highly motivated students and faculty dedicated to the achievement of educational goals through collaborative learning, out-of-class activities, and community service. The Russell Scholars Program is designed for above-average-to-excellent students who wish to pursue their studies in a small learning community, and who wish to receive regular counseling in the mastery of critical thinking. Russell Scholars will develop a commitment to learning and community service, an ability to transfer competence, an intercultural knowledge, a personal and ethical integrity, and an ability to work as part of a team. Approximately 50 first- and second-year students from all majors are admitted to the Russell Scholars each year and work with their individual RSP faculty mentors.

Extensive co-curricular and social activities enrich the learning community experience. All Russell Scholars are encouraged to have optional out-of-state or out-of-country learning experiences for which they receive full academic credit. First-year Russell Scholars are required to reside at Woodward Hall, a newly remodeled residence hall located on the Gorham campus. Here students can study, socialize, attend seminars, concerts, and readings, and meet with mentors. There are frequent opportunities for Russell Scholars, their faculty members, and guests to discuss ideas and issues in a relaxed social setting. Special events in the arts, sciences, and humanities are regularly initiated and produced by Russell Scholars and are made available to the entire community.

To graduate as a Russell Scholar, a student must successfully complete two writing courses or equivalents, three RSP seminars, and six credits of Learning Community Labs.

RSP	100C	Russell Scholars Writing	(3 credits)
RSP	101W	Russell Scholars Creative Writing	(3 credits)
RSP	102J	Russell Scholars Seminar	(3 credits)
RSP	103I	Russell Scholars Seminar	(3 credits)
RSP	104F	Russell Scholars Seminar	(3 credits)
RSP	105I	Russell Scholars Seminar	(3 credits)
RSP	110	Learning Community Laboratory	(1 credit)
RSP	111	Learning Community Laboratory	(1 credit)
RSP	210	Learning Community Laboratory	(1-2 credits)
RSP	211	Learning Community Laboratory	(1-2 credits)
RSP	250H	Russell Scholars Seminar: Songs and Society	(3 credits)
RSP	340	Global Campus	Variable credit
RSP	310	Learning Community Laboratory	(1-2 credits)
RSP	311	Learning Community Laboratory	(1-2 credits)
RSP	400	RSP Independent Study	(1-3 credits)
RSP	401	Community Service Internship	Variable credit
RSP	402	Russell Scholar Capstone Seminar	(3 credits)
RSP	410	Learning Community Laboratory	(1-2 credits)
RSP	411	Learning Community Laboratory	(1-2 credits)

Core Curriculum Requirements

In addition, many Russell Scholars courses will satisfy the USM Core requirements. Students should consult with their mentor concerning the use of additional Russell Scholars courses to satisfy additional Core curriculum requirements.

Departmental Major

Russell Scholars courses are not intended to be counted toward the number of credits that departments require for graduation as a major. Students enrolled in the Russell Scholars Program should consult with their departmental advisors concerning the use of Russell Scholars courses to satisfy departmental major requirements.

Admission to the Russell Scholars Program

Any full-time, residential student in good academic standing is eligible to apply to be a Russell Scholar. Criteria for admission include: completion of application to the program, and an interview with a member of the Russell Scholars faculty.

Students interested in the Russell Scholars Program must complete an application separate from the application to the University. Those with questions about the Russell Scholars Program may call or write The Russell Scholars Program, University of Southern Maine, Woodward Hall, 37 College Avenue, Gorham, Maine 04038, (207) 780-5757 or 5751. Application materials will be forwarded upon request. Upon receipt of a completed application, students will be contacted for an interview, which may take place in person or by telephone. Applications are acted upon as they are received; hence, they should be submitted as early as possible.

To remain in the Russell Scholars Program, a student must remain a student in good standing with the University; be enrolled in at least one course per year in the Russell Scholars curriculum; and demonstrate a genuine desire to remain in the program.

RSP 100C Russell Scholars Writing I

This course is designed to prepare students for all areas of writing, with emphasis on mechanics and analysis of both student and professional writing. Writing assignments will reflect the issues examined in RSP 102J Russell Scholars Seminar, and the student's major field of study. In addition to providing students with opportunities to improve their use of language through multiple readings, writing assignments, and presentations, students will apply the writing principles discussed in class to their own compositions. Cr 3.

RSP 101W Russell Scholars Creative Writing

This course is offered as a continuation of RSP 100C to help students define and meet their writing goals. Classes meet once a week, and include weekly individual conferences. Independent Writing emphasizes style, organization, and development, with some emphasis on mechanics. Students must exercise the self-discipline necessary to work independently. Cr 3.

RSP 102J Russell Scholars Seminar: Self and Communication

This seminar will explore the process of self-discovery, building a foundation of self-knowledge, maintaining self-esteem, and communicating this inner self and personal vision to others in everyday life. It will examine issues ranging from the classic view of knowing one's self to practical concerns of effective interpersonal interactions. This seminar addresses several areas, including sociology, psychology, communication, and human growth and development. Due to the interdisciplinary nature of this course, it will be important to draw upon several sources which are written from a variety of disciplinary vantage points. Cr. 3

RSP 103I Russell Scholars Seminar: Culture, Community, and the Environment

This course will utilize scientific and humanistic anthropological theories and understandings to explore contemporary issues and dilemmas concerning the environment. It will consider values and approaches of different cultures in order to better

understand the current problems of environmental damage and pollution, population growth, lifestyle impacts on ecology, ethnic conflict, and other threats to cultural survival and ecological balance. The seminar will attempt to analyze contemporary problems locally and globally, and to explore possible resolutions to these problems. An example of cultural types will be examined, including forager, agriculturalists, and industrial nation-states, in terms of their relationship with and values about the environment. Cr 3.

RSP 104F Russell Scholars Seminar: Acting Performance

This course provides an introduction to performance skills and fundamental training in acting techniques, including stage voice, movement, scene study, and performance. Through lecture, performance assignments, improvisation, and scene study, the student will be introduced to the skills required to create a stage performance successfully. Cr 3.

RSP 105I Russell Scholars Seminar: Electronically Publishing Social Histories

This is an interdisciplinary course exploring the processes necessary to research, design, and electronically publish historical topics. Through a faculty-directed group effort, students will research the history of a community-based topic and will publish their results electronically on the Web and CD-ROM. Students will develop skills in project management, historical research, information design, and electronic publishing. Cr 3.

RSP 110 Russell Scholars Learning Community Laboratory

This forum for all Russell Scholars will convene bi-weekly in a casual learning environment to address topics such as campus issues, current events, and student interests. Russell Scholars Lab also takes students out of the classroom atmosphere by integrating field trips to enhance the learning experience. Cr 1.

RSP 111 Russell Scholars Learning Community Laboratory

RSP 111 is a continuation of RSP 110. Cr 1.

RSP 210 Russell Scholars Learning Community Laboratory

RSP 210 is a continuation of RSP 111. Cr 1.

RSP 211 Russell Scholars Learning Community Laboratory

RSP 211 is a continuation of RSP 210. Cr 1.

RSP 250H Russell Scholars Seminar: Songs and Society

This is an interdisciplinary, literature-based course focusing on the role of songs in world cultures. It is designed to introduce students to the influence that songs have upon societies, and likewise, the influence of societies upon the creation and use of songs. Like most art forms, songs are reflections of the prevailing values of a given society at any given time in history. The course examines songs as vehicles to motivate and mobilize people, to help them escape from drudgery, to worship, to express political sentiment, to approve or to protest, to celebrate, and to entertain. Students identify and analyze the range of song genres from martial songs and anthems to love songs, lullabies, and protest songs. The course traces the evolution of the traditional story-song from the epic ballads to its present incarnation as both high and pop culture. Students will also explore song-writing as both an art form and as a business driven by societies' unquenchable appetite for songs, both old and new. Cr 3.

RSP 300H Russell Scholars Seminar: England and the Humanities

This course is designed to explore the interrelationships between the arts and humanities of the British Isles. The humanities comprise those areas of study that are literally the creation of human beings, as distinguished from science and its systematic revelation of the patterns of nature. Subsequently, this course will include, but will not be limited to, the roles played by literature, history, ethics, social science, religion, the fine arts, and folk arts in shaping British culture. Cr 3.

RSP 305J Britain: The Interactions of Politics and Culture

This course is specifically designed for Americans studying England and introduces students to the economic, political, and psychological environment and cultural lifestyle of contemporary Britain.

Common use of "English" language in both the United States and Britain often conceals essential differences that exist in culture and in attitudes. These differences will be identified and explored through the study of a variety of topics both in the classroom setting and outside. Students will be encouraged to focus their own observations in order to deepen and broaden their understanding of Britain, its inhabitants, its politics, and its culture, and to do so in a way that will enable them to reflect more fully upon their own country, politics, culture, and way of life. Cr 3.

RSP 310 Russell Scholars Learning Community Laboratory

RSP 310 is a continuation of RSP 211. Cr 1.

RSP 311 Russell Scholars Learning Community Laboratory

RSP 311 is a continuation of RSP 310. Cr 1.

RSP 340 Russell Scholars Global Campus

This course takes place at any one of several international sites. It offers Russell Scholars students an opportunity to travel while experiencing the rich cultural differences of our diverse world. An example of a course is one held at Wroxton College in England during Winter Session. It examines British culture, government, economy, and literature. Students attend a performance by the Royal Shakespeare Company in Stratford-on-Avon, spend a weekend in London, and take several other side trips. Cr 6.

RSP 402 Russell Scholars Capstone Seminar: Community and Commitment

This capstone seminar will bring together the framework, principles, and experiences of four years in the Russell Scholars Program to prepare graduating seniors to become lifelong learners with a commitment to the common good. Drawing upon the lessons of identity and community, and other themes of the program, this classroom and field-based seminar will explore such questions as: What is the common good? How can we be at home in the world? How can we live within and beyond tribe? What is our responsibility in the world? What does citizenship in the 21st century mean? How do we develop critical habits of mind? This seminar will include a significant service-learning field experience in a community setting. Cr 3.

Women's Studies

Director: Susan Feiner, 94 Bedford St., Portland

Assistant to the Director: Lauren Webster

Women's Studies Council: Professors: Gish, Long; *Associate Professors:* Cameron, Chapkis, Cole, Deprez, Eagan, Feiner, Holden, Kent, Kissen, Kuenz, Larson, Laz, Lockridge, Raimon, Rosenthal, Savage, Walker, Wminger; *Assistant Professors:* Carey, Carroll, Marya

The women's studies major offers students the opportunity to study the lives, words, and ideas of women from various historical periods, as well as feminist theoretical approaches to various contemporary disciplines. Women's studies courses focus both on recovering women's lost or neglected pasts and on analyzing and rethinking contemporary societies. Although women are central to the subject matter of women's studies courses, feminist analysis goes beyond specific issues of gender to challenge our traditional assumptions and histories.

The women's studies major introduces students to new ways of thinking about such topics as technology, gender, and oppression. Courses focus on such issues as the gender construction of science, the effect of gender-biased language, inequities in work and pay, the psycho-social development of women, the philosophy of Simone de Beauvoir, the politics of Angela Davis, and the construction of race, sexuality, and gender in contemporary films. In addition to gaining a broad, integrated vision of society and culture, women's studies students develop skills in analysis, critical thinking, writing, and the practical application of theoretical understanding.

The program offers a major leading to a bachelor of arts degree in women's studies. Students may also minor in women's studies. Graduates with a major in women's studies are prepared for graduate and professional schools in a variety of disciplines. They are also prepared for careers in the social sciences, affirmative action and equal employment programs, education, personnel or career advising, women's agencies and programs, human services agencies, and public service.

Programs and Requirements

Bachelor of Arts

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 42.

The women's studies major consists of 24 hours of required courses and 18 hours of women's studies related courses as follows:

Required Courses (18 hours)

WST 130I	Introduction to Women's Studies
WST 280W	Women, Knowledge, and Power
WST 380	Politics of Difference
WST 390	Contemporary Feminist Theories
WST 490	Capstone Experience in Women's Studies

Options

WST 485	Internship
WST 486	Thesis

One Topics Course from TWO of the following subject areas (6 hours)

WST 235/335/435	Topics in Gender and Science, Technology, and Health I/II/III
WST 245/345/445	Topics in Women, Culture, and the Arts I/II/III
WST 255/355/455	Topics in Women, History, and Resistance I/II/III
WST 265/365/465	Topics in Women, Gender, and Institutions I/II/III

Women's Studies Related Courses: (at least 18 hours)

Students must take one course focusing on periods before 1800 and one course dealing with cultures not in the Western mainstream. Students may take no more than three electives from one department or program. Any WST course may be used for elective credit; courses eligible for elective credit are listed at the end of the women's studies section.

Minor in Women's Studies

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 18.

The women's studies minor consists of a minimum of 9 hours of required courses and 9 hours of women's studies related courses as follows:

Both of the following (6 hours)

WST	130I	Introduction to Women's Studies
WST	280W	Women, Knowledge, and Power

Either of the following (3 hours)

WST	380	Politics of Difference
WST	390	Contemporary Feminist Theories

Women's Studies Related Courses (at least 9 hours. Two of the courses must be at the 300-level or above)

Prerequisites and Grade Policy

There are prerequisites for many of the women's studies courses. See departmental course listings for specific information. A minimum grade of C or better is required in major/minor courses. Courses taken pass/fail are not acceptable.

Curriculum Summary and Guide

The women's studies curriculum is built upon a shared commitment to the principles of educational excellence and educational opportunity. It is structured to ensure that students are exposed to the sophisticated body of knowledge that now defines women's studies as a discipline, even while allowing students the opportunity to develop skills in research, writing, and analysis. Consequently, there are prerequisites for upper-division courses. The first-year student is encouraged to complete Core curriculum requirements, including Introduction to Women's Studies (WST 130I) and College Writing (ENG 100C). In the second year, students should take Women, Knowledge, and Power (WST 280W), followed by Contemporary Feminist Theories (WST 390) and Politics of Difference (WST 380). Students who minor in another discipline should also begin the suggested sequence in that year. Third-year schedules should include at least two women's studies-sponsored topics courses, drawn from two of our four subject areas. Thus a student might take WST 335 Topics in Gender & Science, Technology, & Health I, in the fall, and WST 465 Topics in Women, Gender, and Institutions III, in the spring. Fourth-year students are required to take the Capstone Experience in Women's Studies (WST 490) and select either the internship or thesis option. These courses offer advanced experience in feminist theories, research, and practice, while allowing students to pursue their own interests under careful guidance. Students should be aware that while any course offered under these "topics" will address the general goal outlined in the catalog, the specific content of the topics courses will change from semester to semester. Course descriptions will therefore be published and distributed during the pre-registration period.

Declaration of Major

To declare a major in women's studies, the student must have:

- completed a minimum of 30 approved University credit hours of which at least 15 credit hours must be completed at USM;
- completed WST 130I or equivalent and ENG 100C or equivalent, with a grade of C or better;
- achieved a GPA of 2.5 or better in USM courses.

To graduate from this program, the student must have:

- completed 42 hours of required coursework, as described above;
- attained a cumulative GPA of B- (2.67) in all major courses.

Students who wish to graduate with honors in this major must:

- maintain a GPA of 3.33 or better in major courses;
- have demonstrated superior work in the thesis or internship;
- be recommended by a faculty member who teaches courses within the program; and
- be approved by the Women's Studies Council.

WST 130I Introduction to Women's Studies

This course explores from a variety of perspectives the following inter-related themes and topics: the economic, political, and social status of women as a group and in discrete cultural contexts; the politics of representation, or how ideas about femininity and feminism are promoted throughout the media and other vehicles of culture; the construction of "consciousness," both through the media and through feminist tactics; women and collective action in the past, present, and future. This course is writing-intensive; students are expected to practice their writing skills through formal essays. Offered every semester. Cr 3.

WST 220 Topics in Women's Studies

Topic areas not already covered by regular course offerings in women's studies will be offered. The course may be repeated for credit when different topics are considered. Cr 3.

WST 235, 335, 435 Topics in Gender & Science, Technology, and Health I, II, III

Courses in this category will include a critique of traditional science, technology, and medicine; representation of feminist possibilities and communities at work on issues of knowledge, health, and power; reconstructions of science, technology, and health care based on new theories and practices. Each of these courses will ask similar questions: How have scientific thinking and gendered technologies affected women's bodily experience? Is science fiction coming to pass in new reproductive technologies and genetic projects? How has science's view of the female and feminine been problematized by reading works of fiction? Can feminists escape the difficulties of writing about or prescribing for others? Does science create race as well as sexual subjects? How can it be used (to quote bell hooks) to "talk race and fight racism?" Prerequisite: WST 435 requires permission of the instructor. Cr 3.

WST 245, 345, 445 Topics in Women, Culture, and the Arts I, II, III

Courses in this category will examine some aspect of women's relationships to specific vehicles of "culture," including the plastic, literary, and performing arts. They may focus on women as producers of culture; on how women and femininity have been represented in written, visual, or oral texts; or on feminism and cultural or aesthetic theory. Possible subjects may include feminist philosophy, feminism and film theory, women and the history of music, women and popular culture. Prerequisite: WST 445 requires permission of the instructor. Cr 3.

WST 255, 355, 455 Topics in Women, History, and Resistance I, II, III

Courses in this category will explore the political worlds of women in general, and laboring women in particular, which have often been obscured by traditional histories that narrowly define politics as a set of formal institutions and practices. These courses

explore forms of female activism located not only in governments, political parties, and unions but also in female collaborative activities and grassroots organization. Emphasis will be placed on the relationship between female activism and social, economic, and cultural change. Topics include women in third world struggles for national liberation; working class women in contemporary and historical movements; struggles for equal rights; the nineteenth century women's movement; women in peasant revolts; everyday forms of female resistance; union organizing; women and the politics of identity. Prerequisite: WST 455 requires permission of the instructor. Cr 3.

WST 265, 365, 465 Topics in Women, Gender, and Institutions I, II, III

Courses in this category will focus on gender relations and the construction of the category "women" in the context of social structures and institutions. Both social structures and institutions are based on and reinforce assumptions about sex and gender, women and men, and masculinity and femininity. And both ultimately shape the experiences of women and men in society. These courses will examine the experiences of women and men as gendered beings and the way those experiences follow from, perpetuate, and/or alter institutions. The emphasis may be on industrial or non-industrial societies, and institutions for analysis will vary. Possibilities include law and legal institutions, economic institutions, subsistence strategies in non-industrial societies, systems of stratification, conceptual systems, and education. Prerequisite: WST 465 requires permission of the instructor. Cr 3.

WST 280W Women, Knowledge, and Power

This course examines the ways in which the politics of knowledge production shape our culture and its gender relations. It explores both the role of educational institutions as they function to promote antifeminist culture, and the ways women have historically resisted, subverted, appropriated, and reformed traditional bodies of thought. Throughout, attention will be given to how competition, intimidation, and other factors can inhibit the formation of feminist communities of scholars/learners. Students will practice and be encouraged to appreciate the benefits of different modes of interpretation and writing, including personal narrative, socio-historical work, and contemporary cultural analysis. Prerequisites: WST 130I or permission of instructor. Offered spring semester. Cr 3.

WST 320 Advanced Topics in Women's Studies

Advanced topic areas not already covered by regular course offerings in women's studies will be offered. The course may be repeated for credit when different topics are considered. Cr 3.

WST 380 The Politics of Difference

This course will introduce students to some of the complex relationships among the histories and goals

of Western feminism and those of specific nondominant cultures, inside or outside the United States. Central to the course are the ways that “differences” are embedded and enacted in the context of power relations in the larger society. While the specific content of this course is flexible, it will treat the advantages and disadvantages of using race, ethnicity, class, and sexuality as categories of analysis. Assignments should reinforce those skills learned in WST 280. Prerequisites: WST 280 or permission of instructor. Offered fall semester. Cr 3.

WST 390 Contemporary Feminist Theories

This course will introduce students to the efforts of many academic feminists to organize, appropriate, and/or subvert what is sometimes termed “post-structuralist” thought, an enormous body of knowledge that, although generated largely in France, Italy, Great Britain, and North America, has often affected non-Western feminisms as well. The focus of this course will vary depending on the instructor, but it should be based on the intimate relationships between feminist theories and feminist practice. At least one section of this course will be devoted to focused political analysis of a single subject: pornography, free speech and censorship, reproductive technologies, sexual harassment, pay equity, domestic violence, etc. Students will be asked to write a theoretically informed research paper on a topic of their own choosing. Prerequisites: WST 280W or permission of instructor. Offered spring semester. Cr 3.

WST 470 Independent Study

This course provides junior and senior students with

the opportunity to pursue a project independently, concentrate on a particular subject of concern, or conduct individually arranged reading or research studies under the advice and direction of a faculty member. Prerequisites: advanced standing and permission of the instructor. Cr 3.

WST 485 Internship

The internship requires students to work closely with a group, business, or organization for one semester. Students will write a 20-page paper on their experience and report to the Women’s Studies Council in the spring semester. Prerequisites: senior standing and women’s studies major or minor. Cr 4-6.

WST 486 Thesis

The thesis allows students to pursue guided research on a topic of their choosing. Thesis students should choose three readers, including an advisor whose interests and scholarship are in line with their own. The minimum length for a thesis is 30 pages, and should include a substantial bibliography. Students will report to the Women’s Studies Council in the spring semester. Prerequisites: senior standing and women’s studies major or minor. Cr 4.

WST 490 Capstone Experience in Women’s Studies

All majors are required to select a capstone experience, with the guidance of their advisor, from the following two options: WST 485 or WST 486. Students enrolled in either option are required to participate in a bi-weekly seminar. Students are expected to co-enroll in WST 490 and WST 485 or 486. Offered in the spring semester only. Cr 2.

Women’s Studies Related Courses

ANT	232I	Anthropology of Sex and Gender
ARH	311	Gender Identity and Modern Art
COM	486	Women in Film
COR	358H	Motherhood: Political Institution, Cultural Icon, Defining Experience
CRM	317	Gender and Crime
ECO	322	Economics of Women and Work
ECO	399	Gender and the Economy
ENG	150H	Topics in Literature: Representing Race in Literature
ENG	342	Topics in Contemporary Theory
ENG	344	Sex/Gender and Sexuality
ENG	345	Racial Formations
ENG	347	Topics in Cultural Studies: American Contexts of Witchcraft
ENG	353	Medieval Women Writers
ENG	370	Literature of Discovery, Exploration, and Colonialism
ENG	379	Earlier Women Writers: American
ENG	383	African-American Literature since 1900: Novels by African-American Women
ENG	387	Women Writers since 1900
ENG	451	Medieval Women Writers
ENG	492	Seminar in Modern American Literature
GEO	302	Gender, Work, and Space
HRDX	545	Gender and Learning
HTY	339	European Women’s History
HTY	341	Black Women in the Americas

HTY	364	History of Women in the United States
HTY	394	Modern China: Women, Culture, and Revolution
HTY	394	Homosexuals and Heterosexuals in History
HTY	394	History of Women in 20th Century America
HTY	394	History of Women in Maine
HTY	394	History of Women in Latin America
HTY	394	Pioneer Women in America West: Myth and Reality
HTY	394	Sexuality, Disease, Difference: 17th-20th Century
HTY	394	American Women's Lives: 20th Century
HTY	394	European Women's History
HTY	399	Russian Women's History
HTY	399	Caribbean Women: Barbados and Jamaica
HUM	251H	Masculinities in U.S. Literature and Culture
HUM	342	Contemporary Women of Color in Fiction
HUM/SBS	358H	Motherhood: Political Institution, Cultural Icon, Defining Experience
HUM	389	Sexuality in Literature and Film
PHI	110E	Sex, Gender, and Society
PHI	112E	Introduction to Philosophy: Feminist Perspectives
PHI	265	Philosophy and Gender
PHI	312I	Women Philosophers from Africa and the Diaspora
RUS	281H	Russian Literature in Translation: Women Writers
SBS	341	The Family
SBS	361	Psychology and Sociology of Women
SOC	316	Sociology of Gender
SOC	330	Sociology of the Family
SOC	358	Sociology of Women's Work
SOC	365	Sociology of the Body
SOC	380	Sociology of Sexuality
SWO	399	Sexual Harrassment
SWO	456	Women, Welfare, and the State
THE	451	Women and Theater
THE	451	20th Century U.S. Women Playwrights
THE	451	Special Topics in Dramatic Literature and Theatre History
ANES	650	Shopping: The Gender and Politics of Consumption
ANES	665	Sex and Gender in New England

College of Arts and Sciences

Dean: Devinder M. Malhotra; *Associate Dean:* Susan Picinich; *Financial Manager:* Keva Wright Berry; *Director of Student Affairs and CAS Advising:* Pamela Edwards; *Coordinator of Scheduling:* Maurice J. Chabot; *Administrative Manager:* Shannon Toner

The College of Arts and Sciences is dedicated to the ideal of a liberal arts education and serves as the intellectual core of the University by offering general education courses to all undergraduate students. It houses twenty-three academic units and six graduate programs in the areas of fine and performing arts, humanities, natural and social sciences, and one certificate program in the Department of Theatre. The faculty of the College is committed to the preservation and dissemination of fundamental knowledge and dedicated to enhancing this knowledge through creative expression, scholarly interpretation, and research. By demanding teaching excellence, the College strives to instill in all students the attributes of creative critical thinking, effective oral and written communication skills, and social values that embrace diversity and multiculturalism. Through the various disciplines, the College contributes to the formation of responsible citizens by providing an educational foundation upon which students build their lives and professions.

The College of Arts and Sciences offers a wide variety of majors and programs leading to graduate and professional study, and directly to careers. The College offers courses and programs of study to students in all schools of the University for intellectual development and aesthetic enrichment.

Departmental Organization

The College of Arts and Sciences has the following undergraduate schools and departments:

Art	Mathematics and Statistics
Biological Sciences	Modern and Classical Languages and Literatures
Chemistry	School of Music
Communication and Media Studies	Philosophy
Criminology	Physics
Economics	Political Science
English	Psychology
Geography-Anthropology	School of Social Work
Geosciences	Sociology
History	Theatre
Linguistics	

Baccalaureate Degree Programs

Programs of study leading to a bachelor of arts (B.A.) degree are available in the areas listed below. In addition, bachelor of fine arts (B.F.A.) is offered by the Art Department; bachelor of science (B.S.) is offered by the Department of Biological Sciences, the Department of Chemistry, the Department of Economics, and the Department of Geosciences; and bachelor of music in performance (B.M.) and bachelor of music in music education (B.M.) are offered by the School of Music.

Art	Linguistics
Biology	Mathematics
Chemistry	Media Studies
Communication	Music
Criminology	Philosophy
Economics	Physics
English	Political Science
French	Psychology
Geography-Anthropology	Sociology
Geosciences	Social Work
History	Theatre

Self-Designed

a) Group Contract:

Classical Humanities	German Studies
Classical Studies	Hispanic Studies
Foreign Languages	International Studies
French Studies	Russian Studies
General Science	Social Science

b) Individual Contract

Requirements for all Baccalaureate Degree Candidates

To be eligible for a baccalaureate degree from the University, a student must meet the following:

- I. minimum proficiency requirements
- II. Core curriculum requirements
- III. departmental or program requirements
- IV. minimum of 120 credits of accepted courses
- V. minimum of 2.0 cumulative grade point average

Minimum Proficiency Requirements

Every baccalaureate degree student who is admitted to the University must produce evidence (no credit granted) of both a minimum writing proficiency and a minimum mathematics proficiency. These requirements are described in the Academic Policies section of this catalog.

Core Curriculum Requirements

Every baccalaureate degree student who is admitted to the University is required to meet the Core curriculum requirements. These are set out in the section on Core curriculum.

Departmental or Program Requirements

The College requires that every baccalaureate degree student fulfill the requirements of a major program. Students normally declare a major program prior to completing 53 credits. Students who wish to declare a major must obtain a Change of Major form from the Dean's Office. Students are required to complete mathematics and writing proficiencies prior to declaring a major in the College of Arts and Sciences.

Fine arts students, especially in the Department of Art and the School of Music, usually must begin their program earlier owing to portfolio and audition requirements. Students planning to major in a science are urged to obtain an advisor in the appropriate department and begin the required course sequence as early as possible.

Selecting a major is an important and often difficult decision. Students who are undecided about a major should take courses in programs that interest them before making a final decision. Undecided students are encouraged to consult the Career Services Center as well as those departments that interest them prior to declaring a major.

Individual departmental or program requirements are described in the sections that follow. Students should note that not all courses listed and described in the following sections are offered each academic year. Consult the particular department or program for further information about the year and semester a specific course will be offered.

Other Educational Opportunities

Independent Study Term

Students who have an academic project which they feel would contribute significantly to their program may, with the approval of a faculty sponsor, the appropriate department, and the dean, apply for a semester of independent study. General guidelines for the independent study term may be obtained from departments.

Double Majors

Students interested in a double major should consult the appropriate departments and obtain a declaration of major form from the Registrar's Office.

College of Arts and Sciences Minors

Minors are available in: art history, biology, chemistry, communication, criminology, economics, English, geography/anthropology, geosciences, history, linguistics,

mathematics, modern languages, music, philosophy, physics, political science, sociology, and theatre.

School of Business Minor

The School of Business offers a 21-credit hour minor in business administration to any baccalaureate student. The minor is recommended to liberal arts majors with a strong interest in business theory and practice. For more information, see the School of Business section of this catalog.

School of Applied Science, Engineering, and Technology Minors

The School of Applied Science, Engineering, and Technology offers minors in computer science, electrical engineering, computer applications, environmental safety and health, environmental science, industrial management, and manufacturing technology. For more information, see the School of Applied Science, Engineering, and Technology section of this catalog.

Teacher Certification

Students who wish to prepare for a career in teaching at the elementary, middle, or secondary levels work with both the College of Arts and Sciences and the College of Education and Human Development through the Extended Teacher Education Program (ETEP), which offer coursework and experiences at the undergraduate and post-baccalaureate levels.

Undergraduates who seek teacher certification follow these steps:

1. Undergraduate Level

- a. College of Arts and Sciences: Students complete a baccalaureate degree with a major in the liberal arts, in a subject related to the desired teaching level and subject;
- b. College of Education and Human Development: Students complete the 18-credit minor in educational studies (recommended, but optional)

2. Post-Baccalaureate Level

College of Education and Human Development

- a. Complete the one-year certification program (approximately 33 graduate credits)
- b. Complete the master of science in education degree (optional—an additional 18 credits taken over two years during the summer and on weekends)

Additional information on the Extended Teacher Education Program can be found in the College of Education and Human Development section of this catalog.

Graduate Programs in the College of Arts and Sciences

The College of Arts and Sciences offers six programs leading to the master's degree. These are the master of arts (M.A.) in American and New England studies, the master of fine arts (M.F.A.) in creative writing, the master of science (M.S.) in biology, the master of music (M.M.), the master of science (M.S.) in statistics, and the master of social work (M.S.W.). The College also offers a certificate of graduate study in the Michael Chekhov Theatre Institute. Consult the University's graduate catalog for further information.

College of Arts and Sciences Courses

The College also offers courses on a variety of topics and themes which are not sponsored by individual departments.

ARS 100 Exploring Careers in the Liberal Arts and Sciences

This course is designed for students participating in the University's Cooperative Education Program. In addition to their cooperative education placement, students will read texts, meet for a series of seminars, keep journals, and write a final paper. The focus of these activities is to help students integrate knowledge gained both in the classroom and through independent study with observations and

experiences obtained in the field. Offered on a pass/fail basis. May be repeated for credit, up to a maximum of 12 credits. Cr 3-6.

ARS 123 Topics of Human Sexuality

The purpose of this course is to provide individuals with a thorough understanding and accurate information concerning their sexuality. The course will show the subtle complex interrelationship among sociology, biology, philosophy, psychology, theolo-

gy, behavior, and interpersonal relationships as they pertain to sexuality. Topics to be discussed include sexual growth and development, sexual attitudes, sexual anatomy and physiology of males and females, human sexual response cycle, sexual attraction, love and relationships, contraception, homosexuality and bisexuality, alternative forms of sexual behavior, sexual fantasies, sexual dysfunctions and problems, sexual history and research. Cr 3.

ARS 223 Attitudes: Human Sexuality

The purpose of this course is to allow individuals to better understand their sexual feelings, attitudes, and relationships. Emphasis will be placed on developing skills necessary in dealing with one's own sexuality, as well as the sexuality of others. Topic areas will include sexual communication skills, body images and sensory awareness, values clarification, male and female sexual identity, sexual assertiveness, overcoming sexual dysfunctions, sexual lifestyles, understanding sexual deviancy, sexual scripting. The course will rely heavily on lecture, group process, and role playing. Cr 3.

Self-Designed Major Programs

Self-Designed Major Committee: Patricia O'Mahoney-Damon, *chair*; *Associate Professors:* Kent (Theatre), O'Mahoney-Damon (Biology), Rosenthal (Russian Studies); *Assistant Professors:* Hapcic (Theatre), Prudente (Chemistry), Thompson (Psychology), Tuchinsky (History); Vassallo (Political Science)

The self-designed major program allows students to receive a bachelor of arts degree. This program offers many opportunities for students to study traditional subjects as well as new fields of inquiry that the University does not offer through existing departments. The multidisciplinary format of self-designed majors allows students the flexibility of pursuing their educational interests in a topical or thematic context rather than through an established discipline.

There are two types of self-designed major programs, (a) individual contract and (b) group contract programs. Students may work for a self-designed major degree through either type of program. All programs are approved and administered by the Self-Designed Major Committee.

A. Individual Contract Programs

The individual self-designed major allows the student to design a multidisciplinary program not available through a department major or a group contract program. The Self-Designed Major Committee reviews student proposals at its regularly scheduled meetings throughout the academic year. Proposals should be approved normally during the student's sophomore year. Application forms and guidelines may be obtained from the Office of the Dean of the College of Arts and Sciences.

B. Group Contract Programs

Group contract programs are coherent multidisciplinary studies representing fields of interest that have developed over the years at USM. Additional group contract programs will be considered by the Self-Designed Major Committee as they are required for enhancing the quality of the CAS curriculum. USM currently offers the following group contract programs:

Classical Humanities	German Studies
Classical Studies	Hispanic Studies
Foreign Languages	International Studies
French Studies	Russian Studies
General Science	Social Science

Students interested in any of the above programs should contact the coordinator of that group contract program for more information.

SDM 400 Senior Thesis for Self-Designed Majors

This course provides senior SDES independent contract majors an opportunity to receive credit for the required senior thesis or project. Thesis or project must be developed in consultation with student's faculty advisors and approved in advance by the SDES Committee. Prerequisites: admission to self-designed major program and senior standing. Cr 1-6.

SDM 401 Senior Seminar in Social Science

The capstone to the major and required for the

degree, this seminar explores the nature and the craft of social science. The topic will vary but will always be a particular theme or set of issues that span various social science disciplines, such as Competing Methodologies in Social Science, Ethnohistory, United States Studies, etc. Students are expected, through discussion and writing, to apply the knowledge and skills acquired in previous social science courses. Prerequisite: the course is open only to social science majors or students majoring in one of the eight disciplines that make up the social science major. Students must also be seniors or second semester juniors. Cr 3.

Classical Humanities

Coordinators: Peter Aicher and Jeannine Uzzi, 55 Exeter Street, Portland

The minimum number of credits (exclusive of the University's Core curriculum) for the self-designed major in classical humanities: 48. For grade requirements, please refer to the Modern and Classical Languages and Literatures section of this catalog. Students have a great deal of choice within the major and will be advised by the coordinators to select courses that follow a logical sequence and build upon one another.

Required Courses

I. Language (12-14 credits, depending on language preparation and courses taken):

1. Three semesters of Latin or ancient Greek, at least one of which must be above the 100-level
and
2. One semester of CLA 171E Etymology for Everyone **or** ENG 330 History of the English Language

II. Literature (9 credits):

1. CLA 283H Epic Hero **or** CLA 270 Homer's *Odyssey* and Joyce's *Ulysses*
and
2. 284H Tragic Hero
and
3. One additional literature course with a non-CLA designation, such as PHI 215 Philosophy of Literature [prerequisite: any PHI 1xx] **or** GER 281H The German Novelle

III. History, Culture, and Civilization (12 credits)

1. CLA 291I Golden Age of Greece **or** HTY 303 History of the Ancient Near East and Greece
and
2. CLA 292I Rome, Republic to Empire **or** HTY 304 History of Rome
Students may substitute HON 101G/H/I Wisdom Stories from Antiquity **or** HTY101I Western Civilization for **one** of the courses listed in III.1 and III.2
and
3. PHI 101-110E Introduction to Philosophy—choose one
and
4. CLA 285I Classical Mythology

IV. Material Culture (3 credits)

ARH 111G Art History: Prehistoric to Medieval **or** CLA 321 The Art, Architecture, and Archaeology of the Ancient World **or** 3 credits of study abroad in Greece or Rome (Centro, College Year in Athens, Lesbos, USM in Tuscany) **or** ANT 103 Introduction to Archaeology **or** ANT 202I Origins of Civilization

Note: CLA 321 is equivalent to ARH 321 Classical Art

V. Applied Skills (3 credits—choose one or propose your own)

The ideal of education, as practiced in antiquity and passed on in the classical tradition, involves the application of knowledge and activity based upon that knowledge. Courses in this category are meant to make that ideal of education explicit and generally involve some aspect of praxis or performance, whether spoken, written, plastic, or field-based.

ANT	260	Public Interpretation in Anthropology
ENG	201F	Creative Writing
ENG	202F	Memoir and Autobiography
ENG	203	Topics in Writing
ENG	299-304	Stonecoast Writers' Conference
ENG	300F	Fiction Writing
ENG	301F	Poetry Writing
ENG	302F	Fiction Workshop
ENG	303F	Poetry Workshop
ENG	304	Advanced Memoir
ENG	305	Rhetoric, Syntax, and Style
ENG	309	Newsriting
GEO	108	GIS Applications
GEO	208	Cartography I
THE	102F	Acting: Performance
THE	170F	Public Speaking
THE	175F	Oral Interpretation
THE	250	Playwriting

Any Studio Art course

Note: Students should be aware that ENG 201F is a prerequisite for other creative writing courses. Students should also be aware that the Art Department offers six foundations courses that are prerequisites for any advanced work in studio art.

VI. *Electives* (6 credits—choose two from the list below or suggest another; electives must be 300-level or above, except as noted below)

ANT	306	Analysis of Archaeological Materials
ARH	321	Classical Art
ARH	322	Medieval Art
ARH	323	Renaissance Art
ENG	245	Introduction to Literary Studies
ENG	262	Introduction to Poetry
ENG	264	Introduction to Drama

The following ENG 300-level courses from the designations Ancient, Medieval, and Renaissance: ENG 315, 316, 317, 320, 325, 350, 351, 352, 353, 354, 355, 357, 360, 361, 362, 363

ENG	330	History of the English Language
ENG	396	Joyce
HTY	305	The Historical Jesus
HTY	306	Roman Sexuality and Early Christianity
HTY	307	Judaism, Christianity, and Islam: Origins and Interactions
HTY	311	Medieval Civilization
HTY	312	Renaissance Civilization
PHI	310I	History of Ancient Philosophy
PHI	320I	History of Medieval Philosophy
POS	390	Political and Social Thought I
THE	101G	Intro to Drama
THE	351	Dramatic Literature and Theater History I: Origins to 15th Century

Any course in Latin or ancient Greek beyond the first semester *and* beyond that required for the major.

Any modern language course beyond the third semester

Any studio art course that builds upon that taken to fulfill requirement V (Applied Skills)

Any creative writing course that builds upon that taken to fulfill requirement V (Applied Skills)

VII. *Capstone Experience* (3 credits)

Classical Studies (Concentration in either Greek or Latin)

Coordinator: Peter Aicher, 55 Exeter Street, Portland

The minimum number of credits (exclusive of the University's Core curriculum) for the self-designed major in Classical studies: 36. For grade requirements, please refer to the Modern and Classical Languages and Literatures section of this catalog.

For the concentration in Latin, students take three upper-level (above 100) courses in Latin and one upper-level course in Greek; for the concentration in Greek, students take three upper-level courses in Greek and one upper-level course in Latin.

In addition, students take the following courses in ancient civilization and literature in translation:

CLA	283H	Epic Hero
CLA	284H	Tragic Hero
CLA	285I	Classical Mythology
CLA	291I	Golden Age of Greece or
HTY	303	History of the Ancient Near East and Greece
CLA	292I	Rome, from Republic to Empire or
HTY	304	History of Rome

Also, students choose three courses from the following electives:

ARH	111G	History of Art I
ARH	321	Classical Art
CLA	270	Homer's <i>Odyssey</i> and Joyce's <i>Ulysses</i>
ENG	315	Ancient Literature
ENG	316	The Bible
HTY	305	The Historical Jesus

HTY	306	Roman Sexuality and Early Christianity
HTY	307	Judaism, Christianity, and Islam: Origins and Interactions
HTY	311	Medieval Civilization
PHI	310	History of Ancient Philosophy
PHI	320	History of Medieval Philosophy
POS	390	Political and Social Thought I
A Greek or Latin language course (e.g., Latin or Greek 351, 352, 470) beyond that required for the major)		

Foreign Languages

Coordinator: Mara Ubans, 55 Exeter Street, Portland

The minimum number of credits (exclusive of the University's Core curriculum) required for the self-designed major in foreign languages: 36 or 38, depending on the selection of languages. For grade requirements, please refer to the Modern and Classical Languages and Literatures section of this catalog.

For a major in foreign languages, students may choose any two of the following languages and take these courses in the languages of their choice:

French: FRE 306, 307, 308, or 309; 331; 291I or 292I; and 367, 369

German: GER 321, 322, 351H, 352H, 281H, 470

Greek: GRE 251, 252, two semesters of GRE 470, CLA 291I or HTY 303, and either CLA 283H, 284H or 285I

Latin: LAT 251, 252, two semesters of LAT 470, CLA 292I or HTY 304, and either CLA 283H or 284H

Russian: RUS 281H, 301, 302, 321, 351, 470

Spanish: SPA 300, 304, 305, 332, 351H, and 352H or 450

In addition, it is strongly recommended that students take CLA 171E or an Indo-European linguistics course.

French Studies

Coordinator: Lucia di Benedetto, 55 Exeter Street, Portland

The minimum number of credits (exclusive of the University's Core curriculum) required for the self-designed major in French studies: 37. For grade requirements, please refer to the Modern and Classical Languages and Literatures section of this catalog.

French Language and Literature (19 credits)

FRE	305	French Phonetics
FRE	306	Third Year French I
FRE	307	Third Year French II
FRE	308	Third Year French Conversation I
FRE	309	Third Year French Conversation II
FRE	331	Workshop in Literary Analysis
FRE	332	Intro to French Literature

French Civilization and Literature in Translation (6 credits)

FRE	291I	French Civilization: An Historical Approach
FRE	292I	Topics in Contemporary Francophone Civilization

Electives in French Literature (6 credits)

One of the following two courses (3 credits)

FRE	367	Genres & Periods in French Literature
FRE	369	Topics & Themes in French Literature

One of the following two courses (3 credits)

FRE	467	Seminar in Genres & Periods in French Literature
FRE	469	Seminar in Topics & Themes in French Literature

Electives (6 credits)

Two of the following

LAT	101-102	Beginning Latin
ENG	245	Intro to Literary Studies
ENG	340	History of Literary Criticism
ENG	354	Studies in Medieval Literature and Culture (when topic deals with France and England)

HTY	311	Medieval Civilization
HTY	312	Renaissance and Reformation
HTY	316	French Revolution and Napoleon
HUM	310I	French Settlement in the Northeast
POS	335	Politics in Western Europe
POS	340	Politics in Developing Nations
ARH	322	Medieval Art
ARH	323	Renaissance Art
ARH	324	Seventeenth- and Eighteenth-Century Art
ARH	326	Nineteenth-Century European Art
ARH	327	Modern Art
MUS	203G	Music in the 20th Century

German Studies

Coordinator: Mara Ubans, 55 Exeter Street, Portland

The minimum number of credits (exclusive of the University's Core curriculum) required for the self-designed major in German studies: 36. For grade requirements, please refer to the Modern and Classical Languages and Literatures section of this catalog.

German Language and Literature

GER	321-322	Composition/Conversation
GER	351H-	
	352H	Introduction to German Literature
GER	281H	The German Novelle
GER	470	Independent Study

Social Sciences (any three)

HTY	324	World Wars I and II: European War and Diplomacy
HTY	330	Germany: Bismarck to Hitler
HTY	334	The Holocaust: Policy, Practice, Response

Humanities (any three)

CLA	171E	Etymology for Everyone
CLA	283H	The Epic Hero in Ancient Literature
CLA	284H	The Tragic Hero in Ancient Literature
CLA	285I	Classical Mythology
ENG	341	Contemporary Critical Theories
ENG	316	The Bible
PHI	340I	History of Late Modern Philosophy

Course substitutions can be made in the Social Sciences and Humanities categories upon prior approval.

Hispanic Studies

Coordinator: Charlene Suscavage, 55 Exeter Street, Portland

The minimum number of credits (exclusive of the University's Core curriculum) required for the self-designed major in Hispanic studies: 38. For grade requirements, please refer to the Modern and Classical Languages and Literatures section of this catalog.

Required Courses

Spanish Language and Literature

SPA	300	Topics in Conversation
SPA	304	Advanced Conversation and Composition
SPA	305	Introduction to Hispanic Literature
SPA	332	Advanced Grammar and Stylistics
SPA	351H	Readings in Contemporary Spanish Literature
SPA	352H	Readings in Modern Latin American Literature
SPA	450	Topics in Hispanic Language and Literature

History and Culture

SPA	270	The Culture and Civilization of Spain
HTY	181I	History of Latin America I
HTY	182I	History of Latin America II

Electives

Students must choose 6 credits from other Spanish courses, study abroad program, or from related courses in other disciplines. These electives must be approved by a Spanish faculty advisor.

Course substitutions can be made in the electives upon prior approval. At least two semesters of another Romance language are strongly recommended.

Russian Studies

Coordinator: Charlotte Rosenthal, 55 Exeter Street, Portland

The minimum number of credits (exclusive of the University's Core curriculum) required for the self-designed major in Russian studies: 36. For grade requirements, please refer to the Modern and Classical Languages and Literatures section of this catalog.

Humanities

RUS	281H	Russian Literature in English Translation or
RUS	293G	Survey of Russian Cinema
RUS	291I	Russian Culture and Civilization (in English)
RUS	301	Advanced Intermediate Russian I
RUS	302	Advanced Intermediate Russian II
RUS	321	Advanced Russian
RUS	351	Seminar in Russian Literature
RUS	470	Independent Study

Social Sciences*

HTY	317	Early Russian History
HTY	318	Russia and the Soviet Union since 1855
POS	336	Government and Politics of Russia
POS	339	Russian Foreign Policy
ANT	222I	Peoples of the North

Other courses recommended, but not required, for the self-designed major in Russian studies:

POS	104J	Introduction to International Relations
POS	337	Post-Leninist Politics
HTY	101I	Western Civilization I
HTY	102I	Western Civilization II
GEO	101J	Human Geography

*Note that all upper division courses have prerequisites.

International Studies

Director: Lynn Kuzma, 126 Bedford Street, Portland

The International Studies program serves students interested in world affairs. A wide range of students with a diverse set of interests in global issues will find the program adaptable to their needs. It prepares graduates for a varied set of careers in international affairs. Students may go on to work in government, business, intergovernmental organizations, nonprofit institutions, and teaching. From the broadest perspective, international studies nurtures a solid understanding of world problems. It provides the analytical skills for understanding vital issues of the emerging global community.

To receive the bachelor's degree with a specialization in international studies, a student must complete a minimum of 120 credits. These include all University proficiency and Core requirements, competency (to third-year level) in a foreign language, and 48 hours of coursework within the international studies program.

The 48 credits within the program must be distributed as follows:

- 24 hours taken from the list of approved courses (see program director) in *one* of the program's Core departments: political science, economics, history.
- 9 hours of approved courses in *each* of the program's other *two* Core departments. Note that at least two courses taken in economics must be at the 300-level; at least two courses in political science must be at the 200-level; and in history two courses *other* than Western Civilization I and II must be taken.
- 6 hours of approved courses taken in at least *two* of the other departments which participate in this program. INS courses, as well as certain COR courses (see program director), count toward this requirement as credit from one participating department.

In addition to the courses listed above, students must achieve competency in a foreign language through the third-year level. This competency may be achieved through coursework at USM, through transfer credits from another university, through some intensive summer study program at an American university, through

study abroad, or through background (having lived abroad, being a foreign student, etc.)

In all cases of doubt, the final decision as to whether a student has completed the program's language requirement rests with the USM Department of Modern and Classical Languages and Literatures. Students who can show that they have achieved at least third-year level in some language other than English need take no foreign language courses at USM, although they may do so if they wish. Only courses *above* third-year level in any language will count toward the 48-hour requirement for this major.

Once a year, the director of the International Studies program will issue a mini-calendar listing all USM courses acceptable for requirements in this major. Students must refer to this calendar when choosing courses. The director may, in rare cases, decide that a course not listed in the mini-calendar could fulfill a particular student's major requirements. For example, a new COR course with an international focus might qualify as an exception, or some experimental offering under the 99 designation. Exceptions of this sort are unusual; they must be given by the director to the student in writing, with a copy placed in the student's files.

Those students who wish to undertake independent research projects may do so with INS 480 and INS 481. Exceptional students will be encouraged to do a senior thesis. This endeavor will provide six hours of academic credit and will normally result in a sound, scholarly paper of 50-plus pages. A final defense of the paper, involving three faculty readers, is required. Students awarded a grade of at least 90 on the thesis will be recognized as having graduated "With Honors in International Studies."

For admittance into the program, the student must have:

completed a minimum of 30 credit hours in arts and sciences. Of these, at least 15 credit hours must be completed in CAS courses at USM;

achieved a GPA of 2.5 or better in USM courses, including a minimum of 2.8 or better in CAS courses at USM;

completed USM's minimum proficiency requirements.

To graduate from this program, the student:

must have completed 48 hours of coursework, distributed in the manner described above;

must have attained a GPA at USM of 2.5 or better, including a GPA of 2.8 or better in CAS courses at USM;

must have attained grades of C- or higher in all international studies courses, including courses in foreign language. No course taken on a pass/fail basis will count toward this major.

Students who wish to graduate with honors in this major must:

maintain a GPA of 3.2 or better;

be recommended by a faculty member who teaches courses within the program, one who is willing to supervise a thesis;

be approved by the program's Council of Faculty Advisers;

take six hours of coursework, beyond the 48-hour minimum, under the Independent Study and Senior Thesis designations;

write a thesis of approximately 50 pages, then present it to, and defend it before, a committee composed of three faculty members approved by the director of the program;

obtain a grade of 90 or better on the thesis, as determined by the three faculty members who read it and hear the student's defense.

In the special case of students who complete a thesis, but obtain a grade of less than 90 (or students who complete a thesis with a grade of 90 or better, but whose final GPA drops below 3.2), those students will still receive six hours of course credit for their thesis work, even though they will not be able to graduate with honors. A student's grade for those six hours of coursework will be determined by the thesis committee. A thesis grade of less than C- cannot count toward completion of any requirements within the International Studies program.

All students in this program are strongly encouraged to engage in a program of study abroad. A summer, a semester, or even a year or more abroad will greatly enhance any student's understanding of world affairs. The director will work closely with any student who wishes to explore this option and will make every effort to facilitate this possibility for the student.

INS 480 Independent Study I

This course is intended for advanced students in international studies who want to develop their research skills and knowledge of particular subjects in international affairs. The student must work with a faculty advisor in outlining and pursuing the proposed course of study. All proposals for Independent Study must be approved by the director of the program. Prerequisite: advanced standing in the program. Cr 3.

INS 481 Independent Study II

This course is intended for the exceptional student who wishes to carry out two independent study projects during an undergraduate career. The course description and prerequisites are identical to those given above for INS 480. Cr 3.

INS 485 International Studies Internship

Through internships in the International Studies program, students achieve the experience and background for understanding problems and practices of international scope. For internship arrangements

and course responsibilities, consult the director of the program. This course is open only to advanced students in international studies and requires the permission of the program director. Cr 3-6.

INS 490 International Studies Seminar

The seminar focuses on theories of international relations and current methodology in the field. Students will engage in intensive analysis of classical and current works. Prerequisite: advanced standing in the program or permission of the instructor. Cr 3.

INS 495 Senior Thesis

Selected students in international studies program will be encouraged to write a senior thesis. The topic should be chosen in consultation with a faculty advisor. Normally, it will be a two-semester project for the student's senior year. Extensive collaboration between student and thesis advisor is expected. The final paper should be approximately 50 pages in length and will be evaluated by a committee consisting of the thesis advisor and two additional faculty members appointed by the program director. Cr 3.

General Science

Coordinator: Richard G. Stebbins, 227 Science Building, Portland

Steering Committee: Professor: Stebbins (Chemistry); *Associate Professors:* Theodose (Biology), Nalroshis (Physics); Sanford (Environmental Science), Novak (Geosciences); *Assistant Professor:* Kuech (Teacher Education)

The general science major at USM serves students with a strong interest in teaching middle school science by providing a strong science background reflecting the Maine Learning Results. General science is also appropriate for students who seek an interdisciplinary, integrated science experience rather than a major in just one science discipline.

Each of three options provides a combination of courses from several areas of science. For a particular option, that discipline is more rigorously represented with coursework equivalent to that required for a minor in that discipline at USM. A capstone course stresses the interdisciplinary nature of the major. Options for study are available in life sciences, physical sciences, and earth sciences. Students enrolled in the physical sciences major may choose to minor in either chemistry or physics.

Acceptance into this program is contingent upon admission to USM and successful completion of the University's writing and mathematics proficiency requirements.

Graduation requirements include a minimum GPA of 2.50 and completion of one of the three options listed above (44.5-49 hours depending upon the option/track). A student must receive a C or better in any course, including lab courses, for the course to count toward the major.

Option A. Life Sciences (42 credits)

Required courses:

BIO	105K, 106K, 107	Biological Principles
CHY	110K	Chemistry, Life, and the Environment
ESP	101K, 102K	Fundamentals of Environmental Science
PHY	111K, 114K	Elements of Physics

Select one:

AST	100K, 103K	Astronomy
GEY	100K, 101K	Physical Geology
GEY	105K, 106K	Oceanography
BIO	217	Evolution
BIO	200 or higher electives (10 credit hours)	
SDM	405	Science Capstone

Option B. Physical Science (43-46 credits)

Required courses:

BIO	101K, 102K	Biological Foundations
CHY	113-116	Chemical Principles
PHY	121K, 114K, 123, 116	General Physics

Select one:

AST	100K, 103K	Astronomy
GEY	100K, 101K	Physical Geology
GEY	105K, 106K	Oceanography
ESP	101K, 102K	Fundamentals of Environmental Science

Option B with a Minor in Chemistry (46 credits)

CHY	251-254	Organic Chemistry
CHY	231, 232	Analytical Chemistry
SDM	405	Science Capstone

Option B with a Minor in Physics (49 credits)

PHY	211	Non-Classical Physics
PHY	240*	Intermediate Laboratory*
PHY	3XX	One 3-credit additional physics course at the 300 level or higher
SDM	405	Science Capstone

*Calculus A and B are prerequisites

Option C. Earth Science (42 credits)

Required Courses:

BIO	101K, 102K	Biological Foundations
CHY	113K, 114K	Chemical Principles
GEY	100K, 1011K or 102K	Physical Geology
PHY	111K, 112K, 114K, 116	Elements of Physics

Select one:

AST	100K, 103K	Astronomy
GEY	105K, 106K	Oceanography
ESP	101K, 102K	Fundamentals of Environmental Science
GEY	200 or higher electives (13 credit hours)	
SDM	405	Science Capstone

Social Science

Coordinator: Dana McDaniel, 65 Exeter Street, Portland
Steering Committee: Bjelic (Criminology), Hillard (Economics), McDaniel (Linguistics), Savage (Geography)

The group contract major in social science is a multidisciplinary program consisting of the following eight disciplines: criminology, economics, geography-anthropology, history, linguistics, political science, sociology, and women's studies. In order to declare a major in social science, students must have met the University's C and D Core requirements and must have a GPA of at least 2.5. Students who wish to declare a major in social science must submit a completed application form (available from the coordinator's office) to a member of the steering committee. Each student must take a minimum of 51 credits to complete the major. Students must receive a grade of C- or higher in courses taken to fulfill the major.

Students choose between Options I and II below. The following three requirements apply to all students, regardless of option: 1.) Every student's social science curriculum must include at least one of the following social science methods courses: CRM 220, ECO 305, GYA 202D, HTY 200, LIN 390, POS 203, SOC 301; 2.) All students must take a 3-credit capstone course, SDM 401, in addition to the requirements specified under their option; 3.) All students majoring in social science must demonstrate an intermediate competence in one foreign language as part of the departmental requirements for graduation. This requirement can be fulfilled by achieving a grade of at least C- in the second semester of an intermediate level course (and any necessary prerequisites) or by examination.

Option I

Students select one of the eight disciplines as a concentration. They must complete 21-23 credits (usually seven courses) in that discipline, as specified below.

Discipline	Requirements for Concentration
Criminology	CRM 215J, CRM 216, CRM 220, CRM 310, CRM 311, CRM 317, CRM 334
Economics	ECO 101J, ECO 102J, ECO 301, and four 3-credit courses that are 300-level or above
Geography-Anthropology	GEO 101J or GEO 102K; two courses from ANT 101J, ANT 102K, GYA 202D; any two 3-credit GEO, ANT, or GYA courses that are 200-level or above; and any two 3-credit GEO, ANT, or GYA courses that are 300-level or above
History	seven 3-credit HTY courses, at least four of which are 200-level or above
Linguistics	LIN 185J, LIN 201J, and five 3-credit LIN courses that are 300-level or above
Political Science	POS 101J, POS 102J, and five 3-credit POS courses, at least three of which are 300-level or above
Sociology	SOC 100J, SOC 210E, SOC 300, SOC 301, SOC 312, and two additional 3-credit SOC courses
Women's Studies	WST 280W, WST 380, WST 390, WST 235, WST 245, WST 255, WST 265; if any of the latter four courses are not offered, they may be replaced by WST 220, WST 320

Students choosing Option I also take 27 credits outside of their concentration. The 27 credits must be divided equally among three of the remaining seven disciplines (three courses in each), and at least nine of the 27 credits must be upper division level (200 or above). Note that these courses are not restricted to the courses listed above as requirements for the concentrations.

Option II

Students select one interdisciplinary *topic* within the social sciences as a concentration. In consultation with their advisor, they design a curriculum that consists of at least 30 credits (10 courses) on their topic from at least two (but no more than six) of the eight disciplines. At least 18 of the 30 credits must be above the introductory level.

Students choosing Option II also take 18 credits in two disciplines not included in their concentration—three courses in each discipline. At least six of the 18 credits must be upper division level (200 or above).

Capstone Course

All social science majors (regardless of option) must take SDM 401 in their senior year or during the second semester of their junior year. The purpose of this course is to bring together the knowledge and experience students have acquired through the major, and to allow them to apply that knowledge.

Notes:

1. University policy states that there can be no more than one overlap between the courses taken to fulfill the Core curriculum requirements and the courses that count toward the student's major. "Overlap" is defined in terms of the three-letter prefix (e.g., ENG, SOC, WST); that is, a student may take only one course toward the Core that has the prefix of the student's major. (The overlapping Core courses may itself also count toward the major or it may just share a prefix with the major.)

In the case of the social science major, which is multidisciplinary, the overlap policy is interpreted as follows. A student may take only one Core course with a prefix that corresponds to the disciplines included in that student's social science major. For example, a student with Option I whose major consists of courses in sociology, women's studies, history, and political science could count toward the Core only one course that had a SOC, WST, HTY, or POS prefix; Core courses with prefixes corresponding to other social science disciplines (e.g., LIN, ECO) would not be overlaps for this student.

2. Students who intend to teach social studies at the secondary level should consult with their advisor to design a curriculum that includes the specific social science courses required by the state of Maine for certification.

3. Students who have already taken more than nine credits of 100-level courses in the social sciences and who, due to prerequisites, are required to take more 100-level courses should consider consulting with their advisor about possible alternative arrangements.

SDM 401 Senior Seminar in Social Science

The capstone to the major and required for the degree, this seminar explores the nature and the craft of social science. The topic will vary but will always be a particular theme or set of issues that span various social science disciplines, such as competing methodologies in social science, ethnohistory, United States studies, etc. Students are expected,

through discussion and writing, to apply the knowledge and skills acquired in previous social science courses. Prerequisite: The course is open only to social science majors or students majoring in one of the eight disciplines that make up the social science major. Students must also be seniors or second semester juniors.

Cr 3.

Art

Chair of the Department: Michael Shaughnessy, Robie-Andrews, Gorham

Professors: Cassidy, Hewitt, Marasco, Shaughnessy, Ubans; *Associate Professors:* Burk, Grant, Piribeck, Schiferl, Wilson; *Assistant Professor:* Chen; *Director of Exhibitions and Programs:* Eyley; *Studio Technician:* MacWhinnie; *Coordinator of Internships:* Volland

Adjunct Faculty: Judith Allen, Patricia Anderson, Jean Baxter, Patty Benson, Susan Colburn-Motta, James Flahaven, Rebecca Goodale, Virginia Goodlet, Gary Green, Penny Jones, Richard Lethem, Robert Lieber, Lin Lisberger, Fred Lynch, Bernard Meyers, Elizabeth Olberg, Deborah Randall, David Schneider, Beata Sloan, Richard Wilson

The Department of Art offers four-year degree programs in studio art, art history, and art education. Students may select a bachelor of fine arts (B.F.A.) with concentrations in ceramics, digital art, drawing, painting, photography, printmaking, and sculpture. A concentration in art education is available to B.F.A. candidates who wish to teach art. The bachelor of arts (B.A.) in studio art combines a liberal arts education with emphasis on the visual arts. A bachelor of arts (B.A.) in studio art with a concentration in art and entrepreneurial studies, combining study in studio art with courses in business development, and a bachelor of arts (B.A.) in art with a concentration in art history are also offered.

The Department prides itself on giving students a rigorous studio experience, an historical understanding of the complexity of art practices, and the critical skills needed to produce informed visual artists, art educators, and art historians. Our goal is to graduate artists and art professionals who possess a thorough grounding in their field (both practical and theoretical), who honor the creative process, and who can write about, criticize, and bring context to works of art. The Department is not tied to a specific style or approach to art making, but instead emphasizes students' ability to think creatively, to include their own point of view, and to defend their choices with an informed voice.

Admission Requirements

Applicants to the Department of Art should observe the following procedure. Formal application should be made to the director of undergraduate admission, Office of Undergraduate Admission. Current degree candidates enrolled at the University who transfer into the Department of Art from another discipline must obtain a change of major form and submit this form with a current transcript to the chair of the Department of Art.

A student is then a candidate for matriculation in the Department of Art. All candidates must complete the art foundation, consisting of Fundamental Design I & II, Fundamental Drawing I & II, Art History: Prehistoric to Medieval, and Art History: Renaissance to Present before matriculating as an art major in the Department of Art.

To become a matriculated art major in one of the two degree programs, a portfolio of original works must be submitted to the Department for evaluation. Portfolios are not required for the art history concentration. This must be done during or no later than one semester beyond completion of the art foundation courses. If the student completed the art foundation at another institution, he or she must submit a portfolio at the next scheduled opportunity and no later than the second semester at USM. The portfolio should consist of no more than 12 works within specific categories.

Each work submitted is to be labeled on the back with the student's name and category. No slides, glass, three-dimensional work, or work larger than 36" x 36" (including matting) will be accepted. Presentation should be considered for the joint purpose of appearance and protection. The Department cannot accept responsibility for damage to or loss of the work. All three-dimensional work must be represented by a minimum of two photographs of each work, matted or in plastic sleeves. The categories and numbers of work for each category are as follows:

Two-dimensional works (3 pieces) should be taken from and/or exhibit skills in the visual design of the flat page;

Three-dimensional works (2 pieces) should exhibit (in photographs) capabilities in the physical development and articulation of form and space;

Drawing category (3 pieces) should contain works of any medium exhibiting skills and concepts of drawing;

Self-portrait (1 piece) should be executed from life and may be in any medium but should be a representational depiction rendered by hand; and *Open submissions* (3 pieces) may be work in any medium as long as it conforms to the overall guidelines of this review.

Portfolios that do not adhere to the established procedures will not be accepted for review.

Art candidates whose portfolios are not accepted are required to meet with their advisor and one additional full-time faculty member to review and discuss their plans for re-submission. Portfolios that are not accepted may be re-submitted two additional times. Failure at the conclusion of these three times will result in denial of acceptance as an Art Department degree candidate.

Students are required to submit a portfolio for acceptance to the Department prior to enrolling in any 200-level or above studio courses.

Portfolio deadlines and application forms may be obtained from the Department of Art. Portfolios are reviewed once each semester. Final notification of a decision will come from the Department of Art approximately two weeks after the portfolios have been evaluated.

Students already enrolled in the University who wish to change their major to art must follow the Departmental admission procedures concerning submission of portfolio, as described above.

B.F.A. students are also required to participate in the Department's Junior Review during the time in which they earn between 53 and 82 credits. Workshops in procedures for exhibition and photographing artwork are offered annually.

Only students who have completed the art foundation and who have earned 60 credits or more may enroll for Independent Study courses. Grades of C- or better must be earned to satisfy a major or minor requirement.

Academic credit for summer workshops is available with Haystack Mountain School of Crafts in Deer Isle, Maine. Contact the Department of Art or Summer Session for more information.

Bachelor of Fine Arts (B.F.A.) Degree in Studio Arts

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 87.

There are degree concentrations in ceramics, digital art, drawing, painting, photography, printmaking, and sculpture.

Art Foundation (18 credits)

ART	111G	Art History: Prehistory to Medieval
ART	112G	Art History: Renaissance to the Present
ART	141F	Fundamental Design I (2-D)
ART	142	Fundamental Design II (3-D)
ART	151F	Fundamental Drawing I
ART	152	Fundamental Drawing II

Upper Level Foundation Requirements (6 credits)

ART	241	Design
ART	251	Drawing

Upper Level Art History Requirements (9 credits*)

ARH		200- or 300-level Art History Elective
ARH		200- or 300-level Art History Elective
ARH	411	Philosophy of Art (or PHI 220)

Studio Requirements (9 credits)

Do three of six 200-level courses **other than your concentration**.

ART	220	Foundations of Computer Imaging
ART	231	Introduction to Ceramics
ART	261	Introduction to Painting
ART	271	Introduction to Photography
ART	281	Introduction to Printmaking
ART	291	Introduction to Sculpture

Concentration Requirements (21 credits)

ART	2XX	Introductory Studio
ART	3X1	Intermediate Studio I
ART	3X2	Intermediate Studio II
ART	4X1	Advanced Studio I
ART	4X2	Advanced Studio II

ART	XXX	Required elective in concentration**
ART	400	Internship in the Visual Arts
ART	401	Senior Seminar
Studio Courses (Elective & Required) (24 credits*)		
Any 200-, 300-, or 400-level studio courses		
ART Studio Electives		

Completion of the junior review and the senior exhibition are also required for the B.F.A. The B.F.A. senior exhibition requirement must be completed while enrolled in ART 401 Senior Seminar in Studio Art.

*See specific requirements and recommendations in your area of concentration.

**Can be met by one of the following: ART 400 Internship in the Visual Arts, ART 407 Independent Study, ART 408 Advanced Problems, or approved course within discipline, including summer course offerings, Haystack School of Crafts courses, or ART 412 Topics in Studio Arts.

Concentration Requirements and/or Recommended Courses

Each concentration has additional requirements or course recommendations as follows:

Ceramics: ART 351 Intermediate Drawing I and ART 352 Intermediate Drawing II are both required.

Digital Art: At least one of the following 300-level courses is required as part of the studio concentration. The remaining two are recommended as electives: ART 321 Digital Photography; ART 322 Multi-Media Applications; ART 323 Web Aesthetics and Construction. In addition, ART 271 Photography I is required as a studio elective. Two of the following are recommended as upper-level art history electives: ARH 310 Cross-Cultural; ARH 327 Modern Art; ARH 328 Contemporary Art; ARH 318 History of Photography. PHI 221 Philosophy of Film is recommended as a general elective. Two of the following three-credit courses may be taken outside of the Department (with approval of advisor and chair) as studio electives: IIT 241 Information and Communication Technology; IIT 281 Internet Web Site Development; IIT 282 Computer-Aided Design; IIT 342 Graphic Communication and Publishing.

Drawing: Recommended upper-level art history courses are ARH 317 Contemporary Art; ARH 316 Modern Art and/or ARH 217 Asian Art; or any ARH non-Western Art.

Painting: ART 351 Intermediate Drawing I and ART 352 Intermediate Drawing II are both required; recommended upper-level art history courses are ARH 214 Renaissance Art or ARH 212 Classical Art; and ARH 316 Modern Art or ARH 315 Nineteenth-Century European Art.

Photography: Recommended studio course is ART 291 Sculpture; recommended upper-level art history is ARH 316 Modern Art.

Printmaking: No additional requirements and/or recommendations.

Sculpture: Recommended studio course is ART 271 Photography; recommended upper-level art history is ARH 217 Asian Art or any ARH non-Western art, and ARH 317 Contemporary Art. *Note:* ART 249 2-D and 3-D Figure Study (offered summers only) also satisfies the required elective in the sculpture concentration.

Bachelor of Fine Arts with a Concentration in Art Education

The bachelor of fine arts with a concentration in art education offers an in-depth studio experience as well as a professional course of study in art education leading to teacher certification in Maine. The program is guided by a conceptual framework that proposes that individuals need to be prepared for work in an increasingly complex and culturally diverse world, and that such work is best done through collaboration and reflective inquiry.

The Department also offers a post-B.F.A. art education certification sequence option for people who already have a B.F.A., M.A., or M.F.A. in studio visual art. This undergraduate 30-credit sequence fulfills all requirements and can be completed in two years. Field experience and student teaching placement schools are located in southern Maine. For more information, contact the Department of Art.

The minimum number of credits (exclusive of the University's Core curriculum) required for this degree is 90. The 90 credits include 9 hours of electives in art, art

history, and design (recommended). It is recommended that students majoring in art education take COR 119F Illuminated Autobiography as part of the University's Core curriculum requirements.

Art Foundation (18 credits)

ARH	111G	Art History: Prehistoric to Medieval
ARH	112G	Art History: Renaissance to the Present
ART	141F	Fundamental Design I (2-D)
ART	142	Fundamental Design II (3-D)
ART	151F	Fundamental Drawing I
ART	152	Fundamental Drawing II

Completion of the junior review and senior exhibition are also required for the B.F.A. with a concentration in art education.

Upper Level Art History Requirements (6 credits)

ARH	200-	or 300-level Art History Elective
ARH	411	Philosophy of Art (or PHI 220)

Art Studio Requirements (21 credits)

ART	231	Introduction to Ceramics
ART	241	Design
ART	251	Drawing
ART	261	Introduction to Painting
ART	271	Introduction to Photography
ART	281	Introduction to Printmaking
ART	291	Introduction to Sculpture

Art Studio Concentration Requirements (9 credits)

This may be taken in either drawing, ceramics, painting, photography, print-making, or sculpture.

ART	3XX	Intermediate I
ART	3XX	Intermediate II
ART	4XX	Advanced I

Professional Education Requirements (27 credits excluding HRD 200J)

One of either

EDU	200	Education in the United States
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or

EDU	210	Theoretical Foundations of Learning
HRD	200J	Human Growth and Development**
AED	221	Practicum in Art Education
AED	321	Principles and Procedures in Art Education*
AED	421	Seminar in Art Education*
EDU	324	Student Teaching I*
EDU	324	Student Teaching II*
EDU	335	Teaching Children with Exceptional Needs

Permission of the instructor and passing scores (determined by the Maine Department of Education each year) on the PRAXIS I test are required prior to student teaching and continuation in the program. Students must maintain a 3.0 minimum grade point average (GPA) in art studio, art history, and the art education sequence courses as well as a 2.5 minimum GPA overall.

*A 3.0 minimum grade point average (GPA) must be maintained to register for AED 321, EDU 324, AED 421, EDU 335, and to graduate from the program.

**HRD 200J counts as a University Core requirement and a Professional Education requirement.

The Teacher Education Council, comprising deans, department chairs, faculty, and school representatives from all programs offering initial teacher preparation, is the governing body for program review and evaluation for all initial level teacher education programs at USM.

Bachelor of Arts (B.A.)

The minimum number of credits (exclusive of the University's Core curriculum and electives) required for the major: 48.

Art Foundation (18 credits)

ARH	111G	Art History: Prehistoric to Medieval
ARH	112G	Art History: Renaissance to the Present
ART	141F	Fundamental Design I (2-D)

ART	142	Fundamental Design II (3-D)
ART	151F	Fundamental Drawing I
ART	152	Fundamental Drawing II

Art History Requirements (9 credits)

ARH	200- or 300-level art history elective
ARH	200- or 300-level art history elective
ARH	411 Philosophy of Art (or PHI 220)

Studio Art Requirement (21 credits, including three 200-level studio courses from ART 220, 231, 241, 251, 261, 271, 281, or 291, and two 300-level studio courses within one discipline)

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

B.A. in Art with a Concentration in Art and Entrepreneurial Studies

This degree concentration combines in-depth study in visual art with courses in business. This will allow students to develop the necessary skills to engage in the creative business sector.

The minimum number of credits (exclusive of the University's Core curriculum and electives) required for the major: 48

Art Foundation (18 credits)

ARH	111G	Art History: Prehistoric to Medieval
ARH	112G	Art History: Renaissance to the Present
ART	141F	Fundamental Design I (2-D)
ART	142	Fundamental Design II (3-D)
ART	151F	Fundamental Drawing I
ART	152	Fundamental Drawing II

Art History Requirements (9 credits)

ARH	200- or 300-level art history elective
ARH	200- or 300-level art history elective
ARH	411 Philosophy of Art (or PHI 220)

Studio Art Requirement (33 credits, including four 200-level studio courses from ART 220, 231, 241, 251, 261, 271, 281, or 291; two 300-level studio courses and one 400-level course within one discipline; and three to six credits from ART 400 and/or ART 408 with the remaining six credits in studio electives)

Business Requirement (12 credits, including three credits from each of the following groups: BUS 101 or BUS 200; ACC 110; BUS 260 or BUS 165J; and BUS 385)

Technology Requirement (3 credits from ITT 181, ITT 231, ITT 241, ITT 343, ITT 482, or ABU 180)

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

B.A. in Art with a Concentration in Art History

To become a matriculated art major with a concentration in art history, the student must apply for admission to the program during the semester the foundation courses are being completed or the semester after their completion. No portfolio is required. The student may obtain the appropriate form in the Art Department office.

To receive credit toward the major, the student must maintain at least a 2.5 average in art history courses. Students are encouraged to acquire a reading knowledge of a foreign language, preferably French or German.

The minimum number of credits required for the major: 45.

Art Foundation (18 credits)

ARH	111G	Art History: Prehistoric to Medieval
ARH	112G	Art History: Renaissance to the Present
ART	141F	Fundamental Design I (2-D)
ART	142	Fundamental Design II (3-D)
ART	151F	Fundamental Drawing I
ART	152	Fundamental Drawing II

Upper Level Requirements (30 credits)

ARH	321, 322, or 323	Classical, Medieval, or Renaissance Art
ARH	325, 326, 327, or 328	19th- or 20th-Century Western Art

ARH	310 or	
	329	Non-Western Art
ARH	410	Seminar in Art History (May substitute ARH 412 Topics in Art History with permission of the Art Department Chair.)
ARH	411	Philosophy of Art (or PHI 220)
ART	400	Internship in the Visual Arts
Art History elective (upper level course) (3 credits)		
Approved upper level electives from one or more of the following areas: Art History, History, Anthropology, Literature, Classics. Students should consult with their art history advisor to select appropriate courses. (9 credits)		

Minor in Art History

The minimum number of art history credits (exclusive of the University's Core curriculum) required for the minor: 21.

The minor consists of ARH 111G, ARH 112G, and ARH 411, and 12 credits of art history courses (noted by ARH prefix) above the 100 level including: a.) at least one of the following areas: Classical, Medieval, Renaissance; and b.) at least one in either of the following areas: 19th-century Western art, 20th-century Western art or history of photography.

Certificate of Undergraduate Study in Art Foundations

The Art Department offers a certificate of accomplishment for the successful completion of 18 credit hours of study in the foundations of studio art and art history. Upon completion students will have acquired a fundamental understanding of the study and practice of visual art. The program comprises courses in two-dimensional design, three-dimensional design, drawing, and art history. Students will be able to apply this certificate toward further degree studies in art, or toward any endeavor or profession that would require or be enhanced by the basic skills in, and the understanding and appreciation of, the visual arts.

This certificate program requires the successful completion of these courses:

ARH	111G	Prehistoric to Medieval Art History
ARH	112G	Renaissance to Modern Art History
ART	141F	Design I
ART	142	Design II
ART	151F	Drawing I
ART	152	Drawing II

This program, while administered through Weekend College, would pertain to all students who complete their foundation studies in art. These courses will be offered in both Monday through Friday time slots and through Weekend College.

Course Fees

A course fee is assessed in ceramics, digital art and all lecture courses, design, drawing, painting, photography, printmaking, and sculpture courses.

Transfer Students

To receive a B.F.A. degree in art from USM, a student transferring to USM must complete at least two 3-credit studio courses in their area of concentration and one 3-credit art history course at USM. To receive a B.A. degree in studio art from USM, a transfer student must complete at USM at least two 3-credit studio courses within one discipline and one 3-credit art history course.

ART 101G Approaches to Art

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

Cr 3.

ART 277 Film as Image and Idea

An approach to the appreciation of motion pictures

and allied arts through the understanding and analysis of the context, range, and resources of film. Course includes the development of motion pictures and principles of film evaluation. Prerequisite: permission of the instructor.

Cr 3.

ART 416 Gallery Practices

A practical introduction to everyday operations and possible careers in museums and galleries as well as creative exploration of the blurring of boundaries

between museum and contemporary art practices. The course includes hands-on experience, field trips, readings, and discussions. Students will devel-

op an art exhibition proposal and participate in an exhibit that creatively employs gallery practices such as curating, archiving, and collecting. Cr 3.

Art History

ARH prefix designates an art history course. 100-level art history courses begin to develop skills that students will need to pursue study in the discipline. Students will learn strategies for interpreting visual art and for understanding and writing formal academic prose.

ARH 110G Visual Environment

This course focuses on understanding, designing, and interpreting the visual environment through analysis of visual forms, hands-on exercises, and in-depth investigation of works in their cultural context. The course covers the power of images, the role of illusion, and the interpretation of visual forms in daily life. Students will learn how to analyze effective uses of color, shapes, and spatial relationships in examples such as street signs, fine art, meeting spaces, city planning, bar graphs, and photographs. Cr 3.

ARH 111G Art History: Prehistoric to Medieval

Examination and discussion of the painting, sculpture, and architecture from prehistoric cultures to the late Middle Ages. The course emphasizes the relationship of the visual arts to social, political, religious, and cultural trends, and introduces students to various methods of art-historical interpretation. Prerequisite: ENG 100C. Preference given candidates for matriculation in the Department of Art, or those with permission of the instructor Cr 3.

ARH 112G Art History: Renaissance to the Present

Examination and discussion of the painting, sculpture, and architecture from the Renaissance to the present. The course emphasizes the relationship of the visual arts to social, political, religious, and cultural trends and introduces students to various methods of art-historical interpretation. Prerequisite: ENG 100C. Preference given candidates for matriculation in the Department of Art, or those with permission of the instructor. Cr 3.

Upper-level art history courses further develop students' skills of art historical analysis. Students will continue to work on formal academic prose and complete at least 15 total pages of written work during the semester. Students will also learn research sources and methods; become familiar with varied art historical writings from period documents, articles, and scholarly books; tackle the issue of interpretation and learn about recent approaches to the field. Whenever possible, students will study original art works.

ARH 310 Art History: Cross-Cultural Perspectives

The course covers global issues in art history. Major

topic areas include a) how art conveys cultural values and biases, b) why foreign styles are adopted, c) why different values produce different forms. Prerequisite: ENG 100C. Cr 3.

ARH 311 Gender Identity and Modern Art

This course examines the construction of gender and sexuality in Western visual arts from the late eighteenth century to the present. Students will analyze both the art and art criticism of the period, focusing on the work of female, feminist, and gay artists. Cr 3.

ARH 318 History of Photography

This course studies photography from its invention in the 19th century to the present day. It considers photography from historical, theoretical, social, and artistic perspectives. Prerequisite: ARH 112 or permission of the instructor. Cr 3.

ARH 321 Classical Art

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

ARH 322 Medieval Art

A survey of the various medieval styles from the Early Christian through the Gothic period with a special section on Islamic art. The relationship of culture to art will be examined for architecture, painting, and sculpture. Prerequisite: ARH 111G. Cr 3.

ARH 323 Renaissance Art

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

ARH 324 Seventeenth- and Eighteenth-Century Art

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

ARH 325 American Art

(Seventeenth through Nineteenth Centuries) Survey of painting, sculpture, and architecture from Colonial times to 1900 in the United States. These works will be examined in relation to historical events and cultural ideals. Field trips to local museums and architectural sites. Prerequisite: none. Cr 3.

ARH 326 Nineteenth-Century European Art

Examination and discussion of European painting,

sculpture, and architecture from neoclassicism through post-impressionism (1790-1900). The course will focus on the relationship between the visual arts and the political, social, and aesthetic revolutions of the century. Prerequisite: ARH 112G or permission of the instructor. Cr 3.

ARH 327 Modern Art

A continuation of ARH 315 covering the period from 1900-1950 and including the growth and development of the modern "isms." Prerequisite: ARH 112G. Cr 3.

ARH 328 Contemporary Art (1950-Present)

An examination and discussion of development in the visual arts since 1950. Prerequisite: ARH 112G. Cr 3.

ARH 329 Asian Art

A survey of some major styles in Asian art (India, China, Japan). The course emphasizes the cultural and religious factors that influenced the art. Cr 3.

ARH 410 Seminar in Art History

This course is a requirement for students concentrating in art history. Designed for the advanced student, the course probes different methodological

and theoretical approaches to the study and interpretation of the visual arts. Students will examine the writings of pioneers in the field, long-standing art historical methods, and the "new" art history. This course is also a research seminar. Prerequisite: permission of the instructor. Cr 3.

ARH 411 Philosophy of Art

An investigation into the theories of art and beauty found in the writings of philosophers, visual artists, writers, and critics which form the basis of understanding of the fine arts. Readings and discussion of writers from ancient to modern times. Prerequisite: senior art majors and permission of the instructor. Cr 3.

ARH 412 Topics in Art History

A seminar on a selected topic in art history that will be the focus of in-depth research and discussion. Prerequisite: permission of the instructor. Cr 3.

ARH 418 Independent Study in Art History

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

Studio Art

ART 141F Fundamental Design I (2-D)

Provides an introduction to the fundamentals of 2D design and color theory through a series of exercises and applied problems in visual organization. Development of a personal design sensibility will be encouraged. Cr 3.

ART 142 Fundamental Design II (3-D)

Through a series of projects, demonstrations, and discussions students will develop an awareness of and an ability to work in three dimensions. Prerequisite: ART 141F. Cr 3.

ART 151F Fundamental Drawing I

An introduction to the basic materials, techniques, and principles of drawing. Emphasis placed on seeing and translating the three-dimensional environment onto two-dimensional surfaces. The expressive and communicative role of drawing will be considered. Cr 3.

ART 152 Fundamental Drawing II

Builds on principles and techniques presented in Fundamental Drawing I. Expanded use of basic materials with an introduction to mixed media. Increased emphasis on expressive and conceptual approaches to drawing. Prerequisite: ART 151F. Cr 3.

ART 220 Foundations of Computer Imaging

This course will help create awareness and understanding of the computer as a creative medium. This course will investigate relationships between painting and drawing applications and how these applications create and define mass, volume, planes, color, and dynamic visual properties. This knowl-

edge is then applied in hands-on exploration and instruction with applications. Prerequisite: art foundation and permission of instructor. Cr 3.

ART 231 Introduction to Ceramics

An introduction to methods and processes of clay forming, including modeling, press molding, hand-building, and the potter's wheel. Emphasis on form and texture, with aspects of glaze composition and firing procedures. Prerequisite: art foundation. Cr 3.

ART 241 Design

An interdisciplinary course which considers notions of time, movement, and space in both two and three dimensions. Students will investigate the ways in which design strategies influence meaning. Alternative approaches, including community-based and collaborative projects, will be explored. Prerequisite: art foundation. Cr 3.

ART 249 2-D and 3-D Figure Study

A studio course in the study of the human figure, including drawing, modeling, and readings in artistic anatomy, supplemented by historical study of figurative art. (Offered summers only.) Prerequisite: art foundation or permission of instructor. Cr 3.

ART 251 Drawing

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

ART 259 Landscape Drawing

This course will concentrate on drawing the landscape at various Maine locations. Assigned prob-

lems will focus on aspects of the following: pictorial composition and design, analysis of landscape forms and structures, and methods for creating the illusion of outdoor light and space. A variety of both wet and dry media will be used. The course will include daily critiques, illustrated talks using original works as well as slides of masters, and museum visits. (Offered summers only.) Prerequisite: art foundation or permission of instructor. Cr 3.

ART 261 Introduction to Painting

An introduction to the basics of oil painting. Students are introduced to the materials and techniques of the medium, including supports and grounds, binders and dilutants, and pigments. Work is primarily from observation and focuses on the acquisition of technical skills to provide a solid foundation for continuing studies. Prerequisite: art foundation. Cr 3.

ART 269 Landscape Painting

An investigation of the painting process as related to visual perception of the natural environment. This course will take place outdoors at Wolfe Neck Farm. (Offered summers only.) Prerequisite: art foundation or permission of instructor. Cr 3.

ART 271 Introduction to Photography

An introduction to the fundamentals of black and white photography. Students will learn how to use a manual camera and how to develop and print film. These technical skills will be taught in conjunction with an introduction to the historical, stylistic, and visual communication characteristics of photography. Prerequisite: art foundation. Cr 3.

ART 281 Introduction to Printmaking

An introductory course in intaglio and relief printmaking techniques. The class includes engraving, etching, aquatint, mezzotint, dry point, collograph, woodcut, wood engraving, and linoleum block printing. Historical and contemporary prints will be presented and analyzed. Prerequisite: art foundation. Cr 3.

ART 291 Introduction to Sculpture

An introductory course directed toward developing awareness of basic elements of sculptural form and the discipline of making objects. Prerequisite: art foundation. Cr 3.

ART 322 Multi-Media

This course will introduce students to the tools and methods for creating interactive projects incorporating still images, animation, video, sound, and text. Readings concerning aesthetic, theoretical, and historical perspectives on digital media will be discussed. Prerequisite: ART 220 or permission. Cr 3.

ART 331 Intermediate Ceramics I

This course extends the basic processes and methods of forming clay into teapot fundamentals, glaze study, and figure work. Students keep accurate

records of their own progress and development. Prerequisite: ART 231. Cr 3.

ART 332 Intermediate Ceramics II

Students combine several methods of forming clay in one work and explore the complex use of nature and design. Students engage in historical research and presentation, keep accurate records of their development, and help fire kilns. Prerequisite: ART 331. Cr 3.

ART 351/352 Intermediate Drawing

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

ART 356 The Visual Culture of Latvia and Northern Europe

A studio-based academic experience in Riga and the Latvian countryside, with on-site lectures by resident artists and scholars. The course encompasses the history of northern Europe, art history of Latvia, history of architecture of Riga, and contemporary art in Latvia. It includes studio-based instruction at the Latvian National Academy of Art. Only offered during Summer Session. Prerequisite: art foundation or permission of instructor. Cr 6.

ART 361 Intermediate Painting I

Continued investigation of the painting process with refinement in materials and techniques, direct and indirect painting, and studies in color (opaque and transparent). Work is directed at control of spatial presentation, introduction to figure study, and acquiring a repertoire of diverse mark-making. Prerequisite: ART 261. Cr 3.

ART 362 Intermediate Painting II

Further investigation of the painting process with emphasis on defining figure-ground relationships, compositional clarity, and spatial complexity. Work with the figure focuses on the use of lighting and other compositional devices. Students are introduced to a variety of painting media and are encouraged to make the transition to more self-directed study. Prerequisite: ART 361. Cr 3.

ART 363 Introduction to Watercolor

A study of painting in water-soluble media, emphasizing transparent watercolor. Classes meet outdoors as well as in the studio. Emphasis is on development of self-expression and individual ideas. Prerequisite: art foundation or permission of instructor. Cr 3.

ART 365/366 Intermediate Watercolor

Continuation of Painting/Watercolor with emphasis on personal expression. Prerequisite: ART 363. Cr 3/3.

ART 371 Intermediate Photography I

Students will acquire technical knowledge of exposure, film development, and black and white printing. Projects will refine the student's individual photo-

graphic vision and address the development of his or her personal photographic language through critical analyses. Slide presentations of historical and contemporary works will provide examples of distinction and inspiration. Prerequisite: ART 271. Cr 3.

ART 372 Intermediate Photography II

An introductory course in color photographic processes. Students will learn properties and characteristics of light, various color films, and materials. Students will make prints from color negatives. Assignments will refine students' color awareness and develop their individual photographic vision through critical analysis. Prerequisite: ART 271. Cr 3.

ART 381 Intermediate Printmaking I

A course in planographic and stencil methods of printing. Students will explore lithography from stones and the variety of stencils used in silkscreen printing. Prerequisite: ART 281. Cr 3.

ART 382 Intermediate Printmaking II

Application of the basic knowledge of printmaking as it concerns imagemaking, with emphases on at least two of the media studied in ART 281 and ART 381. Prerequisite: ART 381. Cr 3.

ART 391/392 Intermediate Sculpture

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

ART 400 Internship in the Visual Arts

The purpose of the internship is to allow students to work in an area that pertains to the visual arts and is related to their own activities and career intentions. Possibilities for internships include, but are not limited to, galleries, arts-related businesses, museums, practicing artists, scholars, nonprofit organizations, and cultural institutions. Pass-fail only.

ART 401 Senior Seminar in Studio Art

Designed for B.F.A. graduating senior students, this course will provide a cross-disciplinary critique of the student's project and will culminate in a senior exhibition. Questions regarding current theoretical practices and strategies will be examined through readings, slides, and visiting artist lectures in order to provide a basis for understanding the student's artistic choices. Prerequisite: senior status/B.F.A. degree students. Cr 3.

ART 407 Advanced Problems in Art

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

ART 408 Independent Study in Art

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

ART 412 Topics in Studio Art

A course on a selected topic in the studio arts. To be offered at least once each year. Prerequisite: permission of the instructor. Cr 3.

ART 420 Advanced Studio in Digital Art I

Students will work with the instructor to develop a digital art project based upon their interests and goals as an artist. Aesthetic, theoretical, and historical issues related to digital art and electronic media will be discussed. Student research projects on topics related to the course will be required. Prerequisite: ART 320 and at least one of the following courses: ART 321, ART 322, or ART 323. Cr 3.

ART 421 Advanced Studio in Digital Art II

Students will work with the instructor to develop a digital art project based upon their interests and goals as an artist. Aesthetic, theoretical, and historical issues related to digital art and electronic media will be discussed. Student research projects on topics related to the course will be required. Prerequisite: ART 420. Cr 3.

ART 431 Advanced Ceramics I

Students work in series, research and present information on a ceramic artist, and perform tests and experiments in forming clay, firing kilns, and glazing. Students are expected to fire all kilns, mix glazes, and keep accurate records of their development. Prerequisite: ART 332. Cr 3.

ART 432 Advanced Ceramics II

Students focus on the evolution of earlier studies into a series of work that may be used for the senior exhibition. Students research and present information about a ceramic artist, load and fire all kilns, mix glazes, and are encouraged to enter competitions and arrange a portfolio. Prerequisite: ART 431. Cr 3.

ART 451/452 Advanced Drawing

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

ART 461 Advanced Painting I

An investigation of the painting process with emphasis on self-directed study, compositional complexity, and historical continuity. Students are encouraged to work in multiples or series, to develop variations on a theme, and to explore societal issues and philosophical themes. Prerequisite: ART 362. Cr 3.

ART 462 Advanced Painting II

Continued investigation of the painting process to express personal themes in the context of a senior exhibition. Emphasis is on individual concepts and personal expression. Prerequisite: ART 461. Cr 3.

ART 471 Advanced Photography I

Students will develop a photographic project that emphasizes their interests and goals as visual artists.

Individual and group critiques will explore and evaluate students' strategies and choices in respect to intention, investigation, discovery, judgment, and final production of imagery. Readings, lectures, and presentations will further inform student decisions and directions. Prerequisite: ART 372 or permission of instructor. Cr 3.

ART 472 Advanced Photography II

Students will further refine the skills acquired in the first semester of advanced photography. A semester-long project will be designed and completed by each student. Prerequisite: ART 471. Cr 3.

ART 481 Advanced Printmaking I

This course deepens individual exploration in printmaking by focusing on multi-media prints, new applications of printing techniques, and prints in a series all related to a literary subject or theme. Prerequisite: ART 382. Cr 3.

ART 482 Advanced Printmaking II

Study and realization of personally developed imagery through advanced investigation of printmaking media chosen by the student. A final, formal presentation will be given to the class and will become the topic of discussion and critique. Prerequisite: ART 481. Cr 3.

ART 491/492 Advanced Sculpture

Continuation of Intermediate Sculpture with emphasis on the pursuit of personal imagery. Prerequisites: ART 391 and 392. Cr 3/3.

ART Independent Study Term

An opportunity for the student who has demonstrated competence and exceptional independence in a specific area of study to work with scheduled supervision from a faculty member of the student's choice. Prerequisites: permission of the Department of Art and the dean of the College. Cr 12-15.

Art Education

AED 221 Practicum in Art Education

An introduction to art education theories and processes through readings, writings, discussion, observation, and clinical experiences with children. The examination of the relationship between art-making and learning is relevant to prospective art and classroom teachers. Prerequisites: sophomore standing or above and art foundation. Cr 3.

AED 321 Principles and Procedures in Art Education

History and philosophy of art education, theories of child art, relationship of goals to art education strategies, development of a workable set of beliefs about art education through readings, writings, discussion, observation, interview, and field experiences. Intended for the art education major. Prerequisites: AED 221 and art foundation. Cr 3.

AED 407 Advanced Problems in Art Education

An opportunity for the student to do advanced work in art education related problems. A total of 6 credits may be taken. Prerequisites: completion of the sequence of courses in the related discipline and permission of the instructor and Art Department chair. Cr 1 to 6.

AED 412 Topics in Art Education

A course on a selected topic in art education to sched-

uled supervision from a faculty member of the student's choice. Prerequisites: permission of the Department of Art and the dean of the College. Cr 12-15.

AED 421 Seminar in Art Education

This seminar examines art curriculum design and evaluation. Critical issues in art education for the emerging art education professional today are explored through discussion, writings, and readings. This course is to be taken while student teaching. Prerequisite: AED 321. Cr 3.

AED 428 Independent Study in Art Education

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

EDU 324 Student Teaching

The student teaching year consists of two semesters. During the fall semester, students are in an elementary (I) school half-time for eight weeks and in a secondary school (II) half-time for the remaining eight weeks. During the spring semester, experiences are in the same schools full-time for eight weeks each. Students are under direct supervision of supervising teachers and a University supervisor. Cr 12.

Biological Sciences

Chair of the Department: Christine Maher, 201 Science Building, Portland
Health Professions Advisor: Patricia M. O'Mahoney-Damon, 221 Science Building, Portland, *Professors:* Gainey, Mazurkiewicz, Najarian; *Associate Professors:* Knight, Maher, O'Mahoney-Damon, Theodose, Weber; *Assistant Professors:* Champlin, Currie, Moore, Walker; *Adjunct Professors:* Evers, Incze, Ng

A four-year program leading to a B.S. in biology is offered and includes three options: biology, human biology, and biotechnology. All programs of study provide students with a liberal arts education emphasizing the sciences. The required courses in the biology specialization expose students to an examination of life from the molecular to the community level. The required courses in the biotechnology specialization emphasize cell and molecular biology. Other biology courses may be elected to suit individual interests and needs. The required courses in chemistry, mathematics, and physics reflect the interdisciplinary status of the biological sciences. Graduates of these programs have found careers in biological and medical research laboratories, biotechnology companies, and field biology, or have furthered their education by entering graduate medical, dental, optometry, veterinary, and law schools, as well as schools for allied health professions. Additional information about the Biological Sciences Department can be found at www.usm.maine.edu/bio.

Programs and Requirements

Pre-medical Students

Almost every American school of medicine, veterinary medicine, and dentistry requires for admission a baccalaureate degree (major optional), two years of biology, two years of chemistry, one year of physics, a course in calculus, satisfactory performance on a national professional aptitude test, and a recommendation from a committee at the baccalaureate institution. At this campus, the Health Professions Pre-professional Evaluation Committee comprises faculty from the Departments of Biology, Chemistry, and Physics and is responsible for evaluating, comparing, and recommending students. For further information contact Patricia O'Mahoney-Damon, 221 Science Building, Portland.

Bachelor of Science: Biology

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 71. A grade of C- or higher is required for all courses listed below.

All of the following are required:

BIO	105K, 106K	Biological Principles I: Cellular Biology and Laboratory
BIO	107	Biological Principles II: Evolution, Biodiversity, and Ecology
BIO	109	Biological Principles III: Functional Biology
BIO	201	Genetics
BIO	217	Evolution

One lecture/laboratory combination from each of the following four areas:

AREA 1: Organismal Biology

BIO	205	Comparative Vertebrate Anatomy
BIO	231	Botany
BIO	291	Ornithology
BIO	335	Entomology
BIO	351	Invertebrate Zoology
BIO	353W	Vertebrate Zoology
BIO	361, 362	Parasitology and Laboratory
BIO	405W, 406	Animal Behavior and Laboratory

AREA 2: Community-Ecosystem

BIO	331, 332	Ecological Principles and Field Ecology
BIO	337	Marine Ecology
BIO	383	Plant Ecology
BIO	415, 416	Microbial Ecology and Laboratory

AREA 3: Functional Biology

BIO	381	Plant Physiology
BIO	401, 402	General Physiology and Laboratory
BIO	403, 404	Comparative Physiology and Laboratory

AREA 4: Cellular Biology

BIO	305, 306W	Developmental Biology and Laboratory
BIO	311/312W	Microbiology and Laboratory
BIO	409, 410	Cell and Molecular Biology and Laboratory

In addition to BIO 105K, 106K, 107, 201, 217, and one course each from the four stipulated areas, biology majors are required to take either two additional biology lecture courses or one biology lecture/laboratory course, with prefix numbers of 200 or above.

The biology major must also satisfactorily complete all of the following:

Chemistry (18 credit hours)

CHY	113K, 114K, 115, 116	Principles of Chemistry I and II and Laboratory
CHY	251, 252 253	Organic Chemistry I and II and Organic Chemistry Laboratory I

Physics (10 credit hours)

PHY	111K, 114K, 112, 116	Elements of Physics I and II and Laboratory or
PHY	121K, 114K, 123, 116	General Physics I and II and Laboratory

Mathematics (7-8 credit hours)

MAT	152D	Calculus A
MAT	220	Statistics for the Biological Sciences

In addition, students must fulfill the University Core curriculum requirements.

Bachelor of Science: Biology with Emphasis in Biotechnology

The minimum number of credits (exclusive of the University's Core curriculum) required for the emphasis in biotechnology: 82. Students may substitute Problems in Biology for no more than one of the required AIM courses shown below. Per University policy, students enrolled in AIM courses pay graduate tuition rates. A grade of C- or higher is required for all courses listed below.

All of the following are required:

Biology (39 credit hours)

BIO	105K, 106K	Biological Principles I: Cellular Biology and Laboratory
BIO	107	Biological Principles II: Evolution, Biodiversity, and Ecology
BIO	201	Genetics
BIO	311/312W	Microbiology and Laboratory
BIO	408	Experimental Genetics
BIO	409, 410	Cell and Molecular Biology and Laboratory
BIO	431	Immunology
AIM	511/611	Cellular Immunology Laboratory or Problems in Biology
AIM	521/621	Molecular Immunology Laboratory or Problems in Biology
AIM	530, 531	Molecular Biology and Laboratory or Problems in Biology

Chemistry (26 credit hours)

CHY	113K, 114K 115, 116	Principles of Chemistry I and II and Laboratory
CHY	251, 252 253, 254	Organic Chemistry I and II and Laboratory
CHY	461, 462 463	Biochemistry I and II and Laboratory

Physics (10 credit hours)		
PHY	111K, 114K 112K, 116	Elements of Physics I and II and Laboratory
or		
PHY	121K, 114K, 123, 116	General Physics I and II and Laboratory
Mathematics (7-8 credit hours)		
MAT	152D	Calculus A
MAT	220	Statistics for the Biological Sciences

Bachelor of Science: Biology with Emphasis in Human Biology

The minimum number of credits (exclusive of the University's Core curriculum) required for the emphasis in human biology: 81. A grade of C- or higher is required for all courses listed below.

All of the following are required:

BIO	105K, 106K	Biological Principles I: Cellular Biology and Laboratory
BIO	107	Biological Principles II: Evolution, Biodiversity, and Ecology
BIO	111, 112	Human Anatomy and Physiology I and Laboratory
BIO	211, 212	Human Anatomy and Physiology II and Laboratory
BIO	345	Pathophysiology
BIO	401, 402	General Physiology and Laboratory

Choose 15 credits from the following:

BIO	201	Genetics
BIO	205	Comparative Vertebrate Anatomy
BIO	305, 306W	Developmental Biology and Laboratory
BIO	311, 312W	Microbiology and Laboratory
BIO	361, 362	Parasitology and Laboratory
BIO	409, 410	Cell and Molecular Biology and Laboratory
BIO	431	Immunology

The following courses are also required:

Chemistry (23-24 credit hours)

CHY	113K, 114K 115, 116	Principles of Chemistry I and II and Laboratory
CHY	251, 252 253, 254	Organic Chemistry I and II and Laboratory
CHY	461, 462	Biochemistry I and Laboratory
or		
CHY	461, 463	Biochemistry I and II

Physics (10 credit hours)

PHY	111K, 114K, 112K, 116	Elements of Physics I and II and Laboratory
or		
PHY	121K, 114K, 123, 116	General Physics I and II and Laboratory

Mathematics (7-8 credit hours)

MAT	152D	Calculus A
MAT	220	Statistics for the Biological Sciences

Suggested Plan of Study

Because the biology curriculum includes many support courses (chemistry, physics, math) that need to be taken in addition to biology courses, the Department offers suggested plans of study, shown below, for biology majors in the general program, the biotechnology option, or the human biology option. There is no guarantee that every course listed will be offered when the student wants the course. Students should consult their academic advisors regularly.

Biology Degree Plan

Year I

Fall semester

BIO	105K	Biological Principles I: Cellular Biology	3
BIO	106K	Laboratory Biology	1.5

CHY	113K	Principles of Chemistry I	3
CHY	114K	Laboratory Techniques I	1
ENG	100C	College Writing	3
Core curriculum course			<u>3</u>
			14.5
<i>Spring semester</i>			
BIO	107	Biological Principles II: Evolution, Biodiversity and Ecology	4.5
CHY	115	Principles of Chemistry II	3
CHY	116	Laboratory Techniques II	1
MAT	152D	Calculus A	4
Core curriculum course			<u>3</u>
			15.5
Year 2			
<i>Fall semester</i>			
BIO	109	Biological Principles III: Functional Biology	3
BIO	201	Genetics	3
CHY	251	Organic Chemistry I	3
CHY	252	Organic Chemistry Laboratory I	2
MAT	220	Statistics for the Biological Sciences	<u>4</u>
			15
<i>Spring semester</i>			
BIO	217	Evolution	3
BIO Area requirement			3-5
CHY	253	Organic Chemistry II	3
Core curriculum course			3
Core curriculum course			<u>3</u>
			15-17
Year 3			
<i>Fall semester</i>			
BIO Area requirement			3-5
Physics	Elements of Physics I or General Physics I		4
PHY	114K	Introductory Physics Laboratory I	1
Core curriculum course			3
Core curriculum course			<u>3</u>
			14-16
<i>Spring semester</i>			
BIO Area requirement			3-5
Physics	Elements of Physics II or General Physics II		4
PHY	116	Introductory Physics Laboratory II	1
Core curriculum course			3
General elective(s)			<u>variable</u>
			variable
Year 4			
<i>Fall semester</i>			
BIO Area requirement			3-5
BIO elective			3-5
Core curriculum course			3
General elective(s)			<u>variable</u>
			variable
<i>Spring semester</i>			
BIO elective			3-5
General elective(s)			<u>variable</u>
			variable

Note: Total credits must add up to 120. Suggested schedule is based on 8 semesters with approximately 15 credits per semester. Summer courses can reduce course load during the year.

Biotechnology Degree Plan

Year 1

Fall semester

BIO	105K	Biological Principles I: Cellular Biology	3
BIO	106K	Laboratory Biology	1.5

CHY	113K	Principles of Chemistry I	3
CHY	114K	Laboratory Techniques I	1
ENG	100C	College Writing	3
Core curriculum course			<u>3</u>
			14.5
<i>Spring semester</i>			
BIO	107	Biological Principles II: Evolution, Biodiversity, and Ecology	4.5
CHY	115	Principles of Chemistry II	3
CHY	116	Laboratory Techniques II	1
MAT	152D	Calculus A	4
Core curriculum course			<u>3</u>
			15.5
Year 2			
<i>Fall semester</i>			
BIO	201	Genetics	3
BIO	408	Experimental Genetics	2
CHY	251	Organic Chemistry I	3
CHY	252	Organic Chemistry Laboratory I	2
MAT	220	Statistics for the Biological Sciences	<u>4</u>
			14
<i>Spring semester</i>			
BIO	311	Microbiology	3
BIO	312W	Microbiological Laboratory	2
CHY	253	Organic Chemistry II	3
CHY	254	Organic Chemistry Laboratory II	2
Core curriculum course			<u>3</u>
			13
Year 3			
<i>Fall semester</i>			
CHY	461	Biochemistry I	3
CHY	462	Biochemistry Laboratory	2
Physics		Elements of Physics I or General Physics I	4
PHY	114K	Introductory Physics Laboratory I	1
Core curriculum course			3
Core curriculum course			<u>3</u>
			16
<i>Spring semester</i>			
BIO	409	Cell and Molecular Biology	3
BIO	410	Cell and Molecular Biology Laboratory	2
BIO	431	Immunology	3
CHY	463	Biochemistry II	3
Physics		Elements of Physics II or General Physics II	4
PHY	116	Introductory Physics Laboratory II	<u>1</u>
			16
Year 4			
<i>Fall semester</i>			
AIM	511	Cellular Immunology Laboratory	3
Core curriculum course			3
Core curriculum course			3
General elective(s)			<u>variable</u>
			variable
<i>Spring semester</i>			
AIM	521	Molecular Immunology Laboratory	3
AIM	530	Molecular Biology or Internship/Senior Research	3
AIM	531	Molecular Biology Laboratory or Internship/ Senior Research	3
Core curriculum course			3
General elective(s)			<u>variable</u>
			variable

Note: Total credits must add up to 120. Suggested schedule is based on 8 semesters with approximately 15 credits per semester. Summer courses can reduce course load during the year.

Human Biology Degree Plan

Year 1

Fall semester

BIO	105K	Biological Principles I: Cellular Biology	3
BIO	106K	Laboratory Biology	1.5
CHY	113K	Principles of Chemistry I	3
CHY	114K	Laboratory Techniques I	1
ENG	100C	College Writing	3
Core curriculum course			<u>3</u>
			14.5

Spring semester

BIO	107	Biological Principles II: Evolution, Biodiversity, and Ecology	4.5
CHY	115	Principles of Chemistry II	3
CHY	116	Laboratory Techniques II	1
MAT	152D	Calculus A	4
Core curriculum course			<u>3</u>
			15.5

Year 2

Fall semester

BIO	111	Human Anatomy and Physiology I	3
BIO	112	Practical Human Anatomy and Physiology I	2
CHY	251	Organic Chemistry I	3
CHY	252	Organic Chemistry Laboratory I	2
MAT	220	Statistics for the Biological Sciences	<u>4</u>
			14

Spring semester

BIO	211	Human Anatomy and Physiology II	3
BIO	212	Practical Human Anatomy and Physiology II	2
CHY	253	Organic Chemistry II	3
CHY	254	Organic Chemistry Laboratory II	2
Core curriculum course			<u>3</u>
			13

Year 3

Fall semester

BIO	345	Pathophysiology	3
CHY	461	Biochemistry I	3
CHY	462	Biochemistry Laboratory	2
Physics		Elements of Physics I or General Physics I	4
PHY	114K	Introductory Physics Laboratory I	<u>1</u>
			13

Spring semester

BIO	elective		3-5
CHY	463	Biochemistry II (if CHY 462 not taken in Fall)	3
Physics		Elements of Physics II or General Physics II	4
PHY	116K	Introductory Physics Laboratory II	1
Core curriculum course			3
General elective(s)			<u>variable</u>
			variable

Year 4

Fall semester

BIO	elective		3-5
BIO	elective		3-5
Core curriculum course			3
Core curriculum course			3
Core curriculum course			<u>3</u>
			15-19

Spring semester

BIO	401, 402	General Physiology and Laboratory	5
BIO	elective		3-5
Core curriculum course			3
General elective(s)			<u>variable</u>
			variable

Note: Total credits must add up to 120. Suggested schedule is based on 8 semesters with approximately 15 credits per semester. Summer courses can reduce course load during the year.

Minor in Biology

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 18. A grade of C- or higher is required for all courses in the minor.

The minor consists of BIO 105K, BIO 106K, BIO 107; or BIO 111, BIO 112, BIO 211, BIO 212; plus electives numbered 200 or above to equal 18 hours in biology coursework. Students must complete at least 6 hours of this coursework within the Department of Biological Sciences.

Laboratory Fees

A laboratory fee is assessed in biology laboratory courses.

BIO 100K Biological Basics of Human

Activities

A course designed to elucidate the basic biological constraints of human performance. This course does not serve as a prerequisite for BIO 107 or BIO 211.

Cr 3.

BIO 101K Biological Foundations

An introduction to the areas of current biological interest: molecular and cellular biology, genetics and development, and evolution and population biology. Intended primarily for students selecting a laboratory science to satisfy the Core curriculum or for those students not intending to take other courses in the biological sciences. This course cannot be used as a prerequisite for other biology courses.

Cr 3.

BIO 102K Biological Experiences

Laboratory studies to complement and illustrate the concepts presented in BIO 101K and BIO 100K. Prerequisite: Prior or concurrent registration in BIO 101K or BIO 100K.

Cr 1.

BIO 103K Introduction to Marine Biology

A course intended for the non-science major. Selected groups of marine plants and animals are used to develop an understanding of biological processes and principles that are basic to all forms of life in the sea. Integrated in the course are aspects of taxonomy, evolution, ecology, behavior, and physiology.

Cr 3.

BIO 104K Marine Biology Laboratory

An examination of prototype organisms will be used to illustrate their varied roles in the ocean. Prior or concurrent registration in BIO 103K.

Cr 1.

BIO 105K Biological Principles I: Cellular Biology

This is an introduction to the scientific principles of molecular biology, cell biology, and genetics. Prerequisite: students must have fulfilled the University minimum proficiency requirements in writing and mathematics.

Cr 3.

BIO 106K Laboratory Biology

Laboratory experiences illustrating concepts and principles introduced in BIO 105K. Concurrent

enrollment in BIO 105K is highly recommended. Prerequisite: grade of C- or higher or concurrent enrollment in BIO 105K. Students must have fulfilled the University minimum proficiency requirements in writing and mathematics.

Cr 1.5.

BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology

This is an integrated lecture-laboratory course introducing students to the scientific principles of evolution, biodiversity, and ecology. The lecture and laboratory each meet three hours weekly. Prerequisites: grades of C- or higher in BIO 105K and BIO 106K.

Cr 4.5.

BIO 109 Biological Principles III: Functional Biology

This is an introduction to the scientific principles of structure and function in plants and animals. Prerequisite: grade of C- or higher in BIO 107.

Cr 3.

BIO 111 Human Anatomy and Physiology I

The course is the first semester of a two-semester sequence concerning the structure and function of the human body. The course focuses on the study of cell chemistry, cell physiology, tissues, integumentary system, skeletal system, muscle system, and nervous system. Prerequisite: satisfactory completion of minimum proficiency requirements.

Cr 3.

BIO 112 Practical Human Anatomy and Physiology I

Laboratory experiences illustrating concepts and principles introduced in BIO 111. The course will cover the following topics: metrics, language of anatomy, cell physiology, tissues, integumentary system, skeletal system, muscular system, and nervous system. Prerequisite: BIO 111 or concurrent.

Cr 1.5.

BIO 201 Genetics

This is a study of the molecular basis of heredity and methods of genetic analysis. Prerequisites: grade of C- or higher in BIO 107 or BIO 211 and 212, and CHY 115; or permission of instructor.

Cr 3.

BIO 205 Comparative Vertebrate Anatomy

The comparative study of vertebrate organ systems from an adaptational and evolutionary point of

view. Lecture three hours/week; one four-hour laboratory/week. Prerequisites: grade of C- or higher in BIO 109. Cr 5.

BIO 211 Human Anatomy and Physiology II

This course is a continuation of BIO 111. The structure and function of the endocrine, cardiovascular, respiratory, digestive, and urinary systems will be discussed. Prerequisite: grade of C- or higher in BIO 111. Cr 3.

BIO 212 Practical Human Anatomy and Physiology II

Laboratory studies of the structure and function of the endocrine, cardiovascular, respiratory, reproductive, digestive, and urinary systems. Prerequisite: grade of C- or higher in BIO 112; BIO 211 or concurrently. Cr 1.5.

BIO 217 Evolution

This course teaches the geological and fossil records; the mechanism of selection as a creative principle; the genetic basis of natural selection; the pervasive imprint of evolution in living and fossil species; the evolution of complex molecules and organ systems; and the geological and ecological processes that have influenced diversification. Prerequisite: grade of C- or higher in BIO 109, or permission of instructor. Cr 3.

BIO 231 Botany

A study of structure, function, development, reproduction, and environmental adaptations of representative non-vascular and vascular plants. Lecture three hours/week; one three-hour laboratory/week. Prerequisite: grade of C- or higher in BIO 107 or permission of instructor. Cr 4.5.

BIO 251 History of Biology

A chronological survey of developments in biological investigations from earliest records to the present day. Prerequisite: grade of C- or higher in BIO 105K or 111, or permission of instructor. Cr 3.

BIO 281 Microbiology and Human Disease

Fundamentals of microbiology with emphasis on infectious diseases of people, including bacteria, rickettsia, fungi, viruses, protozoa and helminths. Prerequisites: grade of C- or higher in BIO 105K or BIO 111, and CHY 105. Cr 3.

BIO 282 Microbiology and Human Disease Laboratory

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

BIO 291 Ornithology

This course studies the basic biology of birds: their life histories, migration, ecology, and economic importance, with emphasis on species found in Eastern North America. Numerous field trips to a variety of habitats will be taken for purposes of field identification. Students are responsible for their own

appropriate outdoor clothing and footwear and for binoculars. Prerequisite: a grade of C- or higher in BIO 107, or permission of instructor. Cr 4.5.

BIO 305 Developmental Biology

An analysis of the cellular and molecular interactions leading to normal development. Prerequisite: grade of C- or higher in BIO 107. Cr 3.

BIO 306W Developmental Biology Laboratory

This laboratory course is designed to illustrate principles of animal development introduced in BIO 305 using genetic, histochemical, and molecular analyses. Prerequisite: prior or concurrent registration in BIO 305. Cr 2.

BIO 311 Microbiology

This course is a comprehensive introduction to cellular, biochemical, and genetic aspects of prokaryotes. Viruses and some eukaryotic microorganisms are also considered. Prerequisites: CHY 115 and grade of C- or higher in BIO 107; or permission of instructor. Cr 3.

BIO 312W Microbiological Laboratory

The laboratory explores basic techniques of isolation and cultivation of microorganisms, primarily bacteria and fungi. In addition, biochemical, molecular, and genetic analyses of microorganisms are introduced. To fulfill the W requirement, students must be enrolled in BIO 311 and 312 concurrently. Prerequisite: grade of C- or higher or concurrent enrollment in BIO 311; or permission of instructor. Cr 2.

BIO 331 Ecological Principles

A scientific study of interactions determining the distribution and abundance of organisms. Prerequisite: grade of C- or higher in BIO 107. Cr 3.

BIO 332 Field Ecology

Field studies demonstrating basic concepts of ecology. Prerequisite: BIO 331 or concurrently. Cr 2.

BIO 335 Entomology

Integrated lecture-laboratory course on the biology of insects and their impact on humanity. Prerequisite: grade of C- or higher in BIO 107. Cr 3.

BIO 337 Marine Ecology

A comparative ecological study of coastal and oceanic environments. Lecture, three hours/week; weekly four-hour field trip. Prerequisite: Grade of C- or higher in BIO 107. Cr 5.

BIO 345 Pathophysiology

A study of the physiological, genetic, biochemical and environmental basis of noninfectious diseases. Prerequisite: grade of C- or higher in BIO 109 or BIO 211, or permission of instructor. Cr 3.

BIO 351 Invertebrate Zoology

The morphology, physiology and evolution of invertebrate animals. Three hours of lecture and

two, two-hour laboratories per week. Prerequisite: a grade of C- or higher in BIO 107. Cr 5.

BIO 353W Vertebrate Zoology

This course is a survey of the vertebrate animals, focusing on classification, morphology, physiology, ecology, behavior, and evolutionary history of each group. Lecture three hours a week; one four-hour laboratory a week. Prerequisites: grade of C- or higher in BIO 109. Cr 5.

BIO 361 Parasitology

The life histories and host-parasite relationships of animal parasites, with emphasis on those of humans. Prerequisite: grade of C- or higher in BIO 105K. Cr 2.

BIO 362 Parasitological Laboratory

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

BIO 381 Plant Physiology

This course is a study of the physiological activities of plants, and their growth and development as influenced by internal and external factors. Lecture three hours/week; one three-hour laboratory/week. Prerequisites: CHY 115 and grade of C- or higher in either BIO 109 or BIO 231; or permission of instructor. Cr 4.5.

BIO 383 Plant Ecology

This course examines plant ecology at the population, community, and ecosystem levels. Plant adaptations to the environment are also discussed, with emphasis on how these traits influence community and ecosystem processes. Weekly field trips are required. Prerequisite: grade of C- or higher in BIO 107. Cr 5.

BIO 401 General Physiology

A study of physiological processes and their regulation in animals. Prerequisites: CHY 115, either PHY 111K or PHY 121K, and grade of C- or higher in either BIO 107 or BIO 211; or permission of instructor. Cr 3.

BIO 402 General Physiology Laboratory

Laboratory examination of physiological mechanisms in animals. Prerequisite: BIO 401 or concurrently; MAT 220. Cr 2.

BIO 403 Comparative Physiology

Physiological and biochemical basis of environmental adaptation. Prerequisites: CHY 115, junior standing, and grade of C- or higher in BIO 107. Cr 3.

BIO 404 Comparative Physiology Laboratory

Laboratory experiments on the physiological basis of environmental adaptation. Emphasis is on marine organisms. Prerequisite: BIO 403 or concurrently; MAT 220. Cr 2.

BIO 405W Animal Behavior

This course is a study of the principles of behavioral organization in vertebrate and invertebrate animals, with emphasis on behavior under natural conditions. Prerequisite: grade of C- or higher in BIO 107 or BIO 211, or permission of instructor. Cr 3.

BIO 406 Animal Behavior Laboratory

This course is a laboratory and field examination of behavioral principles in animals. Prerequisite: BIO 405 or concurrently. Cr 2.

BIO 407 Molecular Mechanisms in Development

This is a molecular genetic analysis of animal development focusing on an integrative approach toward understanding the evolution of developmental mechanisms. Prerequisite: grades of C- or higher in BIO 201 and BIO 305, or permission of instructor. Cr 3.

BIO 408 Experimental Genetics

This course includes lectures and laboratory exercises in human and fruit fly genetics. This is not a companion course to BIO 201. Prerequisite: BIO 201 or concurrently, or permission of instructor. Cr 2.

BIO 409 Cell and Molecular Biology

A study of the eukaryotic cell at the level of organelles and molecules. The biochemical aspects of cell growth and reproduction are emphasized. Prerequisites: CHY 115 and grade of C- or higher in BIO 109. Cr 3.

BIO 410 Cell and Molecular Biology Laboratory

A course in which the techniques of cell fractionation and biochemical analyses are applied to the eukaryotic cell. Prerequisite: BIO 409 or concurrently. Cr 2.

BIO 415 Microbial Ecology

This course is a continuation of BIO 311. The course begins with an examination of microbial evolution and biodiversity. It then explores the interactions of microorganisms in populations and within communities, and their interactions with other organisms and the environment, including an examination of physiological adaptations and biogeochemical cycles. Prerequisite: grade of C- or higher in BIO 311 or equivalent, or permission of instructor. Cr 3.

BIO 416 Microbial Ecology Lab

This is the companion lab course to BIO 415, designed as a hands-on project lab to introduce students to a variety of methods used in microbial ecology. There will be a field component, lab component, and written component to the projects that will be completed during the semester. Microscopic, cell culture, and molecular methods will be employed. Prerequisites: grade of C- or higher in BIO 415 (or equivalent) or concurrent enrollment, or permission of instructor. Cr 2.

BIO 417 Issues in Evolution

This course surveys major issues that motivate current research in evolutionary biology, providing an historical analysis of areas of controversy and alternative points of view within the field. The course is based on selected readings in the theoretical and experimental literature of the field, from primary and classical sources. Prerequisites: grades of C- or higher in BIO 201 and BIO 217; or permission of instructor. Cr 3.

BIO 421 Biology Seminar

Weekly oral reports and discussions by students and staff on biological topics of current interest.

Prerequisite: 16 hours of biology or permission of instructor. May be repeated. Cr 1 or 2.

BIO 431 Immunology

This course presents the fundamentals of immunology, especially as they relate to human disease. Prerequisites: CHY 105 or CHY 115, junior standing, and grade of C- or higher in either BIO 109 or BIO 211; or permission of instructor. Cr 3.

BIO 441 Problems in Biology

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

Chemistry

Chair of the Department: Thomas Newton, 352 Science Building, Portland

Professors: Gordon, Newton, Rhodes, Stebbins; *Associate Professors:* Prudente, Tracy; *Assistant Professor:* Ford; *Professors Emeriti:* Ricci, Sottery, Whitten

The field of chemistry is concerned with the structure of matter, its transformations, and the energy changes related to these transformations. Departmental aims are to contribute to the student's understanding of chemistry's place within the sciences and in today's industrial and business world, and to provide students concentrating in this field with a thorough and practical education that will be useful in teaching or in industrial, technical, or graduate work.

To achieve these aims the Department of Chemistry offers a four-year program with three tracks leading to baccalaureate degrees (B.A. in chemistry, B.S. in chemistry, and B.S. in biochemistry). Because the chemistry courses in each track are the same for the first two years, it is possible to switch tracks through the junior year. Students considering a chemistry major are strongly urged to consult with a member of the Department of Chemistry faculty to discuss the total program. They should pay particular attention to the pre- and co-requisites necessary for different courses.

To graduate as a chemistry major in any of the three programs, a student must maintain a minimum overall grade point average (GPA) of 2.0 and a GPA of 2.0 in all courses required for the chemistry major.

Bachelor of Science: Chemistry

The minimum number of credits in chemistry and related areas (exclusive of the University's Core curriculum) required for the major in this track: 66.

The courses include: CHY 113K & 114K; 115 & 116; 231 & 232; 251 & 252; 253 & 254; 371 & 372; 373 & 374; 377 & 378; 401; 421; one of the following three offerings: 345, 351, 461 (a minimum of 44 hours within the Department). In addition PHY 121K & 114K; 123 & 116; MAT 152D, 153; COS 160/170 (Java) or a math/computer science course approved by the Chemistry Department are required (a total of 22 more hours).

Bachelor of Science: Biochemistry

The minimum number of credits in chemistry and related areas (exclusive of the University's Core curriculum) required for the major in this track: 75-79.

The courses include: CHY 113K & 114K; 115 & 116; 231 & 232; 251 & 252; 253 & 254; 371 & 372; 461 & 462; 463; either CHY 421 or 377 & 378 (a minimum of 40-42 hours within the Department). In addition, either AIM 670 & 671 or BIO 409 & 410, and either AIM 620 & 621 or BIO 201 & 408 or BIO 305 & 306W or BIO 311 & 312W or BIO 401 & 402 (a total of 10-12 hours). Also, BIO 105K; PHY 121K & 114K; 123 & 116; MAT 152D, 153; COS 160/170 (Java) or a math/computer science course approved by the Department of Chemistry are required (a total of 22 more hours).

Programs and Requirements

Bachelor of Arts: Chemistry

The minimum number of credits in chemistry and related areas (exclusive of the University's Core curriculum) required for the major in this track: 61-62.

The courses include: CHY 113K & 114K; 115 & 116; 231 & 232; 251 & 252; 253 & 254; 371 & 372; 373 & 374; 401; two of the following five offerings; 345; 351; 377 & 378; 421; 461 (a minimum of 39-40 hours within the Department). In addition PHY 121K & 114K; PHY 123 & 116; MAT 152D, 153; COS 160/170 (Java) or a math/computer science course approved by the Chemistry Department are required (a total of 22 more hours).

Minor in Chemistry

The minimum number of credits (exclusive of the Core curriculum) required for the minor: 17.

The minor consists of CHY 113K & 114K, 115 & 116 and either of the following two groups of courses: 231 & 232, 251 & 252, or 371 & 372; 373; 421.

CHY	113K/114K	General Chemistry I with Laboratory	(4 credits)
CHY	115/116	General Chemistry II with Laboratory	(4 credits)
CHY	231/232	Analytical Chemistry with Laboratory	(4 credits)
CHY	251/252	Organic Chemistry I with Laboratory	(5 credits)
Total hours			(17 credits)
or			
CHY	113K/114K	General Chemistry I with Laboratory	(4 credits)
CHY	115/116	General Chemistry II with Laboratory	(4 credits)
CHY	371/372	Physical Chemistry I	(5 credits)
CHY	373	Physical Chemistry II with Laboratory	(3 credits)
CHY	421	Inorganic Chemistry	(3 credits)
Total hours			(19 credits)

Minor in Biochemistry

The minimum number of credits required (exclusive of Core courses) for the minor: 23. The minor consists of CHY 113K, 114K, 115, 116, 251, 252, 253, 254, 461, and *either* 462 or 463. The biochemistry minor is not open to chemistry majors.

Admission Requirements

Students who apply for admission to the chemistry program should have completed college preparatory courses in chemistry, physics, and mathematics. At least two years of algebra and a semester each of geometry and trigonometry are recommended as part of the student's high school program. (Freshmen in the chemistry program who lack this preparation in mathematics are required to take MAT 140D, Precalculus Mathematics.)

Laboratory Fees

A laboratory fee is assessed in chemistry laboratory courses.

CHY 100 Foundations for College Chemistry

A course designed to help students who are inadequately prepared to complete successfully the CHY 105-106 or CHY 113-116 (Chemical Principles) sequence. The course will review basic chemical principles commonly presented in high school chemistry and emphasize solving mathematical problems commonly done in freshman college-level chemistry. Prerequisite: satisfaction of math proficiency requirements. A high school chemistry course is recommended. Not open to students who have already passed a chemistry course numbered 101 or higher.

Cr 2.

CHY 101K Introduction to Chemistry

General topics in chemistry including introductory units on matter and its properties; measurement; elements and compounds; atomic structure; solutions, dispersions, and water; osmotic pressure; chemical bonds; chemical nomenclature; stoichiometry; radio-chemistry; gases; acids, bases and buffers; and energy relationships in chemical processes. Three hours lecture per week (usually concurrent with CHY 102K). Prerequisite: high school algebra. Not appropriate for science majors, pre-med, pre-vet or pre-dentistry students.

Cr 3.

CHY 102K Introduction to Laboratory Measurement

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

CHY 103 Introduction to Organic and Biochemistry

Stress will be placed upon topics of special importance for students of the health sciences: nomenclature of organic compounds; electron distribution in organic molecules; structural features of organic molecules; substitution, elimination, and addition reactions; oxidation reduction reactions; carbohydrates; lipids; proteins and amino acids; enzymes; nucleic acids; metabolism; summary of some aspects of nutrition; pharmaceuticals; medical applications of radiochemistry. Three lecture hours per week (usually concurrent with CHY 104). Prerequisite: a grade of C or better in CHY 101K. Not appropriate for science majors, pre-med, pre-vet or pre-dentistry students. Cr 3.

CHY 104 Introductory Organic and Biochemistry Laboratory

Students will perform experiments to illustrate aspects of organic chemistry of importance to living systems, as well as elementary principles of biochemistry. Topics include separation and identification of organic compounds; qualitative reactions of lipids, proteins, and nucleic acids; introduction to enzyme chemistry. One recitation and two laboratory hours per week. Offered spring semester. Corequisite: CHY 103. Not appropriate for chemistry or biology majors. Cr 1.

CHY 105 Chemistry for Health Sciences

A one-semester introduction to organic and biological chemistry, emphasizing the health sciences. Topics include pH, acids, and bases; the chemistry of selected organic functional groups; lipids, carbohydrates, and proteins; and metabolism of glucose and fatty acids. This course is not suitable for chemistry majors, biology majors, or preprofessionals (pre-medical, pre-dental, pre-veterinary). Prerequisite: grade of C- or better in CHY 100 or satisfactory score on Qualifying Exam. Cr 3.

CHY 106 Chemistry Laboratory for Health Sciences

Experiments in this laboratory are designed to illustrate principles from CHY 105. Aims of the course are to develop skill in using common laboratory equipment, measuring and analyzing data, and in reporting results of lab work. One three-hour meeting per week. Corequisite or prerequisite: CHY 105. Cr 1.

CHY 110K Chemistry, Life, and the Environment

An introduction to chemistry and its importance to society. This course is centered on the nature of atoms and molecules, and how the structures of molecules give rise to the beneficial and harmful effects of chemicals. Classroom examples include medicines, consumer products, pollutants, and the molecules of life. Laboratory and home experiments include examining the chemical content of foods. This course is designed to satisfy the natural Sciences (Area K) requirement of the Core curriculum. Prerequisite: completion of all Core Basic Competence requirements. Cr 4.

CHY 113K Principles of Chemistry I

A presentation of fundamental principles of chemical science. These principles will be presented in quantitative terms and illustrated by examples of their applications in laboratories and in ordinary nonlaboratory experience. This course and CHY 114 (normally taken concurrently) provide the basis for further study of chemistry. Prerequisite: satisfaction of USM math minimum proficiency requirements. Cr 3.

CHY 114K Laboratory Techniques I

Laboratory experiments to illustrate the principles that are presented in CHY 113 lectures. One recitation and two laboratory hours per week. Corequisite: CHY 113K. Cr 1.

CHY 115 Principles of Chemistry II

A continuation of CHY 113K. This course is designed to provide the foundation for all further studies in chemistry and is a prerequisite for all upper-level chemistry courses. Prerequisite: a grade of C- or better in CHY 113K. Cr 3.

CHY 116 Laboratory Techniques II

Laboratory experiments to illustrate the principles presented in CHY 115 lectures. One recitation and two laboratory hours per week. Prerequisite: a grade of C- or better in CHY 114K. Corequisite: CHY 115. Cr 1.

CHY 231 Analytical Chemistry

A survey of principles and applications of modern analytical chemistry and related calculations. Topics include volumetric and gravimetric analysis, electroanalysis, spectrophotometry, separations, statistics, and error analysis. Prerequisite: a grade of C- or better in CHY 115. Cr 2.

CHY 232 Analytical Chemistry Laboratory

Quantitative experimental determination by means of classical and instrumental methods. Techniques used include titration, gravimetric analysis, spectrophotometry, electroanalysis, and chromatography. Precision, accuracy, and statistical error analysis of results are emphasized. Four lab hours per week. Prerequisite: a grade of C- or better in CHY 116. Corequisite: CHY 231. Cr 2.

CHY 251 Organic Chemistry I

An intensive treatment of organic chemistry. Topics include: nomenclature; structure and stereochemistry; reaction types: substitution, addition, elimination and oxidation-reduction; reaction mechanisms and factors influencing them; spectroscopic techniques of structure determination (mass, nuclear magnetic resonance, ultraviolet-visible and infrared). Prerequisite: a grade of C- or better in CHY 115. Cr 3.

CHY 252 Organic Chemistry Laboratory I

Students conduct independent research by executing a multi-step synthesis of a series of fluorescent compounds known as metalloles. An additional goal is the characterization of the physical and chemical properties of the target molecules as well as the intermediates. Students will develop proficiency in synthetic methods, chromatography, and spectroscopy by working with model compounds. Prerequisite: a grade of C- or better in CHY 116. Prerequisite or corequisite: CHY 251. Cr 2.

CHY 253 Organic Chemistry II

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

CHY 254 Organic Chemistry Laboratory II

Students will apply the skills they developed by working with model compounds in CHY 252 to the synthesis of the desired target molecules. Prerequisite: A grade of C- or better in CHY 252. Prerequisite or corequisite: CHY 253. Cr 2.

CHY 345 Polymer Chemistry

We live in a plastic society. During the past 90 years plastics (synthetic polymers) have become an integral part of our daily lives. This course will survey the past, present, and future of the chemistry of these essential materials. We will discuss the preparation of polymers under radical chain, step-reaction, ionic, and coordination conditions. Then we will consider methods of characterization of polymers, both experimental and theoretical. Finally we will examine commercial polymers and polymer technology. Prerequisites: CHY 253 and 373. Cr 3.

CHY 351 Advanced Organic Chemistry

This course examines the chemistry of natural products. Topics covered include the isolation of natural products from plants, their chemical and spectroscopic characterization, as well as their biosynthesis. The primary focus of the course, however, will be on modern synthetic methods with special emphasis on retrosynthetic analysis and the development of logical synthetic schemes. This course is intended for students

who enjoyed introductory organic chemistry and who would like to learn more about the chemistry of biologically important molecules. Prerequisite: a grade of C- or better in CHY 253. Cr 3.

CHY 371 Physical Chemistry I

Introduction to the principles of theoretical chemistry: classical thermodynamics, molecular energetics, quantum phenomena, electrochemistry, and equilibrium. Candidates for the B.S. degree elect this course in the fall semester of the junior year. Prerequisites: a grade of C or better in CHY 115, MAT 152D, and PHY 123. Cr 3.

CHY 372 Physical Chemistry Laboratory I

Experiments illustrating material presented in CHY 371, such as thermochemistry, absorption phenomena, and physical properties of gases and liquids. One recitation and three laboratory hours per week. Prerequisite: a grade of C or better in CHY 116. Prerequisite or corequisite: CHY 371. Cr 2.

CHY 373 Physical Chemistry II

Additional principles of theoretical chemistry: reaction kinetics, statistical thermodynamics, quantum mechanics and spectroscopy. Prerequisite: a grade of C or better in CHY 371. Cr 3.

CHY 374 Physical Chemistry Laboratory II

Experiments illustrating material presented in CHY 373. One recitation and three laboratory hours per week. Prerequisite or corequisite: CHY 373. Cr 2.

CHY 377 Instrumental Analysis

A consideration of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Topics include absorption and emission spectroscopy in the ultraviolet, visible and infrared regions; chromatography; electrochemistry; mass spectrometry; and magnetic resonance. Prerequisite or corequisite: CHY 231 and CHY 371 or permission. Cr 3.

CHY 378 Instrumental Analysis Laboratory

Experiments will be performed in electrochemistry, mass spectrometry, gas and liquid chromatography, and UV-Vis, NMR, AA, and fluorescence spectroscopy. Prerequisites: grades of C- or better in CHY 232 and CHY 371. One hour of pre-lab recitation and three laboratory hours per week. Cr 2.

CHY 401 Seminar

Oral and written presentation of a current topic in chemistry or of research results. Required of all senior majors. Satisfactory completion of written paper fulfills technical writing requirement. Cr 1.

CHY 410-419 Special Topics

Reading and discussion of advanced subjects or instruction in special topics/research. Permission of instructor required. 6 credits maximum. Cr 1-3.

CHY 421 Inorganic Chemistry

Descriptive chemistry of the inorganic compounds, structure, bonding and ligand field theory. Prerequisite or corequisite: CHY 371. Cr 3.

CHY 422 Advanced Chemistry Laboratory

Preparation and characterization of compounds utilizing advanced modern techniques and instrumentation. One recitation and three laboratory hours per week. Prerequisite or corequisite: CHY 421. Not offered every year. Cr 2.

CHY 461 Biochemistry

Application of chemical methods and principles to understanding biological processes. Topics include structure and action of nucleotides, proteins, lipids, and carbohydrates; enzyme kinetics and mechanisms; membranes and transport; and metabolism and energy conversion. This one-semester course provides a survey of the major areas of biochemistry, except for nucleic acids. Prerequisite: a grade of C- or better in CHY 253. Cr 3.

CHY 462 Biochemistry Laboratory

Basic experimental methods in modern biochemistry. Experiments include detecting, purifying, crystallizing, and characterizing proteins; analyzing protein structure, and measuring enzyme kinetics. Techniques include ultraviolet and visible spectrophotometry; ion-exchange, gel, and high-pressure liquid chromatography; electrophoresis, and analysis of protein structure by computer graphics.

One hour lecture and three hours laboratory per week. Prerequisite: a grade of C- or better in CHY 254. Prerequisite or corequisite: CHY 461. Cr 2.

CHY 463 Biochemistry II

Continuation of CHY 461. Topics include selected biosynthetic pathways, including photosynthesis; signal transduction applied to hormones, nerve transmission, and the five senses; and methods for structural analysis of macromolecules, including X-ray diffraction, nuclear magnetic resonance, and homology modeling. Participants present a seminar on a topic of current biochemical research. Prerequisite: a grade of C- or better in CHY 461. Cr 3.

CHY 464 Biochemistry Laboratory II

Continuation of CHY 462. Experiments include detecting and characterizing lipids, sequencing proteins and nucleic acids, analyzing protein conformation, measuring protein synthesis, and characterizing antigen-antibody interactions. Techniques include paper and thin-layer chromatography, gel electrophoresis, and computer graphics. One hour lecture and three hours laboratory per week. Prerequisite: a grade of C or better in CHY 462. Prerequisite or corequisite: CHY 463. Cr 2.

CHY 490 Senior Research Project

Open to senior majors. Prerequisites include a 2.0 GPA in chemistry, completion of the Analytical and Organic Chemistry series, and permission of the department. 15 credits maximum. Cr 3-15.

Communication and Media Studies

Chair of the Department: Dan Panici, 19 Chamberlain Avenue, Portland

Professors: Shedletsky, West; *Associate Professors:* Lasky, Lockridge, Panici;

Assistant Professors: Kilhneier, Kivatsky, Pierson

The Department of Communication and Media Studies was formed in the fall of 2004, the result of merging the Department of Communication and the Media Studies program.

The Department embraces both a theoretical and practical orientation. We honor both perspectives in our scholarship, teaching, and service. The faculty has created a curriculum that reflects both traditional and contemporary areas of study. The scholarship of the faculty represents a cross-section of methods, themes, and approaches. We believe that students learn best when they can apply the information to their own lives and consequently, we support various ways of thinking about a particular subject. We are an inclusive department and encourage all voices to be heard and affirmed both in and out of the classroom. The Department is located in Portland, the heart of social, cultural, and civic activities in the state of Maine.

Students interested in communication will find ample opportunities to enroll in internships with local agencies, organizations, and industry. With employers and organizations ranking communication skills at the top of their list of desirable and employable abilities, communication majors will receive an understanding of the value of communication studies from a number of different disciplinary angles.

Students with an interest in media studies will find the greater Portland area an excellent location for media-related activities and service learning projects. The media studies major allows students to study modern media through the application of various theoretical frameworks and skills. By emphasizing theory and practice, the media studies major challenges the student to analyze and practice the creation, dissemination, utilization, and evaluation of mediated messages.

Students pursuing either the communication degree or the media studies degree will have opportunities to work with faculty on a one-to-one basis through Independent Studies. Our commitment to students remains our top priority and is reflected in our course offerings, classroom assignments, and everyday discussions.

Programs and Requirements

Bachelor of Arts in Communication

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 36. Students must receive a grade of C or higher in all course-work applied to the communication or media studies major. All majors must maintain a 2.5 cumulative grade point average; transfer students must have a 2.5 cumulative grade point average in order to gain admission to the program. Students should plan to take at least two years to complete the degree.

Major Requirements (36 credits)

Students planning to major in communication or those seeking further information about the program are encouraged to contact the Department office. In order to continue in the major and to be enrolled in courses with a COM 102J prerequisite, students must first successfully complete COM 102J with a grade of C or higher.

The major consists of four categories.

(1) Communication Theory Core (9 credits)

COM	102J	Introduction to Communication
COM	300	Research Methods in Communication
COM	495	Theories of Communication

These three courses form the core of our curriculum. COM 102J is our entry-level course and should be taken first. COM 300 should be completed within the first 12 credit hours of work, probably after completing one or two of the 200-level courses listed under Foundations of Communication. COM 495 is our capstone course and should be among the last courses completed in the major.

(2) Foundations of Communication (15 credits)

COM	265	Intrapersonal Communication
or		
COM	375	Meaning and Communication
COM	272	Persuasion
COM	280	Mass Media and Human Interaction
COM	330	Theories of Interpersonal Communication
or		
COM	332	Communication in the Family
COM	390	Theories of Organizational Communication

These five courses give students a grounding in essential areas of communication study. Communication majors should be knowledgeable in the areas of meaning and cognition, persuasion and attitude change, mass communication, interpersonal communication, and organization theory regardless of their area of special interest. As mentioned above, after completing COM 102J, students should continue their coursework in this category. *However, we suggest students complete COM 300 Research Methods before taking COM 330 or COM 390.*

(3) Communication Electives (9 credits)

Students may take any three courses offered through the Department of Communication to fulfill this requirement, with the exception of COM 430 Communication Internship and COM 491 Independent Study. However, they can apply COM 430 and COM 491 toward the overall 120 credits needed to obtain a bachelor of arts degree. This category allows majors to choose courses of interest to them.

(4) A Senior Seminar (3 credits)

Choose one 400-level seminar course from the following

COM	420	Communication and Cognition
COM	432	Topics in Interpersonal Communication
COM	450	Computer-Mediated Communication Research
COM	484	Topics in Film
COM	485	Sex-Related Differences in Communication
COM	486	Women in Film
COM	490	Theories of Mass Communication

This course is intended to complement COM 495 Theories of Communication (the capstone senior seminar) and should be taken toward the end of the program. Essentially, majors complete two senior seminars, a capstone course, and a senior seminar of their choice. These courses require junior or senior standing and usually have other prerequisites.

Minor in Communication

Students seeking this 24-credit minor in communication should complete all the requirements necessary to declare a major in communication and complete the Communication Theory Core and Foundations of Communication Theory requirements of the major.

COM 102J Introduction to Communication

This course is designed to provide students with a conceptual framework of the basic theoretical elements of human communication. Students will develop a working knowledge of theories that explain a wide scope of communication phenomena. Topics will include conflict, self-concept, self-disclosure, decision making, ethics, agenda setting, and the function of silence. These subjects will be discussed in a range of contexts, including nonverbal, interpersonal, small group, organizational, and mass media. Students will be encouraged to adapt communication principles to their various fields of endeavor. Cr 3.

COM 130J Interpersonal Communication Skills

Blending research and theory in interpersonal communication, this course provides a thorough introduction to the subject while emphasizing skill development and application. Among the topics to be covered are perception, listening, verbal and nonverbal communication, conversational skills, culture, stages of relational development, and the role of the self in each of these topics. Students will be asked to expand their critical thinking abilities in these areas, thereby enhancing their personal empowerment as a communicator with varied types of individuals. Cr 3.

*The following two courses (COM 190 and COM 191) serve as prerequisites to a track in advanced media production. The track includes: MES 330 Studio Video Production, MES 340 Field Video Production, and MES 440 Advanced Video Production which may be taken by COM majors who have completed COM 190/191. This track is an option for COM majors who want to possess a comprehensive background in media production.

COM 190 Introduction to Media Production and Design

This course will examine the phases of production and design associated with studio production, video field production, and multimedia and design production. Course content will also explore media aesthetics. Prerequisite: communication major. Cr 3.

COM 191 Introduction to Media Production and Design Lab

Various production exercises and assignments to

illustrate the principles and theories presented in COM 190. Prerequisite: concurrently enrolled in COM 190. Cr 1.

COM 234 Communication and AIDS

This course will examine how communication research and theory function in discussions of AIDS. Topics include compliance gaining, media deception, self-disclosure, relationship termination, and sex talk. Prerequisite: COM 102J. Cr 3.

COM 250 Business and Professional Communication

Designed to provide students with essential communication skills for business and other professional settings, the course covers interpersonal, group, and public communication. These skills include listening actively, giving and receiving constructive feedback, interviewing others, leading groups, negotiating, and making effective public presentations. The course also includes discussions of gender, cultural diversity, and ethics in the workplace. Cr 3.

COM 265 Intrapersonal Communication

This course examines our ability to use what we know and feel in order to send, receive, and store information. Whether stimuli come from an external source or from within the self, the focus of intrapersonal communication is on the ways in which we process those stimuli, our ability to make sense out of our experiences, to remember, to retrieve information from memory, and to create messages at whatever level of consciousness, and no matter how many people are involved, in face-to-face or mediated communication. Prerequisite: COM 102J. Cr 3.

COM 272 Persuasion

A course designed to help students understand the basic principles of persuasion. The course deals with persuasion as a social phenomenon. The perspective from which the course is offered is the analysis of persuasion as a behavioral process. As such, the course will investigate the social science research that relates to persuasion. Students will examine the attempts made by others to persuade them, as well as the attempts they make to persuade others. Further, the course will deal with the issue of ethics in persuasion. Prerequisite: COM 102J. Cr 3.

COM 274W Writing for the Media

This writing-intensive course is designed to provide

students with an overview of media writing. Students will be introduced to radio and television commercial writing, broadcast journalism, and fiction and non-fiction scriptwriting. Prerequisite: COM 102J. Cr 3.

COM 275 Theories of Language

The purpose of this course is to instigate thinking about the nature of language. The course is premised upon the conviction that, because language is such a central concern of so many disciplines and because various disciplines have made important contributions to our understanding of it, language can only be studied adequately via an interdisciplinary approach. The student will be introduced to some of the foremost efforts to comprehend language in the fields of psycholinguistics, philosophy, and linguistics. Through these disciplines, we intend to raise and pursue questions concerning the nature of language, its structure and function, its relation to people's perception of reality, and its relation to the mind. Prerequisite: COM 102J. Cr 3.

COM 280 Mass Media and Human Interaction

This course concentrates on the history and effects of mass communication in our society. Through readings and independent research, the student will explore the content and social consequences of our rapidly changing telecommunication technology. Media to be discussed include print, broadcasting, and cable. Prerequisite: COM 102J. Cr 3.

COM 284 Film Appreciation

This course will introduce the student to film aesthetics and appreciation. It assumes that the student has no knowledge of cinema beyond the moviegoing experience. The aim of the course is to survey the fundamental aspects of cinema as an art form and communication vehicle. The power of moving images and their mass-mediated messages will be analyzed. Cr 3.

COM 294 Television Processes

The purpose of this course is to enhance understanding of TV processes by introducing students to several basic visual aspects of reality as mediated through a camera lens. Topics covered will include techniques of lighting, camera angles, perspective, shot distance, cutting to continuity, and montage. Students will use 35 mm cameras to produce assignments on color slides. These will be used in class discussion in conjunction with illustrations taken from magazines that demonstrate the same techniques. In addition to learning some rudiments of visual language, students will examine visual persuasive strategies. The course is open to all communication majors who have access to a 35 mm camera with manual controls. Automatic camera controls are optional. Prior experience with photographic procedures is helpful but not necessary since all students will receive instruction leading to a working knowledge of photographic techniques. Prerequisite: COM 102J. Cr 3.

COM 300 Research Methods in Communication

This course introduces the methodology of communication research. The library, laboratory, field, and the computer will be considered. Topics to be studied include formulation of hypotheses, identification of variables; selection of research design; collection of data; and theory construction in a variety of communication contexts. The course is designed to enable students to evaluate critically the literature in communication research. Prerequisite: COM 102J. Cr 3.

COM 330 Theories of Interpersonal Communication

A study of the current thinking in interpersonal communication which emphasizes specific theories of human interaction. Students will be exposed to research in the interpersonal setting and will apply findings to their personal relationships. The course will help students foster effective traditional and nontraditional relationships with a variety of people. Prerequisite: COM 102J. Cr 3.

COM 332 Communication in the Family

This course examines the role of communication in various family types. Students will be introduced to research and theory on the family and will apply findings to their own lives. Topics covered will include family satisfaction, communication rules, decision making, values, structures, autonomy, and conflict. Students will be asked to draw upon their family backgrounds for analysis and discussion. Prerequisite: COM 102J. Cr 3.

COM 340 Small Group Communication

This course is designed to familiarize students with the theories and techniques associated with group behavior. The course explores the topics of leadership, conflict resolution, group climate, and decision making. Through simulations and exercises students learn methods for analyzing group process and their own behavior. Students' findings are reported in preliminary and final papers. Prerequisite: COM 102J. Cr 3.

COM 350 The Internet in Society

This course explores the worldwide network of computers linked to form a new medium of communication—the Internet. Course content will include the computer as a tool of communication, and how the Internet influences communication in such ordinary areas of life as work, interpersonal relations, and education. Students must have access to the Internet to participate in this course. Prerequisite: COM 102J or instructor permission. Cr 3.

COM 370 Media and Social Change

This course analyzes how news media coverage affects social change. Students explore how and why the media cover social movements the way they do, and look closely at news coverage of the civil rights, black power, antiwar, women's and men's move-

ments. Both print and TV news are examined through readings, discussion and original research. Prerequisites: COM 102J and COM 280. Cr 3.

COM 374 Media Criticism and Aesthetics

This course introduces students to the variety of critical approaches applied to the analysis of media. The content of this course will focus on traditional and contemporary analysis of media. The aim of this course is to provide a critical context for the consumption of media content. Prerequisites: COM 102J and COM 280. Cr 3.

COM 375 Meaning and Communication

This course examines the assignment of meaning to verbal behavior, especially conversational exchange. Researchers have paid special attention to the ways in which words and actions take on meaning in context. We will focus on the full communicative event involving talk, i.e., context, pragmatics, grammatical structures, conversational structures, and types of meaning. A central question of the course is: How do people interpret what other people say? The course makes use of close reading and discussion of theory as well as the collection and analysis of naturally occurring spontaneous spoken and written discourse. Prerequisite: COM 102J. Cr 3.

COM 380 Intergenerational Communication and the Internet

There are three major components to this course: 1) mentoring a senior citizen who is learning to use the Internet; 2) learning about mentoring through hands-on experience, reading, writing, and discussion of the process; and 3) writing a research paper on a topic relevant to intergenerational communication. Students in this course will mentor students enrolled in the Osher Lifelong Learning Institute course, Internet for Seniors (or other similar course). In addition, each student will read research on intergenerational communication and write a research paper. Cr 3.

COM 384 Film and Cultural Studies

This course will investigate how the discipline of cultural studies can be applied to the analysis and criticism of film. Students will read influential essays by writers such as Roland Barthes, Stuart Hall, and Teresa de Lauretis and discuss the implications of these writings for the study of the film medium. During the semester, students will view and critique films from a cultural studies perspective. Prerequisite: COM 284 and major in communication or media studies. Cr 3.

COM 390 Theories of Organizational Communication

This course is designed to introduce students to organization theory and behavior through the medium of metaphor. Using different metaphors, the course draws attention to significant aspects of the process of organizing, and provides a means for understanding and managing organizational situations. Students are responsible for conducting on-site field studies and

preparing written and oral presentations of their findings. Prerequisite: COM 102J. Cr 3.

COM 394 Theories of Film

The emergence and evolution of the film medium are traced through the writings and teachings of both the classic and the modern theorists/film-makers, from several perspectives: humanistic, ideological, and technical. The course focuses on the contributions of historical trends, film genres, major schools of thought, and the works of selected individuals in shaping a concept of what the medium of film is, how it operates as a language, how it relates to reality and what functions it serves. Students will apply these notions in their examination of the often conflicting relationships among the various theories as well as between film theory and film criticism. Prerequisites: COM 284 and major in communication or media studies. Cr 3.

COM 420 Communication and Cognition

A seminar designed to explore the relationship between communication and thought processes. The nature of consciousness is explored through a consideration of the acquisition, retention, and retrieval of information. Special attention is given to experimental analysis of thought processes. Prerequisites: COM 102J, and junior or senior standing. Cr 3.

COM 430 Communication Internship

An in-depth experience in specific areas of communication acquired in the field. Students will focus their efforts in an area related to their choice of communication expertise (i.e., organizational communication, mass communication, interpersonal communication). Prerequisites: COM 102J and a precise definition of the project and director's consent. Pass/Fail only. Restricted to majors, or permission of the instructor. Cr var.

COM 432 Topics in Interpersonal Communication

This seminar is designed to investigate significant issues in interpersonal communication. The course will be theoretical in nature, exploring a particular topic in depth each semester. Topics vary from semester to semester. Such topics as conversational analysis, friendship, deception, relationship termination, and conflict may be selected for the course. A research project is required. Prerequisites: COM 102J, COM 300, and COM 330. Cr 3.

COM 450 Computer-Mediated Communication Research

This senior seminar makes use of the Internet for two main purposes: (1) to gather research findings, and (2) to present research findings as a home page. Students will learn how to use the Internet for its scholarly resources and how to express their research report as a home page. In essence, students will use a new medium to do an old job: to read and critically evaluate research, and to present a summary

ry or final research report. Research found online and offline will be critiqued. Prerequisite: COM 102J and junior/senior standing. Cr 3.

COM 484 Topics in Film

This course is a senior seminar designed to explore a particular topic in film communication. The professor designated to teach the course during any given semester will select an area of interest to explore with students. Such topics as film and society, women in film, and the silent cinema are areas that could be selected. Class sizes are limited in order for students to participate in discussion and contribute to the group's synergy. Prerequisites: COM 284 and junior or senior standing in the communication or media studies major. Cr 3.

COM 485 Sex-Related Differences in Communication

This seminar on sex-related differences in communication is designed primarily to evaluate critically the research literature. It is concerned with whether or not males and females differ in their actions of sending, receiving, and interpreting messages. The course examines gender-role stereotyping, empirical findings on sex-related differences in communication behavior (e.g., talking, interpersonal style, touching, eye contact, etc.), and explanations for sex differences. Critiques of some major theoretical positions are discussed (e.g., sex differences in dominance, aggression, cognition, and brain organization). Prerequisites: COM 102J, and junior or senior standing. Cr 3.

COM 486 Women in Film

This course will explore the depiction of women in film. Films will be analyzed in the context of the

political and ideological subtexts they contain. The purpose of the analysis is to understand a film and to be able to relate it to the society that it reflects and sometimes affects. Prerequisite: COM 102J and junior or senior standing. Cr 3.

COM 490 Theories of Mass Communication

A discussion of significant factors related to communication theory. Contemporary theories of mass communication, the mass media, audience analysis, and the role of mass communication in society will be among the topics examined in the course. Students elect to examine an aspect of mass communication that is of interest to them, and present their findings in research papers and projects. Prerequisites: COM 102J, COM 280, and junior or senior standing. Cr 3.

COM 491 Independent Study

A concentrated program of research or study on a particular topic of the student's choice, with approval of a Communication faculty advisor. Periodic conferences with the advisor are required. Prerequisites: COM 102J, COM 300 and junior or senior standing. Cr 3-6.

COM 495 Theories of Communication

This course is designed for upperclass students who are majoring or minoring in communication studies. Based on a seminar format, students in this course will explore in depth several advanced theories of communication, mechanistic through interactive, with examples and application for each. Prerequisites: COM 102J, COM 265 or COM 375, COM 272, COM 280, COM 300, COM 330 or COM 332, COM 390 and junior or senior standing. Cr 3.

Bachelor of Arts in Media Studies

The minimum number of credits (exclusive of the University's Core curriculum) required for the major is 45.

Students majoring in media studies will need to complete the following for graduation: (1) the Core curriculum at USM; (2) the media studies major core requirements of 12 credit hours; (3) 21 credit hours from one concentration (media writing; media theory, history and criticism; or multimedia production and design); and (4) an additional 12 hours consisting of two courses from each of the other two concentrations (one of these courses must be from that concentration's core).

Students must meet proficiencies in mathematics and writing before they can begin their media studies program. Students must take The Writing Process, Foundations of Media Studies, complete areas C and D of the Core curriculum requirements, and obtain a cumulative GPA of at least 2.5 during the first year as a media studies major. Students are afforded the opportunity to apply up to 12 credit hours of courses toward the media studies major (internal or external credit hours) taken before they become media studies majors. These credit hours must be approved by the student's media studies advisor. Students wishing to apply credit hours toward the major must complete this process within the first year of becoming a media studies major.

Media Studies Core (12 hours)

There are four core courses in the media studies curriculum. The Writing Process and Foundations in Media Studies are the two foundation courses for the major. They should be taken during the first year as a media studies major. Students need to receive a C grade in each course or the course will need to be repeated. A grade of C in ENG 100C is required in order to enroll in The Writing Process course.

Seniors in media studies must also take the Service Learning Practicum and the Senior Project. These two courses constitute the advanced core courses in the major and are offered once each academic year.

Media Studies Concentrations

Choose one of the following concentrations (21 credits) and choose any two courses from each of the other two concentrations (12 credits).

A. Media Writing Concentration

Core courses (select two)

MES	274W	Writing for the Media
ENG	201F	Creative Writing
ENG	309	Newsriting

Electives (select five, three must be 300-level or above) Any course not taken in the concentration core may be used as an elective.

Creative Writing

ENG	202F	Memoir and Autobiography
ENG	299-304	Stonecoast Writers' Conference
ENG	300F	Fiction Writing
ENG	301F	Poetry Writing
ENG	302F	Fiction Workshop
ENG	303F	Poetry Workshop
ITP	210	Technical Writing

Journalism/Broadcasting

HUM	307F	Creative Nonfiction
MES	305	Writing Opinion: Editorials and Columns
MES	315	Broadcast Newsriting
THE	355	Journalistic Drama Criticism
ENG	310	Topics in Journalism
ENG	410	Independent Study in Newsriting

Screenwriting/Playwriting

MES	225	Screenwriting I
MES	325	Screenwriting II
THE	250	Playwriting
THE	350	Advanced Playwriting

Topics in Media Writing

MES	200	Topics in Media Writing I (includes such classes as Introduction to Magazine Writing and Radio Newsriting)
MES	300	Topics in Media Writing II (includes such classes as TV Genre Writing and Fiction Writing Workshop and Popular Culture)

B. Media Criticism Concentration

Core courses (select two)

ENG	244E	Introduction to Cultural Studies or
HUM	260I	Theories of Popular Culture
MES	284	Film Appreciation
MES	374	Media Criticism and Aesthetics

Electives (select five, three must be 300-level or above) Any course not taken in the concentration core may be used as an elective.

Media Criticism

ART	277	Film as Image and Idea
CRM	320	Film and Social Order
ENG	310	Topics in Journalism
ENG	411	Seminar in Journalism
HUM	318H	Photography and Poetry: Two Ways of Speaking
MES	380	Film Genre (includes such classes as Science Fiction, Avante Garde Horror, Film Noir, Screwball Comedies, and Musicals)
PHI	211	Media Ethics
PHI	221	Philosophy of Film

Consumer Culture

POS	256	Media and Politics
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POS	310	Internet and Politics
BUS	165J	Consumer Studies
BUS	200	Introduction to Business
BUS	260	Marketing
BUS	363	Advertising
BUS	365	Consumer Behavior
ECO	100J	Intro. to Economics
ECO	104J	U.S. in the World Economy
ECO	106I	Economic, Social, and Cultural Change
ECO	108	Economics in the News
<i>Topics in Media Criticism</i>		
MES	210	Topics in Media Criticism I (includes such classes as Public Relations and the Media, and Mass Media Issues)
MES	310	Topics in Media Criticism II (includes such classes as Television Programs and Audiences)

C. Media Production and Design Concentration

Core courses (select two)

ARH	110G	Visual Environment, or
ART	141F	Fundamentals of Design I
MES	120	Introduction to Multimedia, or
ITT	281	Internet Web Site Development
MES	190	Introduction to Media Production and Design and
MES	191	Introduction to Media Production and Design Lab

Electives (select five, three must be 300-level or above) Any course not taken in the concentration core may be used as an elective

Multimedia

ITT	241	Information and Communication Technology
ITT	281	Internet Web Site Development
ITT	282	Computer-Aided Design
ITT	342	Graphic Communications and Publishing
ITT	343	Desktop Publishing
ITT	344	Digital Audio and Video Technology
ITT	382	Advanced Web Site Development
ITT	384	Advanced Computer-Aided Design
ART	220	Foundations of Computer Imaging
ART	271	Introduction to Photography

Audio-Visual Production

MES	330	Studio Video Production
MES	340	Field Video Production
MES	341	Field Video Production Lab
MES	430	Advanced Studio Video Production
MES	440	Advanced Field Video Production
MES	441	Advanced Field Video Production Lab
THE	134F	Production Management
THE	224	Acting for the Camera
THE	230	Designing for the Performer

Topics in Media Production

MES	220	Topics in Media Production I (includes such classes as Photojournalism and Radio Production I)
MES	320	Topics in Media Production II (includes such classes as Radio Production II, Documentary: The Creative Process, and Digital Video)

Beyond the 45 credit hours, students may elect to enroll in the Internship in Media Studies (1-15 credits). Students have completed internships at WGME NewsChannel 13, WCSH-TV NewsCenter 6, WMTW-TV Channel 8 News, Motion Media Film and Video, and The Blethen Maine Newspapers. Internships have also been completed at MTV and *Good Morning America* in New York City, and at several film companies in Los Angeles. Students may also intern at on-campus student media outlets such as *Words and Images*, *Free Press*, WMPG, and CTN-4.

MES 120 Introduction to Multimedia

This course is for anyone with basic computer skills who is interested in learning to create multimedia content for the Internet and Web. Topics include the basics of HTML, the creation of Web pages and hypertext links between documents, the integration of multimedia elements, the basics of JavaScript, and the workings of the Internet and the Web. Prerequisite: media studies major. Cr 3.

MES 150W Writing Process

This course is designed to provide students with professional writing skills and to make students conversant with a variety of discourses which pertain to media studies. Such discourses may include cultural theory, mass communication, media production, and writing in the media. This course is linked with Foundations of Media Studies; students are encouraged to enroll concurrently in MES 180 Foundations of Media Studies. Prerequisites: media studies major and ENG 100C or equivalent. Cr 3.

MES 180 Foundations of Media Studies

This course examines the historical, philosophical, technological, economic, political, and sociological aspects of print (books, magazines, and newspapers) and electronic media (radio, television, film, sound recordings). In addition, the effects of mass media will be explored. Students are encouraged to enroll concurrently in MES 150W. Prerequisite: media studies major or communications major. Cr 3.

MES 190 Introduction to Media Production and Design

This course will examine the phases of production and design associated with studio production, video field production, and multimedia production. Course content will also explore media aesthetics. Prerequisite: media studies major. Cr 3.

MES 191 Introduction to Media Production and Design Lab

Various production exercises and assignments to illustrate the principles and theories presented in MES 190. Prerequisite: concurrent enrollment in MES 190. Cr 1.

MES 200 Topics in Media Writing I

A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: MES 150W and MES 180. Cr 1-3.

MES 210 Topics in Media Criticism I

A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: MES W150W and MES 180. Cr 1-3.

MES 220 Topics in Media Production I

A selection of courses varying in content from term

to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: MES 150W and MES 180. Cr 1-3.

MES 225 Screenwriting I

In this course, students will learn the process of writing scripts for films. A variety of concept development strategies, writing exercises, script examples, and screenings will be used to encourage students to develop their creative writing skills. Emphasis will be placed throughout the class on the process of screenwriting, from idea formation through writing and revision. Each student will produce a script for a short film. Prerequisites: MES 150W and MES 180. Cr 3.

MES 274W Writing for the Media

This writing-intensive course is designed to provide students with an overview of media writing. Students will be introduced to radio and television commercial writing, broadcast journalism, and fiction and non-fiction scriptwriting. Prerequisites: MES 150W and MES 180. Cr 3.

MES 284 Film Appreciation

This course will introduce the student to film aesthetics and appreciation. It assumes that the student has no knowledge of cinema beyond the moviegoing experience. The aim of the course is to survey the fundamental aspects of cinema as an art form and communication vehicle. The power of moving images and their mass-mediated messages will be analyzed. Prerequisite: media studies major. Cr 3.

MES 300 Topics in Media Writing II

A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: MES 150W and MES 180. Cr 1-3.

MES 305 Writing Opinion: Editorials and Columns

This is a writing intensive course that provides students with the basic skills for writing editorials, columns, and journalistic essays. The emphasis is on economical, persuasive, and strongly argumentative styles of writing. Students will read, analyze, and discuss throughout the semester the work of a leading U.S. essayist/columnist. Prerequisites: MES 150W, MES 180, and ENG 309. Cr 3.

MES 310 Topics in Media Criticism II

A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: MES 150W and MES 180. Cr 1-3.

MES 315 Broadcast Newswriting

This course introduces the basics of newswriting for television. It stresses brevity and conversational

style of writing. Students will learn how to write TV news story scripts, beginning with simple news scripts (readers) and closing with complex scripts (packages). By providing the basics, the course prepares students for an internship with a broadcast news organization. It also offers practical advice on obtaining a job in broadcasting. Prerequisites: MES 150W, MES 180, and ENG 309. Cr 3.

MES 320 Topics in Media Production II

A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: MES 150W and MES 180. Cr 1-3.

MES 325 Screenwriting II

Students will continue to build skills in dramatic story structure, visual storytelling, character, dialogue, conflict enhancement, effective description, and theme development. Each student will produce a draft of a feature length screenplay. Prerequisite: MES 225. Cr 3.

MES 330 Studio Video Production

This course is designed to develop the fundamental skills of visualization, storytelling, and technological awareness in the service of ideas. Course content will explore the procedures and knowledge needed for each stage of production. Coursework will acknowledge the essential blend between practical and theoretical knowledge. A sense of respect for the team process of television production and the value of team collaboration will be stressed. Prerequisite: MES 190. Cr 4.

MES 340 Field Video Production

This course is primarily concerned with the development of critical evaluation skills needed in assessing and analyzing the video medium as a communication vehicle. Students will engage in actual video production projects. Prerequisite: MES 190. Cr 3.

MES 341 Field Video Production Lab

This lab will provide students with hands-on experience with digital video cameras, production equipment, and digital, non-linear editing software. Students must concurrently be enrolled in MES 340. Prerequisites: MES 190 and MES 191. Cr 1.

MES 374 Media Criticism and Aesthetics

The purpose of this course is to introduce students to the variety of critical approaches applied to the analysis of media. The content of this course will focus on traditional and contemporary analysis of media. The aim of this course is to provide a critical context for the consumption of media content. Prerequisites: MES 150W and MES 180. Cr 3.

MES 380 Film Genres

This course will explore a genre found in film history. The genre selected for any given semester could be taken from such established ones as science fic-

tion, horror, screwball comedies, musicals, or film noir. May be repeated for credit when topics vary. Prerequisites: MES 150W, MES 180, and MES 284. Cr 3.

MES 400 Senior Project

This course offers graduating seniors in media studies an opportunity to complete a substantive piece of work in preparation for graduate work or professional placement. Students are also required to complete a media portfolio (résumé, personal narrative, and sample media-related work). Students will present their work to an audience of faculty and peers. Students will further develop career strategies by participating in professional development workshops. Prerequisites: MES 150W, MES 180, and senior standing. Cr 3.

MES 430 Advanced Studio Video Production

Students will receive advanced training in the pre-production, production, and post-production processes associated with television studio production. This course will blend practical and theoretical knowledge as students complete a variety of studio productions. The primary objective of this course is to enable a student to function effectively as a director and as a production team member within the studio setting. Prerequisites: MES 190, MES 191, and MES 330. Cr 4.

MES 440 Advanced Field Video Production

This course continues to explore the concepts introduced in MES 340 and MES 240. Students will investigate pre-production planning, production techniques, and post-production execution in order to communicate clearly in the video medium. More complex assignments will be given to hone skills in writing, directing, and producing. Prerequisites: MES 190, MES 191, MES 340, and MES 341. Cr 3.

MES 441 Advanced Field Video Production Lab

This lab will focus on advancing the skills and concepts taught in MES 340/341. This lab will consist of workshops and exercises in image and sound acquisition using digital video cameras and production equipment, as well as advanced video editing principles and techniques using editing software. Students must be concurrently enrolled in MES 440. Prerequisites: MES 190, MES 191, MES 340, and MES 341. Cr 4.

MES 450 Service Learning Practicum

This course gives students the opportunity to work with organizations outside the University in a professional context. Students will be divided into groups and will work with nonprofit organizations to develop projects, such as a multimedia presentation, a video, or a research report. Prerequisites: MES 150W, MES 180, and senior standing. Cr 3.

MES 490 Internships in Media Studies

This course offers media studies students the oppor-

tunity to develop their media expertise by working in a professional organization. An application process is required. Successful completion of the internship includes participation in several class

meetings and submission of a journal, final paper, portfolio, and an on-site evaluation. Prerequisites: media studies major, junior/senior standing, 2.5 GPA, application approval. Cr 1-15.

Criminology

Chair of the Department: David C. Powell (fall semester) and Dusan Bjelic (spring semester), 1 Chamberlain Ave., Portland

Professors: Beirne, Bjelic, Messerschmidt; *Associate Professors:* Powell, Wachholz

The Department of Criminology offers a four-year program leading to a bachelor of arts degree in criminology. The program provides students with a liberal arts education whose focus is the complex relations among crime, law, and society, and which emphasizes the social sciences. The curriculum is a rigorous series of courses which provides students with a comprehensive knowledge of crime and crime control in contemporary, historical, and comparative perspective. The core of the curriculum is an integrated set of required courses. These courses are designed as a cumulative set of experiences and must be taken in sequence. Elective courses enable students to place their criminological interests in a broader perspective.

Many students in the program are interested in social and human service occupations related to criminal, juvenile, and social justice. The program also prepares students for a wide variety of other career options and provides an excellent basis for graduate study in criminology, other social sciences, and law.

The Department is well-known for its critical perspectives and published research on criminological theory, gender, multi-cultural, and comparative analyses. The faculty have won regional, national, and international awards for scholarship, teaching innovations, and community service. In addition, all faculty members have had significant professional training outside the United States, including Australia, Britain, Sweden, and the former Yugoslavia.

While some students enroll in the major expecting to learn law enforcement skills and strategies, psychological profiling, forensic investigation, and approaches to prosecution, this is not the program's focus. Criminology courses examine social structural foundations of crime, deviance, and social harm, including the social control institutions, as well as the power dynamics involved in defining crime, prosecuting crime, and official sanctions for deviance and those "at risk." The dynamics of racism, sexism, class inequality, and heterosexism as they impact perceived realities of "crime" are also systematically explored in the program's courses. The notion that "crime" is simply about breaking the law is not accepted at face value; the concept and the broader discipline of criminology as it relates to faculty research, teaching, and community service are examined.

Student Participation

Student involvement is a high priority for the Department. Students are involved in the research projects of the Department as well as the everyday administrative and advising life of the Department. Representatives of the Criminology Students' Association are elected by members of the Association each April, although vacancies sometimes occur during the year. Students who are interested in this sort of participation are encouraged to contact Departmental faculty.

Internships

The Department of Criminology offers a strong and established internship program. Credit internships actively seek to bring together student academic work and community involvement. Students interested in an internship placement are encouraged to meet with the internship coordinator.

Colloquia

The Department of Criminology sponsors a colloquium series that seeks to bring together faculty and students in active discussion around a variety of topics. Several colloquia are scheduled each semester with faculty, students, or visiting scholars making presentations. A schedule of current colloquia is available in the Department office.

Programs and Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 39.

Required Courses (27 credits)

SOC	100J	Introduction to Sociology
CRM	215J	Criminology
CRM	216	White-Collar Crime
CRM	220	Criminological Inquiry
CRM	301	Criminological Theory
CRM	317	Gender and Crime
CRM	330	Crime and Social Control
CRM	334	Law and State
CRM	401	Comparative Criminology

Elective Courses (12 credits)

Students are also required to choose four elective courses (12 hours) from the following courses. Two of these four electives must be taken from criminology. The remaining two electives must be chosen from the other courses listed below.

Criminology

CRM	217	Crime in Maine
CRM	222	Field Studies in Informal Social Order
CRM	225	Crimes against the Environment
CRM	230	Introduction to the Criminal Justice System
CRM	310	Classical Theories of Social Order
CRM	320	Film and Social Order
CRM	325	Domestic Violence
CRM	327	Animal Abuse
CRM	337	Youth Crime
CRM	340	Criminal Law
CRM	345	Criminology in Sweden
CRM	350	Topics in Criminology
CRM	360	The Death Penalty
CRM	370	Reflexive Criminology
CRM	375	Media and Crime
CRM	380	Restorative Justice
CRM	390	Independent Projects
CRM	395	Internship
CRM	402	Senior Seminar

Sociology

SOC	312	Inequality and Power
SOC	316	Sociology of Gender
SOC	330	Sociology of the Family
SOC	331	School and Society
SOC	355	Politics and Society
SOC	357	Organization: Individual and Society
SOC	358	Sociology of Women's Work
SOC	371	Sociology of Race and Ethnicity
SOC	374	Mental Health and Illness
SOC	375	Sociological Perspectives on Deviance
SOC	389	Law and Society in England

Philosophy

PHI	260	Philosophy of Law
PHI	265	Feminist Philosophy

Women's Studies

WST	220	Topics in Women's Studies
WST	280W	Women, Knowledge and Power
WST	320	Advanced Topics in Women's Studies
WST	380	The Politics of Difference

Major Credit, Grade Policy, and Continuing in the Major

All major courses have prerequisites. Courses to be taken for major credit at other colleges and universities must be approved in advance. Grades of C or better must be achieved in all courses for major credit. Courses taken pass/fail are not acceptable in the major. The Department chair routinely requests faculty to submit a list of those students doing less than C work at mid-semester. These students are strongly encouraged to meet with their professor, and may be required to meet with the chair.

Before taking CRM 215J or any criminology course above that level, students must have completed SOC 100J with a grade of C or better, as well as the following three areas of the Core curriculum: 1) English Composition; 2) Quantitative Decision Making; and, 3) Skills of Analysis.

To complete the major successfully, students must have a GPA of 2.33 or higher and have demonstrated satisfactory performance in major courses (i.e., a grade of C or better).

Curriculum Summary and Guide

The criminology curriculum is a series of structured and integrated courses that must be taken in sequence.

<i>Year</i>	<i>Required Courses</i>	<i>Elective Courses</i>
1	Core curriculum requirements Elective prerequisites	
2	Complete Core curriculum requirements and elective prerequisites Introduction to Sociology Criminology White-Collar Crime Criminological Inquiry	
3	Crime and Social Control Gender and Crime Criminological Theory	Electives
4	Law and State Comparative Criminology	Electives

Declaration of Major

Students must successfully complete SOC 100J and CRM 215J with grades of C or better in order to continue in the criminology major.

Transfer Students

Transfer students and students contemplating transfer into the Criminology Department are urged to meet with the Department chair as early as possible for an evaluation of their progress and their requirements in the major.

Supplementary information is published each semester by the Criminology Department to assist students in planning their course schedules. The information includes a summary of major courses, listings, and descriptions of special courses, and general information for majors.

For more information, write to: Administrative Assistant, Criminology Department, University of Southern Maine, 96 Falmouth Street, P.O. Box 9300, Portland, Maine 04104-9300 or telephone (207) 780-4105.

Minor in Criminology

The number of credit hours required for the minor is 21. A grade of "C" or better is required in any course used for criminology minor credit.

Required Courses

SOC 100J	Introduction to Sociology
CRM 215J	Criminology
CRM 216	White-Collar Crime
CRM 220	Criminological Inquiry

Choose ONE of the following:

CRM 301	Criminological Theory
CRM 317	Gender and Crime
CRM 330	Crime and Social Control
CRM 334	Law and State
CRM 400	Comparative Criminology

Elective Courses

Choose any TWO CRM courses.

CRM 215J Criminology

This course focuses on the nature of crime and on problems concerning its measurement and distribution. The course examines some of the popular images

of crime in the media and elsewhere, the creation and utility of official and unofficial crime statistics, and theories about the causes of crime. Prerequisite: SOC 100 with a grade of C or better. Cr 3.

CRM 216 White-Collar Crime

This course provides an analysis of different criminological perspectives on white-collar crime, and focuses on some specific types of white-collar crime: occupational crime, corporate crime, syndicated crime, and political crime. Prerequisite: CRM 215J. Cr 3.

CRM 217 Crime in Maine

An introduction to crime and penal policies in Maine, including official and unofficial crime statistics; common crimes; white-collar crimes; and selected aspects in crime control. The course presents interstate comparative analysis, and several guest lectures by Maine speakers. Prerequisite: CRM 215J. Cr 3.

CRM 220 Criminological Inquiry

This course is an introduction to methodological issues in criminology. The emphasis is on critical evaluation and application of the basic instruments of inquiry. Students will learn how to "do" criminology, as well as how to assess existing criminological literature. Prerequisite: CRM 215J. Cr 3.

CRM 222 Field Studies in Informal Social Order

This course will study informal social order as the tacit framework for the formal legal order. This will be an empirical test of criminological theories introduced in CRM 215. Through different methods of field research, students will be asked to observe and analyze the informal order of legal institutions such as courtrooms, prisons, and police stations. Prerequisite: CRM 215J. Cr 3.

CRM 225 Crimes against the Environment

This course is designed to expose students to many of the prominent controversies and challenges associated with defining, measuring, and responding to crimes against the environment. Central to the course is an examination of the relationship between socioeconomic power and its effect on responses to environmental change. Prerequisite: CRM 215J with a grade of C or better. Cr 3.

CRM 230 Introduction to the Criminal Justice System

This course is designed to provide students with an understanding of the criminal justice system in the United States from a sociological perspective. Students will become familiar with criminal justice functions such as policing, trials, defense and prosecution of cases, and corrections. Also, students are required to prepare a mock trial of a criminal case. Prerequisite: CRM 215J. Cr 3.

CRM 301 Criminological Theory

This course focuses on the development of criminological theory from 1930 to present. The course is historical in nature and addresses such fundamental problems as why certain behavior is defined as criminal, the causes of crime, and the consequences for the individual of being labeled as a criminal. Prerequisite: CRM 215J. Cr 3.

CRM 310 Classical Theories of Social Order

This course will examine how the concept of social order and the invention of criminology arose simultaneously. Classical social theories of the Enlightenment and Modernity will be used to study the origin of the modern state and the criminalization of various social groups. Prerequisite: CRM 215J. Cr 3.

CRM 311 Contemporary Theories of Social Order

This course is a continuation of CRM 310. After reexamining classical theories, the course will introduce students to contemporary theories of social order. The theoretical focus will be on crime and criminalization as forms of social action. Prerequisites: CRM 215J and CRM 310. Cr 3.

CRM 317 Gender and Crime

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

CRM 320 Film and Social Order

The intent of this course is to engage in a cross-cultural study of the relationship of film to social order and crime. Films construct images about social reality. The ways in which these images present and interpret this relationship will be examined from various analytical standpoints, including ethnomethodology, semiology, and post-modernism. Prerequisite: CRM 215J. Cr 3.

CRM 325 Domestic Violence

This course explores contemporary theoretical and policy debates on domestic violence as a social problem and crime. Topics include partner abuse, child abuse, and elder abuse. The definition and measurement of domestic violence are analyzed. Comparison of legal and community responses to domestic violence is emphasized. Special attention is given to economic and ethnic diversity as they relate to domestic violence. Prerequisite: CRM 215J. Cr 3.

CRM 327 Animal Abuse

Key questions about the nature and forms of animal abuse are subjected to interdisciplinary inquiry spanning sociology, criminology, moral philosophy, and law. The course begins with individualized forms of animal abuse, such as cruelty, neglect, and sexual assault. It then examines institutionalized forms of abuse in research, zoos, hunting, sport/entertainment, and food production. Attention is also given to the link(s) between animal abuse and interhuman violence. Prerequisite: CRM 215J. Cr 3.

CRM 330 Crime and Social Control

This course explores theoretical and practical issues of modern systems of social control, including punishment, policing, prisons, parole, probation, and the role of the state in social control. The history of

Western social control systems is stressed, with emphasis on race, gender, and class effects. Students are required to engage in experiential learning. Prerequisites: CRM 215J and CRM 220. Cr 3.

CRM 334 Law and State

This course explores the relationship between the United States's social welfare policies and contemporary crime control problems and practices. It includes an examination of the United States's residual welfare state, theories on social welfare development, and the Nordic model of crime prevention, which is based on the premise that crime can be reduced through social policies designed to lessen structural inequalities. Prerequisite: CRM 215J. Cr 3.

CRM 337 Youth Crime

This course provides an overview of justice issues as they affect juveniles. Theoretical explanations for youth crime as well as the emergence of both "adolescence" and "delinquency" as socially constructed concepts will be examined. In general, the course adopts an historical approach to youth crime. Prerequisite: CRM 215J. Cr 3.

CRM 340 Criminal Law

This course offers students an intensive study and review of statutory law, case law, and criminal procedure. Substantive topics covered include responsibility; insanity; grand jury; 4th, 5th, 8th and 14th Amendment issues; pre-trial; trial; sentencing and appeals. Materials are drawn from U.S. Supreme Court and Maine Judicial Court opinions. Prerequisites: CRM 215J or permission of instructor. Cr 3.

CRM 345 Criminology in Sweden

This special summer course in Sweden provides students with the opportunity to live in, study, and experience another culture and to gain an understanding of crime, criminology, and social control in another country. Visits will be made to the police department and court system in Stockholm and to several prisons in other cities. Lectures will be provided by sociologists at the Criminology Institute at the University of Stockholm, as well as by a variety of lawyers, judges, and political party leaders. Offered Summer Session only. Prerequisite: CRM 215J. Cr 6.

CRM 350 Topics in Criminology

Specially developed courses exploring areas of interest and concern in depth. Among these topics currently considered are war crimes, race and crime, ethno-methodology, homicide, visual criminology, film and crime, self and crime, sexuality and crime, and social theories of non-violence. May be repeated for credit. Prerequisite: CRM 215J. Cr 3.

CRM 360 The Death Penalty

This course is designed to provide students with historical and current information on the death penalty in the United States. The following topics are cov-

ered: historical applications, deterrence, racial and gender bias, execution of innocent people, and the legal, political, economic, and moral perspectives of the death penalty. Prerequisite: CRM 215J. Cr 3.

CRM 370 Reflexive Criminology

A reflexive approach to criminology examining criminological theories and perspectives as cultural and ideological products. Using cross-cultural and historical comparisons, the course analyzes the conditions under which "criminology" is produced. We also explore the connections between the product of the "criminology industry" and the reproduction of broader cultural and ideological patterns. Prerequisites: CRM 215J, CRM 301. Cr 3.

CRM 375 Media and Crime

It is important to examine how the media assemble, select, and disseminate "crime knowledge" to audiences and thus influence their understanding of crime. The course uses a social constructionist approach to explore structural, institutional, and interactional contexts of media production. Prerequisite: CRM 215J. Cr 3.

CRM 380 Restorative Justice

This course explores theory and research on restorative justice, which is an international movement of "progressive" reform that claims to reduce social inequalities generating crime. Students explore theoretical and empirical developments in restorative justice and examine programs claiming restorative components, such as victim-offender mediation and diversionary conferences. Prerequisite: CRM 330. Cr 3.

CRM 390 Independent Projects

Individually or collectively arranged reading and/or research for juniors and seniors under the direction of a faculty member. May be repeated for credit. Prerequisites: CRM 215J and CRM 220 or CRM 222. Cr 3.

CRM 395 Internship

The course is designed as a field experience/reflection opportunity for upper-level criminology majors with substantive background or coursework in the area of internship placement. It also provides a work/action experience and insight into professional roles in a variety of community agencies and organizations. The emphasis is on the application of social science perspectives, substantive knowledge, and methodologies to understand a particular organizational situation. In addition to field placement, students are expected to meet for a series of internship seminars, for which readings and reports will be required. In order to register for Internship, students must have an overall GPA of 2.5 or better and a GPA of 3.00 or better in the major. Also, students must have completed 53 or more credit hours by the end of the semester in which they register for the course. Contact Department internship coordinator for details. Prerequisites: CRM 215J and CRM 220. Cr 3-6.

CRM 401 Comparative Criminology

This course focuses on the application of U.S. criminological theory in cross-cultural contexts. Specific emphasis is given to the problems of cultural relativism and intellectual imperialism while providing an integrative senior experience for majors. Prerequisites: CRM 215J, CRM 220, and senior class standing.

CRM 402 Senior Seminar

This course is intended to furnish senior criminology majors with an opportunity to reflect on and integrate the material in their other major courses. Its focus is a major research project. The course combines individualized instruction, small group meetings, and seminars. Prerequisites: CRM 215J, CRM 220 and junior or senior class standing. Cr 3.

Economics

Chair of the Department: Bruce Roberts, 11 Chamberlain Avenue, Portland

Professors: Hillard, Roberts; *Associate Professors:* Feiner, Goldstein, Mamgain, Medley; *Assistant Professor:* Bouvier

The undergraduate program in economics provides practical preparation for a variety of careers as well as for graduate study in economics, business administration, public policy, and law. Economics is a social science and as such is best studied in the context of broader exposure to the liberal arts and sciences.

Programs and Requirements

Bachelor of Science in Economics (54 credits)

To be eligible for a degree, a student must complete 120 credit hours fulfilling the University's Core curriculum requirements and all requirements for the major. Note that only one course carrying the prefix ECO can be used to satisfy both Core curriculum and economics major requirements.

Major Prerequisites (6 credits)

ECO 101J	Introduction to Macroeconomics
ECO 102J	Introduction to Microeconomics

Major Requirements (9 credits)

ECO 301	Intermediate Macroeconomics
ECO 302	Intermediate Microeconomics
ECO 303	Political Economy

Other Requirements (21 credits)

Select three of the following courses:

BUS 260	Marketing
BUS 335	International Business
BUS 340	Managing Organizational Behavior
BUS 361	International Marketing
BUS 365	Consumer Behavior, or
BUS 165J	Consumer Studies
BUS 385	Entrepreneurship and Small Business Formation
FIN 320	Basic Financial Management
FIN 327	Investment Management
FIN 328	Financial Institutions and Markets
FIN 330	International Financial Management

Choose Track A or Track B

Track A:

ACC 110	Financial Accounting Information for Decision Making
MAT 211D	Probability
MAT 212	Statistics

Select one of the following courses:

BUS 370	Management Science
BUS 375	Production/Operations Management
ECO 305	Research Methods in Economics

Students who select ECO 305 under Track A cannot also use that course to satisfy a Major Elective requirement.

Track B:

ACC 110	Financial Accounting Information for Decision Making
MAT 152D	Calculus A
MAT 153	Calculus B
MAT 380	Probability and Statistics

Major Electives (18 credits)

Select six of the following courses (a maximum of two courses from departments other than Economics may be used):

ECO 220I	U.S. Economic and Labor History
ECO 305	Research Methods in Economics
ECO 310	Money and Banking
ECO 312	U.S. Economic Policy
ECO 315	Economic Development
ECO 316	Case Studies in International Development
ECO 321	Understanding Contemporary Capitalism
ECO 322	Economics of Women and Work
ECO 323	U.S. Labor and Employment Relations
ECO 325	Industrial Organization
ECO 330	Urban Economics
ECO 340	History of Economic Thought
ECO 350	Comparative Economic Systems
ECO 370	International Economics
ECO 380	Public Finance and Fiscal Policy
ECO 381	State and Local Public Finance
ECO 399	Special Topics in Economics
ECO 450	Readings in Economics
ECO 490	Independent Readings and Research in Economics
CRM 216	White-Collar Crime
GEO 303	Economic Geography
MAT 252	Calculus C
MAT 290	Foundations of Mathematics
MAT 295	Linear Algebra
POS 340	The Politics of Developing Nations
POS 365	Environmental Politics and Policy
SWO 350	Social Welfare Policy
WST 365	Topics in Women, Gender, and Institutions II
WST 465	Topics in Women, Gender, and Institutions III

Bachelor of Arts in Economics (57 credits)

To be eligible for a degree, a student must complete 120 credit hours fulfilling the University's Core curriculum requirements and all requirements for the major. Note that only one course carrying the prefix ECO can be used to satisfy both Core curriculum and economics major requirements.

Major Prerequisites (6 credits)

ECO 101J	Introduction to Macroeconomics
ECO 102J	Introduction to Microeconomics

Major Requirements (9 credits)

ECO 301	Intermediate Macroeconomics
ECO 302	Intermediate Microeconomics
ECO 303	Political Economy

Other Requirements (18-19 credits)

Select one of the following courses:

MAT 120D	Introduction to Statistics
MAT 380	Probability and Statistics

Select one of the following courses:

ECO 305	Research Methods in Economics
MAT 105D	Mathematics for Quantitative Decision Making
MAT 108	College Algebra
MAT 140D	Pre-Calculus Mathematics
MAT 145	Discrete Mathematics I
MAT 152D	Calculus A
MAT 153	Calculus B

Students who select ECO 305 under Other Requirements cannot also use that course to satisfy a Major Elective requirement.

Select three of the following courses:

ANT 101J	Anthropology: The Cultural View
GEO 101J	Human Geography

POS	101J	Introduction to American Government
POS	104J	Introduction to International Relations
SOC	100J	Introduction to Sociology
Select one of the following courses:		
ECO	103E	Critical Thinking About Economic Issues
PHI	110E	Introduction to Philosophy: Sex, Gender, and Society
PHI	111E	Introduction to Philosophy: Philosophical Reading (and Writing)
PHI	112E/W	Introduction to Philosophy: Feminist Perspectives
SOC	210E/W	Critical Thinking About Social Issues
Major Electives (24 credits)		
Select eight of the following courses (a maximum of three courses from departments other than Economics may be used):		
ECO	220I	U.S. Economic and Labor History
ECO	305	Research Methods in Economics
ECO	310	Money and Banking
ECO	312	U.S. Economic Policy
ECO	315	Economic Development
ECO	316	Case Studies in International Development
ECO	321	Understanding Contemporary Capitalism
ECO	322	Economics of Women and Work
ECO	323	U.S. Labor and Employment Relations
ECO	325	Industrial Organization
ECO	330	Urban Economics
ECO	340	History of Economic Thought
ECO	350	Comparative Economic Systems
ECO	370	International Economics
ECO	380	Public Finance and Fiscal Policy
ECO	381	State and Local Public Finance
ECO	399	Special Topics in Economics
ECO	450	Readings in Economics
ECO	490	Independent Readings and Research in Economics
BUS	260	Marketing
BUS	335	International Business
CRM	216	White-Collar Crime
FIN	330	International Financial Management
GEO	303	Economic Geography
MAT	252	Calculus C
MAT	290	Foundations of Mathematics
MAT	295	Linear Algebra
POS	340	The Politics of Developing Nations
POS	365	Environmental Politics and Policy
SWO	350	Social Welfare Policy
WST	365	Topics in Women, Gender, and Institutions II
WST	465	Topics in Women, Gender, and Institutions III

Minor in Economics

A minor in economics is available to students in any major within the University. Students wishing to pursue the minor must be in good standing with the University and submit a Declaration of Minor form to the USM Registrar. This form is available online at www.usm.maine.edu/reg/forms.htm.

Requirements for a minor in economics (18 credits)

- ECO 101J Introduction to Macroeconomics
- ECO 102J Introduction to Microeconomics

Select one of the following courses:

- ECO 103E Critical Thinking About Economic Issues
- ECO 105H A Novel Approach to Economics
- ECO 106I Economic, Social, and Cultural Change

Select three 300-level or above ECO courses.

All courses taken to satisfy the requirements for a minor in economics must be completed with a cumulative GPA of at least 2.0.

Minor in Labor Studies

The minor in labor studies examines many aspects of work and workers but focuses especially on the relationships among individual lives, work, class processes and dynamics, and capitalist development. The minor in labor studies addresses the practical problems of work, workers, and their organizations, as well as broad conceptual and theoretical issues including, but not limited to, the relationships among labor, work, and class; a critical examination of class processes and dynamics; a critical examination of capitalist development; the intersections of class with race, ethnicity, gender, and generation; and historical perspectives on all of these topics.

The minor is an interdisciplinary program drawing on faculty and courses from economics, geography, history, arts and humanities, and sociology. Courses provide substantive knowledge of these disciplines and will help to develop critical thinking and analysis skills, writing and oral communication skills, and social science and historical research methods.

Because nearly every individual and organization deal with employees and work, there is constant demand for graduates with understanding and abilities in this area. Students will be prepared for careers in the private sector, labor unions, social services, and all levels of government.

The minor in labor studies is available to students in any major within the University. Students wishing to pursue the minor must be in good standing with the University and submit a Declaration of Minor form to the USM Registrar. This form is available online at www.usm.maine.edu/reg/forms.htm.

Select five of the following courses (15 credits):

ECO	220I	U.S. Economic and Labor History
ECO	322	Economics of Women and Work
ECO	323	U.S. Labor and Employment Relations
GEO	302	Gender, Work, and Space
GEO	303	Economic Geography
HTY	132I	United States History Since 1877
HTY	341	Black Women in the Americas
HTY	358	Early 20th-Century United States, 1898-1938
HTY	359	The United States Since 1939
HTY	381	Latin American and the United States
HUM	310I	French Settlement in the Northeast
HUM	330I	Labor, Literature, and the Arts
SOC	327	Social Movements
SOC	348	Sociology of Work
SOC	358	Sociology of Women's Work

Of the five courses, one must be "history-centered" (chosen from among the following: ECO 220I, ECO 323, HTY 132I, HTY 341, HTY 358, HTY 359, HTY 381); one must be "contemporary" (chosen from among the following: ECO 322, GEO 302, GEO 303, SOC 327, SOC 348, SOC 358); one must be "international" (chosen from among the following: GEO 302, GEO 303, HTY 381, SOC 327, SOC 348).

Finally, students can apply no more than six credits from their major toward the minor in labor studies.

Minor in Accounting

A minor in accounting is available to students in any major within the University. Students wishing to pursue the minor must obtain a copy of the Authorization for Accounting Minor Form from the School of Business, complete and return it to the School of Business advisor, signed by the student's current economics advisor. An overall GPA of 2.33 is required at the time of application.

Accounting minors need a 2.33 cumulative GPA in the five courses taken in the minor. A student may transfer to the minor up to six credit hours of comparable accounting courses, with grades of C (2.00) or better, from accredited institutions.

The minor in accounting is 15 credit hours, and normally consists of the following courses: ACC 110, ACC 211, and three additional accounting courses. Please refer to the Department of Accounting and Finance minor in the School of Business section of this catalog for a complete listing of these courses.

Minor in Mathematics

A minor in mathematics is available to students in any major within the University. Students wishing to pursue the minor must be in good standing with the University and submit a Declaration of Minor form to the USM Registrar. This form is available online at www.usm.maine.edu/reg/forms.htm. The minor in mathematics is 22 credit hours to include the following courses: COS 160, COS 170, MAT 152D, MAT 153, MAT 290. Additionally, select two MAT courses with a second digit 5 or greater (we recommend MAT 295 Linear Algebra).

All courses taken to satisfy the requirements for a minor in mathematics must be completed with a cumulative GPA of at least 2.0.

ECO 100J Introduction to Economics: Ideas and Issues

An introduction to basic economic ideas, issues, and theories for non-majors. The course surveys micro-economic and macroeconomic theories and analyzes current topics and problems of the economy. Cr 3.

ECO 101J Introduction to Macroeconomics

An analysis of the basic characteristics, institutions, and activities of modern market economies. Topics discussed include inflation, unemployment, government monetary and fiscal policy, full employment and economic growth. Cr 3.

ECO 102J Introduction to Microeconomics

Introduction to the analysis of individual markets: the functioning of prices in a market economy, economic decision making by producers and consumers, and market structure. Topics discussed include consumer preferences and consumer behavior, production theory and production costs, the monopoly firm, and resource pricing. Additional topics are determined by individual instructors. Cr 3.

ECO 103E Critical Thinking About Economic Issues

This course aims to develop critical thinking skills through the study of competing interpretations and analyses put forward by economists. Students will use a variety of texts, media, and activities to better understand controversial topics in economics. The specific thematic focus of ECO 103E may vary from section to section. Examples of topics which may be examined include the economics of health care, economic inequality, the global economy, and the economics of the environment. Prerequisites: ENG 100C or equivalent. Cr 3.

ECO 104J The U.S. in the World Economy

Students will examine national and global economic issues through consideration and application of economic theories. They will analyze and discuss basic economic principles and viewpoints, traditional policy approaches, post-World War II transformation in the U.S. economy, the impacts of the changing global economy on various aspects of life in the United States and will develop policy responses to these issues. Prerequisites: none. Cr 3.

ECO 105H A Novel Approach to Economics

This course will use fiction and non-fiction to

explore key issues in economic analysis and policy formation. The impact of institutional change on production, distribution, and consumption will be the principal focus of the course. Students will discuss and write about the texts; some graphical analysis will be employed. Prerequisites: none. Cr 3.

ECO 106I Economic, Social, and Cultural Change

Students will explore connections among major socioeconomic transformations (e.g., the spread of market relations, industrialization, and new technologies), massive movements of people (from countryside to city, from one nation to another), the resulting clash of cultures, and the social construction of human worth. Students will analyze debates over human intelligence, social policy, economic performance, and the relative standards of living. Prerequisites: none. Cr 3.

ECO 108 Economics in the News

This introduction to economic ideas is based on current economic events as reported in a variety of news media. The principles of economics will be introduced through reading and guided discussion of economic coverage in various broadcast sources. Topics include markets, labor, business, the environment, health care, and poverty. Prerequisites: none. Cr 3.

ECO 220I U.S. Economic and Labor History

This course examines labor issues in the U.S. economy, combining analytical and historical perspectives. The course surveys the evolution of labor in the U.S. economy from the industrial revolution to the present, considers the history of the American worker and of the U.S. labor movement, and analyzes labor markets and their relationship to the competitiveness of the U.S. economy. Prerequisites: English competency requirement (Area C). Cr 3.

ECO 301 Intermediate Macroeconomics

A theoretical analysis of the basic forces that cause inflation, growth, and fluctuations in economic activity. The effects on employment and other factors are thoroughly treated. Stabilization policies are examined and evaluated. Prerequisites: ECO 101J and ECO 102J, or ECO 100J and Department permission. Cr 3.

ECO 302 Intermediate Microeconomics

Analysis of individual markets, choice, and exchange

theory: the functioning of prices in a market economy, rational decision making by consumers and producers, cost and production analysis, market structure, and theory of public goods and market failures. Prerequisites: ECO 101J and ECO 102J, or ECO 100J and Department permission. Cr 3.

ECO 303 Political Economy

This course provides an overview of various perspectives on the U.S. economic system, its dynamics, problems, and its relation to the political sphere. Topics may include: inequality and discrimination; growth and the environment; military spending, productivity and growth; and policies for the future. Prerequisites: ECO 101J, ECO 102J, and either ECO 301 (or concurrent) or ECO 302 (or concurrent) or permission of instructor. Cr 3.

ECO 305 Research Methods in Economics

Measures of central tendency, basic probability theory, and hypothesis testing will be discussed. With a focus on economic data, the relationship between random variables will be examined using linear regression models and computer software. Prerequisites: MAT 120D and proficiency in Microsoft Excel™ or permission of instructor. Cr 3.

ECO 310 Money and Banking

This course examines the structure and operation of the financial system with major emphasis on commercial banking; reviews the structure of the Federal Reserve System and analyzes the tools of policy; develops alternative monetary theories; and discusses major issues in monetary policy. Prerequisites: ECO 101J, ECO 102J. Cr 3.

ECO 312 U.S. Economic Policy

This course examines currently perceived problems of the U.S. economy. A range of views of these problems and associated policy proposals are considered including: free market, traditional monetary and fiscal, as well as new policy approaches. Prerequisites: any 100-level ECO course. Cr 3.

ECO 315 Economic Development

The theories and practices of interregional and international economic development. Special attention is given to developmental problems of emerging nations. Prerequisite: any 100-level ECO course. Cr 3.

ECO 316 Case Studies in International Development

This course provides case studies of the issues, problems, and policies of economic development. The development experience of various countries is examined in a comparative context. Prerequisites: any 100-level ECO course. Cr 3.

ECO 321 Understanding Contemporary Capitalism

This course analyzes the character and dynamics of leading contemporary capitalist economies, emphasizing historical, comparative, and institutional per-

spectives. These perspectives are used to address a wide range of contemporary economic issues, including national R&D policy, financial regulation, public and private human resource investments, and organizational strategies. Prerequisites: Any 100-level ECO course or instructor permission. Cr 3.

ECO 322 Economics of Women and Work

This course examines women's post-WWII experiences in paid work settings in the U.S. The class will assess a range of theories designed to explain women's access to well-paying jobs and career ladders while maintaining family responsibilities. In addition, students will consider the effectiveness of a variety of public policies for greater labor market equity. Cr 3.

ECO 323 U.S. Labor and Employment Relations

This course considers the evolution of 20th-century U.S. labor relations, particularly the competing fortunes of union and non-union labor relations models, as well as the impact of changing institutions on labor markets. It also surveys the evolving perspectives of industrial relations theorists and practitioners. Cr 3.

ECO 325 Industrial Organization

This course investigates theories relating industrial structure to company conduct and performance. Case studies from the U.S. economy will be used to illustrate important developments in the 1970s and 1980s—internationalization, technological change, and competitiveness problems. Prerequisites: ECO 101J, ECO 102J. Cr 3.

ECO 330 Urban Economics

This computer-intensive course studies the growth and decline of urban regions. Census data are used to examine the dynamics of urban population change, with special reference to the northeastern United States. Prerequisites: ECO 102J or instructor permission. Cr 3.

ECO 340 History of Economic Thought

A survey of the development of modern economic theories, focusing in particular on Smith, Ricardo and Malthus, Marx, the marginalists, and Keynes. Consideration is also given to contemporary debates which exemplify historical controversies among theories. Prerequisites: ECO 101J, ECO 102J. Cr 3.

ECO 350 Comparative Economic Systems

The structures and operating principles of the major contemporary economic systems are examined and compared. Prerequisites: ECO 101J or ECO 100J. Cr 3.

ECO 370 International Economics

Analysis of international markets and exchange theory, functioning of prices in the international economy, international finance, tariffs, quotas, and other instruments of international economic policy. Prerequisites: ECO 101J, ECO 102J. Cr 3.

ECO 380 Public Finance and Fiscal Policy

Public expenditure theory; principles of taxation; the federal budget and alternative budget policies; federal tax policy; fiscal policy for stabilization; federal debt. Prerequisites: ECO 101J, ECO 102J. Cr 3.

ECO 381 State and Local Public Finance

Development of the federal system; fiscal performance; intergovernmental fiscal relations; state and local revenue systems; budgetary practices; state and local debt. Prerequisites: ECO 101J, ECO 102J. Cr 3.

ECO 399 Special Topics in Economics Cr 3.**ECO 450 Readings in Economics**

A series of readings and discussions of important books and articles of a socio-economic and politico-economic nature. Prerequisites: none. Cr 3.

ECO 490 Independent Readings and Research in Economics

Independent study and research of various student-selected areas of economics. Prerequisites: a completed independent study form and sponsorship by an economics faculty member. May be taken more than once. Cr 1-12.

English

Co-Chairs of the Department: Jane Kuenz, 311B Luther Bonney, Portland, and Francis McGrath, 325 Luther Bonney, Portland

Professors: Ashley, Gish, McGrath; *Associate Professors:* Abrams, Benedict, Bertram, Carroll, Cole, Kuenz, Peters, Rusch, Swartz, Waldrep, Walker; *Assistant Professors:* Dean, Marya, Muthyala; *Lecturers:* Avizienis, Reimer

The USM English major is devoted to the study of language, literature, and culture. Focusing upon the British and American literary traditions, the major exposes students to a range of literature in different historical eras. It also offers students the opportunity to explore other traditions such as Irish or Canadian literature, women's writing, and African-American writing. In addition to literatures written in English, course offerings include world literatures in translation from the classical to contemporary eras.

The major encourages both the analysis of literary form and the study of literature in its historical and cultural contexts. Students learn how to read in the light of contemporary critical theories and in relation to the tools, texts, and theories of other academic disciplines. Many classes provide opportunities for the study of non-literary cultural texts and practices such as film, television, fashion, and ritual. Approved courses from other departments and programs—for example, Women's Studies and Modern and Classical Languages and Literatures—may also be counted toward the English major.

The most distinctive skill the major develops is critical expository writing. Virtually every course requires substantial writing from students, ranging from a weekly short paper to longer research papers. Moreover, students have the opportunity to develop their talents in writing through workshops in fiction, poetry, autobiography, and journalism. English majors have traditionally enjoyed participating in the creative communities of Stonecoast Writers' Conference and Celebrate Writers! The Department also offers a minor in writing. An internship in professional writing provides a means for some students to work locally as writers, editors, and reporters, and an internship in the teaching of writing for students who are planning a teaching career is offered.

Because of the Department's desire to explore relationships among language, literature and culture, English majors are encouraged to study a second language. Opportunities for study abroad are offered through the Department's exchange program with several schools, including Radboud University in the Netherlands, University College Winchester (formerly King Alfred's College) and the University of Central Lancashire in England, and University College, Galway, in the Republic of Ireland.

English majors are continually engaged in articulating their ideas and in developing persuasive arguments; therefore, graduates are well-prepared for careers in many areas. Medical, law, and business schools, in particular, regard English majors as desirable applicants. USM graduates also enter professional and graduate schools, including programs in English, writing, and cultural studies.

Programs and Requirements

Bachelor of Arts

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 48.

After satisfying the two prerequisites, a course in writing (100C or 101C) and an introduction to the study of literature (120H/W), the English major begins with ENG 245W. The student then selects more advanced English courses (and up to 6 credits in approved courses from other departments) to satisfy the 48-credit major requirement. No more than 15 credits in 200-level courses may count toward the major.

English majors must meet the following English Department requirements. All courses must be passed with a grade of C- or better and six hours with a grade of B or better. Majors should have completed ENG 100C or 101C, ENG 120H/W, ENG 245W, and at least one other 200-level English course before concentrating on more advanced work.

Prerequisites

ENG 100C or 101C or waiver (no credit toward major)

ENG 120H/W or waiver (no credit toward major)

I. Introduction for Majors (3 credits)

ENG 245W Introduction to Literary Studies. This course is a prerequisite for 300- and 400-level literature courses.

II. At least one 300- or 400-level Criticism and Theory course (3 credits)

III. At least one 200-, 300-, or 400-level course from each of the following categories (12 credits)

Language (In addition to ENG courses in the Language category, the following courses from the Linguistics Department satisfy this requirement: LIN 305, LIN 311, LIN 312, LIN 313, LIN 314, LIN 331. Courses in foreign and classical languages beyond third-semester college level also satisfy this requirement.)

Genre and Form

Writing (ENG 201F does not satisfy this requirement)

Interdisciplinary and Cultural Studies

IV. At least one 300- or 400-level course from 4 of 6 historical periods of literature (12 credits)

Ancient and Biblical (In addition to ENG courses in the Ancient and Biblical category, the following courses from Modern and Classical Languages and Literatures satisfy this requirement: CLA 283H, CLA 284H.)

Medieval

Renaissance

Eighteenth Century

Nineteenth Century

Literatures Since 1900

V. Senior Seminar (3 credits). A seminar is a small class (limited to approximately 15 students) designed to encourage independent thinking, intensive student participation, and in-depth research on topics of the student's choice related to the seminar topic. Typically seminars allow a professor to teach a focused subject of special interest, one on which the professor has done recent research or scholarly writing. Each semester, detailed descriptions of seminars will be published in the English Department's *Course Guide*. Seminars may also fulfill requirements under categories III, IV and V (but they still count as only 3 credits toward the major requirements).

VI. Electives (as needed to complete 48 credit hours in the major). All electives must be 200-level or above. Students may petition to use up to six hours of courses from other departments toward their electives.

Prerequisites and Course Waivers

ENG 100C or 101C, an equivalent, or a waiver is prerequisite for any English language or literature course, including ENG 120H/W. ESL 100C satisfies this requirement for non-native speakers of English. ENG 120H/W or permission of the instructor is prerequisite for any other English course. (English majors may not use more than one ENG course to satisfy the Core curriculum requirements.) For English majors, ENG 245W is prerequisite for all 300- and 400-level literature courses. ENG 201F or instructor permission is a prerequisite for all 300- and 400-level creative writing courses. Certain advanced courses, as indicated in the course listings, and all independent studies require the permission of the instructor.

Non-majors and students with special interests are encouraged to seek the instructor's permission to take any course for which they feel qualified. ENG 120H/W may be waived for a few exceptional students who pass a qualifying exam administered by the English Department and for transfer students with certain literature course credits.

Semester Course Guides

Every semester the Department publishes a course guide that gives more detailed information, including texts and writing requirements, than the undergraduate catalog can accommodate. Students are urged to obtain a copy of the guide in the English Office.

The Honors Degree in English

For a B.A. degree in English with honors, a student must achieve a B+ or better average in courses taken for the major.

The English Minor

The minimum number of credits (exclusive of the University's Core curriculum) required for the English minor: 18. No more than a total of 6 credit hours can be earned at the 200-level.

The Department offers a minor in English that requires 18 credits of upper-level courses in a program planned with an English faculty advisor and approved by the English Department director of Advising. The goal of the minor is to give students not simply a collection of courses, but a coherent experience with English courses chosen to suit their needs and interests.

Each English minor program must meet the following specific requirements beyond ENG 100C/101C and ENG 120H/W (or waivers):

I. ENG 245W (3 credits)

II. Three 300-level literature courses (one must focus on a period before 1800 and one on a period after 1800) (9 credits)

III. Electives to complete the 18 credits required for the minor

Further information about the English minor is available from the English Department.

The Writing Minor

The minimum number of credits (exclusive of the University's Core curriculum) required for the writing minor: 18.

The English Department offers a minor in writing for both English majors and non-majors. The minor consists of tracks in poetry, fiction, non-fiction, and journalism. The goal of the writing minor is to direct student attention to writing offerings while recommending a productive sequence of writing courses and collateral craft-oriented textual studies courses.

Students must apply for entrance to the minor by fulfilling the following requirements: submit application and a manuscript. Candidates must be eligible for pre-registration and/or admission to upper-level workshops and should have completed six hours of 200- or 300-level writing classes. Approximately 45 students will be writing minors during any given year. Students who are writing minors or English majors will have priority for registration in writing classes.

Each writing minor program must meet the following specific requirements beyond ENG 100C/101C and ENG 120H/W or waivers:

I. ENG 201F (3 credits)

II. ENG 245W or one 200-level course from one of the following categories: Genre and Form or Interdisciplinary and Cultural Studies (3 credits)

III. One of the following courses (3 credits)

(Note: These courses are required for admission to writing workshops.)

Fiction Writing (ENG 300F)

Poetry Writing (ENG 301F)

Newsriting (ENG 309)

- IV. Workshops (6 hours)
Fiction Workshop (ENG 302F)
Poetry Workshop (ENG 303F)

V. Elective courses (3 hours)

Selected from English Department offerings (or from offerings in other departments, such as Women's Studies) with emphasis on literary texts in the genre those students are practicing. Courses elected should be 300- or 400-level.

VI. Thesis

The minor requires a thesis comparable to an M.F.A. application portfolio: 10 to 15 poems or 25 to 50 pages of fiction or non-fiction, which normally would be completed in the second upper-level workshop.

VII. Optional Internship (3 credits)

Internships provide students the opportunity to earn course credit through professional experience in writing or editing for an organization, primarily in journalism or the arts. The English Department currently offers the Internship in Professional Writing (ENG 409).

Further information about the writing minor is available from the English Department.

ENG 100C College Writing

With emphasis on reading and writing and the connections between them, English 100C introduces students to practices and conventions of expository academic writing. Through discussions and workshops focused both on assigned reading and on essays written in the course, participants will learn how thinking and the language that conveys it develop and change through a reader's process of intellectual revision and through a writer's process of drafting, revising, editing and proofreading. Prerequisite: writing proficiency. Every semester. Cr 3.

ESL 100C College Writing

This section of College Writing (ENG 100C) is intended for non-native speakers of English only. This course focuses on the analysis of professional and student writing in terms of how to use the English language effectively in the academic classroom. The writing assignments encourage students to apply the principles discussed in class to their own work. This course cannot be used to satisfy a Humanities requirement. Prerequisite: ESL 104A or writing proficiency. Cr 3.

ENG 101C Independent Writing

English 101C is offered as an alternative to English 100C for students who prefer to define their own writing goals and work toward them with the instructor's guidance. Classes meet regularly for the first few weeks of the semester and occasionally thereafter, but the course is conducted primarily in weekly individual conferences. Independent Writing is not a remedial course; it addresses writing mechanics to some extent, but emphasizes style, organization, and development. The major challenge of the course is the self-discipline the students will need to work independently. Prerequisite: writing proficiency. Students who have taken ENG 100C or an equivalent course must have the instructor's permission to take ENG 101C. Every semester. Cr 3.

ENG 103A Modular Approach to the Writing Process

This course for college writers in various disciplines is divided into three units or modules, each of which earns one credit hour. Each unit runs for approximately one-third of a semester. Students may enroll in one, two, or all three modules and receive separate grades for each module they complete. The second and third units do not require the earlier unit(s) as prerequisites. Any or all of the units may be taken in conjunction with ENG 100C College Writing.

The first unit, "Practical and Descriptive Grammar for College Writers," gives students a thorough knowledge of traditional "prescriptive" grammar and introduces them to modern "descriptive" grammar. The second unit, "Editing, Revising, and Rewriting," focuses on skills in proofreading, editing, revising, and rewriting, and also covers the use of computer programs for writing assistance. The third unit, "Research Skills Across the Disciplines," studies the use of library resources (especially on-line and other computer databases), documentation and bibliography formats from a range of disciplines, and other techniques crucial to writing analytic research papers. Every year. Cr var.

ENG 120H/W Introduction to Literature

This course will pay sustained attention to texts in order to show how they create meanings and explore the force and significance of those meanings in the world. The course will examine several genres selected from a range of historical periods. Prerequisite: ENG 100/101C or permission of instructor. Every semester. Cr 3.

ENG 150H/W Topics in Literature

This course will pay sustained attention to texts in order to show how they create meanings and will explore the force and significance of those meanings.

ings in the world. Designed as a topics course, it will focus on specific topics that vary from semester to semester. Previous topics include Literature and Cinema of Fantasy and Horror and the Trickster. Prerequisite: ENG 100/101C or permission of instructor. Every semester. Cr 3.

ENG 245W Introduction to Literary Studies

This is a required course for all English majors. It

may be taken concurrently with other 200-level courses in the Department, but is a prerequisite for all 300- and 400-level courses except those in creative writing. The course will have a double focus. Students will be introduced to a variety of methodologies important to an insightful analysis of literature and other cultural texts. They will also learn research procedures and techniques of effective critical writing. Every semester. Cr 3.

Language

ENG 230E Literacy Studies

A course dedicated to examining the history, concepts, and practices of literacy, with readings drawn from socio-linguistics, the social and cultural history of literacy and of print culture, the sociology and history of education, and reader response studies. The course will examine changing concepts of literacy, orality, and illiteracy, with special attention given to the following: the historical, social, and cultural dynamics influencing reading and writing practices; the plurality of literacy practices; and the theoretical debates over the meaning of the word "literacy" itself. Students will also do ethnographic studies of their own literacy practices and the ways in which these differ from one social context to another. Every semester. Cr 3.

ENG 330 History of the English Language

This course includes a survey of the prehistory of the language as well as a detailed study of Old, Middle, Early Modern, and Modern English and the forces that shaped these stages. Some methods of modern linguistic science are utilized in examining current usage. Change and development of the language are emphasized. Every fall. Cr 3.

ENG 331 Modern Grammars

Designed to acquaint students with the three most common forms of English grammatical analysis: traditional, structural, and post-generative/transformational. The mechanics of the various analyses will be examined, and comparisons will be made to determine what tentative combination best explains the structure of English. 3-year cycle, spring. Cr 3.

ENG 336 Old English Language and Literature

An introduction to the grammar of English in the earliest period, 700-1050. The first several weeks concentrate on grammar and enable students to translate elementary prose (e.g., prefaces by King Alfred, *Apollonius, the Anglo-Saxon Chronicle*). Later weeks introduce students to Anglo-Saxon culture and literature, particularly to alliterative poetry. Major prose and poetic works are studied through looking jointly at Modern English translations and the original works. *Beowulf*, "The Wanderer," *Elene*, and "The Phoenix" are works typically studied. 3-year cycle, spring. Cr 3.

ENG 337 Studies in Rhetoric

The course will introduce students to the many ways

of thinking about rhetoric throughout history and stress the value of rhetorical criticism in analyzing texts, discourse, and language. Topics will vary, but may survey theories of rhetoric from Plato and Aristotle to Campbell and Nietzsche or examine contemporary theoretical approaches to rhetoric, ranging from the neo-Aristotelian, dramaturgical, experiential and sociolinguistic to the postmodern. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 338 Studies in Language

Under this title is offered a variety of topics on language which include the following: linguistic approaches to literary analysis; language and culture; grammatical structure in English and related languages; and the history of linguistic thought. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. 2-year cycle, spring. Cr 3.

ENG 430 Independent Study in Linguistics

By instructor's permission. See Department for application form. Cr var.

ENG 431 Seminar on Literacy Studies and the Teaching of Writing

The seminar will consider topics in composition theory and practice within the broad context of histories and theories of literacy. Participants will be asked to make connections between curricular design or pedagogical practices and such issues as the history of public education and English studies, theories of discourse, writing and language use, and definitions of literary language and textuality. There will be consideration of contemporary research debates on the teaching of writing. This seminar is required for students enrolled in the Internship on the Teaching of Writing. It is open to all English majors; others must have instructor permission. Cr 3.

ENG 432 Internship in the Teaching of Writing

The Internship will provide qualified upper-class English majors with supervised experience in the teaching of writing. There is also the possibility of placement in tutoring and in community literacy programs. Students registering for the internship must also register for the Seminar on Literacy Studies and the Teaching of Writing. Application and screening for the internship take place through the College Writing Committee. Cr var.

Criticism and Theory Courses

ENG 340 History of Literary Criticism and Theory

An historical study of the key critics and theorists from Plato and Aristotle to the present day. Every year, fall. Cr 3.

ENG 341 Contemporary Critical Theories

An introduction to major schools of literary criticism developed in the twentieth century. Emphasis is placed on identifying points of agreement and divergence between various theories and methods for interpreting literature. Specific theories to be studied may include (but are not limited to) structuralism, psychoanalytic theory, Marxist criticism, deconstruction, feminist theory, and the new historicism. Every semester. Cr 3.

ENG 342 Topics in Contemporary Theory

This course studies in-depth selected theoretical

approaches to literature and culture. It will focus either on a single current theory or, through a comparative method, two to three different theories (e.g., structuralism and formalism, Marxism and cultural criticism, or deconstruction and feminism). May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Every semester. Cr 3.

ENG 440 Independent Study in Literary Criticism and Theory

By instructor's permission. See Department for application form. Cr var.

ENG 441 Seminar in Literary Criticism and Theory

Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

Genre and Form

ENG 262 Poetry

This course studies poetry as a way of knowing and experiencing the world, introduces important concepts in analyzing and appreciating poetry, and offers the opportunity for students to develop skills in interpretation, literary analysis, and discussion. While primary attention will be on poetic forms, figurative languages and the poetic "canon," it will also consider the relationship between historical context and changes in poetic form in various periods. Every fall. Cr 3.

ENG 263 Fiction

This course will introduce important concepts in analyzing fiction and enable students to develop skills in interpretation, literary analysis, and discussion. It will focus on narrative forms and rhetorical structures (such as voice, plot, diction, figurative language) in various historical periods, and will both examine and challenge the concept of genre. Every semester. Cr 3.

ENG 264 Performance Genres

This course will study dramatic performance from its roots in cultural ritual to its historical development in drama as well as its more contemporary manifestations in television and film. Students will investigate the social functions of performance in several cultures and epochs, focusing on conventions of language and stagecraft, dramatic experimentation, and technical innovation. Every fall. Cr 3.

ENG 318 Autobiography

This course will focus on autobiographical forms with emphasis on the emergence and development of the genre. Possible topics include American Autobiography, Medieval Lives, and the Confession. The course may be repeated for credit

when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. 3-year cycle, spring. Cr 3.

ENG 319 Studies in Genre and Form

The content of this course is flexible, but will focus upon some aspect or dimension of genre studies not treated through other course rubrics. Possible topics include women and the romance, the vampire novel and popular culture, or the novel of sensation. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 378 The Novel of Self Development

Originally developed in German literature, the novel of self-development or *Bildungsroman* depicts an adolescent male who eventually acquires a philosophy of life based on his conscious effort to gain personal culture. This course investigates the changes the idea of *Bildung* underwent at the hands of various authors in the nineteenth and early twentieth centuries in their adaptation of the original form, including the revision of selfhood to address the *Bildung* as a female as well as a male province. Works to be considered may include Goethe's *Wilhelm Meister's Apprenticeship*, Brontë's *Jane Eyre*, Dickens' *David Copperfield*, Joyce's *Portrait of the Artist as a Young Man*. 3-year cycle. Cr 3.

ENG 418 Independent Study in Genre and Form

By instructor's permission. See Department for application form. Cr var.

ENG 419 Seminar in Genre and Form

Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 201F Creative Writing

An introduction to the principles and practices of writing fiction and poetry; other genres may be added at the discretion of the instructor. Students will be exposed to a variety of writing modes through exercises and engagement with literary texts. Emphasis is on using imaginative and precise language, on developing critical skills through workshops, and on assembling a portfolio of revised student writing. Prerequisites: ENG 100C or ENG 101C and ENG 120H/W. Every semester. Cr 3.

ENG 202 Memoir and Autobiography

This course offers orientation in the technique of narrative autobiographical writing. Using journal writing, observational writing, and free writing techniques, students will learn to access story material from memory and develop a personal writing practice. They will be assigned readings in memoir and autobiography, and will assemble a portfolio of essays and personal writings. Every fall. Cr 3.

ENG 203 Topics in Writing

A course for prospective writers interested in studying the stories, novels, poems, biographies, memoirs, and letters of established writers, with an eye to learning aspects of craft, technique, and the creative process from a close and focused inspection of key facets of their works and lives. Areas of study will vary from semester to semester, but will include close textual reading and practice in both creative and expository writing. Every spring. Cr 3.

ENG 300F Fiction Writing

A course for those who, in a creative writing course or on their own, have written several pieces of fiction and are ready for more advanced work. Emphasis will be on writing well-developed short stories and on understanding the basic elements of fiction. A better-than-average competence in using English is required. Suggested preparation: ENG 201F. Every spring. Cr 3.

ENG 301F Poetry Writing

A course for those who, in a creative writing course or on their own, have developed basic skills of reading and revising poetry, and who are interested in developing a sense of how poetry has been written in the past by major poets and how it is being created in the present. Emphasis will be on imitation of past and present writers, exercises that stress the elements of poetry, and the development of personal approaches. Suggested preparation: ENG 201F. Every fall. Cr 3.

ENG 302F Fiction Workshop

An advanced course requiring the completion of at least two short stories or a substantial part of a novel. Prerequisites: ENG 300F or instructor's permission. May be repeated for three additional credits with instructor's permission. Every fall. Cr 3.

ENG 303F Poetry Workshop

A course for advanced students who, after experimenting with different approaches and styles, are developing their own themes and voices as poets. Work toward a completed chapbook-length manuscript or portfolio of poems will be the basis for the course grade. Prerequisite: ENG 301F or instructor's permission. May be repeated for three additional credits with instructor's permission. Every spring. Cr 3.

ENG 304 Advanced Memoir

This course offers orientation and practice in the fundamentals of narrative autobiographical writing. We focus on the use of memory—key scenes, remembered characters, and evocative seasons of life—as source material for the writing of personal essays and autobiographical stories. We work with prose narrative material only (prose material that tells a story, as opposed to analytical essays or expository articles), and the boundaries between fact and invention in this course will necessarily sometimes blur. Readings will be drawn from the works of contemporary writers prominent in the field, from period journals and diaries, and from texts on memoir as a literary genre. Prerequisite: ENG 202 or permission. Cr 3.

ENG 305 Rhetoric, Syntax, and Style

The course focuses on the fundamentals of sentence-level writing, teaching students the possibilities of English style both for their own prose and for textual analysis. By examining contemporary texts in the context of traditions of rhetoric, students will develop a theoretical grasp of rhetoric, syntax, and style as a basis for editing and revision. Cr 3.

ENG 306 Writing the Novel

This course offers instruction in the preliminary stages of writing a novel, including the uses of synopsis outlines, building well-developed scenes, and experimenting with style, narrative voice, and point of view. Work in class will involve lectures on craft, the critique of student work, and discussions of published texts. Using an expanding synopsis outline, students will produce 50 pages of revised work. Prerequisites: ENG 302F preferred; permission of instructor. 2-year cycle, fall. Cr 3.

ENG 309 Newswriting

This course covers the basics of news-story writing for the print media with intensive practice in news gathering, background research, interviewing, covering a beat, covering social and political issues, and consideration of ethical and legal issues related to American journalism. Every fall. Cr 3.

ENG 400 Independent Study in Creative or Expository Writing

By instructor's permission. See Department for application form. Cr var.

ENG 409 Internship in Professional Writing

By application to the department and arrangement with campus or local newspaper or journal. Prerequisite: ENG 309 or 310, or permission of the Department. Every semester. Cr var.

ENG 410 Independent Study in Journalism

By instructor's permission. See Department for application form. Cr var.

ENG 411 Seminar in Journalism

Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

*Interdisciplinary and Cultural Studies***ENG 244E Introduction to Cultural Studies**

This course introduces students to the history, concepts, and methods of cultural studies. Students will read a variety of critical texts from a number of different theoretical perspectives, including semiotics, Marxian theory, psychoanalytic theory, gender studies, and cultural anthropology, and will also read selected texts from specific areas of cultural analysis, such as television studies or film theory. The course examines specific aspects of past or present popular cultures. Every semester. Cr 3.

ENG 310 Topics in Journalism

Under this rubric the English Department will offer a variety of advanced courses which have journalistic writing as a major component of the course work. Topics include American Culture and World Communication, and The Right to Privacy. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Prerequisite: ENG 309. Cr 3.

ENG 344 Sex/Gender and Sexuality

This course will investigate sex/gender and sexuality as analytic categories for understanding culture. Through a consideration of both history and theory, the course will explore different models for understanding sex/gender and sexuality, including their interaction with other categories of difference such as race and class. It will also explore the effect of these models on our understanding of literature, mass culture, theories of identity, and contemporary social life. 2-year cycle, spring. Cr 3.

ENG 345 Racial Formations

Guided by the concept of "racial formations," this course will foreground the definition of "race": it will ask questions about whether race is a biological or discursive category, about the relationship between race and identity, and about how racial identity is informed by class, gender, sexuality, and other socio-historical "formations." Course materials may include literature, film, criticism and theory, scientific and historical readings, and popular culture texts such as television, video, and music. 2-year cycle, spring. Cr 3.

ENG 346 Language, Literature and the Politics of Identity in Contemporary Ireland

An examination of the relations among literature, language and the politics of identity in Ireland today. Readings will include political, historical, and cultural materials from various communities of discourse competing to shape Irish identity for the twenty-first century, including traditional republicanism and unionism, new nationalism, historical revisionism, feminism, and consumer capitalism. 2-year cycle, spring. Cr 3.

ENG 347 Topics in Cultural Studies

This course explores specific cultural practices of the past and present. The goal of the course is to introduce students to the different ways in which popular culture has been analyzed and the ways in which different popular cultures have sustained themselves. Although topics courses will vary in subject matter, they will all share the common objective of examining the ways in which a given culture makes sense of itself. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 348 Topics in Interdisciplinary Studies

This course investigates literature in relation to other disciplines, with an emphasis on how various fields of knowledge contextualize and elucidate our understanding of literary production. Topics may vary and include, for example, anthropology and drama, Freud and literature, literature and technology, and parallel movements in art and/or music and literature. Because of the diverse range of interdisciplinary studies, material is drawn from film, video, music, and art, as well as from printed texts. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 444 Independent Study in Interdisciplinary and Cultural Studies

By instructor's permission. See Department for application form. Cr var.

ENG 445 Seminar in Interdisciplinary and Cultural Studies

Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

*Historical—Ancient and Biblical***ENG 315 Ancient Literature**

The course will vary between being focused on Greek and Roman literature and on literatures out-

side the Mediterranean/Aegean ancient world. Every fall. Cr 3.

ENG 316 The Bible

The Bible, arguably the single most influential work (or group of works) in Western culture, will be studied as a literary text, with emphasis on selected books that have had the greatest literary influence, including Genesis, Exodus, Psalms, Job, and the Gospels. The course may also discuss the history of the texts, problems of translation, and/or influence. Every spring. Cr 3.

ENG 317 Studies in Ancient and Biblical Literature and Culture

Some topics studied in this course take a comparative approach to ancient and biblical literatures, including that of the Graeco-Roman civilization, but are not limited to classical texts. Other topics take a more narrow approach and may involve combined studies of ancient and/or biblical literature and the culture of a later period. Possible topics include The Late Classical Era through Christian Antiquity, The Bible and Early Western Literatures and Cultures, and Women Writers of Antiquity and Images of Women in Ancient Literature. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

Cr 3.

ENG 415 Independent Study in Ancient and Biblical Literature and Culture

By instructor's permission. See Department for application form. Cr var.

Historical—Medieval

ENG 320 Continental Literature

Readings in major works from the Middle Ages through the sixteenth century. Texts typically include some or all of the following: Augustine's *Confessions*, Boccaccio's *Decameron*, Petrarch's *Sonnets*, Dante's *Divine Comedy*, Machiavelli's *The Prince*, Marguerite de Navarre's *Heptameron*, Montaigne's *Essays*. All texts are read in modern translations. 3-year cycle, spring. Cr 3.

ENG 325 Epic and Romance

This course will focus on the emergence and development of Epic and Romance. Possible topics include the Epic, Arthurian Romance, and Medieval Epic and Romance. The course may be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. 2-year cycle, fall. Cr 3.

ENG 350 Medieval English Literature

A survey of genres popular from the twelfth to the fifteenth centuries (including debates, lyrics, romances, allegories, drama), with emphasis on literature of fourteenth-century England. Major readings will typically include Chaucer's *Troilus*, the *Pearl*, and *Sir Gawain and the Green Knight*. 3-year cycle, spring. Cr 3.

ENG 351 Chaucer and the Medieval World

An exploration of Chaucer's historical, philosophical, and literary world through his major comic narrative, *Canterbury Tales*. 2-year cycle, fall. Cr 3.

ENG 352 Medieval Drama

This course will introduce the theater of the medieval world, which ranges from the liturgical, ritual drama of the church, to the morality plays—performed by traveling companies—and the mystery cycles, produced by civic and guild pride in the fifteenth century. Tudor plays of the early sixteenth century may also be read. Attention will be paid to the aesthetic and theological principles underlying the conjunction of farce and high seriousness in the plays, as well as to distinctly medieval techniques of staging and production. 3-year cycle, spring. Cr 3.

Cr 3.

ENG 353 Medieval Women Writers

The course focuses on women writing in various discursive milieux during the long period between the third and the sixteenth centuries. Writers include literate nuns, female courtly love lyricists, lay-women mystics, the first professional woman writer Christine de Pizan, and women dramatists. Non-English texts will be read in modern translation. 3-year cycle. Cr 3.

ENG 354 Studies in Medieval Literature and Culture

This course explores literature and culture ranging from the fifth and sixth centuries through the late fifteenth century. Some topics that may recur include Anglo-Latin and Anglo-French literature and scholarship; feminist studies of medieval culture; and allegory, symbol, and sign. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 450 Independent Study in Medieval Studies

By instructor's permission. See Department for application form. Cr var.

ENG 451 Seminar in Medieval Studies

Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

and seventeenth century innovations in formal techniques are related to cultural and institutional change. Typical writers will include More, Spenser, Marlowe, Wroth, Sidney, Shakespeare, Lanier, Donne, and Milton. Topics and issues covered include gender and the erotic, humanism and power,

Historical—Renaissance

ENG 355 English Renaissance Literature and Culture

A survey of major genres and writers of the English Renaissance. The course is concerned with the historical context of the production and reception of Renaissance texts. Emphasis is on how sixteenth

religion, imperialism, social hierarchy, and notions of selfhood. Every fall. Cr 3.

ENG 357 Elizabethan and Jacobean Drama

A study of selected plays from the English Renaissance. The course may focus on a particular theme, genre, sociopolitical issue, or author. Typical topics include theater and the state, unruly women, magic and witchcraft, the construction of the "other," and rebellion. Playwrights typically included are Kyd, Marlowe, Dekker, Webster, Middleton, and Jonson. 2-year cycle, spring. Cr 3.

ENG 360, 361 Shakespeare

ENG 360 and 361 each feature close reading of five to seven Shakespearean plays, and focus attention both on theatrical and philosophical meanings. Both courses include tragedies and comedies; neither is introductory nor prerequisite to the other. ENG 360 often includes a section on Shakespeare's history plays, while ENG 361 includes a section on Shakespeare's "romances." Every semester. Cr 3.

ENG 362 Studies in Shakespeare

An advanced course in Shakespeare which emphasizes the application of various critical and scholarly approaches to important aspects of the poet and dramatist's work. Typical subjects include allegorical elements in Shakespeare's plays; Shakespeare and the daemonic; Shakespeare and computers;

Shakespeare and popular culture; Shakespeare, theater, and the state; Shakespeare's sources; Shakespeare, gender, and sexuality. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 363 Studies in the Renaissance

Selected topics and writers from the sixteenth and seventeenth centuries. The course may focus on an author, genre, historical moment, socio-historical problem, or discursive practice. Typical topics include popular culture, the "New Science," pastoral and politics, literature of "New World" exploration and colonization, the market, the English Civil War. Courses will typically study the relation of diverse practices of writing or generic conventions to the social and political order of Renaissance England. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 455 Independent Study in the Renaissance

By instructor's permission. See Department for application form. Cr var.

ENG 456 Seminar in the Renaissance

Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

Historical—Eighteenth Century

ENG 370 Literature of Discovery, Exploration, and Colonialism

Focusing upon literatures of the Atlantic, this course examines literary, historical, and discursive connections between European, Creole, and indigenous cultures in the early period of European expansion. Topics to be explored include the commercial, religious, and scientific origins of European exploration, "New World" representations, and the social organization of colonialism. Because area of inquiry will be determined by the instructor, this course may also satisfy the Renaissance requirement. Students should consult the Department's *Course Guide* for specific descriptions. 2-year cycle, fall. Cr 3.

American Literature

ENG 367 Literature and Culture of the Early Republic

Focusing upon representative early American texts, this course considers questions of revolution, the transition from colonialism, emergent nationalisms, and constructions of citizenship within the context of the American War for Independence and the ensuing years of the Early Republic. 2-year cycle, spring. Cr 3.

ENG 368 Studies in Eighteenth-Century American Literature and Culture

More specialized than ENG 367, this course offers

ENG 379 Earlier Women Writers

This course focuses upon the efforts of women writers in the early modern period to create, negotiate, and contest the terms of a developing literary culture. Depending on content, which varies, ENG 379 may also satisfy the Renaissance or nineteenth-century category requirement. In all cases, instructors will attend to the successes and limitations of gender as a category of analysis. Students should consult the Department's *Course Guide* for detailed descriptions. 2-year cycle, fall. Cr 3.

the opportunity for intensive focus upon a single genre, author, issue, or historical moment, to be determined by the instructor. Typical topics include science in/and the New World, American nationalisms, the rise of slavery in the colonies, witchcraft and public order, the French Revolution in America, The Great Awakening and women's public life, and colonial autobiography before Franklin. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

British Literature

ENG 365 Restoration and Eighteenth-Century Literature and Culture

Focusing mostly upon representative or canonical texts, this is a multi-generic course intended to provide an overview of British literature and culture in the "long" eighteenth century, 1660-1800. Readings will be organized around several of the following cultural and historical issues: political and religious controversies; the role of science and experimentation; the creation of the literary professional; women and the domestic sphere; the growth of the British Empire. Critical and theoretical texts may accompany literary readings. Every fall. Cr 3.

ENG 366 Studies in the Restoration and Eighteenth Century

More specialized than ENG 365, this course offers the opportunity for intensive focus upon a single genre, author, issue, or historical moment to be determined by the instructor. Typical topics include satire and the politics of "wit," the cult of sensibility, theater and anti-theatricality, the eighteenth-cen-

tury long poem, and seduction and the scandalous memoir. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 369 Emergence of the Novel

The course explores the emergence of the novel as a new literary mode, one both dependent upon and distinguishable from the kinds of prose narrative which are usually described as its origins: journalism, scandalous memoirs, Puritan autobiographies, conduct books, etc. 2-year cycle, spring. Cr 3.

ENG 465 Independent Study in the Eighteenth Century

By instructor's permission. See Department for application form. Cr var.

ENG 466 Seminar in the Eighteenth Century

Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

Historical—Nineteenth Century

American Literature

ENG 380 Early Nineteenth-Century American Literature and Culture

The literature and culture of the United States to the Civil War. While particular writers, works, and theoretical emphases may vary with the instructor, the course will consider historical context and may include canonical and non-canonical texts in a variety of literary and cultural forms: long and short fiction, poetry and song, non-fiction essays, slave narratives, political pamphlets and journalism, and paintings. Possible topics include the growth of female authorship; social reform movements; and the formation and interpretation of the American literary canon. 2-year cycle, fall. Cr 3.

ENG 381 Earlier American Poetry

American poetry to 1900. While the particular poets and theoretical emphases will vary from semester to semester, the course will consider poetic forms, themes, and strategies in relation to literary and cultural traditions. The course may concentrate on several major poets, examining them against a broader literary and historical context, or survey a range of poetic modes, including oral and popular forms. 3-year cycle, fall. Cr 3.

ENG 382 The Earlier American Novel

The American novel to 1900 with attention to historical context, generic development, and thematic connections between texts. The course may include various types of novels, such as epistolary, gothic, romance, domestic, and realist, as well as canonical and non-canonical writers. Critical and theoretical texts may accompany literary readings. 2-year cycle, fall. Cr 3.

ENG 383 Studies in African-American Literature and Culture

This course will explore various topics in African-American literature and culture. Specific courses may focus on literary traditions, genres, and themes; literary and cultural periods or movements; theoretical issues in the development or study of African-American literature; or the work of a single author. Possible topics include the slave narrative, African-American non-fiction prose, the Harlem Renaissance, the Black Arts Movement, African-American women's writing, African-American literary and cultural theory, Black popular culture. Because reading materials and areas of inquiry will be determined by the instructor, this course may also satisfy the Literatures Since 1900 requirement. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for specific descriptions. Every year. Cr 3.

ENG 384 Late Nineteenth-Century American Literature and Culture

This course covers the historical period associated with the rise of realism and naturalism in American literature that is traditionally marked by the end of the Civil War and the beginning of World War I. While the course's focus may vary, it will explore the definitions of realism and naturalism with regard to both historical context and aesthetic agendas. In testing definitions of American realism and naturalism, the course may ask questions about whose reality, whose America, and whose intellectual and cultural traditions have shaped our understanding of the literary movements that arose in response to major changes in American society during the late nineteenth and early twentieth centuries. 2-year cycle, spring. Cr 3.

ENG 385 Studies in Nineteenth-Century American Literature and Culture

Specific themes, works, or writers prominent in nineteenth-century American literature and culture. The course may focus on a particular literary tradition, genre, or theme; a literary and cultural movement; a theoretical issue in the development or study of nineteenth-century American literature; or

the work of a single author. Possible topics include slavery and abolition in American literature, nineteenth-century popular culture, the domestic novel, American Renaissance, and Whitman and Dickinson. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

British Literature

ENG 371 Romantic Writing

A study of major British poets of the Romantic period (1790-1832). Readings will be selected from among the works of William Blake, Helen Maria Williams, Ann Yearsley, Hannah More, William Wordsworth, S.T. Coleridge, John Clare, John Keats, Byron, and Percy Shelley. 3-year cycle, fall. Cr 3.

ENG 373 Studies in Romantic Literature and Culture

The course will explore themes and issues unique to the Romantic Period, a time of unprecedented change in literature, the arts, and society. Although the content of the course will vary, it will generally include a mixture of literary and cultural forms, including poetry, fiction, nonfictional prose, painting, and drama. Possible themes will include women and Romanticism; Romantic writing and the French Revolution; Romanticism and popular culture; forms of Romantic autobiography; Romantic fiction. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 375 Nineteenth-Century British Novel

A study of the canonical novels produced during the nineteenth century, including texts by the Brontës, Dickens, Thackeray, George Eliot, and Hardy. The course will examine narrative forms, narrators and narratees, plots and stories; cultural forms such as the literary pen name; the material production of books, serials, and newspaper stories; the cultural predominance of fiction during the period; the cultural production of subjectivity and readership; and the uses and readings of history in fiction. 2-year cycle, fall. Cr 3.

ENG 376 Victorian Literature and Culture

Victorian writing, including poetry, novels, plays, autobiography, and non-fiction by writers such as the Brontës, the Brownings, Carlyle, Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy, Hopkins, John Stuart Mill, the Rossettis and the pre-Raphaelites, Ruskin, Pater, Tennyson, Wilde. Readings will be organized around several of the following Victorian intellectual, ideological, and cultural issues: the relation of Victorianism to neo-classicism, Romanticism, and modernism; the situation of women; theories of gender and sexuality; industrialism; materialism; aestheticism; decadence; scientific and religious controversies; the emergence of psychoanalysis. 2-year cycle, spring. Cr 3.

ENG 377 Studies in Nineteenth-Century British Literature and Culture

Topics will vary from semester to semester. Sample topics include: Fin de Siecle Literature and Culture; Nineteenth Century Intellectual History and Culture (e.g., Wollstonecraft, John Stuart Mill, Darwin, Marx, Nietzsche, Freud); Victorian Poetry and the Visual Arts; 19th-Century Psychology and Culture; Contemporary Film Appropriations of Victorian Fiction. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 475 Independent Study in the Nineteenth Century

By instructor's permission. See Department for application form. Cr var.

ENG 476 Seminar in Nineteenth-Century Studies

Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

Literatures Since 1900

ENG 387 Women Writers Since 1900

This course introduces students to the diverse concerns of modern and contemporary women writers. It could be organized around a thematic, theoretical, or

historical question or could be devoted to two or three figures. It may include writers from First and Third world countries, immigrant writers, and writers of the African Diaspora. Every year, spring. Cr 3.

American Literature Since 1900

ENG 391 American Poetry Since 1900

This course will focus on American poetry written since 1900. While primary texts and historical or theoretical emphases will vary with the semester, the course will consider poetic forms and strategies,

and relations to literary modernism and to American thematics and traditions. In most semesters, the course will focus on three or four major poets, examining their poetry against a broader poetic and historical context. 2-year cycle, spring. Cr 3.

ENG 393 The American Novel Since 1900

This course will study various types of novels (such as the realist novel, the social protest novel, the modernist novel, the Gothic novel, and the autobiographical novel) with attention to social and historical contexts and to thematic connections between texts. It is not purely a survey of "Great American Novels," but may include both canonical and non-canonical writers. Critical and theoretical texts may accompany literary readings. 2-year cycle, spring. Cr 3.

ENG 394 Studies in American Literature and Culture Since 1900

This course will be organized around different literary periods, geographical regions, fields of study, and intellectual and cultural movements. Possible topics include the Harlem Renaissance, literature and the left, literature of new social movements (Black power, feminism, lesbian and gay rights), youth cultures, the Vietnam era, immigrant writers, American Indian writers, southern writers, Caribbean writers in the USA, and Maine writers. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

British Literature Since 1900

ENG 390 British Poetry Since 1900

This course will focus on poetry written in Britain since 1900, with emphases on such questions as the development of modernism, poetic forms and strategies, links to political and cultural developments, and new forms and strategies after modernism. The course will usually focus on three or four specific poets read against a broader poetic and historical context. Poets may include T. S. Eliot, Hugh MacDiarmid, D. H. Lawrence, Stevie Smith, Liz Lochhead, Maeve McGuckian, or writers associated with the "New British Poetries." 3-year cycle. Cr 3.

ENG 392 British Novel Since 1900

This course will focus primarily on novels written with reference to the British literary tradition of the twentieth century, exhibiting the stylistic and thematic concerns associated with literary impression-

ism, and early and late modernism, by such writers as Joseph Conrad, Ford Madox Ford, Jean Rhys, Virginia Woolf, James Joyce, Samuel Beckett, Christina Stead, William Trevor, Jessie Kesson, and Lewis Grassie-Gibbon. 3-year cycle. Cr 3.

ENG 398 Studies in British Literature and Culture Since 1900

This course will focus on the interrelated literatures of Britain's distinctive cultures in England, Scotland, Wales and Northern Ireland. It will be organized around different literary periods, cultures, theoretical and historical emphases and social movements. Possible topics include British modernism, the Scottish Renaissance, race and writing in Britain, writing and nationalism. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

Other National Literatures Since 1900

ENG 324 Studies in Canadian Literature and Culture

This course offers students an in-depth study of specific regional, cultural, or political developments in Canadian literature and film. Students may investigate the works of ethnic minorities, women, or particular authors. They may also focus on formative historical periods in the social development of Canada and the literature these periods have inspired (e.g. Quebec literature, literature of the Great Depression). May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 395 Irish Literature and Culture

Irish literature in English and Irish culture will be studied in relation to three phases in the political and cultural development of Ireland as a nation: 1) the period of Irish nationalism prior to independence in

1922; 2) the formative years of nation building and its myth-making from independence to 1960; 3) 1960 to the present. 2-year cycle, fall. Cr 3.

ENG 396 James Joyce

An examination of Joyce's major texts, including *Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and selections from *Finnegans Wake*. Emphasis will be on *Ulysses*. The course also will include relevant biographical, critical and contextual material. 2-year cycle, fall. Cr 3.

ENG 397 Studies in Irish Literature and Culture

Topics in Irish literature and culture, often set in the context of Irish history and politics. Sample topics include: Irish drama, Irish film; Yeats and Joyce; Joyce and Beckett; Women and Irish Culture. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

International Literature Since 1900

ENG 321 Modernisms

This course will focus on some aspect or aspects of American, British, Continental, and international literary modernisms. Students should expect to

explore writing from the first half of the twentieth century and to investigate issues of literary innovation, modernity and historical change, self-understandings as "modern," competing literary versions

of modernism, and theoretical/historical versions of modernism. 3-year cycle, spring. Cr 3.

ENG 322 Modern Autobiography

The concept of the self has undergone critical changes in the history of autobiography. Many modern autobiographical writers have completely dispensed with traditional notions of the self, expanding the genre and giving it a strong literary focus. By comparing a selection of autobiographical texts by modern authors such as Rilke, Stein, Barthes, and H. D. with more traditional forms of autobiography, the course investigates the historical vicissitudes in the conceptualization of a "self." 2-year cycle, spring. Cr 3.

ENG 326 Studies in International Literature Since 1900

Literature since 1900 has become increasingly international especially because of expanded availability of translated texts. This course explores topics in literature that are international in scope whether through specific influences or in response to historical, philosophical, political, and aesthetic developments. Although the range and focus of the course will vary, topics will include studies in Commonwealth and European literatures as well as literatures of specific regions such as Africa, the Caribbean, South America. May be repeated for credit when topics vary. Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

ENG 327 Modern Short Story: Themes and Methods

Detailed consideration of from six to ten short story collections reflecting contemporary themes and narrative methods. Although selections will vary, the recent reading list has included Jorge Luis Borges, Franz Kafka, Anton Chekhov, James Joyce, Thomas Mann, Virginia Woolf, Isaac Babel, Grace Paley, Flannery O'Connor, Katherine Anne Porter, and Zora Neale Hurston. A necessarily wide range

of themes is confronted: the corruption of reality by dream; personal inadequacy, alienation, and paranoia; self-deceit; varieties of ignorance and cowardice; the moral insight afforded the artist; violence as a mode of self-discovery. Prerequisite: junior class standing or permission of the instructor. 3-year cycle, spring. Cr 3.

ENG 328 Modern Novel: Themes and Methods

Works by six or more distinguished novelists expressing contemporary subject matter and technique. Among representative themes students will consider those of dream and illusion, revolution and personal revolt, alienation and anxiety, crime and self-assertion; among narrative techniques, ellipsis and adaptations of stream-of-consciousness. The list of novelists will vary, but recent assignments include Knut Hamsun, Franz Kafka, Thomas Mann, Herman Hesse, Andre Malraux, D. H. Lawrence, James Joyce, Christina Stead, Virginia Woolf, Rebecca West, and Djuna Barnes. Prerequisite: junior class standing or permission of the instructor. 2-year cycle, fall. Cr 3.

ENG 329 Modern Drama

A survey of modern English and Continental dramatists who have had a revolutionary impact on the modern theater. Authors to be considered might include Buchner, Strindberg, Ibsen, Pirandello, Brecht, Ionesco, Beckett, Pinter, Fommes, Churchill, and Norman. The course will emphasize the experience of drama as much as possible by viewing video productions of several plays. 3-year cycle, spring. Cr 3.

ENG 490 Independent Study in Literature Since 1900

By instructor's permission. See Department for application form. Cr var.

ENG 491 Seminar in Literature Since 1900

Students should consult the Department's *Course Guide* for detailed descriptions. Cr 3.

Approved Electives

Up to six hours of specific courses offered by other CAS departments such as History, Theatre, and Philosophy may be elected for English major credit.

Experimental Courses

Occasionally the English Department offers special courses not listed individually in the catalog. They appear in the current Schedule of Courses under the designation 199, 299, 399, or 499. Such courses will usually be experimental: pursuing original research, testing new alignments of figures or materials, or trying out courses before including them in the Department curriculum.

Geography-Anthropology

Chair of the Department: Lydia Savage, 300E Bailey Hall, Gorham

Professor: Wood; *Associate Professors:* Bampton, Crader, Edney, Hamilton, Savage, Tizon; *Assistant Professors:* Ettenger, Pavri; *Professors Emeriti:* Davis, French, Hodges

The program leading to a major in geography-anthropology emphasizes the integration of the two disciplines. Among the elements that are integrated in the major are common interests in the relationship between human populations and their natural environment, decision-making strategies of human groups, and the health and nutritional status of human societies. The major is an interdisciplinary program wherein students are expected to take courses from both geography and anthropology. The program of study beyond the basic requirements should be planned carefully, in close consultation with the student's departmental advisor, and should be approved by the latter. Such an arrangement allows for flexibility according to the student's interests while also providing close guidance and a control of educational quality by the Department.

Programs and Requirements

The Department offers the following programs: bachelor of arts in geography-anthropology; minor in anthropology; minor in archaeology; minor in geography; applied geography minor in planning; and a concentration in the social sciences area major of the College of Arts and Sciences.

All students with majors or specific discipline minors in the social sciences must achieve at least six credits with grades of B or better in the requirements of those majors or minors. No grades of D will be counted toward fulfillment of the major or minor requirements. Except for Independent Studies, no required course may be repeated more than one time.

All students are reminded that, in addition to meeting departmental requirements for the major, they must also meet the University's minimum proficiency requirements and the Core curriculum requirements.

Bachelor of Arts in Geography-Anthropology

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 47-53.

All students must take:

ANT	101J	Anthropology: The Cultural View
ANT	102K	Biological Anthropology
ANT	103	Introduction to Archaeology
GEO	101J	Human Geography
GEO	102K	Physical Geography
GYA	202D	Research Methods

All students must complete at least three credit hours in a geography or anthropology field course. A supervised three credit minimum internship in geography or anthropology may be substituted for the field course.

All students then elect to concentrate in either anthropology or geography.

Students who elect to concentrate in anthropology must also take:

ANT	310	History of Anthropological Thought
		and either
ANT	305	History of Archaeological Thought
		or
ANT	340	Primate Behavior

One ethnography course selected from the following:

ANT	220I	North American Indians
ANT	222I	Peoples of the North
ANT	230I	Hunters and Gatherers
ANT	301I	Victims of Progress
ANT	350	Amazon Peoples and Development

One of the following topical or regional courses

ANT	201J	Human Origins
ANT	202I	Origins of Civilization

ANT	213	Human Ecology
ANT	224I	Ancient Mesoamerica
ANT	232I	The Anthropology of Sex and Gender
ANT	233I	Food and Culture
ANT	250I	Archaeology of South America
ANT	254	Archaeology of East Asia
ANT	255	African Prehistory
ANT	302	Medical Anthropology
ANT	305	History of Archaeological Thought*
ANT	340	Primate Behavior*
ANT	450	Topics in Anthropology
GEO	409	Ethnobotany: Plants and People

*No course may be used to fulfill more than one category.

One of the following techniques or applied courses:

ANT	306	Analysis of Archaeological Materials
ANT	308	Environmental Archaeology
ANT	315	Ethnography: Methods, Ethics, and Practice
ANT	320	Human Osteology
ANT	410	Zooarchaeology
GEO	205	Remote Sensing
GEO	208	Cartography I
GEO	308	GIS I

9 additional credit hours, 3 of which *must* be ANT courses at or above the 300 level, and 3 of which *must* be GEO courses at or above the 200 level.

Students who elect to concentrate in geography must also take:

GEO	103J	Human-Environmental Geography
GEO	310	History of Geographical Thought

Two of the following topical or regional courses:

GEO	120J	Geography of Maine
GEO	203J	Urban and Regional Development
GEO	207J	Maps: Knowledge, Technology, Society, Culture
GEO	211I	Middle America: Lands and Peoples
GEO	212	Regional Geography of Western Europe
GEO	301	Political Geography
GEO	302	Gender, Work, and Space
GEO	303	Economic Geography
GEO	304	Social Transformation of Nature
GEO	307	History of Anglo-American Cartography
GEO	309	Tropical Biogeography and Conservation
GEO	402	Urban Geography
GEO	403	Urban Physical Geography
GEO	409	Ethnobotany: Plants and People
GEO	450	Topics in Geography

One of the following techniques or applied courses:

GEO	205	Remote Sensing
GEO	208	Cartography I
GEO	209	Introduction to Land Use Planning
GEO	210	Planning Maine Communities
GEO	308	GIS I
GEO	408	GIS II
ANT	315	Ethnography: Methods, Ethics, and Practice

9 additional credit hours, 6 of which *must* be in GEO courses at or above the 300 level, and 3 of which may be ANT or GEO.

Additionally, all geography-anthropology majors are required to demonstrate writing competence by completing two research papers in the major with grades of C or better, from two different professors, circulated and reviewed by the Department at least one semester prior to graduation.

The maximum number of hours of internships, field experience, and/or independent studies that can be applied toward the major is 9 hours. All students must meet with their advisors before registering for courses each semester.

Minor in Anthropology

The minor in anthropology shall consist of the following 19 credits:

- ANT 101J Anthropology: The Cultural View (3 credits)
- ANT 102K Biological Anthropology and Lab (4 credits)
- ANT 103 Introduction to Archaeology (3 credits)
- ANT 310 History of Anthropological Thought (3 credits)

and any two courses (6 credits total) from two different subfields of anthropology (cultural, archaeology, biological)

Minor in Archaeology

The minor in archaeology consists of a minimum of 18 credits:

Required:

- ANT 103 Introduction to Archaeology (3 credits)
- ANT 104 Introduction to Historical Archaeology (3 credits)
- ANT 305 History of Archaeological Thought (3 credits)
- ANT 306 Analysis of Archaeological Materials (3-6 credits)

Electives:

One of the following:

- ANT 202I Origins of Civilization (3 credits)
- ANT 250I Archaeology of South America (3 credits)
- ANT 254 Archaeology of East Asia
- ANT 255 African Prehistory

One of the following:

- ANT 307 Specialized Techniques in Archaeology
- ANT 308 Environmental Archaeology
- ANT 360 Public Archaeology
- ANT 410 Zooarchaeology
- GYA 300 Archaeology Field School

Or any combination of three elective courses.

Minor in Geography

The minor in geography shall consist of the following 19 credits:

- GEO 101J Human Geography (3 credits)
- GEO 102K Physical Geography and Lab (4 credits)
- GEO 120J Geography of Maine (3 credits)
- GEO 208 Cartography I (3 credits)

or

- GEO 205 Remote Sensing (3 credits)

and 6 additional hours of geography courses

Applied Geography Minor in Planning

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 18.

Required courses: GEO 101J, GEO 208

Choice of one from: GYA 350-351, GYA 400

Choice of one from: GEO 205, GEO 308

Choice of one from: GEO 209, GEO 210

Choice of one from: GEO 303J, GEO 402, GEO 403

Archaeology Laboratory

The Archaeology Laboratory located in 317 Bailey Hall provides facilities for research in archaeology and related areas. Various research collections are available, primarily from Maine, Alaska, and the Caribbean. The Archaeology Laboratory also houses a small library including books, journals, slides, and maps. Opportunities are available for independent student research projects, and work-study positions are available in the laboratory each semester.

Zooarchaeology Laboratory

The Zooarchaeology Laboratory located in 316 Bailey Hall provides facilities for research and teaching in zooarchaeology, human osteology, and human evolution. Current collections include casts of nonhuman primates and fossil hominids, and a

comparative faunal collection specializing in mammals, birds, and fish of the Northeast.

Qualitative Research Laboratory

The Qualitative Research Laboratory is housed in 315 Bailey Hall and is dedicated to qualitative analysis, training, and instruction, including the use of digital media. The room is used for classes and laboratories, and to conduct research and media production in the qualitative aspects of cultural anthropology and human geography. Opportunities are available for independent research projects, and work-study positions are available in the laboratory.

Cartography Laboratory and Map Collections

The Cartography Laboratory located in 323 Bailey Hall provides facilities for map making and air photo interpretation. The room is open for faculty and student use daily. An extensive map collection is housed in 318 Bailey Hall. Holdings include national Defense Department maps, Maine maps, topographic maps, and various world regional maps. Student proctors are available to offer assistance.

GIS Laboratory

The Geographic Information Systems (GIS) Laboratory, located in 302 Bailey Hall, provides facilities for computerized automated research of geographical data. The GIS Laboratory includes tools for running vector-based geographic information systems, and has the capacity for hand-digitizing images and producing multi-color output.

Geography-Anthropology

GYA 202D Research Methods

Students will focus on the ways in which geographers and anthropologists conduct research. We will address the issues of research question formulation, methodological strategies, and analytic techniques. Topics include defining research problems, measurement, sampling, research design, and analysis. Examples, case studies, and data will be drawn from the disciplines of geography and anthropology. Prerequisites: one of the following: ANT 101J, ANT 102K, ANT 103, and one of the following: GEO 101J, GEO 102K, as well as completion of mathematics proficiency. Cr 3.

GYA 215 Culture and Place

This course provides an introduction to the ways in which basic principles of ethnography, ethnohistory, and material culture studies can be used to understand the cultural landscape of cities. Normally offered during either the Winter Session or the Summer Session, the course will usually be conducted in a setting outside Maine. The emphasis will be on collaborative research skills, understanding of other cultures, and appreciation of the interrelationship of anthropology and geography. Cr. 4-6.

GYA 300 Archaeology Field School

The summer field school is designed to combine training in research methods of archaeology and geography. Students will receive intensive training in methods of site survey excavation and materials analysis. Several weeks will be spent at selected areas of coastal Maine involved in survey and excavation of sites, mapping sites and landscape features, and investigating potential food resources in site areas. This will be followed by some laboratory analysis of

recovered materials. This course may be repeated twice with the permission of the instructor. Cr 4-6.

GEO/GEY 360 Field Mapping in the Island Environment: Data Collection to GIS

The coast of Maine provides a unique laboratory for teaching environmental mapping, data compilation, and data management. In this course students are trained and equipped to use kayaks as the platform from which to conduct survey work for the preparation of small-scale high-resolution analytical maps of natural, historical, and archaeological phenomena. Field techniques used include topographic surveying, global positioning system (GPS) operation, and field mapping of geological and geographical features. Minimum impact methods are used throughout. Laboratory techniques used include air-photo interpretation, traditional cartography, and geographic information system (GIS) operation. The course culminates in the completion of a portfolio of maps and a GIS database covering the area surveyed. This course may be repeated once for credit. Offered Summer Session only. Prerequisite: permission of instructor. Cr 6.

GYA 350-351 Internship in Applied Geography-Anthropology

Internships offer the student practical experience in working with public agencies, private firms, and municipalities engaged in applied geographical-anthropological activities including, but not limited to, planning, transportation, delivery of human services, and natural resources.

A written contract will be drawn up by advisor and student for each internship, specifying the number of credits sought and work required for these

credits. As a general rule, internships will require at least eight hours of actual work per week. Interns will be expected to meet at least once every two weeks with instructor to discuss experiences and/or problems.

In addition, a major paper will be required from each student intern discussing an aspect of the internship or the work performed during the internship. Prerequisite: junior or senior standing in geography-anthropology. Offered pass/fail only. Cr 1-6.

Anthropology

ANT 101J Anthropology: The Cultural View

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

ANT 102K Biological Anthropology

This course examines our place in nature; the relationship between human biology and culture; the relevance of primate behavior and human evolution to understanding contemporary human society; human biological adaptations, including a discussion of population and nutrition; and contemporary human variation with an evaluation of the concept of race. The course includes a required 2-hour lab each week that provides practical experience with materials and research methods used by biological anthropologists. Cr 4.

ANT 103 Introduction to Archaeology

This course describes the methods and theories used by modern archaeologists to uncover information about past human life ways. Attention is given to techniques of survey and excavation of archaeological materials; concepts of space and time in archaeology; and detailed analysis of artifacts and organic residues. Some attention will be given to specific topics such as the archaeology of Maine. Cr 3.

ANT 104 Introduction to Historical Archaeology

An examination of the development and role of historical archaeology in interpreting the past, with regional emphasis on the United States. Several topics in historical archaeology will be examined, including New England historical archaeology, material culture analysis, subsistence and food way patterns, African American archaeology, and global perspectives. Cr 3.

ANT 201J Human Origins

This course focuses on the fossil and cultural evidence for human evolution. Topics to be covered include evolutionary theory, primate behavior, hominid origins, the taxonomy and phylogenetic

GYA 400 Independent Study in Anthropology or Geography

The Department faculty offers independent study in a topic in anthropology or geography for upper-level students (junior and senior status). Students must have had at least one course from the faculty member supervising the independent study; the proposal is subject to departmental approval. Variable credits will be offered.

relationships of fossil hominids, Pleistocene cultural adaptations, and the origin of modern *Homo sapiens*. The relationship between biology, geography, and culture is explored using the skeletal and archaeological evidence for human evolution. Cr 3.

ANT 202I Origins of Civilization

This course traces the evolution of human culture from the origins of farming and domestication, to the development of complex societies. General processes of urbanization and social stratification will be investigated, and examples will be drawn from throughout the Old and New Worlds, including the classical civilizations of the Near East, Southeast Asia, Mexico, and Peru. Cr 3.

ANT 213 Human Ecology

This course examines interactions between human societies and their natural environments. Human adaptation is viewed as a problem-solving process, involving the development of strategies for maximizing energy efficiency and reproductive success, for warding off environmental stress, and for reducing conflicts. These management strategies are examined for a number of human societies, and are used to gain insight into modern decision-making processes. Prerequisite: ANT 101J or 102K. Cr 3.

ANT 220I North American Indians

This course combines an ethnographic and archaeological perspective on the culture history and traditional cultures of native North Americans. Emphasis is placed on the relationship of aboriginal native cultures to their environments, and the evolution of complex societies in certain regions of North America. Also included is discussion of the fragmentation of Indian societies that followed the European invasion of North America. Cr 3.

ANT 222I Peoples of the North

This course is designed as a comprehensive summary of the prehistory, traditional culture, and contemporary life ways of peoples living in the northern hemispheres of both the Old and New Worlds—from Maine to Alaska, and from Siberia to Lapland. Special attention will be given to the origins of these peoples; the problems of living in cold, northern environments; the effects of European contact; and the modern problems that they face ranging from the effects of urbanization to land claim disputes. Prerequisite: ANT 101J or 103 or permission of instructor. Cr 3.

ANT 224I Ancient Mesoamerica

An introduction to the archaeology and ethnohistory of the indigenous peoples of Mexico and adjacent parts of Central America, up to the sixteenth century. Primary attention will be paid to the Olmec, Maya, and Aztec civilizations. Cr 3.

ANT 230I Hunters and Gatherers

Hunting and gathering is a way of life, not simply a subsistence technique. Ninety-nine percent of human evolutionary history involved this kind of life, and our biology as a species was created through this mode of existence. In this ethnographically oriented course we will study several hunter-gatherer societies including the Ju'hoansi, the Mbuti, the Australian aborigines, and the Inuit. Special attention will be given to understanding the traditional life and world view of hunter-gatherers, but we will also focus on how recent political and economic events are changing their lives. Cr 3.

ANT 232I The Anthropology of Sex and Gender

Sex and gender are, respectively, biological realities and cultural constructs. This course will examine the anthropology of sex and gender in an evolutionary-biological and cross-cultural perspective. The course is organized to explore the issues of sex and gender in three of the major subfields of anthropology: archaeology and biological and cultural anthropology. Topics will include bias in science, the biology and evolution of sex differences, sex-linked behaviors, nonhuman primates, human evolution and the division of labor, and sex roles in different kinds of human societies. Cr 3.

ANT 233I Food and Culture

This course focuses on food as an essential and central part of human experience. We will examine the anthropology of food and food habits, including an evolutionary-ecological perspective, the reconstruction of past human diets from archaeological evidence, and a cross-cultural examination of the diversity of human food preferences and avoidances. An important goal of the course will be to try to understand and appreciate cultural differences in food habits from both an ecological and a societal point of view. Cr 3.

ANT 250I Archaeology of South America

This course is designed as a comprehensive summary of prehistoric cultures and paleo-environmental conditions of South America. Emphasis is placed on the evolution of complex societies in the Andean and Pacific coast regions. Also included is a discussion of European contact and interaction with the Inka State. Cr 3.

ANT 254 Archaeology of East Asia

This course will examine prehistoric cultural developments in China, Korea, and Japan. Several issues will be examined in depth, including the theoretical framework of regional research, the Pleistocene-

Holocene transition, the development and spread of wet-rice farming, the development of regional states, and the role of writing and historic documents. Students will gain insight into the social and economic transformations of selected cultures. Cr 3.

ANT 255 African Prehistory

This course examines the archaeological evidence for cultural developments in the African continent, from the earliest traces of hominid behavior through the Iron Age and precolonial states. Emphasis will be placed on the development of stone tool technology, pottery and metallurgy, the ecological setting of sites, the reconstruction of subsistence activities, and African geography and regional settlement patterns, through time. Prerequisite: ANT 103 or permission of instructor. Cr 3.

ANT 260 Public Interpretation in Anthropology

Students are introduced to the interpretation of anthropological information for the public benefit. Topics to be covered include museum exhibits, videos, computer-based presentations, and writing for a non-specialist audience. Students will work in teams to produce a finished product for presentation in museums, parks, schools, or other public venues. Credit varies according to the specific topics covered and the breadth of the project, as determined by the instructor. Prerequisites: one of the following: ANT 101J, ANT 102K, or ANT 103. Cr 2-6.

ANT 300 Action Anthropology

Students will engage in the pursuit of both knowledge and social action. Much of the information base for the social action project will come from concurrent enrollment in ANT 350 or ANT 301I, both of which address the environmental/cultural issues of indigenous peoples. The link between knowledge and informed action will be explicit: students will research a particular aspect of an environmental/cultural issue of indigenous peoples, and design a social action project to address it. This course will be particularly useful for students interested in a career in social or environmental service in a multi-ethnic setting. Credit will vary with the scope of the projects undertaken in a particular semester, as determined by the instructor. Prerequisite: concurrent registration with ANT 350 or ANT 301I. Cr 1-2.

ANT 301I Victims of Progress: Indigenous Peoples in the Modern World

This course examines the disappearance of indigenous societies as a result of the expansion of industrial society, and the implications of such a process for the future of humanity, from both a scientific and humanistic point of view. It also discusses the role of anthropology in explaining and promoting culture change, and reviews the various philosophies of development exhibited in modern society. Prerequisite: ANT 101J. Cr 3.

ANT 302 Medical Anthropology

This course considers the interface between medicine and anthropology in terms of both human biology and society. The course develops concepts of health as effective adaptation to environmental stresses, including infectious disease, nutritional stress, and psychosomatic illness, among others. It traces the history of health and disease in human society from hunter-gatherers to modern urban, industrial communities, and examines the way in which human populations have attempted to deal with various agents of disease. The course examines the diversity of human theories of disease causation and explores the role of modern medicine in effective health care delivery to persons of different cultural and ethnic backgrounds. Prerequisite: ANT 101J, 102K or permission of instructor. Cr 3.

ANT 305 History of Archaeological Thought

This course is an historical survey of theory in archaeology from the early Classical archaeology and antiquarianism to contemporary processual, post-processual, and contextual approaches. It will examine the social history of archaeology in the United States. A special focus may include Scandinavian, Russian, Australian, or Japanese prehistory. Prerequisite: ANT 103. Cr 3.

ANT 306 Analysis of Archaeological Materials

This course provides an opportunity for in-depth study of methods used in the analysis of archaeological materials after they are recovered from excavations. Students will work in teams to apply analytical techniques to archaeological site collections including ceramics; stone, bone, and shell artifacts; and archaeological soils and faunal remains. Credit will vary with the range of techniques covered in a particular semester. Prerequisite: ANT 103. Cr 3-6.

ANT 307 Specialized Techniques in Archaeology

This course provides experience in the application of specific techniques from allied science disciplines to research problems in archaeology. Specific topics and course title may vary. May be repeated for credit under different titles. Prerequisite: GYA 300 or ANT 306 or permission of the instructor. Cr 1-2.

ANT 308 Environmental Archaeology

Students will be introduced to the analytical techniques that are commonly used in the archaeological study of past environments and environmental change. Topics to be covered include archaeological soils, preservation conditions, the reconstruction of past climates and landforms, and the analysis of plant and animal communities from archaeological evidence. In semesters when this course carries more than three credits, requirements will include a substantial research project. Prerequisite: junior status, and ANT 103 or GYA 300. Cr 3-6.

ANT 310 History of Anthropological Thought

This course is a historical survey of theory in anthro-

pology from the early classical evolutionists to contemporary materialist and idealist approaches. It will examine the various theories in terms of their level of analysis, explanatory value, and relationship to the western society from which they emerged. This course is a requirement for those concentrating in anthropology. Prerequisites: ANT 101 and either ANT 102K or ANT 103. Cr 3.

ANT 315 Ethnography: Methods, Ethics, and Practice

This course offers students an overview of the methods of ethnographic observation and analysis, and of the ethical considerations of conducting such research. Students will be required to carry out ethnographic fieldwork, employing appropriate methods of data collection and analysis. Credit will vary depending on the scope of the fieldwork project, as determined by the instructor. Prerequisites: ANT 101J and one ethnography course or ANT 310. Cr 3-6.

ANT 320 Human Osteology

This course provides an introduction to the study and analysis of human skeletal material found at archaeological sites. We will focus on learning detailed human skeletal anatomy and the various metric and non-metric techniques used in aging, sexing, stature determination, and analysis of pathologies and injuries. Consideration will be given to how these techniques are applied in demographic and other analysis of prehistoric human populations. Prerequisite: ANT 102K or permission of instructor. Cr 3.

ANT 340 Primate Behavior

This is an intermediate course in primatology and theories of social behavior. Although the focus will be ethological, we will also consider primate biology, ecology, and biogeography. Aspects of primate behavior that will be considered include social organization, aggression, dominance, the mother-infant bond, play, sex roles, and intergroup relationships. We will also examine attempts to teach language to non-human primates and will consider the use of primates in models of human evolution. Prerequisite: ANT 102K or permission of instructor. Cr 3.

ANT 350 Amazon Peoples and Development

In recent years the alarm has been sounded about the rapid destruction of the Amazon rain forest and the unknown consequences of the loss of perhaps one-third of the world's species; less attention has been paid to the extinction of systems of knowledge and survival developed over the millennia by the indigenous forest people, not the least of which is how to live sustainably in the complex ecosystem in a rich diversity of cultures. In this course, students will examine these cultures for what they can teach us, as well as the effects of colonization and "development" on the forest and its inhabitants. Prerequisite: ANT 101J. Cr 3.

ANT 360 Public Archaeology

This course introduces students to the interpretation of archaeological information for the public benefit. Topics to be covered include museum exhibits, collection management, federal and state legislation, ethics, site conservation database management, and GIS. Students will work in teams to produce a finished product for presentation during Archaeology Awareness Week. The course includes prehistoric excavation and a trip to two museums. Credit varies with specific substantial topics and project breadth. Prerequisite: ANT 103. Cr 2-6.

ANT 410 Zooarchaeology

Zooarchaeology, the study of animal remains from archaeological sites, provides information for archaeologists about human diet and subsistence practices through time. The course will offer the basic theoret-

ical and methodological foundations of zooarchaeological analysis, focusing on the study of mammalian bones recovered from archaeological sites. The approach will be lab-oriented, with emphasis on learning techniques of analysis and on interpreting archaeological faunal assemblages. Credit will vary with the scope of the projects undertaken in a particular semester. Prerequisite: ANT 102K, ANT 103, or a course in archaeology. Cr 3-6.

ANT 450 Topics in Anthropology

This course is designed to undertake detailed, in-depth analysis of important topics and issues in such subfields of anthropology as sociocultural anthropology, biological anthropology and archaeology. Topics vary from semester to semester. Research papers are required. Prerequisite: junior standing or permission of instructor. Cr 3.

Geography

GEO 101J Human Geography

This course examines social, economic, and political processes that shape the contemporary global landscape, with particular emphasis on the relationships between developed and developing regions of the world. Cartography, population trends, agricultural systems, migration, urbanization, and industrialization are among the topics covered. Cr 3.

GEO 102K Physical Geography

This course examines the physical processes of the environment as they relate to human endeavors. Climate, soil, vegetation, land form, water, and mineral resources are among the topics covered. Laboratory exercises acquaint the student with the materials and methods of physical geography. Climate data, topographic maps and field observations are employed to solve practical problems of human interaction with the environment. Cr 4.

GEO 103J Human-Environmental Geography

Using geographic perspectives, this course focuses on the changing nature of the earth's environment and the human role in these changes. Both direct and indirect human impacts on the biosphere, the atmosphere, and the hydrosphere are considered, including tropical deforestation and the loss of biodiversity, the human role in global climate change, and the impact of human actions on world fisheries. Local and regional examples will be incorporated. Cr 3.

GEO 104J World Regional Geography

This course will familiarize students with the diversity of people and places in the world by examining the physical, political, and cultural geography of different regions of the world. Emphasis will be given to development of regions within a global framework. This course will add to the general education of students by developing their geographic skills and by enhancing their geographic awareness and knowledge of the world through various aspects of global diversity. Cr 3.

GEO 108 GIS Applications

An introduction to Geographic Information Systems (GIS), stressing the practical applications of popular graphical user interface (GUI) software packages such as ArcView. Topics covered include displaying, downloading, editing, analyzing, and printing public domain and user-created geographical data sets. The main emphasis of the course is on the acquisition of system operation skills. Cr 3.

GEO 120J Geography of Maine

This course will examine Maine as a geographic region. Physical and cultural attributes of the state will be analyzed. Political, economic and demographic factors will be emphasized in viewing the assets and problems of the Maine environment and in planning Maine's future. Cr 3.

GEO 203J Urban and Regional Development

Students will survey contemporary patterns of urban and regional development through comparative analysis. Students will examine links between urbanization, employment, and social welfare in different political and economic contexts as the course moves from the global scale to the local. Students will be introduced to a series of research skills including the use of computer databases and spreadsheet programs, many of which will be of use in other courses. Cr 3.

GEO 205 Remote Sensing

An introduction to the use of remotely sensed data for the study of human and environmental phenomena. Image-processing software is used to analyze satellite images; raster GIS is used to explore a variety of geographical modeling, spatial, and data presentation techniques. Prerequisite: recommended as a companion course to GEO 208 and GEO 308. Cr 3.

GEO 207J Maps: Knowledge, Technology, Society, Culture

This course introduces the interdisciplinary nature of maps and geographic knowledge. Its core theme

is the manner in which our complex knowledges of the world are constructed cartographically through technologies, social institutions and cultural expectations. Using examples from prehistoric rock-carvings to modern computer graphics, maps are interpreted as products of human ingenuity, rather than statements of geographic fact; they do not just show the world, they show our conception of what the world *ought* to be. Cr 3.

GEO 208 Cartography I

This is an introductory course in cartography focused on developing basic mapping and graphic communication skills essential to a wide variety of disciplines. The course will be flexible and adjusted to individual needs. Familiarization with basic charting technology and cartographic tools will be included. Cr 3.

GEO 209 Introduction to Land Use Planning

This course offers an overview of human/land relationships as they influence contemporary patterns of settlement and use of the land. It will discuss the logic of a planning process as a method of decision making; the formulation of goals and evaluation of alternative courses of action; standards and requirements for specific planning objectives (such as land use, energy, recreation, transportation); and the place of the planning function in government and the role of citizens and private groups. Introduction to basic planning tools and techniques including PERT, aerial photography, and methods of land inventory and classification will be presented. Cr 3.

GEO 210 Planning Maine Communities: Current Issues and Directions

This course will examine the issues facing Maine communities such as providing affordable housing, maintaining and improving the community's physical facilities such as streets, sewers, playgrounds, etc., disposing of solid and hazardous wastes, stimulating jobs and economic development, providing adequate transportation facilities, and preserving Maine's environment and lifestyle in the face of growth. It will also address how these issues can be addressed through the use of the planning process and sound planning techniques. Cr 3.

GEO 211I Middle America: Lands and Peoples

A general introduction to the environments and peoples of Central America, Mexico, and the Caribbean from a geographical perspective. A broad array of topics is covered including landforms, ecology, environmental hazards, population, cities, sustainable development, geopolitics, frontiers, conservation, traditional cultures and resource management, cultural survival, and the region's role in the global economy. Cr 3.

GEO 302 Gender, Work, and Space

Students will examine the ways in which the workforce is divided by gender, race, class, and ethnicity and how location and space shape and sustain such

divisions. Competing explanations for why women and minorities hold jobs that differ distinctly from jobs held by other workers will be examined. Students will learn how a geographic understanding of gender, race, ethnicity, and class can help explain more fully the current position of women in the economy. Cr 3.

GEO 303 Economic Geography

This course examines the intersection between economies and geography. Emphasis is placed on the social, cultural, and political contexts within which economies develop and are regulated and restructured. Students are introduced to the skills which allow them to interpret and understand the present economic landscapes and to evaluate the factors and trends that anticipate the future. Prerequisites: ANT 101J, GEO 101J, GEO 203J, ECO 101J, ECO 102J, or permission of instructor. Cr 3.

GEO 304 Holocene Environments

Holocene (10,000 B.P.-present) environmental processes are unique in two respects: They fall within the scope of human historical record, and they are influenced by human actions. During the lecture portion of the course, patterns and processes of human interaction with Holocene environments are explored. During the seminar portion of the course, historical and scientific data are used to develop case studies of some of these environments. Prerequisite: one of the following: GEO 102K, ANT 102K, GEO 101J, GEY 111K, or BIO 331. Cr 3.

GEO 307 History of Anglo-American Cartography

A comparative history of the creation, dissemination, and control of spatial knowledge in Britain and North America, from 1500 to 1917. This course examines which social institutions have promoted the creation and use of maps, what cultural expectations have defined the character of geographic knowledge, and how those social institutions and cultural expectations have been shaped by the practices of map making. Particular attention will be paid to the territorial aspects of the modern state, to the economic foundations of map making, and to the cultural ideologies of geographic knowledge. Prerequisite: any 200/300-level GEO or HTY course, or instructor's permission. Cr 3.

GEO 308 GIS I

Students are introduced to the skills necessary to run a vector-based geographical information system (GIS). Topics covered are the characteristics of line, point, area, and boundary data, numerical data entry, digitizing, data manipulation, and output generation. Possible sources of confusion and error, both of system operation and of output interpretation, are reviewed. The course comprises a weekly lecture and a weekly laboratory. Prerequisite: one of the following: ESP/GEO 108, GEO 205, GEO 208, GY 202, GY 301, GEO/GY 360. Cr 3.

GEO 309 Tropical Biogeography and Conservation

This course examines the physical, biological, ecological, and human-environmental aspects of the tropics and subtropics. The first half of the course investigates biophysical geographic aspects of the tropics such as climate, soils, vegetation, and diversity. The second half investigates how humans have altered these biophysical processes, focusing on issues such as population growth, logging, cattle ranching, and the role of indigenous rights. Prerequisites: GEO 102K or GEO 103 or permission of instructor. Cr 3.

GEO 310 History of Geographical Thought

An historical survey of the theory and discipline of geography from its classical origins to the modern proliferation of idealist and positivist approaches. Most of the course will cover the development of the modern, secular discipline in the nineteenth and twentieth centuries. Of central concern are the relationships between imperialism (including racism), the study of other peoples by the West, and the configuration of geographical thought and institutions. Prerequisite: GEO 101J or GEO 102K, or instructor's permission. Cr 3.

GEO 340/GEY 340 Digital Mapping

Students are exposed to the latest digital survey gear and integrated techniques with applications in geoscience, geography, and environmental science. Instrumentation includes both static and real-time kinematic GPS (global positioning system) and autolock servo-driven electronic total station. Detailed precision survey data are combined with geo-referenced maps and imagery in GIS software. Prerequisites: introductory course in GEY, GEO, or ESP, and additional 200-level course in any of the above areas. Cr 4.

GEO 402 Urban Geography

This course examines the underlying social, economic, cultural, and political processes that have created and continue to shape the North American urban landscape. The course will combine readings, lectures, discussion, and fieldwork to explore various themes in urban geography. Topics may include industrialization, immigration, residential segregation, housing, economic development, sustainable growth, urban ecology, and planning policy. Prerequisite: GEO 101J, GEO 203J, or permission of instructor. Cr 3-6.

GEO 403 Urban Physical Geography

Past and present urban environments are characterized by intense human impacts on environmental processes, both planned and unplanned. Using a combination of field and laboratory techniques, students will develop an analytical model exploring one or more aspects of this interaction between people and urban environments. Prerequisite: one of the following: GEO 102K, GEO 402, GEY 202, or BIO 331. Cr 3.

GEO 408 GIS II

This weekly seminar emphasizes the use of geographical information systems (GIS) in research and professional environments. It has two components: project design and project execution. Project design focuses on hypothesis generation, planning time lines and individual work assignments, and identifying technical and data resources. Projected execution is undertaken using a variety of raster, vector, and graphical user interface (GUI) software, as appropriate to the project in hand. Prerequisite: GEO 308. Cr 3.

GEO 409 Ethnobotany: Plants and People

This course explores the contemporary and historical interaction between people and the plant world, focusing on the works of geographers, anthropologists, and botanists. Topics to be explored include plant domestication theory, crop diversity, economic botany, the "green revolution," biotechnology, medicinal and hallucinogenic plants, illicit ethnobotany, and sustainable development. Prerequisite: GEO 102K or GEO 103 or ESP 101 or permission of instructor. Cr 3.

GEO 450 Topics in Geography

This course provides in-depth analysis of relevant topics from the perspective of an economic, political, cultural, regional or other focused approach to geographic study. The topics vary depending upon current issues of significance and the special background of the instructor. Research papers are required. Prerequisite: permission of Department. Cr 3.

GEO 458 Research Applications in GIS

An advanced workshop in geographical information systems (GIS) in which students undertake an original research project. The objective of the course is to generate a product which meets professional standards for publication or presentation at a professional meeting, allowing students to build resumes and gain exposure to a professional audience. Prerequisite: GEO 308. Cr 3.

Geosciences

Chair of the Department: Irwin Novak, 112A Bailey Hall, Gorham
Professors: Pollock, Swanson; *Associate Professors:* Fitts, Novak; *Laboratory Associate:* Vose

Programs and Requirements

Geosciences is a broad interdisciplinary group of sciences focused on the dynamic processes that affect the earth. The geosciences major provides a solid science background and good preparation for careers involving environmental problems, science education, geologic hazards, geo-engineering, mapping, fossil fuels, and minerals. Specific areas of study include earth structure, earth history, rocks, minerals, tectonic processes, earthquakes, groundwater flow and contamination, erosion and landforms, atmospheric processes, and exploration/mapping methods. Many of the courses have laboratory components; some are outdoor and field-oriented, some are indoor with microscopes or other lab equipment, and some involve computer simulation of earth systems. Our degree programs offer two options: (1) geology which focuses on earth materials and large-scale processes, and (2) environmental geology which focuses on smaller-scale, near-surface processes that are relevant to environmental issues.

Recent graduates of this program have been awarded scholarships for graduate study and have entered environmental consulting firms, state regulatory agencies, and science teaching. Geosciences majors intending to pursue graduate work should determine graduate school requirements; some additional coursework in allied areas may be required. Students are encouraged to take additional courses or minor in fields such as chemistry, environmental science and policy, physics, biology, computer science, mathematics, and geography. Students are also encouraged to take a summer geoscience field course, if possible.

Two degree programs are offered for geosciences majors: a bachelor of arts and a bachelor of science. The B.S. degree has more emphasis on mathematics than does the B.A. degree; the B.S. is better preparation for graduate studies and more quantitative careers. Majors must achieve a 2.0 grade point average and grades of C- or better in all geosciences courses.

Students interested in teaching science at the K-8 level may wish to consider the self-designed major in general science, option C—earth science, concurrent with the TEAMS (Teachers in Elementary and Middle School) program in the College of Education and Human Development.

Bachelor of Arts in Geosciences and Bachelor of Science in Geosciences

The B.A. and B.S. degrees differ only in the physics and mathematics requirements as noted below. The minimum number of credits (excluding the University's Core curriculum) required for the B.A. and B.S. majors are 64 and 73, respectively.

The following courses are required.

Chemistry

CHY	113K, 114K,	
	115, 116	Principles of Chemistry

Physics

PHY	121K, 123	General Physics (required for B.S.)
		or
PHY	111K, 112	Elements of Physics (allowed for B.A., not B.S.)
PHY	114K, 116	Introductory Physics Laboratory

Mathematics

MAT	120D	Introduction to Statistics
MAT	152D	Calculus A
MAT	153	Calculus B (required for B.S., not B.A.)
MAT	252	Calculus C (required for B.S., not B.A.)

Geosciences

GEY	100K	Physical Geology Lecture
GEY	101K or 102K	Physical Geology Laboratory (or Field Laboratory)

GEY 202	Geomorphology
GEY 203	Mineralogy

In addition, one of the following must be completed:

Option A, Geology

GEY 201	Paleogeography and Global Change
GEY 301	Crustal Structure and Tectonic Processes
GEY 302	Sedimentation and Stratigraphy
GEY 303	Igneous and Metamorphic Rock Origins
GEY 410	Introduction to Geophysics

At least 10 (B.A.) or 8 (B.S.) additional credits of GEY elective courses at the 200+ level.

Electives for Geology Option:

GEY 110K	Field Studies in Environmental Geology on the Island of Lesbos, Greece
GEY 208	Environmental Geology
GEY 240	X-Ray Powder Diffractometry Laboratory
GEY 310	Glacial and Pleistocene Geology
GEY 340	Digital Mapping
GEY 360	Field Mapping in the Island Environment: Data Collection to GIS
GEY 411	Environmental Geophysics
GEY 420	Hydrogeology

Option B, Environmental Geology

BIO 105K, 106K	Biological Principles I: Cellular Biology and Lab
GEY 207	Atmospheric Science and Pollution
GEY 208	Environmental Geology
GEY 411	Environmental Geophysics
GEY 420	Hydrogeology

At least 10 (B.A.) or 8 (B.S.) additional credits of GEY elective courses at the 200+ level.

Electives for Environmental Geology Option:

GEY 110K	Field Studies in Environmental Geology on the Island of Lesbos, Greece
GEY 201	Paleogeography and Global Change
GEY 240	X-ray Powder Diffractometry Laboratory
GEY 301	Crustal Structure and Tectonics
GEY 302	Sedimentation and Stratigraphy
GEY 303	Igneous and Metamorphic Rock
GEY 310	Glacial and Pleistocene Geology
GEY 340	Digital Mapping
GEY 360	Field Mapping in the Island Environment: Data Collection to GIS
GEY 410	Introduction to Geophysics

The following courses are also approved electives. Additional electives may be approved by the Department chair.

ESP 250, ESP 301, ESP 303, ESP 360, ESP 403, GEO 308, CHY 231, CHY 232, CHY 251, CHY 252, BIO 311, BIO 312, BIO 341

Minor in Geosciences

A minor in geosciences consists of a minimum of 17 credits including GEY 100K, GEY 101K or GEY 102K, and at least 13 additional credits of GEY courses numbered 200 or higher.

GEY 100K Physical Geology

An introduction to minerals and rocks and the processes that have continually shaped the earth over hundreds of millions of years. Internal processes include the movement of crustal plates, earthquakes, volcanism, rifting, sea floor spreading, crustal deformation, and mountain building. External processes such as stream erosion, ground-

water flow, glaciation, and landslides are also examined. Concurrent registration in GEY 101K is recommended. Cr 3.

GEY 101K Physical Geology Laboratory

Lab sessions will focus on mineral identification, rock classification, and the interpretation of topographic and geologic maps. Field trips to local sites

will help illustrate rock types, glacial deposits, and geologic processes discussed in lecture. Concurrent registration in GEY 100K is recommended. Two hours. Cr 1.

GEY 102K Field Laboratory in Physical Geology

This laboratory will stress mineral/rock identification and topographical map interpretation in the study of a series of local field sites. Geologic mapping techniques will be used to construct detailed maps and cross-sections of many spectacular outcrops in the southern Maine area. These mapping exercises will help illustrate the process of rock deformation and magma intrusion. Concurrent registration in GEY 100K is recommended. Fall semester only. Three hours. Cr 1.

GEY 105K Introduction to Oceanography

The world's ocean covers 70 percent of the earth's surface and makes life possible. Among those who live on land, the impact of ocean systems is often overlooked. This course offers an interdisciplinary look at the science of the ocean. Basic concepts in chemistry, geology, physics, and biology are taught as they apply to marine phenomena such as salinity, ocean floor formation, currents, waves, and the astounding variety of life in the sea. The interrelationships of land, air, and sea are stressed in an effort to develop an appreciation for the importance of oceans. Concurrent registration in GEY 106K is strongly recommended. Cr 3.

GEY 106K Oceanography Laboratory

Major concepts from GEY 105K are illustrated using hands-on activities. Students perform a variety of tasks designed to promote understanding of scientific methods and data analysis. Classes held in the lab include a range of chemical and physical experiments. Field trips involve wave observations at nearby beaches and examination of tide pool plants and animals. Concurrent registration in GEY 105K is strongly recommended. Cr 1.

GEY 109K Field Geology of Coastal Maine

This introductory course uses a field-based approach to understanding earth materials and the processes of crustal deformation, igneous intrusion, and surface erosion. Lectures and preliminary indoor labs are combined with outdoor field exercises at the spectacular coastal rock exposures of Casco Bay and southern Maine. Students learn mineral and rock identification by examining laboratory samples and outdoor outcrops. The interpretation of complex geologic relations involving folding, faulting, and igneous intrusion will be highlighted through detailed field mapping exercises during numerous field trips to local outcrops. Summer Session only. Cr 4.

GEY 110K Field Studies in Environmental Geology on the Island of Lesbos, Greece

This course will consider the basic and applied geol-

ogy of the eastern Aegean Sea with particular emphasis on the island of Lesbos, Greece. The course is a cooperative effort with the Department of Environmental Studies of the University of the Aegean. Rocks, minerals, and topographic maps will be studied for the purpose of interpreting the bedrock geology, geomorphology, and hydrogeology of the region. Other topics will include remote sensing, aerial geology, tectonics, use of the Brunton compass, waste disposal, coastal processes, and the impact of development. The course will consist of lectures, laboratory experiences, and field trips to many parts of the island. Offered Summer Session only. Cr 4.

GEY 201 Paleogeography and Global Change

This course examines the diversity of the global rock record to emphasize continental, oceanic, and atmospheric origins and changes. Geochronology, geologic time scale, plate tectonics, and magneto- and bio-stratigraphy will be significant topics. Laboratories will emphasize invertebrate fossil groups from the late Precambrian to the Pleistocene. The course may require one three-day field trip. Prerequisites: GEY 100K and either GEY 101K or GEY 102K. Cr 4.

GEY 202 Geomorphology

Students will consider landscapes and the processes that are responsible for their formation. Emphasis will be on the constructive processes of mountain-building and volcanism and the erosional processes of rivers, glaciers, the sea, and wind. There will be one or two weekend field trips. Two hours lecture, two hours lab. Prerequisite: GEY 201 or permission of instructor. Cr 4.

GEY 203 Mineralogy

The course concentrates on the silicate family of minerals, but also examines nonsilicate mineral families. Subject areas covered include crystallography, crystal chemistry, and environments of mineral formation. In one lab each week, students will examine crystals and minerals in hand specimens. In a second lab each week, the rudiments of optical crystallography are introduced and students will examine minerals microscopically. Three hours lecture, two labs each two hours in length. Prerequisite: GEY 100K, 101K (CHY 113, 114 is recommended). Cr 4.

GEY 207 Atmospheric Science and Pollution

Students will be introduced to the physical and chemical processes active in the earth's atmosphere. Specific topics include atmospheric circulation, atmospheric chemistry, climate patterns, storms, natural atmospheric change in recent geologic time, human-induced atmospheric change, and atmospheric pollution. Prerequisite: CHY 113, 114. Cr 3.

GEY 208 Environmental Geology

Geology and its effect on the human condition. Topics include geological hazards (earthquakes, volcanic eruptions, landslides, floods, and sink

holes), human impact upon the coast, shoreline losses, hazardous and non-hazardous waste disposal, economic geology (exploitation of petroleum, natural gas, metallic ores, coal, and sand and gravel), and groundwater use and contamination. Three hour lecture plus several day field trips and/or attendance at public meetings. Prerequisites: GEY 100K and GEY 101K. Cr 3.

GEY 240 Applications Laboratory in X-Ray Powder Diffractometry

This is an applications laboratory designed for junior or senior level majors in geosciences, or any discipline that requires the characterization and identification of crystalline solids. Students will develop a working knowledge of elementary crystallography, sample preparation and identification using x-ray diffraction. Projects will utilize a series of increasingly complex materials and mixtures, culminating with a narrowly defined research project. Prerequisite: GEY 203 or concurrent, or CHY 113K/114K or concurrent, or permission of the instructor. Cr 1.

GEY 301 Crustal Structure and Tectonics

Structures in the earth's crust are examined in their relation to the history of deformation and plate tectonic interaction. Students learn to recognize, describe, and interpret the wide variety of outcrop-scale structures found in Casco Bay and southwestern Maine. In the field-based lab, students will use Brunton compasses, stereonets, and outcrop mapping techniques to analyze the local structural development, and relate this to the interpreted tectonic history of continental collision, strike-slip shearing, and subsequent rifting. Three hours lecture, four hours lab. Prerequisites: GEY 100K, GEY 101K or 102K, and GEY 201. Cr 4.

GEY 302 Sedimentation and Stratigraphy

Students focus on the processes that produce sediments and the mechanisms by which they are eroded, transported, and deposited. By carefully examining the motifs, models and characteristics found in the sediment composition, texture, and features in modern-day sedimentary environments, clues can be found to understanding the historical sedimentary record. Two hours lecture, three hours lab. Cr 4.

GEY 303 Igneous and Metamorphic Rock Origins

An introduction to the diversity and global distribution of igneous and metamorphic rocks. Students will examine the physical conditions and environments where igneous and metamorphic rocks form. Such environments include mid-ocean ridges, island arcs, convergent margins, and intraplate settings. Topics include: styles of volcanic eruptions, intrusive igneous rocks, regional metamorphism, and metamorphic belts. Labs will cover rock identification, computer exercises, and petrographic microscopy. Three hours lecture, two laboratories each two hours in length. The laboratories and lec-

ture will occasionally be combined into half- or full-day field trips. Additionally, one weekend field trip will be offered. Prerequisite: GEY 203. Cr 4.

GEY 310 Glacial and Pleistocene Geology

Glacial processes, deposits, and the stratigraphy of the Pleistocene Epoch. Emphasis on the erosional and depositional features of glacial events in Maine. One, possibly two, weekend field trips. Prerequisite: GEY 202. Two hours lecture, two hours lab. Cr 3.

GEY 340/GEO 340 Digital Mapping

Students are exposed to the latest digital survey gear and integrated techniques with applications in geosciences, geography, and environmental science. Instrumentation includes both static and real time kinematic GPS (global positioning system) and autolock servo-driven electronic total station. Detailed precision survey data are combined with geo-referenced maps and imagery in GIS software. Six hours lecture/lab. Prerequisites: introductory course in GEY, GEO, or ESP and additional 200-level course in any of the above areas. Cr 4.

GEY 360 Field Mapping in the Island Environment: Data Collection to GIS

The coast of Maine provides a unique laboratory for teaching geologic and environmental mapping, data compilation and data management. In this course students are trained and equipped to use kayaks as the platform from which to conduct survey work for the preparation of small-scale high-resolution analytical maps of natural, historical, and archaeological phenomena. Field techniques used include topographic surveying, global positioning system (GPS) operation, and field mapping of geological and geographical features. Minimum impact methods are used throughout. Laboratory techniques used include air-photo interpretation, traditional cartography and geographic information system (GIS) operation. The course culminates in the completion of a portfolio of maps and a GIS data-base covering the area surveyed. Offered Summer Session only. Prerequisites: junior/senior standing or permission of instructor. May be repeated for credit. Cr 3.

GEY 400 Cooperative Education in Geosciences

Students have opportunities to relate academic knowledge and practical job experience. Arrangements can be made with various agencies, businesses, and industries to employ qualified students. The student's work should be in a field related to geoscience. Approval is on an individual basis, depending on the nature of the job and specific work assignments. Evaluation is typically done through a written report that summarizes the work experience, with input from the employer and a faculty advisor. Prerequisite: junior/senior standing or permission of instructor. May be repeated for a maximum of 6 credits. Cr 1-6.

GEY 410 Introduction to Geophysics

Students investigate the mechanics of earth's struc-

ture and dynamics, as well as applications of geophysics to resource exploration and environmental investigation. In the context of both plate tectonics and applied geophysics, specific topics include magnetism, seismology (earthquake seismology, seismic refraction, seismic reflection), gravity, and heat flow. Prerequisites: MAT 152D and PHY 121K or permission of instructor. Cr 3.

GEY 411 Environmental Geophysics

Students will become familiar with the most common geophysical field methods used in all phases of environmental investigations, including data collection, data processing, report preparation, and public presentation. Field and lab exercises are incorporated to provide hands-on experience in the methods, and to introduce students to common geophysical instrumentation. Prerequisites: GEY 100K and GEY 410. Cr 4.

GEY 420 Hydrogeology

This is an introductory groundwater course covering the following topics: water balance, basic fluid mechanics, groundwater flow equations, flow to

wells, flow in various geologic environments, groundwater quality, and groundwater pollution. Some case studies will be included. Prerequisites: GEY 100K, CHY 113 (may be taken concurrently), MAT 152D, and PHY 111K or 121K, or permission of instructor. Three hours lecture, two hours lab/recitation. Cr 4.

GEY 490 Senior Thesis

The student develops an in-depth research paper about an original research theme. A thesis topic is chosen in consultation with a faculty advisor in the semester prior to registration. May be repeated for a maximum total of 6 credits. Prerequisite: senior standing and permission of the instructor. Cr 3-6.

GEY 498 Independent Study in Geoscience

The student may explore particular fields of specialization through library research, laboratory study, or a field-oriented project. The topic is chosen in consultation with a faculty advisor in the semester prior to registration. May be repeated for a total of 6 credits. Prerequisites: junior or senior standing and permission of the instructor. Cr 1-3.

History

Chair of the Department: Christine Holden, 200 Bailey, Gorham

Professors: Albee, Cole, Long; *Associate Professors:* Eagan, Elgersman Lee, Holden, Johnson, Whitmore, Zhao; *Assistant Professors:* Carey, Tuchinsky

History, as a domain of knowledge, embraces all past human activity. There is no phenomenon without history. Historians endeavor to discover and organize facts about people and events and to create from them meaningful explanations and narratives.

Through a series of introductory and advanced courses, history majors become familiar with past knowledge, the forces of change, and the varieties of historical scholarship dealing with societies throughout the world. They also learn to collect, evaluate, organize, and interpret evidence, and to present it in oral and written forms.

Students with grounding in historical knowledge possess the central core of an excellent liberal arts education which may be used in numerous ways, including active citizenship, graduate school, and various occupations.

Programs and Requirements

The Department of History offers a major that leads to a bachelor of arts degree and a minor for students majoring in other disciplines. The major consists of 39 credit hours in history plus a foreign language requirement. The minor consists of 18 credit hours in history. In addition, the Department offers an internship program in cooperation with area historical societies, museums, libraries, and other institutions.

Majors should, after consultation with an advisor, focus at least three of their history electives (300-level courses) upon a particular country, continent, era, or theme of their choosing and select courses from other departments that complement this concentration.

College Level Equivalency Program (CLEP) examinations are available in Western Civilization and United States History. Unusually well-prepared entering students who pass one or more of these examinations may substitute 300-level course(s) for the HTY 101I/102I and/or HTY 121I/122I/123I introductory surveys.

A history major or minor must achieve at least six credits of B or better grades in history courses. No grade of D will count toward fulfillment of a history major or minor. No required course may be repeated more than once. Majors and minors are reminded that, in addition to Department requirements, they must also meet those of the University Core curriculum.

Bachelor of Arts in History

History Requirements

To graduate with a bachelor of arts in history, a student must successfully complete a minimum of 39 credits in history courses as follows:

Field I

HTY 101I Western Civilization I

HTY 102I Western Civilization II

Field II (complete one of the following pairings)

HTY 121I and one other: HTY 122I, 123I, 132I or 142I

HTY 122I and one other: HTY 121I, 123I, 131I, 132I, 141I, or 142I

HTY 123I and one other: HTY 121I, 122I, 131I, or 141I

HTY 131I and one other: HTY 122I, 123I, 132I, or 142I

HTY 132I and one other: HTY 121I, 122I, 131I, or 141I

HTY 141I and one other: HTY 122I, 123I, 132I, or 142I

HTY 142I and one other: HTY 121I, 122I, 131I, or 141I

Field III (select two)

HTY 152I The Islamic Near East

HTY 171I Traditional East Asia

HTY 172I Modern East Asia

HTY 181I Latin America I

HTY 182I Latin America II

Research methods course

HTY 200 Reference, Research, and Report Writing

Elective advanced history courses

Select five 303-399 level courses in consultation with your major advisor.

The Department of History will occasionally double-list upper-level courses from other departments. History majors may count only one course offered by another department and double-listed as a history course as fulfilling a history major requirement.

HTY 400 Senior Seminar

Foreign Language Requirement

Students majoring in history must demonstrate an intermediate competence in one foreign language as part of the Departmental requirements for graduation. This requirement can be fulfilled by achieving a grade of at least C- in the second semester of an intermediate level course (and any necessary prerequisites) or by examination.

Minor in History

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 18.

Students majoring in CAS disciplines who desire a concentration in history may develop an 18 credit-hour minor. The program of study must focus upon a particular country, continent, era, or theme of their choosing. The program must be developed in cooperation with a member of the history faculty and include the two-semester survey sequence appropriate to the focus.

Requirements: appropriate two-semester survey sequence and four elective advanced history courses (approved by advisor and Department chair).

HTY 101I Western Civilization I

A basic survey and introduction to the heritage of Western society from ancient to early-modern times. Particular attention is given to the ancient civilizations of Egypt, Greece and Rome. Medieval civilization is explored with a focus on the institutions it bequeathed to the modern world. The Renaissance and Reformation and the rise of the great nation-states are studied. Throughout the course important individuals are considered such as Alexander the Great, Caesar, Charlemagne, Michelangelo, and Elizabeth I. The course also introduces students to historical method. Cr 3.

HTY 102I Western Civilization II

A basic survey and introduction to the heritage of Western society from early modern times to the atomic age. Particular attention is given to the Enlightenment, the French Revolution, the rise of the industrial era, the growth of nationalism, and the World Wars. Personalities such as those of Napoleon, Hitler, and Stalin are studied. The course also introduces students to historical method. Cr 3.

HTY 121I United States History to 1880

A thematic treatment of the formative period of early American history from the era of European

colonial expansion to the so-called Revolution of 1800. Political, social, economic, intellectual, and institutional development provides a context for addressing the peoples, personalities, and events of the colonial and early national stages of growth of the United States and its relations with the larger world. Cr 3.

HTY 122I United States History 1800 to 1900

A thematic treatment of the nineteenth-century United States and its peoples. Chronological coverage of the nation's political, social, economic, intellectual, and institutional development provides the context for addressing the personalities and events of the country and its relations with the larger world. Cr 3.

HTY 123I United States History Since 1900

A continuation of the treatment of the American people and nation extends coverage of political, social, economic, intellectual, institutional, and diplomatic development through the twentieth century. The events, issues, and peoples of the modern nation and their relation to the larger world are covered within the country's increasing international involvement. Cr 3.

HTY 131I United States History to 1877

A basic survey and introduction to the field of American history, covering the political, social, and economic development of the United States through Reconstruction. This course will not be offered during the 2004-2005 and 2005-2006 academic years. Cr 3.

HTY 132I United States History Since 1877

The course is a continuation of HTY 131. A survey of American political, social, and economic development since about 1877. This course will not be offered during the 2004-2005 and 2005-2006 academic years. Cr 3.

HTY 141I African American History to 1865

Topics covered in this survey course include the persistence of African culture in the Americas, the Atlantic slave trade, an in-depth analysis of slavery as it impacted women and children, and the early African American voice as found in primary sources. The course will use various forms of media in instruction and research. Cr 3.

HTY 142I African American History from 1865

A continuation of HTY 141. This course will cover such topics as Black leadership, lynching, the Harlem Renaissance, African Americans abroad, civil rights, and popular culture. The course will use various forms of media in instruction and research. Cr 3.

HTY 152I The Islamic Near East

This is a basic, introductory survey of the history of the eastern Mediterranean/Near Eastern region ca. 600 C.E. to the present. The course emphasizes the origin and development of Islamic religion and the establishment, spread, and evolution of Islamic institutions in Arabia, Egypt, Mesopotamia (Iraq),

Palestine-Syria, and Anatolia (Turkey). Attention is given to the historical and continuing interaction between the Islamic people of the Near East and nonIslamic people both within and without the region. Cr 3.

HTY 171I Traditional East Asia

The history and culture of China and Japan from earliest times to about 1700, with emphasis on the composition of the "traditional" societies. Cr 3.

HTY 172I Modern East Asia

China and Japan since about 1700, emphasizing contrasting moves toward modernization in two traditional societies. Cr 3.

HTY 181I Latin America I

This survey outlines the nature of the pre-Columbian Indian civilizations, their conquest by the European powers and the creation of the Hispanic and Portuguese empires in America. Cr 3.

HTY 182I Latin America II

This survey begins with the shattering of Iberian colonialism, and moves rapidly into the twentieth century. Special attention is given to Mexico, Brazil, Argentina and Cuba, and their varying solutions to the problem of national development. Cr 3.

HTY 200 Reference, Research, and Report Writing

An introduction to research and writing, designed to prepare undergraduates for the requirements of upper-level courses in history and the social sciences with emphasis on practical methods of utilizing a library, locating materials, taking and organizing notes, and writing and rewriting research papers and reports. History majors are strongly encouraged to take this course in the sophomore year, but no later than the first semester of the junior year. Preference to history majors. Prerequisite: sophomore status or permission. Cr 3.

HTY 300 History Internship

Professional experience in one of a variety of positions in public and private institutions that utilizes the knowledge and research skills of historians. Students work one day per week, keep a journal, write an evaluation, and are visited on the job by a faculty member. Open to selected students; see Department chair for details. Graded pass/fail, so does not count for major credit. Can be taken twice. Cr 3.

HTY 303 History of the Ancient Near East and Greece

This course surveys the early history of the eastern Mediterranean region from ca. 4000 to ca. 300 B.C.E. The evolutions of Near Eastern civilizations in Mesopotamia, Egypt, Israel/ Palestine, and Anatolia are examined and related to the development of Greek civilization in the Aegean area. Special attention is given throughout to social and religious issues, e.g., the early history of Judaism. Prerequisite: HTY 101I or equivalent. Cr 3.

HTY 304 History of Rome

This course surveys the political, social, and religious history of the Roman state from the eighth century B.C.E. to the fifth century C.E. Emphasis is given to the period of the Roman Republic (509-31 B.C.E.) and to the rise of Christianity within the Roman Empire. Prerequisite: HTY 101I or equivalent. Cr 3.

HTY 305 The Historical Jesus

This course is a "workshop" wherein the participants analyze and evaluate a variety of documents (both ancient and modern) which purport to describe the life and career of Jesus of Nazareth. The goal is to develop historiographical skills (including writing) as well as to illuminate the subject's life. Cr 3.

HTY 306 Roman Sexuality and Early Christianity

This course will explore ancient Roman relations concerning human biology, sexuality, and morality; the structure and definition of "family"; the gender-conscious operation of the extended household (including slaves and free clients); and the relationship of the family to the Roman state. The primary focus is the Roman imperial period, ca. 100 B.C.E. to 300 C.E. Because this same period witnessed the origins of Christianity within the Roman Empire, the course also is concerned with Christian variations to these same issues. Cr 3.

HTY 307 Judaism, Christianity, and Islam: Origins and Interactions

This course will survey the origins, nature, and early history of the world's three major monotheistic religions: Judaism, Christianity, and Islam. Necessarily this involves a survey of the history of the Mediterranean/Near Eastern world in which these religions first appeared and prospered. The chronological focus is ca. 600 B.C.E. to ca. 800 C.E. Cr 3.

HTY 311 Medieval Civilization

Europe from late antiquity through the Carolingian Empire, Islamic Empire, Byzantine Empire, Medieval Church and State, and the coming of the Renaissance and Reformation. Prerequisite: HTY 101I or permission. Cr 3.

HTY 312 Renaissance and Reformation

A study of the transformation of European society from the world of the Renaissance to the crisis of the Reformation. The course will concentrate on the development of Italian humanism and its influence on Northern Europe. The rise of the Reformation will be examined through the personalities of Martin Luther and John Calvin and the intense feelings that engendered the religious wars and the Counter Reformation. Prerequisite: HTY 101I or permission. Cr 3.

HTY 316 French Revolution and Napoleon

The course takes the French Revolution as a climax of major intellectual, political, and social trends in

eighteenth-century Europe. Thorough coverage is given to the Old Regime, the Enlightenment and the influence of the American Revolution. There is in-depth analysis of the coming, course and outcome of the French Revolution itself, and its impact outside France. The Napoleonic era is handled as the culminating phase of the revolution and as a major influence on nineteenth-century Europe. Prerequisite: HTY 102I or permission. Cr 3.

HTY 317 Early Russian History

A survey of the political, social, economic, and cultural history of the peoples of Russia to the mid-nineteenth century. The course covers geographical factors, the nature of Byzantine influence, the impact of invasions, and Russia's contacts with the West. Contrasts between the experiences of Russia and Western Europe are stressed; contrasts with other civilizations are also noted. Prerequisite: HTY 101I or HTY 102I, or permission. Cr 3.

HTY 318 Russia and the Soviet Union Since 1855

A survey of the progression from autocratic to communist society, through such influences as internal pressures for reform, structural weaknesses, wars and invasions, and various ideologies. The role of the intelligentsia is noted in the nineteenth century; there is a strong emphasis on cultural aspects of Russian and Soviet developments. Prerequisite: HTY 102I or permission. Cr 3.

HTY 324 World Wars I and II: European War and Diplomacy

A study of the causes, 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: junior or senior status. Cr 3.

HTY 326 History of England

A survey of England from Anglo-Saxon times to the beginning of the twentieth century, with emphasis on the nature of English monarchy, the development of political institutions, and evolving constitutionalism. Particular attention is given to broad movements such as the Reformation, the Industrial Revolution, and Imperialism. Prerequisite: HTY 101I or permission. Cr 3.

HTY 330 Germany: Bismarck To Hitler

A study of the formation of the German Empire, the rise of a powerful industrial state, *Weltpolitik* and defeat in World War I, the Weimar Republic, Nazism and the Third Reich, Germany in World War II, and the partition of Germany in 1945. The course analyzes nationalism and examines cultural, social, and economic factors which help clarify Germany's role in the modern world. Prerequisite: junior or senior status. Cr 3.

HTY 334 The Holocaust: Policy, Practice, Response

An examination of the roots of anti-Semitism in European history, the development of the policy of the extermination of the Jews and others in Nazi Germany, and the implementation of the policy throughout Europe during the Second World War. The varied aspects of the response of individuals and governments to the experience of the Holocaust are also considered. Prerequisite: HTY 102I. Another course in twentieth-century Europe or the United States is also recommended. Cr 3.

HTY 339 European Women's History

A survey of women's lives in historical context, from ancient times to the twentieth century. Emphasis is placed on various themes over time and across cultures, including those of work, family, political involvement, aspects of gender and class differences, and intellectual and cultural contributions. The field of women's history and its methodology are also considered. Prerequisite: a prior history survey course and/or a women's studies course are recommended. Cr 3.

HTY 341 Black Women in the Americas

This course is an advanced comparative study of the history and scholarship of women of African descent in the Americas. We will explore developments concerning Black women in the British Caribbean (Jamaica and Barbados), the United States, and Canada. Topics will include slavery, wage labor, civil rights, women's rights, and Black feminism, and will address the intersections of race, gender, and class. Cr 3.

HTY 351 Colonial America

The first half of the semester is devoted to the discovery, exploration and colonization of the American colonies. The second half concentrates on the social and political development of these colonies, touching upon various aspects of colonial life and emphasizing the growing maturation of society. Prerequisite: HTY 131I or permission. Cr 3.

HTY 352 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. Prerequisite: HTY 131I or permission. Cr 3.

HTY 354 Hamilton and Jefferson

The 1789-1815 period as viewed through the lives of Alexander Hamilton and Thomas Jefferson. Their ideological struggle leading to the rise of the Federalist and Democratic-Republican parties, and the political, economic, and diplomatic challenges facing the infant United States will be considered extensively. Prerequisite: HTY 131I or permission. Cr 3.

HTY 355 The Age of Jackson, 1815-1850

A study of the life and times of the "Old Hero" Andrew Jackson, with extensive consideration given to the rise of Jacksonian democracy and the impact on American politics of the controversies surrounding the Bank of the United States, internal improvements, the protective tariff, "Manifest Destiny," and the sectional-slavery issues. Prerequisite: HTY 131I or permission. Cr 3.

HTY 356 Civil War and Reconstruction

An examination of the period 1850-1877, dealing with the background and causation of the war; Lincoln and the secession crisis; the military, political, diplomatic, and economic aspects of the Civil War; and the challenges and ultimate failure of reconstruction after 1865. Prerequisite: HTY 131I or permission. Cr 3.

HTY 357 The Gilded Age in America, 1869-1898

The United States in the age of enterprise with emphasis on the development of political and economic radicalism, the commercialization of agriculture, the rise of the American city, new directions in social thought, concentration of industrial wealth and financial power, and American foreign policy. Prerequisite: HTY 132I or permission. Cr 3.

HTY 358 Early Twentieth-Century United States, 1898-1938

The United States from 1898 to 1938. Analysis and interpretation of cultural, economic, and political developments of the Progressive Era, World War I, the 1920s, and the Depression and New Deal. Prerequisite: HTY 132I or permission. Cr 3.

HTY 359 The United States Since 1939

The United States from the Depression and New Deal through World War II, the Cold War, the Civil Rights Movement, and the Vietnam War. Discussion of economic, political, and social developments and interpretation of these developments. Prerequisite: HTY 132I or permission. Cr 3.

HTY 360 History of Maine

A survey of Maine's social, economic and political life from exploration and early settlement to the present. Cr 3.

HTY 361 History of the American Frontier

The Turner thesis, historiography, and adaptations to the challenges of the environment are considered. Various frontiers from the Atlantic seaboard to the last frontier on the Great Plains are studied. Prerequisites: HTY 131I and HTY 132I or permission. Cr 3.

HTY 363 Sickness and Health in America: Historical Perspectives

This course is a study in the growth of the U.S. health care system on the basis of European models and local needs, infectious diseases from smallpox

to AIDS, social consequences and contexts for various Americans—Native Americans, Blacks, and women, and the alternative views of health and disease. Cr 3.

HTY 364 History of Women in the United States

A chronological survey of the evolving role of women in the development of the United States from the colonial period to the present. Cr 3.

HTY 366 History of Religion in America

A history of religion in American society from the colonial era to the present, examining theology, organization, leaders, critics, and the religious contribution to the American experience. Prerequisites: HTY 131I and HTY 132I or permission. Cr 3.

HTY 372 American Social and Intellectual History I

An analysis of the evolution of American religious, political, economic, social, and scientific thought from the colonial period to 1865. The course examines major principles, assumptions, and values; the relation of American thought to class structure, ethnic and racial associations, mobility, and immigration; and the relation of American thought to contemporary intellectual patterns in the Western world. Prerequisite: HTY 131I or permission. Cr 3.

HTY 373 American Social and Intellectual History II

A continuation of HTY 372 from 1865 to the present. Prerequisite: HTY 132I or permission. Cr 3.

HTY 377E Chinese Thought

Prior to the modern era, the Chinese interpreted their world through traditional idea systems, the most prominent of which were Confucianism, Taoism, and Buddhism. This course will explore these traditions: their assumptions and values, their varieties and internal tensions, and their relationships to the larger social system. Prerequisite: HTY 171I recommended. Cr 3.

HTY 378 Diplomatic History of the United States I

This course covers the development of key United States foreign policies from the Revolution to 1913-14. Prerequisite: HTY 131I or permission. Cr 3.

HTY 379 Diplomatic History of the United States II

Analysis and discussion of United States foreign policy since 1914. Considers the origins and effects of policy and also differing interpretations of issues such as the nature of "isolationism" and "interventionism," the origins of the world wars and the Cold War, the meaning of "Vietnam," and the relative influence of economics and ideology in shaping policy and action. Prerequisite: HTY 132I or permission. Cr 3.

HTY 381 Latin America and the United States

A survey of U.S.-Latin American relations with emphasis on the efforts of the U.S. government and multi-national corporations to adjust to the growth of nationalism, state capitalism, and socialism in Latin America. Cr 3.

HTY 383 The Society and Culture of Latin America

This seminar seeks to examine, through the use of popular novels and films, the principal characteristics of Latin American culture. Such elements as the role of dictators and revolutionaries, of machismo and imperialism, and of great haciendas and folkloric religions will be considered. Cr 3.

HTY 385 Africa through Its Literature

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

HTY 388 Revolution of Modern China

A course on the political history of modern China from the 1840s to the present. Focusing on the political, social, and cultural revolutions, this course will examine their causes, courses, and consequences, particularly the ways in which these revolutions shaped the course of the political development of modern China. Prerequisite: HTY 172I recommended. Cr 3.

HTY 390 Traditional Japan: Court and Warriors

This course examines Japanese history before 1800. The primary focus will be on major political and social trends that led to the transformation of state and society. Attention will also be given to religious beliefs, rituals, art, and literature. Prerequisite: HTY 171I recommended. Cr 3.

HTY 394 Selected Topics in History

An analysis of a selected controversial historical problem. The topic to be studied and the method of approaching it will be chosen jointly by interested students and the staff. Prerequisite: permission of the instructor. (Offered occasionally.) Cr 3.

HTY 397 Independent Study Semester

This is the course designator for students who participate in the History Department's semester abroad exchange program with University College Winchester in England. Cr 3-15.

HTY 398 Independent Study in History

A course primarily for juniors and seniors who wish to undertake independent research in a field of history in which they already have some background through coursework or other studies. To enroll for this course, the student must present a proposal to an appropriate professor who will agree to mentor and evaluate the project. Normally the outcome is a research paper. Application forms are available in

history offices on both campuses. Prerequisite: permission of instructor.

Cr 1-3.

HTY 400 Senior Seminar

The capstone to the major and required for the degree, this seminar explores the nature and the craft of history. The topic will vary but will always be a particular theme or set of issues to which the student will be expected, through discussion and writing, to

apply the knowledge and skills acquired in previous history courses. Prerequisites: HTY 200 and senior status. Preference to history majors.

Cr 3.

Other courses in the College of Arts and Sciences have historical interest. Although they do not count for history credit, the major may wish to take some of them as supplementary electives.

Linguistics

Chair: Wayne Cowart, 65 Exeter Street, Portland

Professors: Cowart, Kegl, McDaniel; *Lecturers:* Chastel, Schertz

Language plays a crucial role in almost every aspect of human life; it is fundamental to commerce, government, education, science, technology, the arts, and the mass media. The field of linguistics is devoted to the study of language, its nature, its uses, and its limitations. Because of its wide relevance, undergraduate study in linguistics can be a springboard to careers in many areas, from education to computer science.

The linguistics major consists of a cluster of foundation courses designed to foster a deep understanding of human natural language, including an appreciation of the structure and organization of natural languages, the variety of natural languages, the commonalities that underlie the vast apparent differences among languages, the processes of language acquisition in children, the psychological and neurological bases of language use, and the form and significance of social variation in language.

Appended to this intellectual foundation are three tracks (ASL/English interpreting, general linguistics, speech and language science) that are designed to meet the needs of three specific categories of student. The ASL/English interpreting track is intended for students who wish to eventually become nationally certified ASL/English interpreters. The general linguistics track serves students who have an interest in language as an aspect of human nature or who wish to pursue graduate education in language-related areas. The speech and language science track is designed for students who wish to pursue a career in speech-language pathology, audiology, or related disciplines.

The goals of the linguistics major are 1) to help each student develop an understanding of the nature of natural language, 2) to help each student develop a foundation of more specialized expertise relevant to the student's career goals, and 3) to help each student compile a record of achievement that will facilitate the student's search for employment or further education.

Programs and Requirements

The number of credits required to complete the major in linguistics: 48-57 (depending upon the track; exclusive of the University Core curriculum). To enroll in the program, students must have completed LIN 185J with a grade of at least B. All students, regardless of track, complete the linguistics foundation courses. Note, however, it isn't necessary to complete the linguistics foundation courses before beginning to take courses in a track.

Linguistics Foundation: LIN 185J, LIN 312-315, LIN 390. Apart from LIN 185J, the courses making up the linguistics foundation may be taken in any order, except that LIN 312 or 313 must be taken before LIN 315. In addition, it is advised that students do not take LIN 390 until they have completed at least one other 300-level course in the series of foundation courses. Note also that students enrolling in LIN 390 must have completed one statistics course (MAT 120D or PSY 201D). Total credits in the linguistics foundation, 18 hours.

ASL/English Interpreting Track: LIN 305; 310; 331; 332; 333; 334; 335; ASL 301, 302, or 303; ASL 401; ASL 402. Also one of 395, 405, 411, 412, 413, 498; or six credits of topics (425) courses. Students entering this track must have taken four semesters of ASL 101-102I or have attained a level of proficiency equivalent to four semesters. These courses (or the equivalent) do not count as credits toward the major, but are prerequisites to the interpreting courses. Open Topics Courses: Students may take LIN 395 (Research

Internship) or 498 (Thesis) as a course toward the major. For students in this track, the specific topic of these courses must be related to signed language or interpreting. Total credits required in the track, 36-39.

General Linguistics Track: LIN 311; four semesters of language study; a LIN or ENG elective; one 300- or 400-level LIN course (three credits); two 400-level LIN courses (six credits); LIN 498. The LIN or ENG elective is fulfilled through any 200-, 300- or 400-level LIN course (three credits) or through one of the language-based courses offered by the English Department (ENG 230, 330, 331, 332, 336, 337, 338, 431). Total credits required in the track, 30.

Speech and Language Science Track: LIN 311; four semesters of language study; LIN 201J; one LIN 300- or 400-level LIN course (three credits); one 400-level LIN course (three credits); LIN 211, LIN 212, and LIN 213. Total credits required in the track, 33.

Language Component: Students in the general linguistics and speech and language sciences tracks must complete four semesters of a language or languages other than their native language. Students may choose to take four semesters of the same language or to divide the four courses among two or more different languages. The language courses may be waived on a case by case basis for students who demonstrate the equivalent degree of competency in a language or languages. In such cases, students replace the language course credits with other linguistics courses (or possibly with linguistics-related courses in other areas). The substitutions are made in consultation with the student's advisor.

LIN 300- and 400-level requirements: These requirements can be fulfilled by any LIN course of the appropriate level, including independent studies (LIN 399 and 499). In individual cases in consultation with the student's advisor, one or more of these courses may be replaced by a linguistics-related course in another area.

LIN 498: Every student in the general linguistics track must complete a senior thesis; no later than the fall of the senior year the student should enroll for thesis hours. At the end of the fall semester of the senior year, the student must submit a research-based thesis to the linguistics program faculty. It is intended that this paper will be available as a credential when students are applying to graduate school. Early in the spring semester of the student's junior year, the student should select a thesis advisor with whom to work on the thesis project.

Scheduling: In the ideal case, students should begin the major before registering for the second semester of the sophomore year. Once admitted to the major, the student should take all of the linguistics foundation courses and an approved statistics course (MAT 120D or PSY 201D) at the earliest opportunity. The research methods course (LIN 390) should be taken during the spring of the student's junior year.

Students enrolled in the major are expected to maintain regular contact with the linguistics faculty and to participate in or attend various linguistics events (guest lectures, colloquia, etc.) that will be scheduled from time to time.

Minor in Linguistics

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor in linguistics: 18. A minor in linguistics consists of LIN 185J, at least three courses from LIN 310-315, one 200-, 300-, or 400-level LIN course (three credits) and one 400-level LIN course (three credits).

Minor in Deaf Studies

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor in Deaf studies: 22. A minor in Deaf studies consists of the following courses: LIN 203I, ASL 201I, ASL 202I, ASL 401, ASL 402, one of LIN 305, 310, 315, 395, ASL 301, 302, 303. Students with ASL experience who place out of ASL 201I, 202I, 401, or 402 can replace these courses with any of the following 300-level courses: LIN 305, 310, 315, 395, ASL 301, 302, 303.

LIN 112E Analyzing Language

In this course students will become aware of their tacit knowledge of the rules and principles that guide language usage. They will learn how to formulate these rules and how to test and evaluate claims about the form that the rules take. Students will thereby

develop skills in analysis and argumentation that are applicable in many areas of study. The course will concentrate on the analysis of sentence structure, but will also deal with the sound system, word structure, meaning, and language acquisition. Cr 3.

LIN 185J Language, Mind, and Society

This course approaches language as a biological and psychological phenomenon central to an adequate understanding of human nature. It deals with linguistic questions concerning the grammars of natural languages and how these may vary across cultures and across time, but also with questions about how the human mind and brain both provide for and constrain linguistic ability. The course also addresses questions about how language develops in the child, how it deteriorates under the influence of disease and injury, how it evolved in the history of the species, and what functions it plays in human life. The course does not assume any background in linguistics or foreign languages. Cr 3.

LIN 201J Child Language

An introductory overview of the phenomena of communication and language development. The course deals with the process by which children become able to understand, to speak, and to use effectively their native language. It touches on the development of the sound system, word learning, the emergence of sentence structure, and the development of communicative competence. Cr 3.

LIN 203I Introduction to the Deaf World

A Deaf instructor presents the culture and history of Deaf communities from a national and international perspective. Deaf communities are examined as cultural and linguistic minorities, with all the tensions and conflicts that arise within such minority groups and with the stresses that arise when outsiders interact with such minority groups. Some exposure to ASL is recommended, but not required. Cr 3.

LIN 211 Anatomy and Physiology of the Speech and Hearing Mechanism

The basic principles of the structure and function of the neuromuscular mechanism necessary for spoken language will be presented. These include six major topics: respiration, phonation, articulation, resonance, the nervous system, and the auditory system. Mastering these fundamentals will enable students to better understand normal and pathological processes involved in the production and reception of speech. Prerequisite: LIN 185J or permission of instructor. Cr 3.

LIN 212 Speech Science

This course covers the acoustical, articulatory, perceptual, and physiological aspects of speech. It considers the acoustic contributions of the movements and postures of various articulators. It will also examine the neurophysiology of speech, including timing, control, and interactions among articulators. Prerequisite: LIN 211 or permission of instructor. Cr 3.

LIN 213 Hearing Science

This course will examine the auditory system with regard to its anatomy, and physiology and function. It will particularly focus on those aspects of the central auditory nervous system that have relevance to

speech pathologists who have an interest in speech perception and central auditory processing. This course will provide the foundation for understanding certain aspects of aural rehabilitation and diagnosis of auditory pathology. Examples of brain pathology will be utilized. Prerequisite: LIN 211 or permission of instructor. Cr 3.

LIN 232 Introduction to Educational Interpreting

This course is designed for interpreting students and working interpreters, and focuses upon skills training in K-12 settings, with some attention to university-level interpreting. We address appropriate classroom configurations, teacher/interpreter interaction, role/responsibilities of the educational interpreter, and the code of ethics. Working educational interpreters are offered the option of a diagnostic session where their skills in the classroom are directly observed and evaluated with specific and individualized constructive feedback. Prerequisite: grade of at least B in ASL 202I or equivalent. Cr 3.

LIN 305 Contrastive Analysis: ASL and English

This course examines the major linguistic features of ASL and English. Students will gain an understanding of the basic similarities and differences in morphology, phonology, syntax, semantics and pragmatics, as well as the values, beliefs, and norms of the Deaf and non-Deaf communities. Prerequisite: ASL 102I or permission. Cr 3.

LIN 310 Signs of Language in the Brain

This course looks at language as a capacity of the human brain. Models of language breakdown for spoken languages are reviewed, and the remainder of the course focuses upon signed language aphasia, the effects of Parkinson's disease on articulation and motor planning, and how spatial and attentional deficits caused by right hemisphere damage affect the processing and production of signing. Prerequisite: LIN 185J. Cr 3.

LIN 311 Phonetics

An introduction to speech sounds, covering the basic elements of articulatory and acoustic phonetics and of speech perception. The course also reviews the process by which infants come to be competent at perceiving and producing the sounds of their native language. Topics discussed will also include the contributions of selected brain regions to the use of sounds and the cross-linguistic variation in sounds. Prerequisite: LIN 185J. Cr 3.

LIN 312 Phonology and Morphology

An introduction to the derivation of words in natural language. The course covers the sound system, the processes by which words are dynamically derived from other words, and the processes by which words are inflected to mark the roles they assume in sentences. Particular attention is also given to the great variety of word-building systems that occur in the world's languages and to the means

by which children acquire the phonological and morphological processes of their native language. Prerequisite: LIN 185J. Cr 3.

LIN 313 Syntax

This is an introduction to the role of sentences and sentence structure in natural language. The course addresses the questions: What makes a particular string of words usable as a sentence? Why are some strings acceptable while others are not? What is the nature of the knowledge humans bring to the process of forming and interpreting sentences? How is this knowledge acquired? Why is the ability to produce and understand well-formed sentences disrupted by injury to specific brain regions? How and why do the sentence patterns that are typical of a language community change over time? Prerequisite: LIN 185J. Cr 3.

LIN 314 Semantics

An introduction to the study of meaning in natural language. The course explores questions about the nature of meanings and how they are related to minds. Another concern is the relation between words and sentences, on one hand, and the objects, events and relations we experience in the world, on the other. How are words linked to things in the world? How do words refer or describe? What is it for a sentence to be true? Prerequisite: LIN 185J. Cr 3.

LIN 315 Field Methods

Students learn to use a variety of elicitation and field methods techniques to explore the linguistic structure of a language that is foreign to them. They work with a native signer or speaker and apply their knowledge of linguistics to a specific aspect of the grammar of the language. Prerequisite: LIN 312 or 313. Cr 3.

LIN 331 ASL/English Interpreting

This course offers the beginning interpreting student an introduction to the field of interpreting, its code of ethics, and several models and approaches to the interpreting process. Students will become familiar with the complex processing required to provide a nuanced interpretation through learning a form of text analysis called discourse mapping. Prerequisites: grade of at least B in ASL 202I or equivalent; or grade of at least B in ASL 201I or equivalent and ASL 202I concurrently. Cr 3.

LIN 332 Consecutive Interpreting and Deaf/Hearing Interpreter Teams

This course covers the mechanics and psycholinguistics of the consecutive interpreting process, as well as hands-on training in the consecutive method for both Deaf and hearing interpreters. Consecutive interpreting will be taught in the context of a variety of typical interpreting situations as well as situations involving special populations. Prerequisite: LIN 331. Cr 3.

LIN 333 Interpreting: Source Language ASL

Deaf and hearing interpreting students focus on consecutive and simultaneous interpreting from ASL

into English (spoken and written). Emphasis is placed upon achieving the nuances of translation in terms of word choice, register, and affect. Aspects of the interpreting process are dissected, examined, and practiced. Consequences of native vs. second language fluency in the source and target languages are examined. Prerequisite: LIN 331. Cr 3.

LIN 334 Interpreting: Source Language English

Deaf and hearing interpreting students study consecutive and simultaneous interpretation from English (spoken and written) into ASL. Emphasis is placed upon appropriate sign choice, register, and affect. The interpreting process is dissected, examined, and practiced. Special attention is given to language interference, where influence from the source language impedes successful translation into the target language. Prerequisite: LIN 331. Cr 3.

LIN 335 Advanced Interpreting: Source Language ASL

Interpreting students confront a range of situations (educational, medical, legal, theatrical), formats (face-to-face, platform, conference interpreting, shadow interpreting), dialects, and registers of ASL produced by both ASL-signing children and adults. Emphasis is placed upon effective and comprehensive transmission of the message, as well as upon matching the style and register of the source language with that of the target language. Prerequisite: LIN 332, 333, and 334. Cr 3.

LIN 390 Introduction to Language Research

An introduction to basic aspects of the experimental study of human linguistic abilities. This will include coverage of the identification of viable research questions, literature reviews, special considerations for materials preparation for language experiments, research design, sampling, control of artifacts, data handling, analysis, some special statistical considerations, and reporting conventions. Students will also be introduced to various computer resources relevant to these matters. Prerequisites: LIN 185J and one of the following: PSY 201D (Statistics in Psychology), MAT 120D (Introduction to Statistics); or an equivalent course. Cr 3.

LIN 395 Research Internship

Students will work closely with a faculty member on a research project. They will be involved in experimental design, data collection, data entry, and data analysis, and will attend regularly scheduled lab meetings. Enrollment in LIN 395 will depend on needs determined by current research projects. Selection is made by the faculty. Students should contact the Department chair for details. May be taken more than once for a maximum of six credits. Prerequisite: permission of instructor. Cr 3.

LIN 398 Independent Study

In preparation for this course, the student selects a topic in linguistics that is substantially different

from that of any regular course and finds an instructor to serve as faculty mentor. Please see www.usm.maine.edu/lin for detailed guidelines. May be repeated for credit. Prerequisite: permission of instructor. Cr var.

LIN 405 Sight Translation

This is a course in translation from written English to dynamic ASL. Students will examine a variety of textual materials, including business letters, government and business forms, and selected other short texts, with the goal of comprehending, abstracting, and translating these materials. Work will focus on the intent and force of the texts, as well as linguistic and cultural assumptions underlying them. Prerequisite: LIN 331. Cr 3.

LIN 411 Practicum I

Students contract with a service provider, interpreting agency, or school to work in a supervised situation where they experience 90 hours of hands-on interpreting (a portion can be observation of a certified interpreter). Placement(s) must be pre-approved by the coordinator of the Interpreter Training Program. Students attend a biweekly meeting with interpreters to address current issues and difficult situations encountered. Prerequisites: LIN 333 and 334. Cr 3.

LIN 412 Practicum II

Students contract to work in a pre-approved, supervised situation where they perform 90 hours of hands-on interpreting. Weekly journal reports are submitted to the Interpreter Training Program coordinator, who regularly checks on progress. Students identify a research-based study of interpreting in conjunction with their practicum and produce a paper suitable for publication in a peer-reviewed journal. Prerequisite: LIN 411. Cr 3.

LIN 413 Supervised Mentoring

Interpreting students apprentice with a program-approved mentor and submit a weekly journal entry, attend a series of skills improvement workshops and/or engage in laboratory-based research to complete 90 contact hours of interpreting-related skills improvement activities. Students attend a biweekly meeting with interpreters to address current issues and difficult situations encountered. Special arrangements will be made for mentoring partnerships at remote sites. Prerequisites: LIN 333 and 334. Cr 3.

LIN 421 First Language Acquisition: Syntax

A detailed examination of the process of acquiring language in young children that concentrates on sen-

tence structure. The course considers how children extract from the speech they hear the information that is critical to their developing ability to form sentences. It reviews questions about the nature of grammar and how grammars might be structured to facilitate language acquisition, and how various kinds of early experience do and do not contribute to acquisition. Prerequisites: LIN 185J, LIN 313. Cr 3.

LIN 422 A Cognitive Perspective on Syntax

An introduction to the activities of the brain and mind that listeners and readers use to understand sentences, as well as to the mental representations that these processes construct. The course considers how the words of speech and writing are integrated into coherent phrases and sentences, and how listeners use the structure of sentences to help determine their interpretation. The course considers how various common sentence forms ease or disrupt the processes of comprehension. Prerequisites: LIN 185J, LIN 313. Cr 3.

LIN 425 Special Topics in ASL/English Interpreting

This seminar centers around a single topic, for example, legal interpreting, interpreting for special populations (deaf-blind, oral, cued-speech, minimal language skills assessment and interpreting), ethical issues, medical and mental health interpreting, interpreter assessment, and interpreting the 12 steps. The course will be offered in response to student interest in a given topic and may be repeated as topics vary. Prerequisite: permission of instructor. Cr var.

LIN 426 Special Topics in Theoretical Linguistics

This seminar focuses on one area of theoretical linguistics, e.g. phonology, morphology, syntax, or semantics. It will offer a more in-depth and advanced discussion than is presented in the 300-level courses on these topics. The course will be offered in response to student interest in a given topic. May be repeated for credit as topics vary. Prerequisite: permission. Cr 1-3.

LIN 498 Thesis

The topic for this thesis must be selected in consultation with the student's advisor and approved by the linguistics faculty. Students will meet regularly with their advisor as they work on the project. The finished thesis must be approved by the linguistics faculty, and should ideally be completed by the end of the fall semester of the student's senior year. Prerequisites: LIN 310 or 311, LIN 312-314, and LIN 315 or 390, as well as approval of project proposal. Cr 3.

American Sign Language

ASL 101 Beginning American Sign Language I

This is a beginning course in American Sign Language (ASL). It will include extensive study of receptive and expressive use of ASL, as well as an

introductory discussion of Deaf culture. Course content covers basic principles in the use of sign, sign vocabulary, and aspects of the grammar of ASL. In addition to class sessions, students will use written and videotape materials out of class. Cr 4.

ASL 102I Beginning American Sign Language II

This is the second beginning course in American Sign Language (ASL). Prerequisite: ASL 101 or departmental permission. Cr 4.

ASL 201I Intermediate American Sign Language I

This is the third in a four-course sequence in American Sign Language (ASL). The course includes extensive work on receptive and expressive use of ASL. It emphasizes the grammatical structure of ASL, particularly its morphology, syntax, and semantics. In addition to class sessions, students will use written and videotape materials out of class. Prerequisite: ASL 102I or departmental permission. Cr 4.

ASL 202I Intermediate American Sign Language II

Continuation of ASL 201I. Prerequisite: ASL 201I or departmental permission. Cr 4.

ASL 301 ASL Literature in ASL

This course, conducted in ASL, introduces Deaf and hearing students to American Sign Language literature, including introductions and face-to-face narratives, as well as literary genres such as the ASL epic poem, stream of consciousness poetry, allegory, and historical fiction. Structural characteristics of the ASL platform narrative and the written English essay are compared and contrasted. Prerequisite: ASL 202I or equivalent. Cr 3.

ASL 302 ASL Linguistics in ASL

This course focuses on advanced aspects of ASL

grammar including complex co-reference, the scope of non-manual grammatical markers, quantification, complex classifier choice, verbs of motion and location, and complex aspectual marking and agreement. Students receive diagnostic feedback throughout the course and are given specific remedial studies to pursue independently. Prerequisites: ASL 202I or LIN 305, and LIN 312 or 313. Cr 3.

ASL 303 Deaf Art, Film, and Theatre in ASL

This course will examine Deaf culture as expressed in art, film, and theatre. Selections of Deaf art, film, and theatre from the 1900s to the present based on the Deaf experience will be discussed in the context of social and cultural history. The course will be taught in ASL. Prerequisites: ASL 202I and LIN 203I. Cr 3.

ASL 401 Advanced American Sign Language I

This is the fifth in a sequence of courses in American Sign Language. This course focuses on advanced expressive skills, including explaining, rephrasing, demonstrating, and persuading. Grammatical principles and functions will be emphasized. Aspects of grammar that will be expanded include classifiers, conditional sentences, rhetorical questions, and relative clauses. Appropriate cultural behaviors and conversational regulators in ASL will continue to be an important part of class. Prerequisite: ASL 202I or departmental permission. Cr 4.

ASL 402 Advanced American Sign Language II

Continuation of ASL 401. Prerequisite: ASL 401 or departmental permission. Cr 4.

Mathematics and Statistics

Chair of the Department: Bhisham Gupta, 302 Payson Smith, Portland

Professors: El-Taha, Guay, Gupta; *Associate Professors:* Allman, Chabot, Irish, Valdés; *Assistant Professors:* Aboueissa, Brunette, McCormick, Peng; *Lecturers:* Moore, Woodman

The Department of Mathematics and Statistics offers a four-year program leading to a B.A. in mathematics. In addition to meeting Departmental requirements for a major, all students must also meet the requirements of the school or college involved, and the University Core curriculum requirements.

Programs and Requirements

1. Bachelor of Arts in Mathematics

The minimum number of credits (exclusive of the University's Core curriculum) required for a bachelor of arts in mathematics is 45 (30 in foundations and 15 in one of the three concentrations listed below).

A. Foundations

As a mathematics major, a student may select one of the three concentrations described below in section B. For each concentration all majors are required to complete successfully the foundations sequence as described in this section. Each student must have an accumulative grade point average of at least 2.0 in major courses before being considered for a baccalaureate degree in mathematics.

Foundations Sequence (Required of all majors in mathematics) (30 cr hrs)

MAT	152D	Calculus A	4 cr
MAT	153	Calculus B	4 cr

MAT	252	Calculus C	4 cr
MAT	281	Introduction to Probability	3 cr
MAT	282	Statistical Inference	3 cr
MAT	290	Foundations of Mathematics	4 cr
MAT	295	Linear Algebra	4 cr
COS	160	Structured Problem Solving: Java	3 cr
COS	170	Structured Programming Laboratory	1 cr

B. Concentrations

Each mathematics major should choose one of the following concentrations. (15 credit hours)

1. Pure Mathematics Concentration

Mathematics majors intending to pursue graduate work in mathematics should consider this concentration, and they are urged to take Real Analysis, Abstract Algebra, Topology, and one year of French or German. Those intending to teach at the secondary level should choose this concentration.

a. Successful completion of three of the courses listed below:

MAT	352	Real Analysis
MAT	355	Complex Analysis
MAT	395	Abstract Algebra
MAT	490	Topology
MAT	370, 371	Non-Euclidean or College Geometry

b. Successful completion of at least two additional mathematics courses numbered 260 or above.

2. Applied Mathematics/Operations Research Concentration

Those majors intending to enter industry or other applied fields should seriously consider this concentration. Majors who plan to prepare for the actuarial profession should be certain to include in their programs Numerical Analysis and the appropriate courses in the School of Business. Majors intending to pursue graduate work in applied mathematics are urged to take Real Analysis and Abstract Algebra.

a. Successful completion of three of the courses listed below:

MAT	350	Differential Equations
MAT	364	Numerical Analysis
MAT	366	Deterministic Models in Operations Research
MAT	383	System Modeling and Simulation
MAT	460	Mathematical Modeling
MAT	461	Stochastic Models in Operations Research
MAT	492	Graph Theory and Combinatorics

b. Successful completion of at least two additional mathematics courses numbered 260 or above.

3. Statistics Concentration

This concentration is aimed at preparing the undergraduate to pursue a career as a statistician in government jobs or industrial jobs or to pursue a higher degree in statistics or allied fields. Majors intending to pursue graduate work in statistics are urged to take Real Analysis and Abstract Algebra.

a. Successful completion of three of the courses listed below:

MAT	383	System Modeling and Simulation
MAT	384	Non-Parametric Methods
MAT	386	Sampling Techniques
MAT	388	Statistical Quality Control
MAT	482	Introduction to Time Series Analysis
MAT	484	Design and Analysis of Experiments

b. Successful completion of at least two additional mathematics courses numbered 260 or above.

II. Secondary Mathematics Education

This program is for students who want to become certified to teach 7-12 mathematics in Maine. The program has been designed jointly with the College of Education and Human Development, and interested students should see the secondary mathematics coordinator for full details of the program early in their time at USM. The state of Maine has a number of non-academic requirements for teacher certification (fingerprinting and passing scores on Praxis I, for example); only academic requirements are listed below.

- a) Successful completion of these courses:

Pre-candidacy Education Preparation		
EDU	210	Theoretical Foundations of Learning
HRD	200J	Human Growth and Development
CPI	211I	Culture and Community Fieldwork and Seminar*
CPI	221	Middle School Community

Mathematics Preparation

Mathematics major specializing in any concentration but including the following required courses:

MAT	352	Real Analysis
MAT	371	College Geometry or
MAT	370	Non-Euclidean Geometry
MAT	292	Theory of Numbers or
MAT	395	Abstract Algebra

Professional Preparation

EDU	335	Teaching Children with Exceptional Needs or
SED	540	Exceptionality
MME	434	Secondary Mathematics Methods
Internship I with seminar		
MME	445	Teaching 7-12 Mathematics in Maine: Curriculum and Capstone Course

Internship II with Seminar

- b) Successful completion of other program requirements (consult secondary mathematics coordinator for details).

*Not subject to listed prerequisites.

III. Certificate Program in Applied Statistics

The Department of Mathematics and Statistics offers a certificate program in applied statistics, designed for people in area businesses, industry, government, and education, as well as offering to the Department's own majors an opportunity for further recognition of their skills. It is helpful for students who want to pursue a master's program in statistics but who need first to fill in some advanced undergraduate work.

The requirements for the certificate are successful completion of:

MAT 281 and MAT 282 or the equivalent and five of the following courses:

MAT	384	Non-Parametric Methods
MAT	386	Sampling
MAT	388	Statistical Quality Control
MAT	461	Stochastic Models in O.R.
MAT	482	Introduction to Time Series
MAT	484	Design and Analysis of Experiments
MAT	498	Topics

Students must contact the Department chair about application to the program. The courses are offered during the late afternoon to make them more accessible to working people.

IV. Minor in Mathematics

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 22.

An accumulative grade point average of at least 2.0 in these courses must be maintained, and successful completion of the following courses: MAT 152D; MAT 153; MAT 290; COS 160; COS 170; plus two additional MAT courses with second digit 5 or greater.

V. Minor in Statistics

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor in statistics: 18.

Students must satisfy the following requirements with a GPA of at least 2.0:

- MAT 152D and MAT 264
- Either MAT 281 or MAT 380
- Three additional courses from among MAT 282, MAT 384, MAT 386, MAT 388, MAT 461, MAT 482, and MAT 484.

VI. Master of Science in Statistics 4 + 1 Program

The Department offers a 4 + 1 master's program in statistics, where interested and qualified undergraduate students enrolled in various programs at USM can earn both an undergraduate degree and the M.S. degree in statistics in five years by carefully selecting their courses. The program offers several areas of concentration, such as applied statistics, applied mathematics, operations research, and biostatistics. For acceptance into the 4 + 1 program, students must have at least junior standing and must have completed MAT 153, MAT 281, and MAT 282, or their equivalents, with a cumulative GPA of at least 2.75. Students who enroll in the program after the junior year may not be able to complete both degrees in five years. For further information, refer to the graduate catalog or contact the Department.

It is expected that students will possess and be able to operate a basic scientific calculator if they enroll in mathematics courses.

MAT 105D Mathematics for Quantitative Decision Making

This course is designed to give students not majoring in mathematics or related fields an understanding of some key ideas in quantitative decision making. The material is chosen to develop awareness of the utility of mathematics in life and to instill an appreciation of the scope and nature of its decision-making potential. The computer packaged programs may be used as tools to assist the students in performing calculations necessary for the decision-making process. Prerequisite: successful completion of the University's mathematics proficiency requirement. Cr 3.

MAT 108 College Algebra

Building on the foundation of algebra skills expected of all students meeting admission requirements, this course reviews basic algebraic operations and the general concepts of sets, relations, functions (polynomial, rational, logarithmic, and exponential), and their graphs. Methods of solving equations and inequalities, as well as systems of equations, will be stressed. Additional topics may include matrices, determinants, permutations, combinations, sequences, and mathematical induction. Prerequisite: successful completion of the mathematics proficiency requirement and a passing grade on an algebra competency test which will be administered at the first class meeting. Cr 3.

MAT 120D Introduction to Statistics

An introduction to probability and statistics through lecture and lab. Particular topics include random variables and their distributions, methods of descriptive statistics, estimation and hypothesis testing, regression, and correlation. Cr 4.

MAT 131 Number Systems for Elementary Teachers

This is the first course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Major emphasis is placed on an intuitive approach to the real num-

ber system and its subsystems. Prerequisite: successful completion of the University's mathematics proficiency requirement. Cr 3.

MAT 140D Pre-Calculus Mathematics

A brief review of elementary algebra followed by a study of the algebraic, exponential, logarithmic, and trigonometric functions. Prerequisites: successful completion of the University's mathematics proficiency requirement and a passing grade on an algebra competency test which will be administered at the first class meeting. Cr 3.

MAT 145 Discrete Mathematics I

This course is an introduction to discrete mathematics necessary for a study of computer science. Topics will include a study of functions, sets, basic logic systems, and combinatorics. Prerequisite: MAT 108 or permission of instructor. Cr 3.

MAT 152D Calculus A

The first course in a three-semester sequence covering basic calculus of real variables, Calculus A introduces the concept of limit and applies it to the definition of derivative and integral of a function of one variable. The rules of differentiation and properties of the integral are emphasized, as well as applications of the derivative and integral. This course will usually include an introduction to the transcendental functions and some use of a computer algebra system. Prerequisite: two years of high school algebra plus geometry and trigonometry, or MAT 140D. Cr 4.

MAT 153 Calculus B

The second course in a three-semester sequence covering basic calculus of real variables, Calculus B usually includes techniques of integration, indeterminate forms and L'Hospital's Rule, improper integrals, infinite series, conic sections, parametric equations, and polar coordinates. Prerequisite: MAT 152D. Cr 4.

MAT 211D Probability

This course investigates techniques of descriptive statistics, common probability laws and distributions of discrete and continuous random variables, and sampling distributions. Business applications in probability are emphasized. Prerequisite: grade of C- or higher in MAT 108 or in a math course numbered 140 or above, or a passing score on a MAT 108 equivalency examination. Cr 3.

MAT 212 Statistics

A continuation of MAT 211D covering estimation, hypothesis testing, introduction to regression analysis and analysis of variance, and other selected topics. Applications will be chosen primarily from business and economics. Prerequisite: MAT 211D. Cr 3.

MAT 220 Statistics for the Biological Sciences

This course treats basic statistical methods as applied to the biological sciences. The topics emphasized are descriptive statistics, discrete and continuous distributions, statistical estimation, hypothesis testing procedures, chi-square methods (goodness of fit and two-way tables), analysis of variance, and simple and multiple regression. Students will use at least one computer-based statistical package. Prerequisite: MAT 152D. Cr 4.

MAT 231 Algebra for Elementary Teachers

The second course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Emphasis is upon the properties of operations in several different algebraic systems. Equations are studied in finite systems as well as in conventional algebra. Prerequisite: MAT 131. Cr 3.

MAT 232 Geometry for Elementary Teachers

The third course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Emphasis is upon constructions, congruence, parallelism, and similarity. Direct and indirect methods of proof are studied, but the main approach is intuitive. Prerequisite: MAT 131. Cr 3.

MAT 242 Applied Problem Solving

This course is designed to introduce mathematical concepts and apply them to solving problems in various contexts. The focus will be on mathematical ideas required by Maine's Learning Results. Topics include sets, functions, logic, numeration systems, and number theory. Students will formulate key questions, gather and organize data, discover patterns and similarities, and interpret and communicate information. Offered only at Lewiston-Auburn College. Prerequisite: MAT 108 Cr 3.

MAT 252 Calculus C

The third course in a three-semester sequence covering basic calculus of real variables, Calculus C includes vectors, curves and surfaces in space, multivariate calculus, and vector analysis. Prerequisite: MAT 153. Cr 4.

MAT 260 Technological Tools for the Mathematical Sciences

MAT 260 is designed for students in mathematics and disciplines which utilize mathematics. Specific

topics will include the computer algebra system *Mathematica* and the technical word-processing system T_EX. Prerequisite: MAT 152. Cr 2.

MAT 264 Statistical Software Packages

This course will use statistical packages such as SAS and MINITAB to introduce commonly used statistical methods in a non-theoretical manner. Particular topics might include summary measures, calculation of probabilities associated with various discrete and continuous distributions, confidence intervals and hypothesis testing, analysis of variance, regression, and various non-parametric methods. Some of these methods will be used to analyze real data collected during previous faculty consulting projects. Prerequisite: MAT 212 or consent of Department chair. Cr 2.

MAT 281 Introduction to Probability

This course will cover basic concepts of probability, including discrete and continuous random variables and their distributions, moment generating functions, and bivariate random variables and their distributions. Some basic sampling distributions will also be discussed. Prerequisite: MAT 153. Cr 3.

MAT 282 Statistical Inference

This course will examine various statistical methods and applications such as point and interval estimation; methods of estimation including methods of moments, maximum likelihood and least squares method; hypothesis testing; simple and multiple linear regression; and one-factor and two-factor ANOVA. Some statistical packages such as SAS or MINITAB will be used extensively throughout the course. Prerequisite: MAT 281 or permission of instructor. Cr 3.

MAT 290 Foundations of Mathematics

Selected topics in set theory, symbolic logic, and methods of proofs needed in more advanced mathematics courses. Prerequisite: consent of the Department chair. Cr 4.

MAT 292 Theory of Numbers

Basic course in number theory, including such topics as divisibility properties of integers, prime numbers, congruences, multiplicative number theoretic functions, and continued fractions. Prerequisite: COS 280 or MAT 290. Cr 3.

MAT 295 Linear Algebra

An introduction to the theory of vector spaces and linear transformations. Particular topics will include the study of systems of linear equations, matrices, determinants, Euclidean vector spaces, inner product spaces, and theory of diagonalization. Students will use a computer algebra system for projects. Prerequisite: MAT 153. Cr 4.

MAT 350 Differential Equations

A study of various methods for solving ordinary differential equations, including series methods and

Laplace transforms. The course also introduces systems of linear differential equations, Fourier series, and boundary value problems. Prerequisite: MAT 252. Cr 4.

MAT 352 Real Analysis

Limits, continuity, differentiation and integration of functions of one or more real variables, infinite series, uniform convergence, and other selected topics. Prerequisites: MAT 252, and COS 280 or MAT 290. Cr 3.

MAT 355 Complex Analysis

A study of the complex number system and its applications: differentiation and integration of complex valued functions, the Cauchy integral theorem and formula, Taylor and Laurent series, singularities and residues, conformal mappings. Prerequisite: MAT 252, and COS 280 or MAT 290. Cr 3.

MAT 364 Numerical Analysis

A study of the theory and application of computational algorithms for interpolation, equation solving, matrix methods, integration; error analysis. Prerequisites: MAT 252, MAT 295, and COS 160; or permission of instructor. Cr 3.

MAT 366 Deterministic Models in Operations Research

Formulation and analysis of mathematical models for the optimal solution of decision making problems under certainty. Linear programming; the simplex method, duality and sensitivity analysis. Network analysis: shortest paths, minimal spanning tree, network flows. Introduction to non-linear optimization: convex programming, Kuhn-Tucker conditions. Applications to pricing, allocation, production planning, transportation and scheduling problems. Prerequisites: MAT 153 and MAT 295. Cr 3.

MAT 370 Non-Euclidean Geometry

A development of one or more of the non-Euclidean geometries. Prerequisite: COS 280 or MAT 290. Cr 3.

MAT 371 College Geometry

Selected topics from Euclidean geometry. Prerequisite: COS 280 or MAT 290. Cr 3.

MAT 380 Probability and Statistics

This course explores concepts and techniques of collecting and analyzing statistical data, examines some discrete and continuous probability models, and introduces statistical inference, specifically, hypothesis testing and confidence interval construction. Not for mathematics major credit. Prerequisite: MAT 153 or COS 152. Cr 3.

MAT 383 System Modeling and Simulation

This course is designed to introduce the fundamental elements of successful system modeling using simulation. Applications to computer, communications, and inventory systems, as well as to traditional engineering problems, will be discussed. Topics

include model validation and verification, input/output analysis, and the generation of various types of random data. Students are required to conduct a simulation project in their area of interest using a simulation language. Prerequisite: MAT 281 or MAT 380. Cr 3.

MAT 384 Non-Parametric Methods

Tests of goodness of fit, Pearson's Chi-square, test for multinomial populations, contingency tables, sign tests based on ranks, media test, Mann-Whitney Test, Wilcoxon Test, Spearman's Rank Correlation Coefficient, order statistics. Prerequisite: MAT 282 or MAT 380. Cr 3.

MAT 386 Sampling Techniques

Sample random sampling, stratified random sampling, sampling for proportions, estimation of sample size, systematic sampling, multistage sampling, regression and ratio estimates, non-sampling error. Prerequisite: MAT 282 or MAT 380. Cr 3.

MAT 388 Statistical Quality Control

Some aspects of quality specifications and tolerances, control charts for attributes and variables, certain inspection plans, plans by attributes and by variables, simple, double, and sequential sampling plans. Prerequisite: MAT 282 or MAT 380. Cr 3.

MAT 395 Abstract Algebra

Algebraic structures, such as groups, rings, integral domains, and fields. Prerequisite: COS 280 or MAT 290. Cr 3.

MAT 460 Mathematical Modeling

An introduction to the process of formulating problems in mathematical terms, solving the resulting mathematical model and interpreting the results and evaluating the solutions. Examples will be chosen from the behavioral, biological, and physical sciences. Prerequisites: junior or senior standing, some elementary calculus including differentiation and integration, elementary probability, and some computer programming experience. Cr 3.

MAT 461 Stochastic Models in Operations Research

This course applies probabilistic analysis to such nondeterministic models as queueing models, inventory control models, and reliability models. Additional topics include simulation, elements of dynamic programming, and Markov decision analysis. Prerequisite: MAT 281 or MAT 380, or permission of instructor. Cr 3.

MAT 482 Introduction to Time Series Analysis

The objectives and simple descriptive techniques of time series analysis are presented using probability models, estimation in the time domain, forecasting, Box-Jenkins methodology, and spectral analysis. Prerequisite: MAT 282 or MAT 380. Cr 3.

MAT 484 Design and Analysis of Experiments

This course is intended to acquaint students with

such standard designs as one-way, two-way, and higher-way layouts, Latin-square and orthogonal Latin-square designs, BIB designs, Youdeen square designs, random effects and mixed effect models, nested designs, and split-plot designs. Prerequisites: MAT 295 and either MAT 282 or MAT 380, or permission of instructor. Cr 3.

MAT 490 Topology

An introduction to fundamental concepts in topology, including topological spaces, mappings, convergence, separation and countability, compactness, connectedness, metrization, and other selected topics. Prerequisites: MAT 252 and COS 280 or MAT 290. Cr 3.

MAT 492 Graph Theory and Combinatorics

This course is designed to acquaint students with

some fundamental concepts and results of graph theory and combinatorial mathematics. Applications will be made to the behavioral, managerial, computer and social sciences. Prerequisite: COS 280 or MAT 290. Cr 3.

MAT 497 Independent Study in Mathematics

An opportunity for juniors and seniors who have demonstrated critical and analytical capability to pursue a project independently, charting a course and exploring an area of interest within their major field. Prerequisites: junior or senior standing, permission of the instructor, and permission of the Department chair. Cr 1-3.

MAT 498 Topics

Selected topics in advanced mathematics. Prerequisite: permission of instructor. Cr 3.

Mathematics Education

MME 434 Secondary Mathematics Methods

This course explores current methods and practices of teaching 7-12 mathematics. Students become acquainted with the NCTM Standards, the Maine Learning Results, examples of high school mathematics curricula, lesson design, tests, and grading rubrics. These investigations are done in the context of specific mathematics topics—algebra, geometry, calculus—and appropriate classroom technology. Prerequisite: permission of instructor. Cr 3.

MME 435 Professional Internship II

This course is a full-time, supervised internship in applying knowledge and skills to the practice of teaching 7-12 mathematics. This course must be taken concurrently with MME 436. Offered only as a pass/fail course. Prerequisite: permission of instructor. Cr 6.

MME 436 Seminar II

This course provides full-time, 7-12 mathematics teaching interns opportunity for reflection, sharing learning experiences, discussing pedagogical and best-practice issues, as well as the chance to learn techniques for classroom management. This course must be taken concurrently with MME 435. Prerequisite: permission of instructor. Cr 3.

MME 445 Teaching 7-12 Mathematics in Maine: Curriculum and Capstone Course

Critical study of programs and techniques for teaching and learning mathematics in grades 7-12 for the slow, average, and advanced pupil, with the use of instructional media. Prerequisites: EDU 210, HRD 200J, and 30 credit hours toward a mathematics major, or permission of the instructor. Cr 3.

Modern and Classical Languages and Literatures

Chair of the Department: Gerald Peters, 55 Exeter Street, Portland

Associate Professors: Aicher, diBenedetto, Bouzrara, Fouchereaux, Rosenthal, Suscavage, Ubans; *Assistant Professors:* Diddle-Uzzi, Quinn-Sanchez; *Professor Emerita:* Crochet

A foreign language major offers a uniquely rich and diverse humanities background. The study of languages sensitizes us to other cultures and the relativity of values; it frees us from the confines of monolingualism and provincialism; it increases our understanding of and competence in our native language; and, most important, it is an inquiry into language as language: the structure, system, code by which we interpret the world to ourselves and others. Through in-depth study of literature we develop skills of close reading and literary analysis, and in all our courses we hone our writing skills.

A foreign language is also a valuable and marketable skill in many professions, especially international relations and trade, government service, journalism, travel, social services, the arts, and teaching.

The Department offers a major in French and broader, interdepartmental majors in foreign languages, classical studies, French studies, German studies, Hispanic studies, and Russian studies. Also classics, French, German, Russian, and Spanish minors are available which augment other majors in the College of Arts and Sciences.

Programs and Requirements

The Department also offers a number of courses in English translation requiring no knowledge of a foreign language and open to any student interested in foreign or classical literature, civilization, and film. These courses are numbered 281-299. Literature courses in this category may be credited towards a major or a minor in the Department if the readings, exams, and papers are done in the target language.

Independent study courses, numbered 470, are available to qualified students with the permission of the instructor and the department chair.

English as a Second Language

Also offered through the Department are higher level English as a Second Language (ESL) courses for students whose first language is not English. These courses focus on the linguistic skills necessary for academic work at a university as well as adjustment to and knowledge of American culture. There is no major or minor in this program.

English Language Bridge Program

Students applying to the University who meet regular admission requirements but whose TOEFL scores fall below the required level may be eligible for admission to the University through the English Language Bridge Program offered through the ESL Department.

For further information on the ESL program contact Bart Weyand, program director, 101 Payson Smith Hall, Portland.

Policies

Beginning courses (101-102) are for students who have never studied the language. Courses numbered 103 are a review of this beginner's level. Intermediate level courses (201-202 for modern languages, 251-252 for the ancient languages) are for students with two successful years of high school language study. Those whose background does not fit any of these categories, especially Franco-Americans and students with Hispanic, German, or Italian heritage, should consult an instructor in the language before registering. Courses numbered 105-206 give students a reading proficiency in French or German for research in their field, graduate school language requirements, or cultural enjoyment. Courses numbered 107 and 207 are intensive, 6-credit language courses offered during the summer only; when taken in conjunction with the required 2-credit language laboratory, 107 and 207 cover the same material as 101-102 and 201-202, respectively. Students who have received credit for 102 or 202 cannot also receive credit for 107 and 207, respectively. Partial credit may be awarded if the student has received credit for 101 or 201 only.

The Department grants credit in French, German, Greek, Latin, and Spanish to an enrolled student who presents evidence of competency in one of those languages by completing the appropriate Advanced Placement Examination of the College Entrance Examination Board. For more details, contact the chair of the Department.

All majors, including group contract majors, must achieve grades of B or better for at least 12 credits in their major courses. No grade of D will count toward fulfillment of major.

Students are also urged to get extra practice in French, German, Italian, Russian, Spanish, and Japanese by participating in informal conversation tables sponsored by the Department. Tutoring is available, often at no cost to the student. For information, see the Department secretary.

State of Maine certification for foreign language teachers requires 30 credits at the level 300 and above for the first language and 18 credits at the level 300 and above for the second language.

All major programs in the Department of Modern and Classical Languages and Literatures require that the student fulfill the requirements of the Core curriculum.

Study Abroad

All students, regardless of major, are eligible to study in a foreign country, normally after studying the language of that country for two years on the college level and usually in their junior year. For the study of German, USM has a study abroad program at the University of Salzburg in Austria. For French, the University of Maine System has a formal program associated with the University of Le Mans in France. USM has an exchange program with l'Université Laval in Quebec and a summer program in Angers, La Rochelle, France. For Russian, students have the

possibility of going to St. Petersburg, Moscow, or Kharkov. For Spanish, there is a Summer Session program in Santiago de Compostela, Spain, as well as other options available in Latin America and Spain. Students interested in study abroad should consult with the chair of the Department or with the Office of International Exchange to explore these and other possibilities.

Language Laboratory

The language laboratory is located on the Portland campus in Payson Smith Hall, Room 203, and is open every weekday. Students enrolled in beginner and intermediate courses are required to work with CDs as an integral part of their 4-credit course. All students are welcome to use the language lab facilities for their own purposes, without credit. A \$10 language fee is required for all designated language courses.

Bachelor of Arts in French

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 38.

Literary Studies (38 credits)

Core Classes (35 credits)

Language Courses (16 credits)

FRE	303	Thème et Version (3)
FRE	305	French Phonetics (3)
FRE	306	Third Year French I (3)
FRE	307	Third Year French II (3)
FRE	308	Third Year French Conversation I (2)
FRE	309	Third Year French Conversation II (2)

Civilization (3 credits)

FRE	291I	French Civilization: An Historical Approach (3)
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or

FRE	292I	Topics in Contemporary Francophone Civilization (3)
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FRE	331	Literature (15 credits)
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FRE	332	Workshop in French Literary Analysis (3)
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FRE	367	Introduction to French Literature (3)
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FRE	369	Genres and Periods in French Literature (3)
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FRE	467	Topics and Themes in French Literature (3)
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or

FRE	469	Seminar in Genres and Periods in French Literature (3)
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Electives (4 credits)

FRE	291I or FRE 292I	
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FRE	300	French Practicum (for a maximum of 2 credits)
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FRE	367, 369, 467, 469	when repeated for credit under different topic
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FRE	399	courses when offered
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Summer and junior year studies in France or French Canada are encouraged and acknowledged by transfer of credits.

All majors already engaged in studies of French literature should maintain an active effort to reach fluency in speaking French through constant practice, use of the language laboratory, and participation in informal conversation tables. They are expected to have reached proficiency in speaking and writing French before their graduation.

Each student's progress will be reviewed periodically by the French faculty. All majors must achieve at least 12 credits of B or better grades in their major courses. No grade of D will count toward fulfillment of a French major.

Group Contract in Foreign Languages

The Self-Designed Major Program of the College of Arts and Sciences provides students with a flexible opportunity to tailor their major to their interests and needs in foreign language study. The following group contract options are available within the Self-Designed Major Program:

Classical Humanities

Foreign Languages

Classical Studies (concentration in either Greek or Latin)

French Studies
 German Studies
 Hispanic Studies
 Russian Studies

Please refer to the section on interdepartmental majors of this catalog or contact the chair of the Department of Modern and Classical Languages and Literatures for additional information.

Minors

Because the knowledge of a foreign language, or languages, or language study areas, is valuable to all majors in other CAS disciplines, the Department offers minor programs in Classics (Greek or Latin), French, German, The Greek World, The Roman World, Russian, and Spanish. Requirements for the respective minors are as follows:

Classics Minor (Greek)

Nine credit hours selected from GRE 251, 252, 310, CLA 291I

Classics Minor (Latin)

Nine credit hours selected from LAT 251, 252, 310, CLA 292I

French Minor

Seventeen credit hours of FRE 306, 307, either 308 or 309, 331, 332, 367 or 369 or 291I or 292I

German Minor

Nine credit hours selected from GER 321, 322, 351H, 352H, 281H

The Greek World

GRE 101 & 102 plus 12 credit hours selected from CLA 283, 284, 285, 291, HTY 303, PHI 310, GEY 110K, ENG 315

The Roman World

LAT 101 & 102 plus 12 credit hours selected from CLA 283, 284, 285, 292, HTY 304, ENG 315

Russian Minor

Nine credit hours selected from RUS 281H or 291I or 293G; 301, 302, 470

Spanish Minor

SPA 300, 304, 305, 332, 351H, and 352H or 450

Literature and Civilization in English Translation

CLA 171E Etymology for Everyone

Etymology is the study of word origins and derivations. This course focuses on the learning of the Latin and Greek roots of English as a key to the improvement of English vocabulary. No prior knowledge of Latin or Greek is necessary, nor are there any other prerequisites. Cr 3.

CLA 270 Homer's *Odyssey* and Joyce's *Ulysses*

A close reading of the *Odyssey* and *Ulysses*, emphasizing the continuous parallels that tie Joyce's epic of Dublin to Homer's ancient song. Topics of comparison include the hero, family romance, and narrative strategies. Cr 3.

CLA 283H The Epic Hero in Ancient Literature

Intensive readings in English translations of *Gilgamesh*, *Iliad*, *Odyssey*, *Argonautica*, *Aeneid*; discussion, papers. Cr 3.

CLA 284H The Tragic Hero in Ancient Literature

Intensive reading of selected plays in English translation by Aeschylus, Sophocles, Euripides, Seneca;

discussion, papers.

Cr 3.

CLA 285I Classical Mythology

Examination of the myths of Greece and Rome from a variety of perspectives: anthropological, etiological, historical, psychoanalytical, structural. Cr 3.

CLA 291I The Golden Age of Greece

The literature, history, politics, philosophy, art, and architecture of the fifth century B.C. with particular attention to the achievements of Athens. Lectures, discussion, papers, slides, films. Cr 3.

CLA 292I Rome, from Republic to Empire

The literature, history, politics, philosophy, art, and architecture of Rome in the first century B.C. Lectures, discussion, papers, slides, films. Cr 3.

FRE 283H Contemporary French Thinkers

Readings and discussion of recent works of French literature selected for their philosophical and ethical importance: Saint-Exupery, Sartre, Camus, de Beauvoir, Teilhard de Chardin and others. No knowledge of French is necessary. Cr 3.

FRE 291I French Civilization: An Historical Approach

Aspects of the society, institutions, arts, literature, and religion of France, from the origins to the end of the 19th century. No French is spoken in the classroom. Cr 3.

FRE 292I Topics in Contemporary Francophone Civilization

Institutions, education, society, economy, politics of France. No French is spoken in the classroom. Cr 3.

GER 281H The German Novelle

The study of the genre of the novelle and its development through the major literary movements from the early 19th century to the present. Authors read vary, but normally include Goethe, Tieck, E.T.A. Hoffmann, Kleist, C.F. Meyer, Storm, Musil and Mann. No knowledge of German is necessary. Cr 3.

RUS 281H Russian Literature in English Translation

The content of this course will vary. Topics will include: Russian literature of the 19th century, Russian literature of the 20th century, recent Soviet literature, Russian theater and cinema. The readings for RUS 281H and the discussions will be in English. Cr 3.

RUS 291I Russian and Soviet Culture and Civilization

A historical view of Russian and Soviet society and culture from the origins of the East Slavic settlements to the present day. No Russian is required. Cr 3.

RUS 293G Survey of Russian Cinema

A chronological overview of the Russian cinema from its beginnings before 1917 to the present, including the work of major directors: Eisenstein, Tarkovsky, Shepitko, and Mikhalkov. Films will be presented in a historical and political context provided by readings and lectures. Prerequisite: ENG 100C or equivalent. Cr 3.

SPA 270I The Culture and Civilization of Spain

This course examines aspects of the society, institutions, art, literature, and religion of Spain from its origins to the present. No knowledge of Spanish is necessary. Cr 3.

SPA 281H Masterpieces of Spanish American and Brazilian Literature

This is a study of contemporary literature representative of current trends in Spanish America and Brazil. Cr 3.

*Classics: Greek and Latin***GRE 101 Beginning Greek I**

Fundamentals of classical Greek. Emphasis upon acquisition of reading knowledge. Cr 4.

GRE 102 Beginning Greek II

Prerequisite: GRE 101 or equivalent. Cr 4.

GRE 251 Introduction to Greek Literature I

A study of Plato's *Apology*, *Crito* and selections from the *Phaedo*. Prerequisite: GRE 102 or equivalent. Cr 3.

GRE 252 Introduction to Greek Literature II

A study of selected books from Homer's *Iliad* or *Odyssey*. Prerequisite: GRE 251. Cr 3.

GRE 310 Seminar in Greek Literature

Readings in Greek prose and poetry; a different author will be read each semester. Translation, supplementary reading, paper. Prerequisite: GRE 252. Cr 3.

GRE 470 Independent Study**LAT 101 Beginning Latin I**

Fundamentals of classical Latin. Emphasis upon acquisition of reading knowledge. Cr 4.

LAT 102 Beginning Latin II

Prerequisite: LAT 101 or equivalent. Cr 4.

LAT 251 Introduction to Latin Literature I

Selected readings from masters of Latin prose and poetry. Prerequisite: LAT 102 or equivalent. Cr 3.

LAT 252 Introduction to Latin Literature II

Continuation of LAT 251. Cr 3.

LAT 310 Seminar in Latin Literature

Readings in Latin prose and poetry; a different author will be read each semester. Translation, supplementary reading, paper. Prerequisite: LAT 252. Cr 3.

LAT 470 Independent Study*French***FRE 101 Beginning French I**

This beginner's course in French stresses the acquisition of cultural information and introduces the student to the four skills of language learning: listening comprehension, speaking, reading, and writing. The course requires additional work with coordinated language CDs. Opportunity for practice with videotapes and computer exercises is available. Cr 4.

FRE 102I Beginning French II

Continuation of FRE 101. Prerequisite: FRE 101 or equivalent. Cr 4.

FRE 103 Review of Elementary French

Elementary French for students with some previous study of the language who feel the need for a refresher course before entering FRE 201I. Cr 3.

FRE 105 Reading French I

Beginner's course in French aiming exclusively at a reading knowledge of the language. No French spoken. Recommended also as preparation for language tests required by graduate schools. Cr 3.

FRE 107I Intensive Beginning French

An intensive course for the beginning student, covering a full year's work at the college level to prepare the student for the intermediate level of college French. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading and writing along with an introduction to contemporary culture and civilization. Daily practice in the language laboratory is required (for two additional credits). Offered during the summer only.

Cr 6. (With lab, Cr 8.)

FRE 201I Intermediate French I

Review of grammatical structures with further development of listening comprehension, speaking, reading and writing skills. The emphasis will be on understanding cultures and contemporary life of French-speaking countries through reading and discussion. The course requires additional work with coordinated language CDs. Opportunity for practice with video tapes and computer exercises is available. Prerequisites: FRE 102I, or FRE 103, or FRE 107; two years of high school French or the equivalent or instructor's permission.

Cr 4.

FRE 202I Intermediate French II

Continuation of FRE 201I. Prerequisite: FRE 201I or the equivalent or instructor's permission. Cr 4.

FRE 206 Reading French II

Further practice of the skill acquired in FRE 105 through an accelerated reading of books on various topics (fiction, history, science, etc.). Prerequisites: FRE 105, 102, 103, or instructor's permission. Cr 3.

FRE 207I Intensive Intermediate French

This is an intensive course for the intermediate student covering a full year's work at the college level. Emphasis is placed on the development of listening, comprehension, speaking, reading, and writing skills. Daily lab work is mandatory. Offered during the summer only. Prerequisite: FRE 102 or FRE 107 or permission.

Cr 6. (With Lab, Cr 8.)

FRE 300 French/Francophone Practicum

In this course students participate in a number of activities in the French language, enabling them to develop and strengthen their ability in speaking and comprehending. They also gain an awareness and appreciation of various cultures of the French-speaking world. Since immersion content will vary, this course may be repeated, to a total of 3 credits. Prerequisites: FRE 202I or equivalent, or permission of instructor.

Cr 1 or 0.

FRE 303 Thème et Version

In this course, students will learn techniques and the

art of translation through an analysis of the major linguistic and cultural differences between French and English. Translations will be done from French into English and from English into French. Prerequisite: FRE 202 or 207, or permission. Cr 3.

FRE 305 French Phonetics

A formal study of the French sound system and an initiation into phonetic transcription with practical and remedial work in pronunciation. Prerequisite: FRE 202I or equivalent.

Cr 3.

FRE 306 Third Year French I

Advanced study of the French language with emphasis on proficiency in grammar, writing, and vocabulary development. Prerequisite: FRE 202I or equivalent or instructor's permission.

Cr 3.

FRE 307 Third Year French II

Continuation of FRE 306. Prerequisite: FRE 306 or equivalent or instructor's permission.

Cr 3.

FRE 308 Third Year French Conversation I

This course is designed to familiarize students with basic French conversation. This class will be conducted solely in the target language, thus enabling students to develop their proficiency skills in French. Class discussions will be based on various authentic materials. Prerequisite: FRE 202I or equivalent or instructor's permission.

Cr 2.

FRE 309 Third Year French Conversation II

Continuation of French 308. Prerequisite: FRE 308 or equivalent or instructor's permission.

Cr 2.

FRE 331 Workshop in French Literary Analysis

Fundamental techniques of French literary analysis, close reading, and critical interpretation. All readings, discussions and papers will be conducted in French. Prerequisite: FRE 307 and 309, or permission.

Cr 3.

FRE 332 Introduction to French Literature

An historical survey of the major writers and literary periods from the beginning of French literature to the twentieth century. Prerequisite: FRE 331 or equivalent.

Cr 3.

FRE 367 Genres and Periods in French Literature

Each course in this group "Genres and Periods" deals with a specific literary genre (novel, poetry, theatre) and/or time period (Medieval, Renaissance, 17th, 18th, 19th, or 20th century). Sample topics: 19th century French novel, 17th century French theatre, 20th century French fiction. This course may be repeated for credit provided that the topic is different. Prerequisite: FRE 331 or equivalent.

Cr 3.

FRE 369 Topics and Themes in French Literature

Each course in this group "Topics and Themes" deals with a subject and/or a theme in French or

Francophone literature. This course may be repeated for credit provided the topic is different. Prerequisite: FRE 331 or equivalent. Cr 3.

FRE 467 Genres and Periods in French Literature

An advanced course in the group "Genres and Periods" which deals with a specific literary genre (novel, poetry, theatre) and/or time period (Medieval, Renaissance, 17th, 18th, 19th, or 20th century). Sample topics: 19th century French novel, 17th century French theatre, 20th century French

fiction. This course may be repeated for credit provided the topic is different. Prerequisite: FRE 367 or 369 or equivalent. Cr 3.

FRE 469 Topics and Themes in French Literature

An advanced course in the group "Topics and Themes" which deals with a major subject and/or theme in French or Francophone literature. Prerequisite: FRE 367 or 369 or equivalent. Cr 3.

FRE 470 Independent Study

German

GER 101 Beginning German I

This beginner's course in German stresses the acquisition of cultural information and introduces the student to the four skills of language learning: listening comprehension, speaking, reading, and writing. In conjunction with class meetings, additional work is required using language lab resources. Opportunity for practice with videotapes and computer exercises is available. Cr 5.

GER 102I Beginning German II

Continuation of GER 101. Prerequisite: GER 101 or equivalent. Cr 5.

GER 105 Reading German I

Elementary course in German aiming exclusively at a reading knowledge of the language. No German spoken. Not offered every year. Cr 3.

GER 107I Intensive Beginning German and GER 107 Lab

An intensive course for the beginning student, covering a full year's work at the college level to prepare the student for the intermediate level of college German. Emphasis is placed upon the four skills of language learning: speaking, understanding, reading, and writing, along with an introduction to contemporary culture and civilization. Daily practice in the language lab is required (for two additional credits). Offered during the summer only. Cr 6. (With lab, Cr 8.)

GER 201I Intermediate German I

Review of grammar. Further development of listening comprehension, speaking and reading skills. Emphasis on understanding German culture and contemporary life through reading and discussion of short stories, articles and essays. Students are encouraged to also register for laboratory practice (one more credit). Prerequisite: GER 102I, two years of high school German or the equivalent. Cr 3. (With lab, Cr 4.)

GER 202I Intermediate German II

Continuation of GER 201I. Prerequisite: GER 201I or the equivalent. Cr 3. (With lab, Cr 4.)

GER 206 Reading German II

Further practice of the reading skill acquired in GER 105. Recommended also as preparation for language tests required by graduate schools. Prerequisites: GER 105, 102I or instructor's permission. Not offered every year. Cr 3.

GER 321 Composition and Conversation in German I

Systematic training in correct pronunciation and usage, and in vocabulary building, with written and oral practice. Prerequisite: GER 202I or equivalent. Cr 3.

GER 322 Composition and Conversation in German II

Continuation of GER 321. Reading and discussion of historical, journalistic, and literary material covering life in Germany from World War I to the present. Prerequisite: GER 321 or equivalent. Cr 3.

GER 351H Introduction to German Literature I

Reading and discussion of selected works representing the major literary movements from Enlightenment to Realism. Readings are in German; class discussions and exams are in English. Prerequisite: GER 202I or GER 206 or an equivalent reading ability of German. Cr 3.

GER 352H Introduction to German Literature II

Reading and discussion of selected works representing the major literary movements from Naturalism to the present. Readings are in German; class discussions and exams are in English. Prerequisite: GER 202I or GER 206 or an equivalent reading ability of German. Cr 3.

GER 470 Independent Study

Russian

RUS 101 Beginning Russian I

A course for beginners which includes the four skills of listening comprehension, speaking, writing, and reading. Students are also provided with cultur-

al information needed to use the language correctly. The course emphasizes the acquisition of real Russian by using authentic materials. Cr 5.

RUS 102I Beginning Russian II

Continuation of RUS 101. Prerequisite: RUS 101 or equivalent. Cr 5.

RUS 201I Intermediate Russian I

This course further develops the four skills of listening comprehension, speaking, writing, and reading. The course provides students with the cultural information they need to use the language correctly. The aim of the course is for students to acquire "real" Russian and be able to deal with authentic materials. Prerequisite: RUS 102I or equivalent.

Cr 3. (With lab, Cr 4.)

RUS 202I Intermediate Russian II

Continuation of RUS 201. Prerequisite: RUS 201 or the equivalent. Cr 3. (With lab, Cr 4.)

RUS 301 Advanced Intermediate Russian I

This course involves intermediate-level work in the four skills of listening comprehension, speaking, writing, and reading that promotes the student toward an advanced level. The course emphasizes the development of the student's active and passive vocabularies and deeper knowledge of Russian culture. The course is taught primarily in Russian. Prerequisite: RUS 202I or equivalent. Cr 3.

RUS 302 Advanced Intermediate Russian II

This is the transitional course in the language acquisition sequence. Students who complete the course satisfactorily are ready to begin advanced-level work in all four skill areas. The class is conducted entirely in Russian. Prerequisite: RUS 301 or equivalent. Cr 3.

RUS 321 Advanced Russian

Students will read a variety of authentic texts ranging from newspapers to encyclopedias to literary works and will write extended essays, discuss ideas and argue points of view on a variety of subjects. They are also required to listen to or watch real Russian media. Students may also work on the art of translation. Prerequisite: RUS 302 or equivalent. Cr 3.

RUS 351 Seminar in Russian Literature

Topics for this seminar will be chosen from the following: historical surveys, genre surveys in the novel, short story, drama, and Russian women writers. All coursework is in Russian. The emphasis is on language and style. Prerequisites: RUS 281H and RUS 321. Cr 3.

RUS 470 Independent Study*Spanish***SPA 101 Beginning Spanish I**

A beginning course in Spanish in the four skills of language learning: listening comprehension, speaking, reading, and writing. In addition, audio-visual work is required. Cr 4.

SPA 102I Beginning Spanish II

Continuation of SPA 101. Prerequisite: SPA 101 or equivalent. Cr 4.

SPA 107I Intensive Beginning Spanish

An interactive intensive language course in which the skills of listening, reading, speaking, and writing will be emphasized and evaluated. Students will participate in daily lab activities. This course can be used as a substitute for a first-year language experience or as a beginning refresher course. Offered during the summer only. Cr 8.

SPA 201I Intermediate Spanish I

Review of grammatical structures. Further development of listening comprehension, speaking, reading and writing skills. Continued emphasis on understanding of Hispanic culture and civilization through reading and discussion of literary and historical texts as well as frequent reference to contemporary customs and events. Students are encouraged to also register for laboratory practice. Prerequisite: SPA 102 or SPA 107, two years of high school Spanish or the equivalent. Cr 3.

SPA 202I Intermediate Spanish II

Continuation of SPA 201I. Prerequisite: SPA 201I or the equivalent. Cr 3.

SPA 207I Intensive Intermediate Spanish

An interactive intensive language course in which the skills of listening, reading, speaking, and writing will be emphasized and evaluated. Students will participate in daily lab activities. This course can be used as a refresher course and can fulfill the requirements for an intermediate proficiency course. Prerequisite: SPA 102I, SPA 107, or equivalent. Offered during the summer only. Cr 8.

SPA 300 Topics in Conversation

In this course students will build their listening, speaking, reading, and writing abilities in the target language. Due to its strong emphasis on speaking, this course will focus on developing the ability to think and speak in Spanish while learning about Hispanic cultures. Prerequisite: SPA 202I or permission. Cr 3.

SPA 304 Advanced Conversation and Composition

This course focuses on listening, reading, speaking, and writing, with an emphasis on oral and written communication and critical thinking. Activities are communicative as well as cooperative with a focus on learning in context. Taught in Spanish. Prerequisite: SPA 300 or equivalent. Cr 4.

SPA 305 Introduction to Hispanic Literature

A comprehensive introduction to literary analysis of Hispanic texts with an emphasis on acquiring the concepts and technical vocabulary needed to describe and discuss literary issues effectively. Taught in Spanish. Prerequisite: SPA 304 or equivalent. Cr 4.

SPA 332 Advanced Grammar and Stylistics

This course involves systematic training in grammatical and compositional fluency and accuracy. Translation techniques will also be a component of the course. Prerequisite: SPA 305 or equivalent. Cr 3.

SPA 351H Readings in Contemporary Spanish Literature

An introduction to the literature of contemporary Spain. All discussions and readings will be in Spanish. SPA 305 must be taken prior to or concurrent with SPA 351H. Prerequisite: SPA 305 or permission of instructor. Cr 3.

English as a Second Language

ESL 006 Intensive Grammar

This course is a part of the Intensive English Language program (IELP). It focuses on building a stronger foundation in the grammatical skills necessary for more natural and accurate English, both oral and written. Through a series of grammatical exercises, meaningful drilling, and analysis of the structure of the English language, students will become more adept at producing a wider variety of language with a higher knowledge of use and form. The course will not only introduce new structures in language but also review and expand upon those already learned. (This credit does not apply to a baccalaureate or associate degree.) Prerequisite: instructor's permission. Cr 1.5.

ESL 007 Listening and Oral Communication

This intermediate to high-intermediate course is part of the curriculum of the Intensive English Language program. The course focuses on the improvement of the listening and oral skills that are necessary for the university classroom. Much of the material is derived from authentic sources, such as radio and television broadcasts, as well as lectures on a variety of topics that might be encountered in a university setting. The primary goal of the course is to assist students in recognizing a variety of spoken English and to discuss and respond to the issues. Students will also be exposed to a wide variety of vocabulary and grammatical structure as it arises in context. (The credit for this course does not apply toward a baccalaureate or an associate degree.) Prerequisite: instructor's permission. Cr 1.5.

ESL 008 Reading and Writing

This intermediate/higher intermediate course is a part of the curriculum of the Intensive English Language program. The course focuses on the improvement of the reading and writing skills that are necessary for the university classroom. All of the reading is from authentic sources emphasizing academic writing strategies for writing short reaction papers, summaries, and essays based on the readings. Informal journal writing is an integral part of the course. Students will also be exposed to a wide vocabulary and systematic overview of grammatical structure. (The credit for this course does not apply

SPA 352H Readings in Modern Latin American Literature

An introduction to the literature of modern Latin America. All discussions and readings will be in Spanish. SPA 305 must be taken prior to or concurrent with SPA 352. Prerequisite: SPA 305. Cr 3.

SPA 450 Topics in Hispanic Language and Literature

An advanced seminar in Hispanic language, culture, and literature. Prerequisite: SPA 332, SPA 351H or SPA 352H, or permission of the instructor. Cr 3.

SPA 470 Independent Study

toward a baccalaureate or an associate degree.) Prerequisite: instructor's permission. Cr 1.5.

ESL 009 Intensive Reading and Speaking Fluency

This course is part of the curriculum of the Intensive English Language program. It focuses on the development of the fluency in speaking and reading that are necessary for the university classroom. Emphasis is on developing speed and comprehension of the skill areas. All of the reading is from authentic sources on a wide variety of topics, both fiction and non-fiction. Students will learn strategies for speaking in front of a group, compensating for accent, and conducting informational interviews. (The credit for this course does not apply toward a baccalaureate or associate degree.) Prerequisite: instructor's permission. Cr 1.5.

ESL 010 English as a Second Language Level I: Intermediate Reading, Writing, and Vocabulary

An intermediate-level English language course for students whose first language is not English. This is a developmental ESL course designed to help students compose fluent and accurate writing as used in academic settings. Students will develop a greater sense of confidence in using written English as a method of communication. Emphasis will be placed on achieving completeness and coherence in written compositions and on understanding the mechanical aspects of the essay. In reading, students will learn to read for meaning and to analyze basic texts and a short novel. Through reading, writing, and specific exercises, students will expand their grasp of vocabulary and idiom needed for academic work. Prerequisite: instructor's permission. Cr 3.

ESL 011 English as a Second Language: Intermediate Grammar and Writing

An intermediate-level English language course for non-native speakers of English that will enable students to benefit from a stronger foundation in understanding and using English grammar correctly and confidently. Emphasis is on understanding the meaning, use, and form of common grammar structures needed for academic writing. Students will have a basic knowledge of English grammar, but

will need more work on accurate production of English, both oral and written, through a series of grammatical, written, and oral exercises. This course will be more developmental in that it will prepare students for the more advanced ESL 102. Prerequisite: instructor's permission. Cr 3.

ESL 100C College Writing

This section of College Writing (ENG 100C) is intended for non-native speakers of English only. The course focuses on the analysis of professional and student writing as a way of sharpening awareness of how to use the English language effectively for use in the academic classroom. The writing assignments encourage students to apply the principles discussed in class to their own work. This course cannot be used to satisfy a humanities requirement. Prerequisite: ESL 104A or instructor's permission. Cr 3.

ESL 102 English as a Second Language:

Advanced Grammar and Writing

An advanced-level English language course for non-native speakers of English focusing on building a stronger foundation of grammatical skills that will aid students in producing more natural and accurate writing skills in the English language. Emphasis is placed on understanding and using grammar structures needed for academic writing and discussion on the university level. Through a series of grammatical exercises, meaningful drilling, both written and oral, and analysis of the structure of English, students will become better used to producing more complex sentences and short essays. Prerequisite: ESL 011 or instructor's permission. Cr 3.

ESL 103 English as a Second Language Level II: Higher Intermediate Reading, Writing, and Vocabulary

A higher intermediate-level English language course

for non-native speakers of English designed to help students produce grammatical, well-constructed, coherent English, in both written and spoken form. Based on the writing process, students will write and rewrite paragraphs and essays drawn from topical and academic reading, works of fiction, and class discussion. Students learn to read and analyze for content and style a variety of authentic works of fiction and non-fiction. A strong focus will be on enhancing the students' academic vocabulary. Prerequisite: ESL 010 or instructor's permission. Cr 3.

ESL 104A English as a Second Language Level III: Advanced Reading, Writing, and Vocabulary

An advanced-level English language course for non-native speakers of English who are nearly ready for College Writing but need additional work in fine-tuning their language skills. Much of the work done in this class will focus on reading academic literature, fiction, and non-fiction, as well as the academic writing skills necessary for university work. Additional focus will be on vocabulary extension and the use of idiom. Students will be required to write short essays, keep a written journal, and make a major oral presentation in class. Prerequisite: ESL 103 or instructor's permission. Cr 3.

ESL 105 English for Business Communication

Designed to help students increase proficiency in written and oral English as used in business settings, this advanced ESL course will cover appropriate strategies for producing written proposals and oral reports, conducting interviews, and doing market research. Students will practice writing letters of inquiry memoranda, project proposals, and strategic plans. Assigned readings in business textbooks and daily reading of the *Wall Street Journal* will be required. Prerequisites: ESL 103A or 104A or instructor permission. Cr 3.

School of Music

Director: E. Scott Harris, Corthell Hall, Gorham

Professors: Fithian, Kargul, Marín, Russell; *Associate Professors:* Boden, Chickering, Harris, Kaschub, Keef, Parchman; *Assistant Professors:* Lehmann, Oberholtzer, Owens; *Professors Emeritus:* Bowder, Cole; *Adjunct Faculty:* Gunn, Kaschub, Kissack, Packales, Vaillancourt

Artist Faculty Piano: Thomas Bucci, Robert Glover, Laura Kargul; *Organ:* Ray Cornils; *Voice:* Ellen Chickering, Bruce Fithian, Christina Astrachan, David Goulet, Judith James, Malcolm Smith, Margaret Yauger; *Violin:* Robert Lehmann, Ferdinand Liva; *Viola:* Laurie Kennedy; *Cello:* James Kennedy, William Rounds; *Bass:* George Calvert; *Flute:* Jean Rosenblum; *Oboe:* Neil Boyer; *Clarinet:* Thomas Parchman; *Saxophone:* Timothy O'Dell, Bill Street; *Bassoon:* Ardith Keef; *Trumpet:* Betty Rines, John Schnell; *French Horn:* John Boden; *Trombone:* Brian Diehl, Mark Manduca; *Euphonium:* Mike Milnarik; *Tuba:* Mike Milnarik; *Percussion:* Nancy Smith; *Harp:* Jara Goodrich; *Classical Guitar:* Keith Crook; *Jazz Guitar:* Gary Wittner; *Jazz Bass:* Bronislaw Suchanek; *Jazz Drums:* Les Harris, Jr.; *Jazz Piano:* Ryan Parker; *Jazz Trumpet:* Trent Austin; *Musical Theatre Coaching:* Ed Reichert

The University of Southern Maine School of Music trains and educates musicians who will pursue careers as performers, teachers, and scholars. The School also assumes a responsibility for educating tomorrow's audiences through its courses for general students and through its presentation each year of more than 100 performances by faculty, guest artists, and students.

The School of Music offers a number of music ensembles open to all students, a number of courses primarily for non-majors, and concentrated study in the areas of music history, music theory, performance, and music education. Students majoring in music may earn a baccalaureate degree in education (bachelor of music in music education), in arts and sciences (bachelor of arts in music), or in music (bachelor of music in performance). In addition, a minor in music is offered for students in the College of Arts and Sciences. Students who wish to pursue a self-designed major in music should consult the director of the School of Music.

Admission Requirements

Admission to degree programs in music will be based on the following criteria: a) the applicant's high school record, including recommendations, and SAT achievement scores; b) an audition, which includes performance on the applicant's major instrument, and tests in aural comprehension, rhythmic recitation, and sight singing which are administered to each applicant individually by a member of the staff; and c) a written musical achievement test. In addition, music theatre applicants must prepare a two-minute monologue and be prepared to execute a simple movement combination.

At the time of first registration in the School of Music, a determination will be made, based on the number of credits accepted in transfer, of how many semesters will be required as a full-time USM student. The student will then be responsible for that many semesters of the recital class and ensemble requirements, regardless of whether the student continues on a full-time or part-time basis.

Students who desire to apply for advanced standing in music curricula should apply to the director of the School for a special examination.

School Standards

Students enrolled in the music education program will perform a juried exam at the end of each academic year. Students enrolled in a performance degree program will perform a juried exam at the end of each semester. The jury panel will determine the level of performance, grade the performance pass/fail, and submit a written evaluation that will be included in the student's file. Students who fail the juried exam will be placed on probation. Students who fail two consecutive juries will be dismissed from the program. Students are required to perform at the appropriate level of competence as established by the music faculty, and may perform required recitals only after attaining appropriate jury levels.

Students must earn grades of C- or better in all courses that count toward fulfillment of major requirements. D and F grades do not fulfill prerequisite requirements.

However, an exception will be made for Basic Conducting. In this course a grade of D will allow the student to progress to Instrumental or Choral Conducting. If a grade of C- or better is earned in this next semester, the preceding semester need not be repeated. If a grade of D or F is earned in this next semester, both semesters must be satisfactorily repeated in proper sequence. No course may be repeated more than once. Students who fail in the second attempt to pass a course with a grade of C- or better will be dismissed from the program.

Students must attain a 2.25 minimum grade point average before being admitted to junior- or senior-level music major courses. Students who do not meet academic or applied music standards will be placed on probation and may be dismissed if by the end of the following semester they do not meet these standards. Music education majors must have a grade point average (GPA) of at least 2.5 to enroll in student teaching (EDU 324).

A student will be placed on probation or dismissed by the director of the School when they do not meet the standards of the School of Music. While on probation, a student should carry a maximum of a 14-hour credit load. Students who have been dismissed may not enroll in music major courses, but may re-audition after one semester.

Music Fees

An applied music fee of \$240.00 per semester for hour lessons, or \$120.00 per semester for half-hour lessons will be charged all undergraduate music majors in addition to the University tuition fee. Applied lessons for undergraduate music majors, beyond those required for the degree, will be subject to a fee of \$240.00 for half-hour lessons and \$480.00 for hour lessons in addition to the University tuition fee.

For a music minor the University will subsidize the applied music fee, to a maximum of eight credit hours, if the student demonstrates adequate proficiency. The student will pay \$240.00 per semester for hour lessons and \$120.00 per semester for half-hour lessons in addition to the University tuition fee.

Students other than music majors and minors will be accommodated for applied music lessons if a teacher's time is available, and will be subject to a fee of \$240.00 for half-hour lessons or \$480.00 for hour lessons in addition to the University tuition fee.

Students registering for applied music must report to the director of the School for assignment to an applied music teacher and scheduling of lessons. All fees must be paid before lessons commence.

A chamber music fee of \$50.00 per section of chamber music will be charged to each person participating in coached chamber music.

Programs and Requirements

Music Core Requirements

To be considered a music major in good standing, and to be eligible for applied music subsidies, a student must be making reasonable progress toward the completion of a music degree. Initially, this will be interpreted to mean consistent progress toward completion of the music core and compliance with all other Department requirements.

Each student enrolled as a major in a music degree program will take the following courses during the first two years:

MUS 120G, 121G, 220G, 225	History of Music/World Music
MUS 130F, 131, 230, 231	Music Theory
MUS 132, 133, 232, 233	Sight Singing and Ear Training
Musical Theatre majors take all history courses except MUS 121.	

Concert Attendance Policy

All music majors are required to attend a number of concerts and recitals each semester in order to maintain good standing in the School. Failure to meet the requirements of this policy can result in probation and suspension. The policy is administered through MUS 442 Recital Class.

Bachelor of Music in Music Education (MUE)

This degree program prepares students for careers in music teaching. Students completing this course of study are prepared to apply for Maine state teacher certification for kindergarten through grade 12. Certification applications must be accompanied by scores from the Praxis I national teaching exam taken during the sophomore year, and the Praxis II exam taken before graduation. Students are

advised to meet with their advisor if they are seeking teaching certification in states other than Maine. Because a person must first be a good musician in order to be a good music educator, the program includes substantial work in music theory, ear training, music history, applied music, ensembles, and conducting, in addition to music education methods courses and field experiences. Students elect (1) instrumental concentration, (2) vocal concentration, or (3) a combined program which includes major portions of both the instrumental and vocal concentrations.

The minimum number of credits (exclusive of the University's Core curriculum) required for the major, instrumental concentration: 100; vocal concentration: 100.5; or combined concentration: 101.

All students are reminded that, in addition to meeting School requirements for a major leading to a baccalaureate degree, they must also meet the University's Core curriculum requirements.

All music education majors are required to take the following 22 hours of professional education courses: MUE 100 Introduction to Music Education; MUE 220 Historical Foundations and Learning Theories of Education; EDU 324 Student Teaching; HRD 200J Human Growth and Development; and EDU 335 Exceptional Students in the Classroom.

Additionally, all music education majors will meet the following requirements:

1. Fulfillment of minimum requirements in both voice and piano, regardless of major instrument. Music education keyboard majors must satisfy the requirements of MUS 251 (Piano Class IV), either by examination or enrollment, prior to student teaching. Music education voice majors who have passed MUE 226 (Vocal Pedagogy) and a senior recital will not be required to take MUS 350 and 351 (Voice Class I, II).
2. Successful completion of 3.5 credit hours in Chorale or Chamber Singers and 3.5 credit hours in the appropriate major instrumental ensemble (Concert Band for winds and percussion, or University Orchestra for strings). Students who do not meet the audition requirements of either Concert Band or University Orchestra will be assigned to Percussion Ensemble. Pianists will satisfy one credit of this requirement through MUS 452 Accompanying. Guitarists may take up to one credit of this requirement in chamber music. All transfer students must complete a minimum of one credit of the appropriate major ensemble at USM. All instrumental music education majors must enroll in either MUS 408 Wind Ensemble or MUS 406 Chamber Music for a minimum of one semester. Keyboard majors will fulfill this requirement through MUS 452 Accompanying.
3. Successful completion of seven semesters of major applied music lessons.
4. Successful completion of recital class in each semester when registered for major applied lessons. The requirement is fulfilled after seven successfully completed semesters, even if the student continues to study applied music.
5. Presentation of a solo recital in the senior year (or junior year with special permission). The recital contains 30 minutes of music including at least 25 minutes of solo performance; the remainder may be chamber music. Normally the program will be shared with another MUE senior or MUP junior recital. A longer (full-length) program requires the special approval of the faculty. A student may not perform the required recital during the semester of student teaching.

Student Teaching Student teaching is the culmination of a comprehensive, pre-professional, required sequence of activities that includes the following:

Freshman year: all first-year music education majors enroll in MUE 100 Introduction to Music Education.

Sophomore year: All second-year music education majors enroll in MUE 220 Historical Foundations and Learning Theories.

Junior year: music courses wherein students observe, plan, and teach in classrooms.

Senior year: student teaching that includes general classroom and ensemble teaching experiences.

Professional Education: Music Education Courses Courses marked with an asterisk (*) are offered on a rotating basis. Students should work closely with their advisors in planning their courses of study in the music education program.

All music education majors must complete the following courses:

MUE	221	Brass Class
MUE	222	Percussion Class
MUE	224	Woodwinds I
MUE	320	String Class—Violin and Viola
MUE	322	General Music Methods K-12
MUE	326	Jazz Methods

For instrumental concentration, these additional courses must be completed:

*MUE	225	Woodwinds II
*MUE	321	String Class—Cello and Bass
*MUE	324	Instrumental Methods
*MUE	420	Marching Band Techniques

For vocal concentration, these additional courses must be completed:

*MUE	226	Vocal Pedagogy
*MUE	323	Secondary Choral Methods
*MUE	325	Elementary and Middle Level Choral Methods

For combined concentration, these additional courses must be completed:

*MUE	225	Woodwinds II
*MUE	324	Instrumental Methods
*MUE	323	Secondary Choral Methods

Elective Concentration in Jazz Education (MUE) Students seeking an elective concentration in jazz education must fulfill all the requirements for either the instrumental concentration, the vocal concentration, or the combined concentration, along with the following additional courses:

MUS	407	Jazz Ensemble (1 credit)
*MUS	380	Jazz Improvisation I (3 credits)
and 3 credits in any of the following:		
*MUS	206	Jazz History (3 credits)
*MUS	381	Jazz Improvisation II (3 credits)
*MUS	337	Jazz Arranging (3 credits)
MUP	201	Applied Music—Jazz: Brass, Woodwinds, Voice, Guitar, Piano, Bass, Percussion (3 semesters)

Musicianship: Music Courses Courses marked with an asterisk(*) are offered on a rotating basis. Students should work closely with their advisors in planning their courses of study in the music education program.

All music education majors must take the following courses:

Music Core Requirements, 28 credits

MUP	202F	Applied Music Major, 14 credits
MUS	150	Piano Class I
MUS	151	Piano Class II
MUS	244	Basic Conducting
MUS	250	Piano Class III
MUS	251	Piano Class IV
MUS	350	Voice Class I
MUS	351	Voice Class II
MUS	420	Orchestration
MUS	442	Recital Class (seven semesters)
MUS	401F	University Chorale (seven semesters)
or		
MUS	405F	Chamber Singers (seven semesters)
MUS	402F	Concert Band (seven semesters)
or		
MUS	400F	Orchestra (seven semesters)

The following courses apply to each specialized music education curriculum.

Instrumental concentration:

*MUS	344	Instrumental Conducting
*MUS	240, 340	Instrumental Conducting Lab

Vocal concentration:

*MUS	255	Guitar
*MUS	345	Choral Conducting
*MUS	241, 341	Choral Conducting Lab
MUS	404	Opera Workshop

THE 290 Oral Interpretation of Literature (not required, but strongly recommended)

Combined concentration:

*MUS 255 Guitar

*MUS 344, 340 Instrumental Conducting & Lab
or

*MUS 345, 341 Choral Conducting & Lab

MUS 404 Opera Workshop

The Teacher Education Council, comprised of deans, department chairs, faculty, and school representatives from all programs offering initial teacher preparation, is the governing body for program review and evaluation for all initial level teacher education programs at USM.

Bachelor of Arts in Music (MUS)

This degree program is designed to provide the opportunity for a scholarly study of music to meet the needs of those who wish to obtain a liberal education with an emphasis on music and those who plan to do graduate work in music. The program aims to instill a thorough understanding of music and its relationship to contemporary society. The study of music history and theory is central in this curriculum. Sufficient flexibility is built into the program to allow the individual student to establish areas of emphasis both in music and in the arts and sciences.

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 96.

Courses marked with an asterisk (*) are offered on a rotating basis. Students should work closely with their advisors in planning their courses of study in this degree program.

Music Core Requirements, 28 credits

*MUS 320 Seminar in Music History

*MUS 330 Form and Analysis

*MUS 332 Counterpoint

Either

*MUS 333 Advanced Analysis of Tonal Music

or

*MUS 335 Advanced Aural Skills

Applied Music (4 credits)

Recital Class (8 semesters, no credit)

Performance Ensembles (4 credits) All transfer students must complete a minimum of 1 credit of ensemble at USM.

Music Electives (8 credits)

Electives from outside the School of Music (40 credits; these electives include, as appropriate, language proficiency)

Language proficiency means completion of a second year of a language. This may be bypassed by examination for no academic credit.

The University will subsidize up to a total of 16 credit hours of applied music lessons for B.A. music students.

Bachelor of Music in Performance (MUP)

This degree program is designed for those who wish to prepare for a career in music performance and/or applied music teaching, and those who plan to do graduate work in applied music. The program aims to instill a thorough understanding of music and its relationship to contemporary society. Private lessons; solo, chamber and large ensemble performance; and the study of literature and pedagogy of the major instrument are emphasized. Basic understanding of the standards and opportunities for professional performance leads the student to realistic expectations for a career as a performer or teacher.

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 96.

Courses marked with an asterisk (*) are offered on a rotating basis. Students should work closely with their advisors in planning their course of study in this degree program.

Music Core Requirements, 28 credits

MUS 244 Basic Conducting

MUS	321	Literature of the Major Instrument
*MUS	330	Form and Analysis
*MUS	332	Counterpoint
Either		
*MUS	333	Advanced Analysis of Tonal Music or
*MUS	335	Advanced Aural Skills
MUS	442	Recital Class (eight semesters)
*MUS	356	Diction for Singers (voice majors only)
MUP	203	Applied Music, Major Instrument (eight semesters)
MUS	150, 151, 250, 251	Piano Class I, II, III, IV (non-keyboard majors only)
MUS	360,361	Advanced Keyboard Skills I, II (keyboard majors only)
MUS	372	Pedagogy of the Major Instrument
THE	120	Acting I: Stage Movement (voice majors only)
THE	103F	Contemporary Dance (voice majors only)
THE	220	Acting III: Scene Study (voice majors only)
Music Electives (4 credits)		
Performance Ensembles (6 credits)		
Electives in any college (voice majors, 9 credits; all others, 15 credits)		

Diction for Singers (MUS 356) is required of voice majors only and may be taken in lieu of three credits of music electives. Voice majors must meet a minimum proficiency in Italian and either French or German either by exam or through completion of the second semester of the basic course in the Department of Modern and Classical Languages and Literatures.

Performance majors must have a minimum of 4 credit hours in the appropriate major ensemble and 2 credit hours in chamber music. Piano majors must complete 2 credit hours in chamber music and the remaining 4 credit hours in chamber music, accompanying, or playing keyboard in a conducted ensemble. Organ majors must complete 2 credit hours in University Chorale, 1 credit hour in accompanying or playing keyboard in a conducted ensemble, 1 credit hour in chamber music (one-half of which must be fulfilled by playing continuo), and 2 credit hours in organ improvisation. Guitar majors must complete 6 credit hours in chamber music or playing guitar in a conducted ensemble. Voice performance majors may fulfill one credit of chamber music by taking MUS 405 Chamber Singers and may also fulfill one credit of chamber music by taking MUS 404 Opera Workshop. All transfer students must complete a minimum of one credit of the appropriate major ensemble at USM.

Performance majors must complete satisfactorily a short recital in the junior year and a full recital in the senior year. The junior recital must meet the same standards as the MUE senior recital. The senior recital, 50 minutes of music, must include at least 40 minutes of solo performance. All recitals must show a range of performance pieces demonstrating a variety of historical styles.

Bachelor of Music in Performance–Jazz Studies Concentration (MUP)

This degree concentration is designed as foundation studies for those who wish to prepare for careers in jazz or commercial music performance and/or jazz instruction and those who plan to pursue graduate work in jazz studies. This program aims to install a thorough understanding of this unique American art form and its relationship to contemporary society. Applied music, jazz improvisation, jazz arranging, jazz history, and jazz ensembles are emphasized. A basic understanding of the standards and performance opportunities for professional performance leads the student to realistic expectations for a career as a performer or teacher.

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 97.

Courses marked with an asterisk (*) are offered on a rotating basis. Students should work closely with their advisors in planning their courses of study in this concentration.

Music Core Requirements, 28 credits

*MUS	206	Jazz History
*MUS	380, 381	Jazz Improvisation I, II
*MUS	337	Jazz Arranging
MUP	201, 202, 203	Applied Music, Major Instrument (eight semesters)

*MUS	150,151,	Piano Class I, II
*MUS	252, 253	Jazz Piano Class I, II
*MUS	374	Jazz Pedagogy
MUS	406	Chamber Music—Jazz Combo (2 credits)
MUS	407	Jazz Ensemble (4 credits)
		Major Ensemble (2 credits) (other than Jazz Ensemble)
		Music Electives (6 credits)
		Electives in any college (15 credits)

Students should take a minimum of .5 credit of the appropriate section of MUS 406 Chamber Music—Jazz Combo during each of their first two academic years. Students who are not selected for Jazz Ensemble (MUS 407) may substitute additional credits of MUS 406 Chamber Music—Jazz Combo, with permission of the director of jazz studies. Guitarists and pianists may fulfill the major ensemble requirement by taking Accompanying (MUS 452) or any small ensemble outside the jazz idiom.

Students in the jazz concentration should divide their 24 credit hours of applied music equally between classical applied studies and jazz applied studies in brass, woodwinds, voice, guitar, piano, bass, or percussion, by taking either a 2-credit or a 1-credit lesson in each area every semester. Jazz students must take a jazz jury each semester and a classical jury during the spring semester, and are expected to pass a level III jury in each area prior to giving their senior recital. Students in the jazz concentration must satisfactorily complete a short recital in the junior year and a full recital in the senior year. The junior recital should consist of 25 minutes of jazz repertoire and the senior recital should consist of 25 minutes of jazz repertoire and 25 minutes of classical repertoire. The jazz repertoire shall demonstrate the student's skills at improvisation, composition, and arranging, and should be chosen under the guidance of their applied jazz instructor.

Jazz concentration majors whose primary instrument is electric guitar or electric bass may elect to take 16 credit hours in jazz guitar or jazz bass and 8 credit hours in classical guitar or classical bass. These students must take a jazz jury each semester and a classical jury during the spring semester of their first two years. They are expected to pass a level III jazz jury and a level II classical jury prior to giving their senior recital. The junior recital should consist of 25 minutes of jazz repertoire and the senior recital should consist of 50 minutes of jazz repertoire. The jazz repertoire shall demonstrate the student's skills at improvisation, composition, and arranging, and should be chosen under the guidance of their applied jazz instructor.

Bachelor of Music in Performance—Piano Pedagogy Concentration (MUP)

This degree concentration is for students who wish to prepare for a career in private piano teaching and those who wish to do graduate work in piano pedagogy. The program focuses upon the development of teaching techniques and performance skills. Specific areas of pedagogy study include: methods and materials, child development, learning theory as it pertains to music education, group and individual lesson formats, and business aspects of running a private studio. The program also includes a supervised piano teaching internship during the junior or senior year. A basic understanding of the standards and opportunities for teaching, as well as performance, leads the student to realistic expectations for a career in private piano teaching.

The minimum number of credits (exclusive of the University's Core curriculum) required for the concentration: 97.

Courses marked with an asterisk are offered on a rotating basis. Students should work closely with their advisors in planning their course of study in this concentration.

Music Core Requirements, 28 credits

* MUS	244	Basic Conducting
* MUS	321	Literature of the Major Instrument
* MUS	330	Form and Analysis
* MUS	332	Counterpoint
MUS	442	Recital Class (eight semesters)
MUP	203	Applied Music, Piano (eight semesters)
* MUS	252, 253	Jazz Piano Class I, II
* MUS	360, 361	Advanced Keyboard Skills I, II
* MUS	372, 373	Piano Pedagogy I, II
MUS	376, 377	Class Piano Teaching I, II

MUS 378, 379 Practicum in Piano Pedagogy I, II
 Performance ensembles (4 credits)
 Electives in any college (6 credits)

Two credits of Applied Jazz Piano (MUP 201 or 202) may be substituted for MUS 252 and 253, with permission of the instructor. An additional two credits of Applied Jazz Piano are optional and may be taken in lieu of two credits of electives.

Students must complete one credit hour of ensemble by singing in either University Chorale or Chamber Singers. Another one credit must be completed by playing any instrument in any conducted ensemble. One credit must be taken in piano chamber music, and the remaining one credit may be taken in either chamber music or accompanying.

Students in the piano pedagogy concentration must also complete the following professional education courses:

MUE	220	Historical Foundations and Learning Theories
HRD	200J	Human Growth and Development

Students in the piano pedagogy concentration must play a full 50-minute recital in the senior year, including at least 40 minutes of solo repertoire. The recital should illustrate a range of historical styles.

Bachelor of Music in Performance—Musical Theatre (MUP)

This degree program, offered in collaboration with the Theatre Department, is designed for those who wish to pursue a career in musical theatre performance. The program aims to instill a thorough understanding of music and theatre and their relationship to contemporary society. Private lessons, solo and ensemble performance, and the theatrical training necessary for this discipline are emphasized. A basic understanding of the standards and opportunities for professional performance leads the student to realistic expectations for a career as a performer or teacher.

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 96.

The courses marked with an asterisk (*) is offered in alternate years. Students should work closely with their advisor in planning their course of study in this degree program.

Music Core Requirements, 25 credits

MUP	201F, 202F	Applied Voice (24 credits)
MUS	244	Basic Conducting
*MUE	372	Pedagogy of the Major Instrument
MUS	404	Opera Workshop (3 semesters)
MUS	442	Recital Class (4 semesters)
MUS	401F	University Chorale
		or
MUS	405F	Chamber Singers (3 semesters)
MUS	150, 151, 250, 251	Piano Class I, II, III, IV

Music Electives (3 credits)

THE	101G	Introduction to Drama
THE	103F	Contemporary Dance
THE	120	Acting I: Stage Movement
THE	121	Acting II: Stage Voice
THE	130, 131, 132, 133	Theatre Workshop
THE	139	Make-up
THE	203F	Musical Theater Dance
THE	220	Acting III: Scene Study
*THE	303	Music Theatre Performance (4 credits)
		Theatre Elective (3 credits)
		General Electives (3 credits)

Students in the musical theatre concentration will be expected to achieve an approved jury level at the end of each semester in order to stay in the program. They must successfully perform two significant roles and one chorus role in an approved music theatre production. Students must successfully complete a crew or backstage

assignment; presence is required at all strikes for all productions in which students participate, whether as a crew or cast member.

Minor in Music (Bachelor of Arts)

This minor program is designed to provide an opportunity for candidates working toward the bachelor of arts degree who demonstrate interest and ability to continue music studies at the undergraduate level.

The minor consists of MUS 130 (Music Theory I), MUS 120 (Music until 1900), and 14 credits of music electives, excluding MUS 100 and MUS 110. At least six of these credits must be taken at USM.

Applied music fees, to a maximum of eight credit hours, will be subsidized by the University provided that the student demonstrates adequate proficiency.

Courses Primarily for Non-Majors

MUP 101F Applied Music

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

MUP 102F Applied Music

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

MUP 390 Recital

Public performance in the area of applied study for junior performance majors. Graded pass/fail. Cr 0.

MUP 490 Recital

Public performance in the area of applied study for senior performance majors. Graded pass/fail. Cr 0.

MUP 491 Recital

Public performance in the area of applied study for music education majors. Graded pass/fail. Cr 0.

MUS 100G Music Appreciation and History

A survey of music from the Gregorian chant to the modern times, covering musical practices of the renaissance, baroque, classical, romantic, and contemporary periods. Representative works by the outstanding composers of each period. Open to all students. Cr 3.

MUS 102G Music of the Portland Symphony

A course designed to increase the student's understanding and appreciation of the music scheduled for the Portland Symphony Orchestra's regular concerts of the semester. Attendance is required at the concerts in addition to regularly scheduled classes. Historical background, biography of composer, musical analysis, rehearsal and performance techniques, and music criticism. Open to all students. Cr 3.

MUS 103G Introduction to Jazz

A survey of jazz from its inception to the present day. Involves a study of the origins and stylistic development of jazz. Open to all students. Cr 3.

MUS 104 Masterpieces of Opera

An introduction to the forms and conventions of music drama from early opera to contemporary works presented in historical order. Other aspects of this genre to be explored will include the role of the composer, librettist, conductor, singer/actor, stage director, set designer, costumer, and lighting designer in opera. Open to all students. Cr 3.

MUS 109 Dynamic Posture and Alignment

Provides students with a practical understanding of anatomy, kinesiology, and biomechanics in order to improve ease and freedom of motion while in a stationary position. This course is designed for musicians, as well as other performers and creative artists, athletes, and computer users. Cr 2.

MUS 110F Fundamentals of Music

A background study of concepts and skills essential to an intelligent reading of music. The development of natural music abilities through participating in singing, rhythmic activities, and instrumental work. An appreciation of music through awareness of basic structures. Open to all students. Cr 3.

MUS 202G Music in America

A survey of the important trends in music from colonial days to the present. Emphasis will be placed on the role of the Native American composer in the development of sacred music, concert music, jazz, musical comedy, and pop music. Open to all students. Cr 3.

MUS 203G Music in the Twentieth Century

A study of trends in European and American music from the beginning of the century to the present with emphasis on the literature of the major composers. Open to all students. Cr 3.

MUS 334F Electronic Music I

Lectures, discussions, and exercises in sound generation and processing, with emphasis on voltage-controlled systems. The student's time will be divided between class sessions and actual work in the electronic studio. Open to all students. Cr 3.

Music Performance Groups
Major Ensembles

MUS 400F Southern Maine Symphony Orchestra

A string, wind, and percussion ensemble open to all University students and community members through audition. The ensemble focuses on the fundamentals of ensemble performance, dealing with a variety of literature, and performs at least one major concert per semester. Prerequisite: audition. Cr 0.5.

MUS401F University Chorale

A choral ensemble for mixed voices open to all University students through audition. The Chorale sings repertoire from all historical periods and performs locally and on a spring tour. The purposes of the ensemble are to develop musical expression and precision of intonation and rhythm and to promote the musical development necessary for excellence in ensemble singing. Prerequisite: audition. Cr 0.5.

MUS 402F University Concert Band

A wind and percussion ensemble open to all University students through audition. The ensemble focuses on the fundamentals of ensemble performance dealing with a variety of literature. The University Concert Band performs at least one major

concert per semester and is active in presenting school assembly programs. Prerequisite: audition. Cr 0.5.

MUS 405F Chamber Singers

An ensemble of mixed voices selected by audition. The ensemble specializes in a cappella repertoire, notably of the Renaissance era and the 20th century. Prerequisite: audition. Cr 0.5.

MUS 407 Jazz Ensemble

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

MUS 408F Wind Ensemble

The Wind Ensemble offers a unique musical experience to its members. The versatility of the Wind Ensemble, based upon the solo performer premise, has established a tradition of performing chamber and large instrumentations, traditional or experimental combinations, and early through contemporary literature. The membership of the Wind Ensemble is selected from Concert Band personnel. Prerequisite: audition. Corequisite: MUS 402F. Cr 0.5.

Small Ensemble

MUS 403 Percussion Ensemble

A percussion ensemble open to all University students through audition. Prerequisite: audition. Cr 0.5.

MUS 404 Opera Workshop

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

MUS 406 Chamber Music

A performance course open to all qualified students interested in forming chamber groups: duets, trios, quartets, quintets, etc., under faculty supervision. Cr 0.5.

MUS 409 Harp Ensemble

A harp ensemble open to all University students by

audition. The ensemble focuses on the fundamentals of ensemble performance and plays literature of contrasting musical periods and styles. Prerequisite: audition. Cr 0.5.

MUS 410 Collegium Musicum

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

MUS 452 Accompanying

A workshop course in applied accompanying under faculty supervision. One-half credit is awarded for each twenty hours of University-supervised accompanying, with a maximum of two credits in any academic year. Cr 0.5-2.

Courses for Majors
Music History and Theory

MUS120G Music Until 1900

This course covers the history of Western music from antiquity to 1900 with special emphasis on early music. The elements of musical language and style are traced through representative composers' works. Listening, analysis, independent research, and writing are required. Music majors only or permission of the instructor. Cr 3.

MUS 121G Classical and Romantic Music

This course covers the history of Western music from 1750 to 1900. The elements of musical language and style are traced through representative

composers' works. Listening, analysis, independent research, and writing are required. Music majors only or permission of the instructor. Cr 3.

MUS 130F Music Theory I

This course covers scales (major and minor), keys, intervals, and triads; identification of triads and seventh chords in inversion; principles of notation; part-writing with root position and first inversion triads; cadences; harmonization of soprano and bass lines; and phrase forms. Prerequisite: Music majors and minors only or permission of the School. Cr 3.

MUS 130 Music Theory Lab I

A laboratory course in music theory required of those students needing additional assistance in first semester theory, as determined by the student's score on the entrance testing. To be taken concurrently with MUS 130 Music Theory I LEC. Does not count for music elective credit. Cr 2.

MUS 131 Music Theory II

A continuation of the study of harmony, including the use of triads in second inversion; modulation; non-harmonic tones; the dominant seventh chord; other diatonic seventh chords; and simple binary and ternary forms. Prerequisite: MUS 130. Cr 3.

MUS 132 Sight Singing and Ear Training I

A course in sight singing and ear training. Music majors and minors only, or permission of the School. Cr 1.

MUS 133 Sight Singing and Ear Training II

A continuation of MUS 132. Prerequisite: MUS 132. Cr 1.

MUS 206 Jazz History

This course provides an in-depth examination of the historical evolution of jazz, as well as a familiarity with the major and secondary figures in the idiom. Emphasis is placed on detailed listening assignments and class discussions. Prerequisite: MUS 103G, music major status, or permission of instructor. Cr 3.

MUS 220G Twentieth-Century Music

This course covers the history of Western music from 1900 to the present. The elements of musical language and style are traced through representative composers' works. Listening, analysis, independent research, and writing are required. Music majors only or permission of the instructor. Cr 3.

MUS 225 World Music

This course is designed to investigate music of various cultures. The course will explore the music of particular regions, for example, the Pacific Rim, India, and the Americas, with the intent of understanding the relationship of music to the culture in which it was created. Listening, analysis, independent research, and writing are required. Music majors only or permission of the instructor. Cr 3.

MUS 230 Music Theory III

A continuation of the study of tonal music, including the further examination of modulation; melodic chromaticism; chromatic chords, including altered chords, chords with secondary functions, and linear chords; and composition in the simple forms of the 18th and 19th centuries. Prerequisite: MUS 131. Cr 3.

MUS 231 Music Theory IV

Techniques of 20th-century composition, including the study of harmony, melody, and texture. Related studies include music theory in the twentieth century, new sound resources, and new technologies. Prerequisite: MUS 131. Cr 3.

MUS 232 Sight Singing and Ear Training III

An advanced course in sight singing and ear training. Prerequisite: MUS 133. Cr 1.

MUS 233 Sight Singing and Ear Training IV

A continuation of MUS 232. Prerequisite: MUS 232. Cr 1.

MUS 320 Seminar in Music History

A concentrated study of selected topics in music history based on individual research. Prerequisite: MUS 120, 121, 220, 225. For music majors or minors. Others only with permission of instructor. Cr 3.

MUS 321 Literature of the Major Instrument

A survey of the literature for voice or a specific instrument. Except for piano or voice, which are offered in class sessions when the number of registrants warrants it, this will be scheduled as private study. Normally the piano and voice sessions will be offered in alternate years. For performance majors. Other music majors only with permission of the School. Cr 2.

MUS 330 Form and Analysis

Study and analysis of music of the classical, romantic, and contemporary periods with emphasis on homophonic forms and styles. Prerequisite: MUS 230. Cr 3.

MUS 332 Counterpoint

Analysis and writing of tonal counterpoint. Emphasis is given to the study of canon, invention, fugue, chorale prelude, and continuous variations, using eighteenth-century works as models for composition. Prerequisite: MUS 230. Cr 3.

MUS 370 Topics in Music Technology

An intensive study of one or more areas of music technology in the context of producing music compositions, creating pedagogical multimedia applications, performing music with interactive applications, or recording and editing digital audio/video. The area of study will be chosen by the instructor in accordance with his or her expertise and interests. The course may be repeated once for credit as topics vary (limit of six credits). Prerequisite: MUS 231 or permission of the instructor. Cr 3.

MUS 420 Orchestration

A study of the nature of the various instruments. Practice in scoring for instrumental combinations, orchestra, and band. Prerequisite: MUS 231. Cr 3.

MUS 497 Directed Study in Composition

To provide juniors and seniors who have demonstrated creative capability an opportunity to compose utilizing twentieth-century techniques. Prerequisite: MUS 231 and permission of instructor. Cr 1-3.

MUS 498 Independent Study in Music

To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest within their major field. Music majors only. School permission required. Cr 1-3.

Music Performance

MUP 201F Applied Music

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

MUP 202F Applied Music

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

MUP 203 Applied Music

May be taken in piano, voice, organ, guitar, or any orchestra or band instrument. One hour lesson per week for twelve weeks in the major performance area in fulfillment of applied music requirements. Restricted to B.M. performance majors. May be repeated for credit. Special fee assessed. Cr 3.

MUS 150 Piano Class I

This is a piano class for MUE and MUP students not majoring in a keyboard instrument. Topics covered include sight-reading, basic technique, scales, chord progressions, harmonization, transposition and performance of elementary to intermediate piano literature. Prerequisite: music major status or permission of School director. Cr 1.

MUS 151 Piano Class II

This is a continuation of MUS 150. Prerequisite: MUS 150 or permission of School director. Cr 1.

MUS 240 Instrumental Conducting Lab

Performance techniques on instruments of primary and/or secondary interest to each student. Principles of ensemble training are exemplified. Cr 0.5.

MUS 241 Choral Conducting Lab

Performance techniques in a choral ensemble. Principles of ensemble singing and training of choral ensembles are exemplified. Cr 0.5.

MUS 244 Basic Conducting

Practical conducting experiences; score reading, basic beat patterns, gestures, and interpretation. Prerequisite: MUS 230. Cr 2.

MUS 250 Piano Class III

This is a continuation of MUS 151. Prerequisite: MUS 151 or permission of School director. Cr 1.

MUS 251 Piano Class IV

This is a continuation of MUS 250. Prerequisite: MUS 250 or permission of School director. Cr 1.

MUS 252 Jazz Piano Class I

This is a jazz piano class for MUP Jazz Studies

Concentration students not majoring in a keyboard instrument, as well as non-jazz keyboard majors and other instrumentalists who meet the prerequisite. Topics covered include chord voicings for the ii-v-i progression, arrangements of standard tunes, jazz scales and modes and accompanimental styles. Prerequisite: MUS 151 or permission of School director. Cr 1.

MUS 253 Jazz Piano Class II

This is a continuation of MUS 252. Prerequisite: MUS 252 or permission of School director. Cr 1.

MUS 255 Guitar

An introduction to basic guitar skills. Emphasis is placed upon those skills that lead to playing effective accompaniments. Cr 1.

MUS 310 Organ Improvisation I

This course will cover the basics of improvisation at the organ. The goal is to equip the student with the skills needed in church situations. Hymns, chorales, and plainsong melodies will form the basis for learning to improvise preludes, postludes, and interludes in a variety of styles. This course will be scheduled as an additional applied music time with an organ specialist. Prerequisite: MUS 131 or permission of instructor. Cr 1.

MUS 311 Organ Improvisation II

This course is the continuation of MUS 310. It will be scheduled as an additional applied music time with an organ specialist. Prerequisites: MUS 131 and MUS 310, or permission of instructor. Cr 1.

MUS 333 Advanced Analysis of Tonal Music

This course will cover several analytical approaches to tonal music, including parametric analysis, the analysis of phrase rhythm and hypermeter, and Schenkerian analysis. Prerequisite: MUS 330. Cr 3.

MUS 335 Advanced Aural Skills

This course will be an in-depth continuation of MUS 233 Sight Singing and Ear Training IV. It will emphasize the development of aural skills through the use of contextual listening examples and performance drills. Both tonal and non-tonal music will be used as study material. Prerequisite: MUS 233. Cr 3.

MUS 337 Jazz Arranging

Study and analysis of music written for small and large jazz ensembles. Practice in writing for a variety of instrumental combinations in the jazz idiom. Prerequisite: MUS 230 or permission of instructor. Cr 3.

MUS 340 Instrumental Conducting Lab

Performance techniques on instruments of primary and/or secondary interest to each student. Principles of ensemble training are exemplified. The repertoire consists of selections from various periods and styles and is varied from year to year in order to

cover a considerable range during the student's attendance. Cr 0.5.

MUS 341 Choral Conducting Lab

Emphasizing singing technique and interpretation and an exploration of choral literature of various periods and styles. Principles of choral training are exemplified. The repertoire is varied from year to year so that the course covers a considerable range during a given student's attendance. Cr 0.5.

MUS 344 Instrumental Conducting

Advanced development of non-verbal gestures through the art of instrumental conducting. Score reading analysis, rehearsal techniques and performance preparation. Prerequisite: MUS 244. Cr 2.

MUS 345 Choral Conducting

Advanced development of non-verbal gestures through the art of choral conducting. The course includes score study analysis, rehearsal techniques, and performance preparation. Prerequisite: MUS 244. Cr 2.

MUS 350 Voice Class I

This course covers the fundamentals of vocal production for the beginning singer, including breath management and tone development, studied through the use of vocalises and songs. Prerequisite: music major status or permission of School director. Cr 1.

MUS 351 Voice Class II

This is a continuation of MUS 350. Prerequisite: MUS 350. Cr 1.

MUS 356 Diction for Singers

A study of the principles of English, Italian, German, and French diction through use of the International Phonetic Alphabet (IPA). An application of these basic principles to art songs in the four languages. Students shall perform songs in all four languages. This course is required of voice performance majors. Prerequisite: music major or instructor permission. Cr 3.

MUS 360 Advanced Keyboard Skills I

This course provides practical instruction in the advanced keyboard skills of score reading, transposition, harmonization of melodies, and realization of continuo. These performance skills will be taught with emphasis on the preparation of examples outside the class as well as the active participation by students in class. Prerequisite: keyboard performance major and MUS 131, or permission of instructor. Cr 2.

MUS 361 Advanced Keyboard Skills II

The second semester continuation of Advanced Keyboard Skills I. Prerequisite: MUS 360. Cr 2.

MUS 372 Pedagogy of the Major Instrument

A study of the teaching methods and materials for voice or instruments. Except for piano and voice, which are offered in class sessions when the number

of registrants warrants it, this will be scheduled as additional applied music time with an instrumental specialist. Normally the piano and voice sessions will be offered in alternate years. For performance majors. Other music majors only with permission of the School. Cr 2.

MUS 373 Piano Pedagogy II

This course is the second-semester continuation of MUS 372 in piano. The course focuses on the teaching of child beginners. Students observe a weekly group lesson, research and prepare repertoire and lesson plans, and evaluate their peers' teaching. Each student teaches at least one group lesson. Prerequisite: MUS 372 in piano, piano major or permission of instructor. Cr 2.

MUS 374 Jazz Pedagogy

A study of the teaching methods and materials in the jazz performance area. Emphasis will be placed on large and small jazz ensemble literature and conducting techniques, jazz improvisation pedagogical techniques, and writing techniques. This course will also address the topic of securing and maintaining employment within the jazz field. Prerequisite: open to music majors of junior standing. Cr 2.

MUS 376 Class Piano Teaching I

This course provides an overview of teaching group piano to adult beginners. Students spend the semester observing the teaching of Piano Class I (MUS 150) and meet weekly with the teacher for discussion and additional instruction. Prerequisite: Two semesters of MUP 202 or 203; piano major or permission of instructor. Cr 2.

MUS 377 Class Piano Teaching II

This course is the second-semester continuation of Class Piano Teaching I. Students observe the teaching of Piano Class II (MUS 151) and meet with the teacher weekly for discussion and additional instruction. Students have the opportunity to teach the class under the instructor's supervision. Prerequisite: MUS 376. Restricted to piano majors. Cr 2.

MUS 378 Practicum in Piano Pedagogy I

This course provides practical teaching experience in individual piano instruction. Under the supervision of piano pedagogy faculty, students teach private lessons to three or four child beginners. Students also observe piano lessons given by master teachers and do outside readings and research. Prerequisite: MUS 373, four semesters of MUP 202 or 203; piano major or permission of instructor. Cr 3.

MUS 379 Practicum in Piano Pedagogy II

This course is the second-semester continuation of MUS 378. Prerequisite: MUS 378. Cr 3.

MUS 380 Jazz Improvisation I

A course designed to teach the student to improvise in the jazz idiom. Studies include jazz theory and standard jazz literature. Recommended for instru-

mental music majors. Prerequisite: MUS 131 or permission of the instructor. Cr 3.

MUS 381 Jazz Improvisation II

A performance course designed to expand upon the improvisation principles presented in Jazz Improvisation I. Students will learn advanced jazz

theory and use that knowledge to perform in the jazz language both in class and in lab situations. Prerequisite: MUS 380 or the equivalent. Cr 3.

MUS 442 Recital Class

Performance in major field, stage department, and evaluation of performances. May be repeated. Cr 0.

Music Education

MUE 100 Introduction to Music Education

This course will provide students with an understanding of the philosophical foundation of the profession and will introduce students to the National Standards for Arts Education which constitute a key component of the educational goals of their intended profession. Students will be guided in observing teachers in classroom and rehearsal settings to develop their understanding of philosophy and standards as they are implemented through teaching. Restricted to music majors and minors. Cr 1.

MUE 220 Historical Foundations and Learning Theories

This course will provide an overview of the historical role of schools in American society and an introduction to contemporary learning theory upon which music instruction in kindergarten through grade 12 is predicated. Restricted to majors and minors. Prerequisite: MUE 100. Cr 3.

MUE 221 Brass Class

Methods of teaching brass instruments including practical experience on the various instruments; elements of transposition. Prerequisites: MUS 131 and 133. Cr 1.

MUE 222 Percussion Class

Practical experience on and methods of teaching percussion instruments. Prerequisites: MUS 131 and 133. Cr 1.

MUE 224 Woodwinds I

Methods of teaching flute and clarinet. Practical experience on these instruments; elements of transposition. Prerequisites: MUS 131 and 133. Cr 1.

MUE 225 Woodwinds II

Methods of teaching saxophone, oboe, and bassoon. Practical experience on these instruments; elements of transposition. Prerequisite: MUE 224. Cr 1.

MUE 226 Vocal Pedagogy

A study of basic principles of vocal production—breathing, phonation, registration, and resonance—and a discussion of the techniques used to teach voice. Cr 1.

MUE 320 String Class I: Violin and Viola

Practical experience playing and methods of teaching violin and viola, with additional information on string programs in the public schools. Prerequisites: MUS 131 and 133. Cr 1.

MUE 321 String Class II: Cello and Bass

Practical experience playing and methods of teaching cello and bass. Prerequisite: MUE 320. Cr 1.

MUE 322 General Music Methods K-12

This course presents teaching methods used in non-performance based music courses at the elementary, middle, and high school levels. Students will examine the methodologies of Kodaly, Orff, Dalcroze, and others and will learn to design middle school and high school general music courses. Restricted to senior music majors or by permission of instructor. Prerequisite: MUE 220. Cr 3.

MUE 323 Secondary Choral Methods

Techniques and procedures for teaching choral music in high schools. Restricted to junior and senior music majors. Cr 2.

MUE 324 Instrumental Methods

The course will acquaint the instrumental music major with methods and procedures of teaching instrumental music in the public schools. Administering and organizing the program, recruiting, budgets, public relations, ensemble literature, scheduling and performance are issues addressed in the course. Discussions will focus on developing an effective instrumental music program in the public schools. Restricted to junior and senior music majors. Cr 2.

MUE 325 Elementary and Middle Level Choral Methods

This course will cover childhood vocal development, vocal production, choral literature, rehearsal techniques, and other topics as appropriate to working with singers in elementary and middle school. Prerequisite: MUE 220. Cr 2.

MUE 326 Jazz Methods

A study of methods and materials used in teaching a jazz curriculum. Topics will include and focus on rehearsal techniques, score study, performance practice, improvisation, and literature/pedagogical resources. Open to majors of junior standing. Cr 2.

MUE 420 Marching Band Techniques

The course is designed to prepare the music educator to organize and effectively teach Marching Band in the public school. A statement of philosophy is stressed. Marching styles, execution, music developing, marching percussion, role of the drum major

and effective instrument placement are emphasized in the course. Restricted to junior and senior music majors. Cr 2.

EDU 324 Student Teaching

Full-time student teaching during the senior year is provided for one semester under direct supervision

in off-campus situations for all who meet requirements. Normally, two separate half-semester experiences designed to match the student's selected program concentration are provided which encompass both general classroom and ensemble teaching experiences. Cr 12.

Philosophy

Chair of the Department: George Caffentzis, 47 Exeter St., Portland

Professors: Caffentzis, Gavin, Grange, Loudon, Murphy, Schwanaue; *Associate*

Professors: Conway, Wininger; *Assistant Professor:* Read

"Philosophy unifies notions in our thinking; hence its results must be simple, but philosophizing has to be as complicated as the notions it unifies."

Ludwig Wittgenstein, *Zettel* #452

The place of philosophy at the center of any educational endeavor is as true today as it ever was. The perennial questions that philosophy addresses, such as "Who am I as a human being?, How should I act?, What can I know?, What are my obligations to others?, How should society be organized?" are fundamental issues with which education must wrestle and into which it must provide insight. Philosophy is a reasoned pursuit of fundamental truths. It is a systematic investigation of the key assumptions that underlie our thinking and which ordinarily are taken for granted. Much of what is learned in philosophy can be applied in virtually any endeavor. This is both because philosophy touches upon so many subjects and, especially, because many of its methods and analyses are usable in any field. The study of philosophy is beneficial in terms of achieving the following:

General Problem-Solving Ability The study of philosophy enhances one's problem-solving capacities in a way no other activity does. It helps one to analyze concepts, definitions, arguments, and problems. It contributes to one's capacity to organize ideas and issues, to deal with questions of value, and to extract what is essential from masses of information.

Communication Skills Philosophy provides some of the basic tools of self-expression, namely, skills in presenting ideas through well-constructed, systematic arguments. One learns to build and defend one's own views, to appreciate competing positions.

Writing Skills Writing is an important part of most philosophy courses. Philosophy teaches interpretive writing through its examination of challenging texts, comparative writing through emphasis on fairness to alternative positions, argumentative writing through developing students' abilities to establish their own views, and descriptive writing through detailed portrayal of concrete examples, the anchors to which generalizations must be tied.

The Understanding of Other Disciplines Many important questions about a discipline, such as the nature of its concepts and its relation to other disciplines, do not belong to that discipline, are not usually pursued within a discipline, and are philosophical in nature. Philosophy of science, for instance, is needed to supplement the understanding of the natural and social sciences which one derives from scientific work itself. Philosophy of art, social and political philosophy, the philosophy of religion are of similar value in understanding the respective fields of art, sociology, politics, and religion.

Career Applications

Philosophers know, of course, that the important question is not what you can do with a field of study but rather what a field of study does with you. Nevertheless, it has been a welcome surprise within recent years to witness how many professions—business, law, nursing, for example, want and reward many of the capacities that the study of philosophy develops: the ability to solve problems, to communicate, to organize ideas and issues, to assess pros and cons, and to reduce complex data. These capacities represent transferable skills. For this reason, people

trained in philosophy are not only prepared to do many kinds of tasks, they can also cope with change, or even move into new careers, more readily than others.

Student Involvement

Student participation in the philosophical activities of the philosophy program is strongly encouraged. Students have organized a Philosophy Majors and Minors Association which provides a forum for students to discuss their philosophical work. This Philosophy Symposium also facilitates communication between faculty and students and ensures student involvement in Departmental deliberations. In recent years the Philosophy Symposium has invited guest lecturers on a variety of philosophical topics. This has enabled students to meet a broad range of philosophers including international guests.

Programs and Requirements

Bachelor of Arts in Philosophy

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 36.

Each major in philosophy will arrange a program of courses in conference with the chair or a member of the department who is assigned as the student's advisor. The program will be designed in terms of the student's interests, needs, vocational plans, and the year in which the student declares a major. The major will require 36 hours of courses beyond a PHI 100-level course. Any introductory philosophy course is a prerequisite to all other courses in philosophy.

All philosophy majors must take four history of philosophy courses. Two of these, which need not be taken in sequence, must be PHI 310I (Ancient Philosophy) and PHI 330I (Early Modern Philosophy). Thereafter, any two additional courses in the history of philosophy may be taken. These courses are PHI 312I, PHI 315I, PHI 320I, PHI 340I, PHI 350I, PHI 360I, PHI 370I, PHI 380I, PHI 390I.

In the last year a senior thesis (PHI 410) is **optional**. This thesis consists of a major paper (minimum length: 50 pages) on a topic selected by the student and directed by one member of the Department. The student will meet with the mentor on a regular basis during the semester of the senior thesis. Upon completion of the paper, an oral examination will be conducted by the full Department. Upon successful completion of the senior thesis and with a cumulative GPA of 3.5 or higher in the major at the completion of required coursework, a student will receive honors in philosophy for graduation. If the thesis (formerly tutorial) option is not taken, students must complete a Seminar in Philosophy (PHI 400). Students may take both the Seminar in Philosophy (PHI 400) and the Senior Thesis (PHI 410).

Philosophy majors who are enrolled in the Honors Program may allow their 3- to 6-hour Honors Independent Tutorial (HON 311-HON 312) to be equivalent to the Senior Tutorial (PHI 410) and count toward the completion of their degree in philosophy, provided that the thesis addresses a philosophical topic and is mentored by a philosophy faculty member. The required thesis defense will involve both Philosophy Department faculty and that of the Honors Program.

Every major intending to pursue graduate study and teach in philosophy will be expected to take German or French through the intermediate level. German is preferred to French, although ideally both sets of courses should be taken. All majors are encouraged to take PHI 205 Symbolic Logic.

The gender-neutral language policy of the Department prohibits the use of sexist language in classes, course materials, and at Departmental events.

Minor in Philosophy

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 15.

Students who wish to pursue a minor in philosophy are required to take five courses beyond any PHI 100 course. These must include two courses in the history of philosophy: PHI 310I, PHI 312I, PHI 315I, PHI 320I, PHI 330I, PHI 340I, PHI 350I, PHI 360I, PHI 370I, PHI 380I.

PHI 101E Introduction to Philosophy: Free Will and Determinism

Is there a human will at all? This course will concentrate on the issue of freedom vs. determinism. The importance of the human will insofar as it influences views of experience, politics, society, etc., will also be considered. Prerequisite: ENG 100C. Cr 3.

PHI 102E Introduction to Philosophy: The Quest for Certainty

Philosophy has often been defined as the attempt to become aware of the hidden assumptions we make in our everyday outlooks on life. The present course will deal with one of the most pervasive of these assumptions—the thesis that human beings should pursue certainty and objectivity at any price. The history of philosophy will be utilized to trace and to criticize the identification of all true knowledge with certainty. Questions will be raised as to whether the quest for certainty is either feasible or beneficial to the human person. An analysis of some 20th-century alternatives, such as existentialism and pragmatism, will be undertaken. Prerequisite: ENG 100C. Cr 3.

PHI 103E Introduction to Philosophy: Human Alienation

Why do human beings picture themselves as alienated from nature and from others? How did the problem of alienation come about? What possibilities exist for overcoming it? This course will deal with these issues and attempt to suggest viable alternatives. Prerequisite: ENG 100C. Cr 3.

PHI 105E Introduction to Philosophy: Philosophy Through Its History

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

PHI 106E Introduction to Philosophy: Why Philosophize?

The course centers about the exploration of a single question: what it means to think philosophically. In the context of this question, we will examine what are the sources of philosophical thought and whether philosophy can justify its claim to be the foundation of all reflective endeavor. Prerequisite: ENG 100C. Cr 3.

PHI 107E Introduction to Philosophy: World Philosophy

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

PHI 109E Introduction to Philosophy: Law, Politics and Society

This course examines the traditional political questions that face every society: Who should rule? What should the rules be? Why should the rules be obeyed? The approach is largely historical, emphasizing the answers that major philosophical figures have offered to these questions. The relevance of these historical answers to current social issues is addressed using a number of contemporary topical readings. Prerequisite: ENG 100C. Cr 3.

PHI 110E Introduction to Philosophy: Gender and Society

To what extent are social norms influenced by assumptions about sex and gender? The course examines philosophical arguments on topics such as masculinity, femininity, sexualities, war, religion, fatherhood, motherhood, abortion, gay marriage, and politics. Prerequisite: ENG 100C or concurrent. Cr 3.

PHI 111E Introduction to Philosophy: Philosophical Reading (and Writing)

This course aims to teach the student a particular skill: *philosophical* reading (and writing). On the most immediate level this will be a course in reading (and writing about) philosophical texts. The texts will give the student a sense of the immense history, wealth, and suggestibility of philosophical writing, its various genres, and its authors. On another level, the course will teach the skill of reading (and writing) *philosophically*. Any piece of writing can be read (and written about), with profit, philosophically. The second skill and its profit cannot be acquired without first studying the first, thus the bulk of the course will focus on reading (and writing about) philosophy texts philosophically. About one month will be devoted to the reading of each book. Prerequisite: ENG 100C. Cr 3.

PHI 112E/W Introduction to Philosophy: Feminist Perspectives

To what extent do cultural assumptions about gender shape a society's notion of rationality and justice? The course explores this question by examining feminist critiques of Western philosophy along with a selection of contemporary anti-sexist and anti-racist theories of social life. Prerequisite: ENG 100C. Writing intensive course. Cr 3.

PHI 200 Metaphysics

An analysis of various theories of reality, together with a critical examination of their conceptual constructs, principles and methodologies. Issues to be discussed include change, time, freedom and necessity, immortality and God, good and evil. Thinkers to be studied include Plato and Aristotle, Spinoza, Kant, Hegel, Whitehead and Heidegger. Prerequisite: any PHI 100-level course. Cr 3.

PHI 205 Symbolic Logic

Techniques of modern deductive logic; properties of formal systems; logical implications and paradoxes

of language. Prerequisite: any 100-level philosophy course. Cr 3.

PHI 210 Ethical Theories

Critical evaluation of major ethical theories and systems. Extensive reading in original texts. Analysis of contemporary ethical issues. Prerequisite: any PHI 100-level course. Cr 3.

PHI 211 Media Ethics

In the information age, media play an increasingly large role in our lives. Our notion of living in a global society is largely shaped by media. What is responsible journalism? Does violent programming contribute to violence in America? What are professional ethics and how should they guide media practitioners? We will discuss these questions by examining key ethical values in media such as: privacy, confidentiality, truth telling, conflicts of interest, and social responsibility. We will also explore some fundamental issues in ethical theory such as: Why be ethical? What is ethics? How do ethical theories differ? What are the best ways to evaluate and apply ethical theories to media controversies today? The course is designed for majors in philosophy, media studies, and communication as well as other interested students. Cr 3.

PHI 212 Environmental Ethics

This course analyzes the relations between human beings and the environment in terms of the concepts of justice, the good, and human responsibilities. It attempts to provide a new cosmological model for adjudicating between conflicting rights and duties. Issues to be discussed include animal rights, environmental protection, and ecological harmony. Prerequisite: any PHI 100-level course. Cr 3.

PHI 215 Philosophy of Literature

While many cultures accord a vital role to stories, myths, and poetry in the cultivation of wisdom, traditional European philosophy has tended to marginalize them. This course seeks to investigate the historical roots for this separation between philosophy and literature in European thought. It will then consider the perspectives of several contemporary thinkers (e.g., Robert Coles, Michael Ende, Martha Nussbaum, and Martin Heidegger) who are convinced that literature plays an indispensable role in the pursuit of wisdom. Prerequisite: any PHI 100-level course. Cr 3.

PHI 220 Philosophy of Art

Inquiry into the question of whether aesthetic experience is intelligible, or emotional, or both; examination of various theories and interpretations, classic and contemporary. Prerequisite: any PHI 100-level course. Cr 3.

PHI 221 Philosophy of Film

This course concentrates on the construction of meaning in the context of cinema. Major emphasis is placed on cinema as a product of social construc-

tion. Issues to be discussed include perception, memory, images, and the use of social stereotypes. Prerequisite: any PHI 100-level course. Cr 3.

PHI 225 Philosophy of Mind

An analysis of the major philosophical issues facing the science of psychology: language and the unconscious, body-mind interaction, freedom and determinism. Major figures to be studied include Plato, Aristotle, Spinoza, Freud, Merleau-Ponty, Lacan, and Skinner. Thematic emphasis will be on the historic interaction between psychology and philosophy in the development of Western thought. Prerequisite: any PHI 100-level course. Cr 3.

PHI 230 Philosophy of Religion

Analysis of the nature of religious experience, knowledge, and language. Special attention given to problems, classical and contemporary, exhibited in religious experience and relevant to areas of common concern in the sciences, humanities, and philosophy. Prerequisite: any PHI 100-level course. Cr 3.

PHI 240 Political Philosophy

Critical evaluation of political philosophies, classical and contemporary; extensive reading in original texts; analysis of contemporary political issues. Prerequisite: any PHI 100-level course. Cr 3.

PHI 250 Philosophy of Science

An examination of two different models generally used in approaching scientific activity philosophically: the logical model and the historical model. Questions to be raised include whether these two approaches are mutually exclusive or whether one can subsume the other, and at what cost. Issues to be covered include description vs. explanation; scientific vs. non-scientific explanation; the issue of whether to include pragmatic and psychological dimensions of meaning in scientific explanations; the question of whether all facts are "theory-laden"; and the relationship between facts, laws, and theories in science. Prerequisite: any PHI 100-level course. Cr 3.

PHI 260 Philosophy of Law

Critical evaluation of select issues in the philosophy of law. Possible topics include: the nature of law (positivism, natural law, legal realism); judicial decision making; constitutional adjudication; the justification of punishment; the legal enforcement of morality; legal responsibility; the judicial system. Readings are drawn from the disciplines of both philosophy and law, and include contemporary as well as historical selections. Prerequisite: any PHI 100-level course. Cr 3.

PHI 265 Philosophy and Gender

The course explores the contributions of feminist philosophers to gender analysis. It will examine the philosophical assumptions inherent in theories of gender difference that arise in sociology, biological determinism, physiology, and the social con-

struction perspective. Assumptions about gender will be studied in some of the following areas: violence, war, religion, reproduction, family, sexualities, and sport. Prerequisite: any PHI 100-level course. Cr 3.

PHI 270 Epistemology

An analysis of various theories of knowledge in reference to their methodologies and consequences. Texts to be read include Berkeley, Hume, Descartes, Kant, and Hegel. Prerequisite: any PHI 100-level course. Cr 3.

PHI 275 The Nature of Compassion

Whether and how we respond to the suffering of others defines, in many ways, who we are as persons and communities. This course is an investigation into the emotion of compassion and its social role. Drawing upon a wide variety of sources such as Greek tragedy, Buddhist scriptures, classical and contemporary philosophical thought, it will address philosophical defenders of the need to cultivate compassion (Rousseau, Schopenhauer, and Adam Smith) as well as thinkers suspicious of this notion (Nietzsche, e.g.). The work of contemporary philosophers—Phillip Hallie and Martha Nussbaum—will also receive close attention. Students will have the chance to think through some important philosophical issues, such as the role of the emotions in moral deliberation, the extent to which compassion can be both aided and obstructed by the use of language, and whether there are appropriate limits to compassion. Cr 3.

PHI 290 Problems in Philosophy

Consideration of selected problems or systems of philosophical significance, including general problems of metaphysics, epistemology, axiology, specialized areas, etc. May be repeated for credit. Prerequisite: any PHI 100-level course. Cr 3.

PHI 291 Death and Dying

Recent success in life-prolonging techniques has resulted in the creation of new disagreements over the proper definition of death. Which definition of death is the most adequate? Some have argued that dying, not death, is the vitally important topic. Has the term death changed its meaning from time to time and place to place in human history? This course will deal with these and similar epistemological issues. Prerequisite: any PHI 100-level course. Cr 3.

PHI 295 Medicine, Madness, and Disease

Recent advances in modern medicine and medical technology challenge traditional notions of health, sanity, and the social order. The course will examine some of the controversial ethical dilemmas that patients, families, and health care providers confront, such as informed consent, truth-telling, prenatal screening, abortion, involuntary commitment for the mentally ill, drug testing, and patient rights. The course will critique the assumptions behind these and other medical practices. Prerequisite: any PHI 100-level course. Cr 3.

PHI 310I History of Ancient Philosophy

Philosophic thought from the pre-Socratics to the late Hellenistic period, with major emphasis on Plato and Aristotle. Prerequisite: any PHI 100-level course. Cr 3.

PHI 312I Women Philosophers from Africa and the Diaspora

This course concentrates on the work of women of wisdom who are of African origin. Intellectual and literary movements will be examined through generations of thinkers in various national, religious, cultural, and geographical settings. Writings by the following thinkers are often included: Ama Ata Aidoo (Ghana), Nawal el Saadawi (Egypt), Bessie Head (Botswana), Angela Davis, June Jordan, and Alice Walker (U.S.). Prerequisite: PHI 100-level course. Cr 3.

PHI 315I Eastern Philosophy

This course examines the major texts of the great Asiatic religions: Hinduism, Buddhism, Confucianism, Taoism, and Zen. Special emphasis is placed on the ethical and metaphysical dimensions of these traditions as well as their significance for contemporary theories of the person, social justice, and human fulfillment. Prerequisite: any PHI 100-level course. Cr 3.

PHI 320I History of Medieval Philosophy

The merger of the philosophic with the religious stream; ideas of Augustine, Thomas Aquinas, Bonaventure, and others critically examined; determining cultural factors explored. Prerequisite: any PHI 100-level course. Cr 3.

PHI 330I History of Early Modern Philosophy: Descartes to Kant

Main currents of rationalism and empiricism are explored, as developed in major writings from Descartes to Kant. Prerequisite: any PHI 100-level course. Cr 3.

PHI 340I History of Late Modern Philosophy

Development of German idealism; emergence of social and scientific philosophies; contributions of Kant, Hegel, Marx, Schopenhauer, Nietzsche, Feuerbach, and others. Prerequisite: any PHI 100-level course. Cr 3.

PHI 350I American Philosophy

History and background of the origin of philosophical ideas in America; particular emphasis given to Peirce, James, Royce, Dewey. Prerequisite: any PHI 100-level course. Cr 3.

PHI 360I Existentialism

An examination of the historical development and basic themes of existentialism as found in the writings of its major representatives: Kierkegaard, Nietzsche, Heidegger, Sartre, Buber, Marcel, and others. Prerequisite: any PHI 100-level course. Cr 3.

PHI 370I Analytic Philosophy

An historical approach to twentieth-century linguistic philosophy. This course will begin with logical atomism, continue through the era of logical positivism, and end with ordinary language analysis. Extensive reading of primary sources and major commentators. Prerequisite: any PHI 100-level course. Cr 3.

PHI 380I Postmodernism

The course presents a survey of central movements within continental philosophy in the 20th century: phenomenology, structuralism, hermeneutics, and deconstruction. Possible figures of study are: Foucault, Derrida, Levinas, Gadamer, Barthes, Lacan, Irigary, Cixous, and Lyotard. Prerequisite: any PHI 100-level course. Cr 3.

PHI 390I Hermeneutics

How do we go about interpreting something that is foreign to us? What does it mean to understand a person or a text? Hermeneutics is a tradition of philosophical inquiry into the dynamics of interpretation and understanding. The course examines the historical roots of hermeneutics in the works of Friedrich Schleiermacher and Wilhelm Dilthey, and it proceeds with the close analysis of several 20th century thinkers—for example, Hans-Georg Gadamer and Martin Heidegger—whose works extend and develop the hermeneutical tradition. Prerequisite: any PHI 100-level course. Cr 3.

PHI 398 Independent Study

This course provides students with an opportunity to design a set of readings and learning objectives con-

cerning a topic in the history of philosophy or a specific issue in philosophy. Students must complete an independent study proposal, and obtain permission of a faculty mentor and the Department chair. Students must meet regularly with the faculty mentor. May be repeated for credit. Prerequisite: a minimum of two 300-level philosophy courses plus written permission of the instructor involved. Cr 3.

PHI 400 Seminar in Philosophy

These numbers are used to indicate seminar courses dealing with a specific topic or person in philosophy. Topics or individual philosophers will change from year to year and may or may not be repeated. The prerequisite for any 400-level seminar course is two (2) 300-level courses in philosophy, or permission of the instructor. Cr 3.

PHI 409 Research Seminar

A research seminar designed to provide senior level students an opportunity to participate in the research efforts of individual faculty and collaborate with each other in the design, methodology and completion of their tutorials. Prerequisites: advanced standing as a philosophy major and permission of the Department. Cr 3.

PHI 410 Senior Thesis

Designed to furnish senior philosophy majors with extensive training, under tutorial supervision, in analysis of a philosophical problem or system or philosopher, with a view to producing and presenting a senior paper for oral defense. Prerequisites: advanced standing as a philosophy major and permission of the Department. Cr 3.

Physics

Chair of the Department: Robert Coakley, 260 Science Building, Portland
Associate Professors: Coakley, LaSala, Nakroshis, Walkling

The field of physics is concerned with the study of matter, energy, motion, and the interaction of material particles. It is a cornerstone science that attempts to explain at a fundamental level the concepts underlying phenomena important to the other physical sciences, to the biological sciences, and to engineering. The Physics Department provides elementary courses to introduce students to the field, general and topical courses that support the other science departments and engineering, and a four-year program leading to a B.A. degree in physics. The physics major covers the traditional areas of modern and classical physics, and is intended to prepare graduates for careers in physics and related technical areas or for graduate school.

Programs and Requirements

Bachelor of Arts in Physics

The minimum number of credits in physics and related areas (exclusive of the University's Core curriculum) required for the physics major: 61. A student majoring in physics must take 37 credit hours of physics courses including some requirements and some electives as outlined below. In addition, the major requires 16 credits of mathematics courses, 8 credits of chemistry courses, and a demonstration of competency in computer programming.

I. Required courses

PHY 114K, 116
PHY 121K, 123

Introductory Physics Laboratory I and II
General Physics I and II (PHY 111K may replace PHY 121K with Departmental permission.)

PHY	211, 213	Nonclassical Physics I and II
PHY	221, 223, 225	Classical Physics I, II, and III
PHY	240	Intermediate Laboratory I
CHY	371	Physical Chemistry

2. Electives. In addition to the required courses, the student must take a minimum of 6 credits of physics courses numbered 200 or higher: three credits from each of groups A and B below.

Group A

PHY	251	Principles of Electronics
PHY	261	Computational Physics
PHY	281	Astrophysics
PHY	375	Optics

Group B

PHY	242	Intermediate Laboratory II
PHY	311	Quantum Mechanics

The physics major must also complete the following courses:

MAT	152D	Calculus A
MAT	153	Calculus B
MAT	252	Calculus C
MAT	350	Differential Equations
CHY	113K & 114K	Principles of Chemistry I with Lab
CHY	115 & 116	Principles of Chemistry II with Lab

Suggestions for demonstrating competency in computer programming include:

COS	160 & 170	Structured Problem Solving: Java
COS	141	Visual Basic
PHY	261	Computational Physics

To graduate as a physics major, a student must maintain a minimum GPA of 2.0 in all courses which satisfy the major requirement, and a minimum overall GPA of 2.0.

Minor in Physics

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 19. The required courses are PHY 121K, 123 or PHY 111K, 112; PHY 114K, 116; PHY 211, PHY 240; at least 3 credits of physics courses numbered 200 or higher.

PHY 101K Introduction to Physics

An elementary approach to the study of mechanics, heat, sound, electricity, magnetism, light, and modern physics, intended for the student who desires a one-semester introduction to the subject with emphasis on concepts as opposed to problem solving. Students desiring laboratory work should also register for PHY 102K. Students planning to major in any of the natural sciences are not directed to this course but rather to a more advanced introductory course. Prerequisite: high school algebra. Cr 3.

PHY 102K Introduction to Physics Laboratory
Laboratory experiments and additional material designed to supplement the topics considered in PHY 101K. Prerequisite: concurrent registration in PHY 101K or permission of the instructor. Cr 1.

PHY 105 Acoustics and Noise

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

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

PHY 111K Elements of Physics I

The first of a two-semester non-calculus sequence in introductory physics, intended particularly for life-science majors. Topics to be covered include mechanics, waves, sound, and thermal physics. Lectures, demonstrations, and problem solving will help the student develop an understanding of physical phenomena. Mathematical treatment is at the level of algebra and trigonometry. This course is not recommended for students planning to major in the physical sciences or engineering. It should be taken concurrently with PHY 114K, Introductory Physics Laboratory I. Prerequisite: successful completion of the University's minimum proficiency requirement in mathematics. Three hours of lecture, two hours of laboratory, and one hour of recitation per week. Cr 4.

PHY 112 Elements of Physics II

A continuation of PHY 111K, intended particularly for life-science majors. Topics to be covered include

electricity, magnetism, optics, and modern physics. Lectures, demonstrations, and problem solving will help the student develop an understanding of physical phenomena. Mathematical treatment is at the level of algebra and trigonometry. This course is not recommended for students planning to major in the physical sciences or engineering. It should be taken concurrently with PHY 116, Introductory Physics Laboratory II. Prerequisite: PHY 111K or equivalent. Three hours of lecture and one hour of recitation per week. Cr 4.

PHY 114K Introductory Physics Laboratory I

Experiments designed to illustrate the concepts studied in PHY 111K and PHY 121K. Prerequisite: concurrent registration in PHY 111K or 121K. Two hours per week. Cr 1.

PHY 116 Introductory Physics Laboratory II

Experiments designed to illustrate the concepts studied in PHY 112 and PHY 123. Prerequisite: concurrent registration in PHY 112 or PHY 123. Two hours per week. Cr 1.

PHY 121K General Physics I

The first of a two-semester sequence introducing the fundamental concepts of physics, using calculus. Topics to be covered include mechanics, waves, sound, and thermal physics. This course is recommended for students who plan further study in physical sciences, mathematics, or engineering. It should be taken with PHY 114K, Introductory Physics Laboratory I. Prerequisite: prior or concurrent registration in MAT 152D or equivalent experience. Three hours of lecture and one and one-half hours of recitation per week. Cr 4.

PHY 123 General Physics II

A continuation of PHY 121K, introducing the fundamental concepts of physics, using calculus. Topics to be covered include electricity, magnetism, and light. This course is recommended for students who plan further study in physical sciences, mathematics, or engineering. It should be taken concurrently with PHY 116, Introductory Physics Laboratory II. Prerequisites: PHY 121K or equivalent and one semester of calculus. Three hours of lecture and one and one-half hours of recitation per week. Cr 4.

PHY 211 Nonclassical Physics I

The first of a two-semester sequence covering the principal topics which show the departure of physics from its classical roots. Topics will include relativity and atomic structure. Prerequisite: PHY 123 or PHY 112, and MAT 152D. Cr 3.

PHY 213 Nonclassical Physics II

A continuation of PHY 211, covering the principal topics which show the departure of physics from its classical roots. Topics will include quantum physics, nuclear physics, and particle physics. Prerequisite: PHY 211. Cr 3.

PHY 221 Classical Physics I

The first of a three-semester sequence offering an intermediate-level treatment of the principal topics of classical physics. The focus for this course is mechanics, including particle motion, oscillations, and noninertial reference systems. Prerequisite: PHY 121K and prior or concurrent registration in MAT 252. Cr 3.

PHY 223 Classical Physics II

A continuation of PHY 221, offering an intermediate-level treatment of the principal topics of classical physics. This course will continue a study in mechanics and start a study in electrostatics. Prerequisite: PHY 123, PHY 221, and MAT 252. Cr 3.

PHY 225 Classical Physics III

A continuation of PHY 223, offering an intermediate-level treatment of the principal topics of classical physics. Topics will continue through magnetism and electrodynamics, leading to Maxwell's equations. Prerequisite: PHY 223. Cr 3.

PHY 240 Intermediate Laboratory I

A selection of experiments designed to illustrate the more important principles of classical and modern physics. Prerequisites: prior or concurrent registration in a 200-level physics course and two semesters of calculus. Six hours per week. Cr 3.

PHY 242 Intermediate Laboratory II

A selection of experiments illustrating the important principles of classical and modern physics. Prerequisite: prior or concurrent registration in a 200-level physics course and two semesters of calculus. Cr 3.

PHY 251 Principles of Electronics

An introduction to electronics including DC and AC circuits, transistors, operational amplifiers, and combinatorial and sequential logic devices. The laboratory will cover the use of electronic instrumentation as well as illustrate principles. Prerequisite: MAT 152D or equivalent, or permission of instructor. Cr 3.

PHY 261 Computational Physics

This course is a project-oriented course which introduces methods of computer simulation and their diverse applications in the physical world. Examples of projects include projectile motion, planetary systems, chaotic systems, and thermal systems. Methods include numerical solutions to differential equations and Monte Carlo techniques. The course emphasizes structured programming, although no background in computer programming is required. Prerequisite: PHY 121K and prior or concurrent registration in MAT 153, or permission of instructor. Two laboratory sessions and one discussion session per week. Cr 3.

PHY 281 Astrophysics

An intermediate-level course in the physics of the astronomical universe. Topics covered include clas-

sical astronomy, celestial mechanics, the structure and evolution of stars and galaxies, and cosmology. No previous background in astronomy is required. Prerequisite: PHY 221. Cr 3.

PHY 311 Quantum Mechanics

A study of the quantum physics of atoms, nuclei, and particles. Topics covered include wave particle duality; the Schrödinger Wave Equation and its application to a variety of quantum systems, three-dimensional and time-dependent systems, and photons. Prerequisite: PHY 213 and PHY 221. Cr 3.

PHY 321 Mechanics II

A study of kinematics and dynamics continuing beyond topics covered in PHY 221. Topics may include Lagrange's equations, Hamilton's equations, mechanics of continuous media, motion of rigid bodies, wave motion. Prerequisites: PHY 221, MAT 350. Cr 3.

PHY 323 Electricity and Magnetism II

A study of classical electromagnetic theory going beyond topics covered in PHY 223. Topics include Maxwell's Equations in differential form and their application to a number of physical situations, especially electromagnetic waves. Prerequisite: PHY 223. Cr 3.

PHY 375 Optics

An intermediate-level study of the more important principles of geometric and physical optics, with illustrations of both classical and modern applications. Prerequisites: PHY 223 and two semesters of

calculus.

Cr 3.

PHY 390 Independent Laboratory Study in Physics

An independent study involving primarily laboratory work. Prerequisite: permission of instructor. Cr 1-3.

PHY 410 Independent Study in Physics

Reading and discussion of advanced subjects or instruction in special topics or research. Prerequisite: permission of instructor. Cr 1-3.

PHY 440 Advanced Physics Laboratory I

This course may involve a series of experiments in physics or, by permission of the instructor, an advanced project in experimental physics. Prerequisites: PHY 240, and at least one 300-level physics course. Cr 3.

AST 100K Astronomy

A descriptive survey of modern astronomy. Topics include theories about the origin and development of the universe, stellar evolution, the solar system, galaxies, observational methods and recent discoveries. No prerequisite. Cr 3.

AST 103K Activities and Experiments

A one-credit course meeting weekly for two hours. May be taken concurrently with AST 100K to fulfill requirements for a science laboratory experience. Includes exercises on the Moon's orbit, Earth's orbital motion, rotation of Saturn's rings, the Sun, the Crab Nebula, variable stars, pulsars, Hubble's law, and galaxies. Two planetarium sessions. Prerequisite: AST 100K. Cr 1.

Political Science

Chair of the Department: Richard J. Maiman, 126 Bedford St., Portland

Professors: Faksh, Hamilton, Maiman, Pattenaude; *Associate Professors:* Kuzma, Schmidt; *Assistant Professors:* Klotz, Vassallo

Political science is the systematic study of politics and government and is widely recognized as one of the core disciplines within the liberal arts curriculum. The study of political science provides substantive and analytic background that can lead to a variety of professions; it is not intended to prepare students directly for any specific career. Most obviously it serves those with an interest in entering politics and government. Political science majors go on to become civic leaders, town managers, city planners, budget specialists, foreign service officers, policy researchers, and to hold a variety of management positions in local, state, national, and international organizations. Beyond government, a political science degree leads naturally to graduate training, including law school. Many journalists and broadcasters were political science majors. Business has recognized the analytic and management skills obtained through training in political science. Some studies have estimated that perhaps one-third of undergraduate political science majors undertake careers in business. Political science training is useful in other rapidly developing fields such as polling, communications, campaign management, consulting, private and public interest group activity, and data analysis. College teaching has been a traditional career for the political scientist. Demographics now suggest that entering freshmen can look forward to good job prospects by the time they have completed their graduate educations.

Programs and Requirements

Bachelor of Arts in Political Science

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 39.

Each major must complete POS 101J, POS 104J, POS 203, POS 205, and POS 290. Introducing ideas that are fundamental to the discipline, these required courses should be the first priority for students upon entering the major. Students may choose from any of the Department's other offerings to fulfill remaining credit hours, with the requirement that at least 12 hours be completed at or above the 300-level. A grade of C- or better is required to receive major credit in the Department.

Students interested in an international studies major should consult the International Studies Program section in this catalog.

The Department administers an elaborate, carefully structured internship program, open to majors and non-majors alike. Political science majors are especially encouraged to take advantage of the variety of internship opportunities as part of their undergraduate program.

The Political Science Department strongly urges its majors to take courses in economics, history, sociology, and computer science. For a number of majors, courses in geography-anthropology, psychology, philosophy, and communication would also be useful. All political science majors are encouraged to undertake at least one year of university-level foreign language study. Additional language study is recommended for those majors with an interest in comparative or international politics and for those considering graduate school.

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

Political science courses are normally offered on the following schedule:

Every semester: POS 101J, 102J, 104J, 203, 205, 290, and internships

Yearly: POS 202, 256, 361, 365

Approximately once every two years: POS 120, 201, 233, 234, 258, 261, 262, 280, 310, 315, 333, 335, 336, 338, 339, 340, 342, 345, 347, 349, 360, 362, 374, 375, 385, 389, 390, 391, 392, 453, 459, 463, 464, 465.

The Honors Degree in Political Science

For a B.A. degree in political science with honors, a student must achieve a 3.7 GPA or higher in courses taken in the major.

Minor in Political Science

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 18.

Students who wish to complete a political science minor must take at least three of the following five courses: POS 101J, POS 104J, POS 203, POS 205, POS 290. Students may choose from any of the Department's other offerings to fulfill remaining credit hours. A grade of C- or better in POS required courses is necessary to receive credit toward the minor.

POS 101J Introduction to American Government

This course focuses on the political institutions, processes, behavior, and problems of government in the United States. The national government is emphasized. Key topics include: the Constitution, Supreme Court, Congress, Presidency, political parties, public opinion, and interest groups. Cr 3.

POS 102J People and Politics

This course introduces the student to modern political analysis. It centers on basic questions in the study of political behavior: how people learn about politics, what kind of political system they adopt

and support, who does and who does not participate in politics, how political conflict is expressed and resolved in various societies. The course aims at familiarizing the student with major approaches or methods that political scientists have found helpful for understanding real political behavior. Note: POS 101J is not a prerequisite for POS 102J. Cr 3.

POS 104J Introduction to International Relations

Examination of the relationships of nations in their efforts to deal with each other from differing political, economic, and cultural bases. Cr 3.

POS 120 Government and Politics of Maine

This course concerns Maine state government, including legislative, executive and judicial programs and powers as exercised within the system of Maine values, political parties, and interest groups. Open to political science majors and as an elective to the student who has an interest in the programs and politics of the state of Maine. No prerequisite. Cr 3.

POS 201 Women and Politics

An introduction to the way gender affects political behavior. Special attention will be given to the social, psychological, and legal factors which, over the years, have inhibited women from engaging in full-scale political activity. Special consideration will also be given to the way the women's movement and the ideas of feminism have encouraged growing rates of political participation by women. The course will include a thorough review of the different behavior patterns of women and men in politics. Cr 3.

POS 202 Legal Process and the Environment

An introduction to current legal techniques and institutions for environmental protection, with emphasis on statutory interpretation, rule making, licensing procedure, and the roles of expert testimony and citizen participation in administrative, legislative, and judicial processes. Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 203 Introduction to Political Science Research

An introduction to the way political scientists conduct research. Students will learn how to formulate ideas, conduct a literature review, test hypotheses, measure political phenomena, perform statistical analyses, draw conclusions, and present written results. Cr 3.

POS 205 Introduction to Comparative Politics

An introduction to the field of comparative politics with a focus on political systems and political participation. The course will examine political institutions, electoral laws, comparative methodologies, political culture, and the problem of establishing and maintaining democratic government. Case studies will be used to highlight major themes. Cr 3.

POS 210 Inter-governmental Relations

This course examines attempts to bring about social and economic changes through governmental action. Functional and dysfunctional aspects of the political, economic, and social systems are considered. Attempts at intervention are examined through selected case studies in inter-governmental relations. Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 233 Urban Politics

An introduction to the political structure and issues of the American city. Students will investigate the question of whether U.S. cities are democratic, with emphasis on issues of economic and racial pluralism. Cr 3.

POS 234 Race and Ethnicity in U.S. Politics

Are American political institutions representative? This course provides students with the opportunity to examine this question by confronting the relationship between race, ethnicity, and representation in elections, court cases, urban politics, and political theory. Cr 3.

POS 256 Media and Politics

The media play an increasingly powerful role in modern political systems. This course examines that power and explains how it came about, while noting those forces that restrict or restrain the media's influence. The symbiotic relationship between politicians and journalists is given special attention. Prerequisite: POS 101J or POS 102J or permission of the instructor. Cr 3.

POS 258 Public Opinion and Electoral Behavior

The role of public opinion in the American political system; definition and measurement; sociological and psychological influences; mass media; linkages to government; the role of public opinion in other nations; voting and presidential elections. A major segment of the course will be devoted to the construction, implementation, and analysis of a public opinion poll. Prerequisites: POS 101J and POS 203 or permission of the instructor. Cr 3.

POS 261 The American Congress

The role of the national legislature in American politics is considered. The course undertakes a study of the men and women who reach Congress, the internal norms and procedures on national decision making. Among topics covered are the committee system, leadership patterns in the Senate and the House, the public's influence on Congress, Congress and the Presidency, and Congressional policy-making in selected areas. Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 262 The American Presidency

This course examines the development of the modern presidency; the scope and exercise of presidential decision making in domestic and foreign policy; and standards for assessing presidential performance. Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 280 Issues Before the United Nations

An orientation to the activities of the United Nations. This course includes exposure to current events, exploration of pressing international issues, understanding the basics of international law, and mastery of the protocol and procedures of international diplomacy. Cr 3.

POS 290 Introduction to Political Theory

A survey of political theory from ancient times to the present. Themes include the nature of democracy, freedom, equality, power, legitimacy, justice, and the use of lying in political life. Cr 3.

POS 310 Internet and Politics

This course explores the politics of Internet communication. Topics include Internet development, communication techniques, access policy, citizenship, advocacy, government, journalism, and law. Cr 3.

POS 315 Media Law

This course explores the legal context of communication through the mass media. Major issues include censorship, ownership regulation, remedies for people in the news, the right to receive and send communication in the media, and news media privilege. Prerequisite: POS 101J or MES 180 or permission of the instructor. Cr 3.

POS 333 Theories of Democratization

As a general overview of democratization studies, the course goes beyond theoretical discussions about what elements are needed to create a democracy. Students study specific examples of political institutions, economic systems, and political cultures and values as key variables across multiple geographic areas to assess the establishment of democracy. Prerequisite: POS 205 or equivalent or permission of the instructor. Cr 3.

POS 335 Politics in Western Europe

This course examines political processes and governmental structures in the nations of Western Europe. It focuses especially on Great Britain, France, and Germany. Among the topics covered are: political parties, elections, voting systems, interest groups, legislative-executive relations, constitutional principles, political elites, leadership behavior, and bureaucracies. Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 336 Government and Politics of Russia

An introduction to Russia in the Soviet and post-Soviet periods. The course proceeds from a description of the classic Leninist model to the emergence of the new political institutions that began to develop in the Gorbachev era, with an analysis of the economic changes, the ethnic revolution, and the social impacts of the post-Leninist era. Cr 3.

POS 339 Russian Foreign Policy

A survey of Russian foreign policy in the Soviet and post-Soviet periods. Major topics include: the Comintern and the Popular Front; impact of World War II; the emergence of the USSR as a superpower; and post-Stalin modifications. Case studies in contemporary foreign problems. Cr 3.

POS 340 The Politics of Developing Nations

An examination of the thrust towards modernization in the Third World. Economic development, relationships with the world community, the role of the military, and various theories about the nature of the relationship between the Third World and the Communist and non-Communist industrial worlds are considered. Prerequisite: POS 104J or permission of the instructor. Cr 3.

POS 342 Government and Politics of the Middle East

This course is designed to examine the political dynamics of the Arab countries of the Middle East and Israel. It will examine the social, ecological, historical-cultural, and political-ideological forces influencing political institutions and behavior in Egypt, Iraq, Syria, Israel, Jordan, and Lebanon. Cr 3.

POS 345 British Politics

A survey of the contemporary constitution of Great Britain, the workings of Parliament, the government, and the parties. Principal stress is on the main issues current in British politics. Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 347 The Politics of China

An introduction to the government of the People's Republic of China, 1949-present. Principal topics include: historical and cultural antecedents, Maoism, party and state institutions, socialization and communications, political participation, policy formation and implementation, and change over time. Cr 3.

POS 349 The Middle East in International Politics

The crucial issues of international politics—war, revolution, superpower intervention, economic development and terrorism—converge in the Middle East on a regional basis. This course will examine the nature of Mideast regional politics and the foreign policies of the major constituents of the area. The purpose will be to secure an understanding of the conflict between Arab and Israeli worlds, the foundations of tension among the Arab states themselves, and the role played by the superpowers in stabilizing or disrupting the uneasy relationships of the region. Prerequisite: POS 104J or permission of the instructor. Cr 3.

POS 360 Terrorism and the American Public

An exploration of the phenomenon of modern terrorism. The course defines terrorism, considers the motivations of terrorists, reviews the dangers associated with terrorist access to weapons of mass destruction, considers policy proposals that might be taken to reduce the likelihood of terrorism, and investigates the trade-off between liberty and security. Cr 3.

POS 361 Public Administration

An examination of national, state, and local bureaucracies, including their processes of decision making, communications, leadership, internal and external political relationships. A continuing question will be, "How can those institutions be made responsive to the public?" Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 362 Budgets and Politics

A comparative examination of the budgetary processes of municipalities, states, and nations. The budget is

the critical point at which goals intersect with resources. Students who complete the course will have a working understanding of various budgeting techniques (such as PPBS, zero-based budgeting, and incremental budgeting) as well as an appreciation of their effectiveness, their impact on expenditures, and their political consequences. Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 365 Environmental Politics and Policy

This course provides an introduction to policy making and implementation processes through a survey of current waste disposal issues, air and water pollution control policies, and management issues in environmental protection. Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 374 United States Foreign Policy

A detailed evaluation of U.S. foreign policy focusing on such topics as: identification of U.S. policy; governmental agencies and personalities in the formulation and implementation of policy; the role of non-governmental influences. The course is designed to evaluate current policy goals and practices within the context of long-range goals. Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 375 International Environmental Politics and Policy

This course addresses factors that can be obstacles or incentives in the process of negotiating effective agreements. Such factors include the role of the United Nations, nationalism, sovereignty, the North-South conflict, and the role of non-governmental organizations. Cr 3.

POS 380 Topics

Specially developed occasional courses exploring a variety of theoretical and substantive areas of political science. May be repeated for credit as topics vary. Cr 1-3.

POS 385 Conflict and Security in Contemporary World Politics

Contemporary threats and challenges to human security and survival often go beyond traditional concepts of "national security." This course focuses on the multiple forms and sources of conflict and insecurity in the modern world system. It analyzes traditional approaches to war and peace in the context of debates over their current adequacy and also examines nontraditional challenges such as economic and environmental security. Prerequisite: POS 104J or permission of the instructor. Cr 3.

POS 389 International Organizations

In the emerging world order, people and nation-states must adapt to an increasingly interdependent globe. Although the state remains the principal political unit in international relations, the proliferation of transnational issues places altered demands on global and regional international and transnational organizations. This course will explore the histo-

ry, theoretical significance, and practical implications of attempts to influence international political interaction through the formation and functioning of international organizations. Cr 3.

POS 390 Ancient and Medieval Political Theory

An intensive study of ancient and medieval political theory. Emphasis is on textual criticism of a variety of different works including those from philosophy, literature, and theology. Prerequisite: POS 290, or sophomore status, or permission of the instructor. Cr 3.

POS 391 Modern Political Theory

A study of modern political theory from the sixteenth century (Machiavelli) to the nineteenth (Nietzsche). Prerequisite: POS 290, or sophomore status, or permission of the instructor. Cr 3.

POS 392 American Political Thought

An examination of American historical and contemporary thinking on a variety of political topics including equality, revolution, liberty, property, war, and individualism. Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 395 Independent Study I

A concentrated program of research or study on a particular subject of the student's selection. The topic will be chosen with the advice and under the direction of a faculty member. Admission by permission of the political science faculty. Cr 3.

POS 396 Independent Study II

A concentrated program of research or study on a particular subject of the student's selection. The topic will be chosen with the advice and under the direction of a faculty member. Admission by permission of the political science faculty. Cr 3.

POS 405 The European Union

An examination of a unique example of political, economic, and cultural integration. The course will emphasize the evolution, enlargement, international positioning, and political organization of the European Union. Prerequisite: POS 101J or POS 102J or POS 104J or POS 205, or permission of the instructor. Cr 3.

POS 453 Politics of American Policy Making

An introduction to political analysis of public policy formation and implementation. Policy processes will be examined to see what their study can tell us about American politics, institutions, and political behavior. Particular attention will be paid to "who gets what, when and how" from the United States political system, especially *how* they get it and *why* it works that way. Alternative methods of policy analysis will be applied to selected areas of current interest and critically evaluated. Prerequisite: POS 101J or permission of the instructor. Cr 3.

POS 463 The Supreme Court and the Constitution

The role of the judiciary in American politics, with emphasis on the United States Supreme Court. A series of case studies will cover such topics as economic regulation, civil rights, reapportionment, and war powers. Attention will also be given to the impact of judicial philosophies on decision making. Prerequisites: POS 101J and POS 203 or permission of the instructor. Cr 3.

POS 464 American Civil Liberties

An analysis of judicial interpretations of Bill of Rights guarantees and their effects on political processes in the United States. Topics include church and state, freedom of speech and press, the rights of the accused and the convicted. Prerequisites: POS 101J and POS 203 or permission of the instructor. Cr 3.

POS 465 Civil Rights and Political Equality

This course is about belonging to the American political community. Fear of the "other" has produced suppression of immigrants, Catholics, Jews, blacks, Native Americans, women, gays and lesbians, laborers, and the poor. Nevertheless, the ideal of equality has produced much public policy and constitutional law directed at building an inclusive community of equals. These policies and laws form the subject matter of the course. Prerequisites: POS 101J and POS 203 or permission of the instructor. Cr 3.

POS 470 Electoral Politics Internship

Provision may be made to gain professional experience in a political party organization, electoral or referendum campaign. Students will meet for a series of internship seminars, for which readings and reports will be required. Prerequisite: open to selected students from any major. Cr 6.

POS 471 Internship in Private and Semi-Public Organizations

Provision may be made to gain professional experience in administration and research. Students will meet for a series of internship seminars, for which readings and reports will be required. The course is open to selected students. Cr 6.

POS 472 Not-for-Profit Internship

Provision may be made to gain professional experience in a civic, public interest, or other not-for-profit organization. Students will meet for a series of internship seminars, for which readings and reports will be required. Prerequisite: open to selected students from any major. Cr 6.

POS 473 Municipal Administration Internship

Provision may be made to gain professional experience in a local government. Students will meet for a series of internship seminars. Readings and research reports are required, focusing on the management, financial control and administration of modern American cities, with emphasis on administration of

personnel and finance, the city plan and line functions; public safety, transportation, health, welfare and housing. Prerequisite: open to selected students from any major. Cr 6.

POS 474 Federal Executive Internship

Provision may be made to gain professional experience in a department or agency of the federal government located outside of Washington, D.C. The course is open to selected students from any major. Participation in a seminar is required. Cr 6.

POS 475 Congressional Internship

Provision may be made to gain professional experience in the local offices of Maine's U.S. Congressmen and Senators. Students will meet for a series of internship seminars, for which readings and research reports are required. The course is open to selected students from any major. Cr 6.

POS 476 Internship in Washington, D.C.

Provision may be made to gain professional experience in a congressional office, an agency of the national government, or with a private or semi-public organization in Washington, D.C. The course is open to selected students from any major. Readings and research reports are required. Cr 9.

POS 477 State Internship

Provision may be made to gain professional experience in a department or agency of state government. Students will meet for a series of internship seminars, for which readings and research reports are required. The state government internship is available under the Maine State Government Internship Program. The course is open to selected students from any major. Cr 6.

POS 478 State Judiciary Internship

Provision may be made to gain professional experience in an administrative unit of the state court system. Students will meet for a series of internship seminars, for which readings and reports will be required. The course is open to selected students from any major. Cr 6.

POS 479 State Legislative Internship

Provision may be made to gain professional experience in an office of the state legislature. Students will meet for a series of internship seminars, for which readings and reports will be required. The course is open to selected students from any major. Cr 6.

POS 480 International Affairs Internship

Provision may be made to gain professional experience in an organization oriented toward international politics, trade, or other transboundary affairs. Students will meet for a series of internship seminars, for which readings and reports will be required. Prerequisite: open to selected students from any major. Cr 6.

Psychology

Chair of the Department: Deborah Johnson, 510 Science Building, Portland

Professors: Brown, Gayton, Thornton; *Associate Professors:* Broida, Johnson, Sytsma; *Assistant Professors:* Markowski, Thompson

The Department of Psychology offers a four-year program for students majoring in psychology. It also includes courses for students majoring in allied fields, as well as for students wishing an orientation to the field of psychology as part of their general education. Courses are designed to create an awareness of the fundamental principles of psychology, psychological research, and the means by which psychological knowledge is acquired. The emphasis is upon the scientific inquiry into basic phenomena and principles of behavior, not upon the development of professional skills.

Programs and Requirements

Bachelor of Arts in Psychology

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 43.

Required Courses:

PSY	101J & 102	General Psychology (3 credits each semester) to be taken as a two-semester sequence
PSY	201D	Statistics in Psychology
PSY	205	Experimental Methodology
PSY	206	Methodology Lab
PSY	220	Psychology of the Lifespan
PSY	330	Social Psychology
PSY	333	Psychopathology
PSY	350	Psychology of Learning
PSY	360	Cognitive Processes
PSY	361	Sensation and Perception
PSY	365	Physiological Psychology
PSY	371	History and Systems

Other courses offered by the Department can be taken as electives to complete the 43-hour minimum. PSY 101J and 102 are prerequisites for all additional psychology courses, with the exception of PSY 201D, which may be taken concurrently with PSY 102.

In addition, successful completion of the following two non-psychology courses is required for psychology majors. These courses should be completed by the end of the sophomore year:

MAT	Any 100-level Math course (Prerequisite for PSY 201D); MAT 105D recommended	
BIO	111	Human Anatomy and Physiology I (Prerequisite for PSY 365)

PSY 101J and PSY 102 should be successfully completed (with grades of C- or better) no later than the end of sophomore year by students who plan to major in psychology. All majors should also complete PSY 201D, PSY 205, and PSY 206 (with grades of C- or better) no later than the end of their junior year. No grade of D in any psychology course will count toward fulfillment of the major requirement.

Transfer students who have taken an introductory psychology course that was completed in one semester have the option of taking PSY 102 or having it waived. If a transfer student waives PSY 102, he or she must take an additional three credits of psychology electives. MAT 120D can be used in place of PSY 201D.

All students are reminded that, in addition to meeting Departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the Core curriculum requirements.

The Department recommends that students who wish to take a more extensive program or who plan to enter graduate school elect, in consultation with their major advisor, other courses in psychology and also include study in related fields, such as mathematics, biology, philosophy, sociology, anthropology, computer science, and social work.

Psychology majors who plan to attend graduate school should keep in mind that Graduate Record Examinations must be taken no later than December of their sen-

ior year. Students should plan to complete as many psychology courses as possible by the end of the fall semester of their senior year.

PSY 101J General Psychology I

An introduction to the study of behavior as a natural science. Among the topics covered are: method of inquiry, physiological foundations of behavior, sensation and perception, motivation and emotion, learning and thinking. This course is a prerequisite for all courses in the Department. Cr 3.

PSY 102 General Psychology II

A continuation of Psychology 101J. It deals with complex psychological processes such as ability testing, personality, conflict, behavior disorders and therapy, and social and industrial behavior. Prerequisite: PSY 101J. Cr 3.

PSY 201D Statistics in Psychology

A general introduction to the techniques of descriptive, predictive, and inferential statistics. Emphasis is placed on measures of central tendency and variability, correlation, hypothesis testing, and simple analysis of variance. Prerequisites: PSY 101J and any 100-level math course or permission of the instructor. Cr 3.

PSY 205 Experimental Methodology

Emphasis on the principles, methods, and techniques of experimental psychology. Applications of general methodology and specific techniques to the design of experiments in behavioral research. Prerequisite: PSY 201D; corequisite PSY 206. Cr 3.

PSY 206 Methodology Lab

This course applies the scientific method to selected areas of experimental psychology. Such areas may include animal learning, physiological, sensation-perception, cognition, social-personality, and developmental psychology. Report writing and interpretation of statistical results will be emphasized. Prerequisite: PSY 201; corequisite: PSY 205. Cr 1.

PSY 220 Psychology of the Lifespan

This is a broad introductory course focusing on the theories, research methods, and the status of scientific knowledge about human development across the lifespan. The course focuses on the interplay of psychological and environmental factors in physical, cognitive, social, and personality development from birth through adulthood. Prerequisites: PSY 101J and 102. Cr 3.

PSY 232 Psychology of Adjustment

A study of the development of personality patterns, modes of behavior, life styles, and coping mechanisms considered normal in this society. Consideration of their value to individual functioning. Prerequisites: PSY 101J and 102. NOTE: This course does not count toward major credit. Cr 3.

PSY 235 Psychology of Women

Psychology of women and psychological literature

relevant to men and women. Some topics include physiological and personality differences between the sexes, sex-role development, role conflict, women and traditional therapy. Prerequisites: PSY 101J and 102. Cr 3.

PSY 311 Industrial Psychology

Critical treatment of research methods in personnel selection and evaluation and current theories of individual behavior in complex organizations such as government and business. Prerequisites: PSY 101J and 102. Cr 3.

PSY 320 Psychology of Personality

Consideration of current issues and findings in personality. Current research in such areas as locus of control, anxiety, field dependence, interpersonal trust, repression-sensitization, sensation-seeking, authoritarianism, need for achievement, and extroversion. A group research project is required. Prerequisites: PSY 101J and 102. Fall semester only. Cr 3.

PSY 323 Psychology of Infancy and Childhood

This is an advanced course where students with a solid background in developmental psychology will explore in detail the psychological issues and events that occur during the course of infancy and childhood. Current research focusing on the interplay of psychological and environmental factors in physical, cognitive, social, and personality development of individuals from conception to puberty will be explored. Prerequisites: PSY 101J and PSY 102, and either PSY 220 or HRD 200J. Cr 3.

PSY 324 Psychology of Adolescence

This advanced course will provide an overview of theories, issues, and research in the study of human development from early adolescence to early adulthood. The interplay of biological and cognitive factors, interpersonal relationships, social structure, and cultural values in shaping the individual's development will be examined. The role of adolescence in both the individual's life course and evolution of the culture as a whole will be considered. Prerequisites: PSY 101J, PSY 102, and either PSY 220 or HRD 200J. Cr 3.

PSY 325 Psychology of Adulthood and Aging

This is an advanced course in developmental psychology focusing on the adult portion of the lifespan. The course will provide an overview of the major theories, issues, and research in the scientific study of adulthood. The interplay of biological and cognitive factors, interpersonal relationships, social structure, and cultural values in shaping the individual's development will be examined. Prerequisites: PSY 101J, PSY 102, and either PSY 220 or HRD 200J. Cr 3.

PSY 326 Psychology of Social and Linguistic Development

This seminar explores research addressing infant and child social and linguistic development. The main focus is on brain development, temperament, attachment, linguistic growth, and early social cognition as the basis for children's emergent social and communicative competence. Students are expected to contribute to discussion and debates each week. Prerequisites: PSY 101J, PSY 102, and PSY 220, or HRD 200J. Cr 3.

PSY 330 Social Psychology

The psychological principles that enter into the social behavior of the individual. Areas of consideration include perception, communication, attitude formation, interpersonal attraction, and group behavior. Prerequisites: PSY 101J and 102. Cr 3.

PSY 333 Psychopathology

The etiology, development, and manifestation of the major forms of mental illness with particular emphasis upon the neuroses and psychoses. Psychological, social, and biological factors that contribute to maladjustment are examined. Prerequisites: PSY 101J and 102. Cr 3.

PSY 335 Deviations of Childhood

Intensive readings and discussion of the etiology and manifestation of deviant patterns of behavior and functioning in children. Problems relating to the identification and management of such deviations are considered. Prerequisites: PSY 101J and 102 or permission of the instructor. Cr 3.

PSY 338 Theories of Personality

A survey of the major contemporary approaches to the study of personality. Different theories are compared, their impact upon current thinking evaluated, and their research contributions assessed. Prerequisites: PSY 101J, 102. Cr 3.

PSY 340 Behavior Modification

An introduction to the principles of operant conditioning with emphasis on the application of operant techniques in educational, correctional, and therapeutic situations. Prerequisites: PSY 101J and 102. Cr 3.

PSY 343 Psychological Test Theory

The theoretical and statistical concepts underlying the development of various psychological tests. Individual and group tests of intelligence, personality, aptitude, and interest are examined and evaluated in terms of these concepts. Uses and abuses of psychological tests are considered. Prerequisite: PSY 201D or instructor's permission. Cr 3.

PSY 350 Psychology of Learning

Experimental findings on the fundamental principles that underlie the acquisition and retention of new behavior. Emphasis is placed on operant and respondent conditioning and the experimental analysis of behavior. Prerequisites: PSY 101J and 102. Cr 3.

PSY 351 Learning Laboratory

An introduction to laboratory experiences designed specifically to demonstrate the basic principles of behavior conveyed in PSY 350. Topics include positive reinforcement, extinction, shaping, discrimination, schedules of reinforcement, generalization, and others. Prerequisites: PSY 101J and 102. PSY 350 must be taken either prior to or concurrently with PSY 351. Cr 1.

PSY 355 Research in Personality and Social Psychology

Examination of current research in personality and social psychology. Experience in designing, executing, reporting, and evaluating research in personality and social psychology. This will include a research project. Prerequisite: 15 hours in psychology or permission of instructor. Cr 3.

PSY 360 Cognitive Processes

A review of contemporary experimental and theoretical work on human information processing. Topics include pattern recognition, memory, attention, decision making, language, problem solving, and creativity. Emphasis will be placed on research methodology and on the interpretation of experimental findings. Prerequisites: PSY 101J and 102. Cr 3.

PSY 361 Sensation and Perception

An examination of perceptual processes and sensory systems. Emphasis is on experimental methodology, research findings, and theoretical interpretations. Prerequisites: PSY 101J and 102. Cr 3.

PSY 365 Physiological Psychology

Basic neuroanatomy, neurophysiology, and endocrinology, and the relationships between nervous system functioning and behavior. Physiological analysis of sensory function, motivation, and learning. Prerequisites: PSY 101J, 102, and BIO 111. Cr 3.

PSY 366 Drugs, Mind, and Behavior

The physiological and behavioral effects of drugs are examined in light of current research. Also considered are theories relating to the use/abuse of drugs, tolerance, addiction, and drug interactions. Prerequisites: PSY 101J and one semester of biology. Cr 3.

PSY 371 History and Systems of Psychology

A survey of the history of psychological thought from its beginnings in Greek philosophy to modern times. Special attention will be given to the influence of philosophy and natural science on the development of contemporary psychology. The course concludes with a survey of the major systems. Prerequisite: 15 hours in psychology and/or instructor's permission. Cr 3.

PSY 375/POS 459 Psychology and Politics

A critical in-depth investigation of ways in which psychological analysis can shed light on political behavior. The course will examine various theories

of personality, social, organizational, and developmental psychology as they illuminate political activity. Each student will complete a research project in political psychology. Cr 3.

PSY 380 Psychology and the Law

This course represents an intensive study of the role of psychology in the legal process with particular emphasis upon the insanity defense, competency to stand trial, and involuntary commitments. Also considered are those psychological factors that relate to such topics as jury selection and deliberation, eyewitness testimony and credibility, and courtroom strategy. A term paper is required of all students. Prerequisites: PSY 101J, 102, 333 and/or permission of the instructor. Cr 3.

PSY 385 Contemporary Psychotherapies

A survey of contemporary psychotherapies including Gestalt therapy, logotherapy, bioenergetics, reality therapy, transactional analysis, and rational-emotive therapy. Seminar format. This course is designed for advanced psychology majors planning to go on to graduate school in clinical or counseling psychology. Prerequisite: permission of the instructor. Cr 3.

PSY 400 Research in Psychology I

This course is open to qualified majors in psychology who wish to conduct research projects. With permission of Department chair. Cr 3.

School of Social Work

Interim Director: Tara Healy, Masterton Hall, Portland

Coordinator of Baccalaureate Program: David Wagner

Professors: Faherty, Steinman (emeritus), Wagner; *Associate Professors:* Fineran, Healy, Lazar, Rich; *Assistant Professors:* Andonian, Johnson, Moyo; *Field Work Coordinator:* Richfield

Mission

The School of Social Work is committed to education and knowledge building grounded in the values and ethics of the profession and based on the principles of social and economic justice, locally, nationally, and globally. Diversity and multiculturalism are celebrated. The School acts as a catalyst for social change, interacting in the region, working in collaboration with the community toward the elimination of poverty, injustice, oppression, and other forces that perpetuate social and economic inequality. We strive for excellence in teaching, scholarship, and service.

The School serves southern Maine by responding to the social work education, leadership, service, and evaluation and research needs of the region. The commitment to social and economic justice, and diversity and multiculturalism are integrated. The School strives for excellence in teaching and learning. Graduates are prepared for multi-level professional practice recognizing the centrality of the role of community in the lives of its constituents.

The program in social work prepares the student for the professional practice of social work at the entry level. The social work curriculum of the School is accredited by the Council on Social Work Education at the baccalaureate level. Students who receive a degree from an accredited undergraduate program in social work may apply to selected graduate schools of social work for advanced standing. It is important to consult individual institutions for their acceptance criteria and procedures, which may vary.

Effective June 1996, the School of Social Work initiated the status of pre-social work major (PSW) for all new and transferring students. Students must have a cumulative grade point average of 2.0 to declare the pre-social work major.

All PSW students must maintain a 2.5 GPA and complete the following courses before being admitted to the School as a social work major:

Proficiency in Writing (Proficiency Category A)

Proficiency in Mathematics (Proficiency Category B)

ENG 100C College Writing

Any Core-designated Literature course (Core Category H)

Any Core-designated Other Times/Other Cultures course
(Core Category I)

SOC 100J Introduction to Sociology

POS 101J Introduction to Government

or

ECO 101J Introduction to Macroeconomics

PSY	101J	General Psychology I
PSY	102	General Psychology II
SWO	250J	Introduction to Social Welfare

Students transferring to USM from another college or university must have completed these courses, or their equivalent, as recorded on their Transcript Evaluation form.

PSW students are advised by a counselor in the College of Arts and Sciences dean's office. Once the required courses have been completed and the cumulative GPA of 2.5 attained, the PSW student is admitted formally as a social work major.

To assure consistency and avoid confusion, it is important that social work majors meet with their advisors on a regular basis. Advising in the School of Social Work is a mutual process of exploring career objectives, reviewing School requirements, designing the best possible combination of required courses and electives, determining proper course sequencing, and facilitating a collaborative relationship between the student and the School.

During the field work year, each student is placed in a community social service agency approved by the School of Social Work. Placements begin only in the fall semester and continue throughout the academic year. By the end of the spring semester, each student will have completed 480 hours of field work. A large number of social and community agencies in the Greater Portland area and in cities and towns of southern Maine have been most generous in their cooperation with the School and in making available field instruction resources including supervision for students of the School. All students should refer to School guidelines governing field work for more information and directions.

In order to qualify for field work, students must successfully complete Methods of Social Work Practice I (SWO 301) the spring prior to entry into the field work placement. Prerequisites for SWO 301 are that students (1) have at least 53 credits, (2) have a GPA of 2.5, and (3) have at least a C (2.0) in all required social work and foundation courses. Students should plan to enter field work in the fall of their final year at the University (although students may plan on doing an additional semester after field work is completed). Please see the Student Handbook and Field Work manual for additional information about requirements of field work.

Because social work is a values-based profession whose principal commitment is to vulnerable clients, a student's suitability for the profession will be assessed during the process of his or her education.

The students of the School have organized a Social Work Student Organization. The organization seeks to facilitate communication between students and faculty, ensure student involvement in Departmental activities, provide for professional growth, and respond to issues and problems in the community. Student representatives may attend faculty meetings and may serve as advisory members on the Department's curriculum committees. Within the School, a chapter of the Phi Alpha Honor Society exists.

Bachelor of Arts in Social Work

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 45.

The major in social work consists of 45 credits in required social work courses. In addition, 40 credits of foundation courses must be completed in other departments. Some of these foundation courses may also be used to satisfy the Core curriculum requirements as appropriate. Students shall not be eligible to repeat a class more than once without the written permission of the director of the School of Social Work.

Required Social Work Courses

SWO	201	Introduction to Social Work
SWO	250J	Introduction to Social Welfare
SWO	301	Methods of Social Work Practice I
SWO	333	Social Work Research I
SWO	334	Social Work Research II
SWO	350	Social Welfare Policy
SWO	365	Examining Oppression and Valuing Diversity
SWO	370	Human Behavior in the Social Environment
SWO	403	Methods of Social Work Practice II
SWO	404	Methods of Social Work Practice III

Programs and Requirements

SWO	411	Field Work I
SWO	412	Field Work II
SWO	Elective	
Required Foundation Courses in Other Departments		
ENG	100C	College Writing
ECO	101J	Introduction to Macroeconomics
BIO	100K	Biological Basis of Human Activity (or BIO 101K Biological Foundations, or BIO 105K Biological Principles I)
BIO	102K	Biological Experiences (or BIO 106K Laboratory Biology)
POS	101J	Introduction to Government
PSY	101J	General Psychology I
An introductory statistics course (MAT 120D, PSY 201D, SOC 307D or SBS 328D)		
PSY	102	General Psychology II
SOC	100J	Introduction to Sociology
SOC	210E	Critical Thinking about Social Issues
HRD	200J	Human Growth and Development

Three other advanced level sociology, psychology, criminology courses, or SBS courses at Lewiston-Auburn College, selected in consultation with the student's advisor, are required. No more than two classes taken for this requirement may be in the same discipline, with the exception of either external transfer students or Lewiston-Auburn College students.

Students are required to achieve a grade of C or better in all required social work and required foundation courses; and attain a cumulative grade point average of 2.50 at the point of application for the social work major.

SWO 201 Introduction to Social Work

This course is an introduction to the profession of social work. Students are introduced to the core values of social work and the code of ethics that emanates from those values. Oppression and social justice are central themes of this course. The practice of social work is considered from the perspective of a collaborative strengths-based model working with complex social service systems. The course familiarizes students with various roles, functions, and tasks which social workers perform in a variety of settings, and acquaints students with the primary skills and practices of professional social work. Taking this course will help students make a more informed decision about social work as a career. Cr 3.

SWO 250J Introduction to Social Welfare

Provides an introduction to the institution of social welfare through a review of social welfare history; the values and philosophy in America of treating the poor, the ill, and others in need; contemporary approaches to social policy; and possible alternative models of social welfare. Cr 3.

SWO 266 Perspectives on Disabilities

To enhance effective interaction and communication with disabled persons, issues are examined from the perspectives of society and of the individual (disabled and non-disabled). Topics include basic human needs and self-image, independence-dependence, anger-frustration, failure, the power of guilt and shame. All students participate in sensory exercises. Cr 3.

SWO 301 Methods of Social Work Practice I

This course is an introduction to the basic concepts and skills of interviewing and assessment within the framework of a strengths perspective. Emphasis will be placed on the integration of ethics and the process of reflection within a generalist practice of social work. Prerequisites: SWO 201, SWO 250J, junior status, grade of C or better in all required social work and foundation courses, and overall GPA of 2.5. Offered spring semester only. This course has a service-learning component that requires students to have some time available for work in the community. Cr 3.

SWO 333 Social Work Research I

A study of the methods of social work research for social policy and social work practice. The course emphasizes both quantitative and qualitative research processes with the goal of enabling the student to be competent as a "practitioner-researcher." Prerequisites: SWO 201, SWO 250J; any introductory statistics course (MAT 120D, PSY 201D, SOC 307D, or SBS 328D). Cr 3.

SWO 334 Social Work Research II

In this continuation of SWO 333, students complete an empirical research project. Class members serve as a review committee for all research instruments used, learn the practical aspects of writing quantitative and qualitative research reports, and function as a research support group for one another. Prerequisite: SWO 333. Cr 3.

SWO 350 Social Welfare Policy

A critical examination of social welfare institutions, the social problems and social needs to which they are addressed, and the policy decisions which determine the organization and direction of social welfare programs. Prerequisites: ECO 101J, SWO 250J, POS 101J, or permission of instructor. Cr 3.

SWO 365 Examining Oppression and Valuing Diversity

This course is designed to provide a framework for understanding and respecting cultural diversity. The cultural aspects of race/ethnicity, gender, sexual orientation, socioeconomic status, and ableness will be discussed. A central theme in organizing the course is the examination of the role of oppression in shaping lives of members of various cultural groups. Prerequisites: SWO 201 or permission of instructor. Cr 3.

SWO 367 Relating Professionally to Sexual Diversity

Provides an understanding of varying concepts of homosexuality. Employs recent theoretical, empirical and clinical literature to assess attitudes toward homosexuality. Examines motivation and skills to achieve constructive interaction between the professional and the homosexual. Prerequisite: junior standing or permission of instructor. Cr 3.

SWO 370 Human Behavior in the Social Environment

This course examines the ways in which normative and predictable human behavior throughout the life cycle is mediated by gender, race, age, sexual preference, class and culture. The implication of this knowledge for social work practice will be explored. Prerequisites: SWO 201, SWO 250J; PSY 101J, PSY 102 and introductory course in biology. Cr 3.

SWO 378 Professional Practice with Older People

Enhances skills in human service practice with older people. Analyzes the sources and manifestations of both healthy and problematic aging. Applies concepts drawn from the behavioral and social sciences, and from clinical and community practice. Translates a developmental rather than a custodial view into everyday direct service. Prerequisite: junior standing or permission of instructor. Cr 3.

SWO 380 Child Welfare

A study of the policy and practice issues affecting children in current society, including implications for social services and institutional change. Prerequisites: SWO 201 and SWO 250J or permission of the instructor. Cr 3.

SWO 381 Social Work with Children

This course explores the application of social work skills and knowledge in professional interactions with children and adolescents within the context of social welfare agencies. The focus is on the skills involved in treatment as well as knowledge about family and

community systems. Prerequisites: SWO 201, SWO 250J or permission of the instructor. Cr 3.

SWO 385 Sexual Abuse of Children and Adolescents

This course will examine the application of social work skills and knowledge to the issue of sexual abuse of children and adolescents. An up-to-date review of the latest research and clinical findings will be presented. Attention will be given to a variety of issues as well as the value dilemmas presented by client situations. Prerequisite: junior standing or permission of the instructor. Cr 3.

SWO 388 Alcohol and Other Drug Abuse Issues

Examines the use and abuse of psychoactive substances: street drugs, prescription drugs, alcohol, caffeine, and nicotine. Consideration of the history, pharmacology, and physical and psychological affects of each substance. Exploration of prevention and treatment models, with special reference to those in use locally. Prerequisite: junior standing or permission of instructor. Cr 3.

SWO 397 Department Projects

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

SWO 403 Methods of Social Work Practice II

Examines the dilemmas of professional human service workers in bureaucratic systems and the effects of professionalization and the bureaucracy on consumers. Develops a range of methods aimed at better meeting client need with particular reference to strategies of organizational change and community organization. Class discussions and assignments are based on field work experiences. Prerequisites: SWO 301 and a C or better in all required social work and foundation courses, and an overall 2.5 GPA. SWO 411 taken concurrently. Cr 3.

SWO 404 Methods of Social Work Practice III

This course is a continuation of Methods of Social Work Practice II. It explores the contextual nature of generalist social work practice within a strengths perspective. Emphasis will be placed on the processes of engagement, assessment, and intervention with individuals, families, and groups. Family systems, group, and crisis models of intervention will be presented. This course must be taken concurrently with SWO 412 (Field Work II). Prerequisites: SWO 301, SWO 403. Spring semester only. Cr 3.

SWO 411 Field Work I

For social work majors: a required internship of 16 hours per week in approved agency settings, designed to relate social work theory to practice under professional supervision. Fall semester only.

Must be taken as the first in a two-course sequence.
Prerequisites: SWO 201; SWO 301; a C or better in all required social work and foundation courses, and an overall 2.5 GPA. SWO 403 taken concurrently.
Fall semester only. Cr 6.

SWO 412 Field Work II

A continuation of SWO 411. Spring term only. Must be taken as the second in a two-course sequence.

Prerequisites: SWO 301, SWO 403, SWO 411, and SWO 404 (concurrent). Cr 6.

SWO 456 Issues in Social Welfare and Social Work

A seminar for social work majors that addresses significant issues confronting the social welfare system and the profession. Prerequisite: social work major or permission of instructor. Cr 3.

Sociology

Chair of the Department: Cheryl Laz, 120 Bedford St., Portland

Professor: Anspach; *Associate Professors:* Chapkis, Deprez, Laz; *Assistant Professors:* Baugher, Collom, Cruz, Morrison; *Lecturer:* McWilliams; *Adjunct Faculty:* Bird, Diamon

Sociology is the study of social life and the social origins and consequences of human behavior. Sociology's subject matter ranges from the intimate family to the hostile mob, from crime to religion, from the divisions of race and social class to the shared beliefs of a common culture, from the sociology of work to the sociology of sport. Sociology is a liberal arts major with particular emphasis on developing students' abilities to think critically about complex issues, to analyze social phenomena, to design and carry out research, and to write with clarity and economy. An undergraduate major in sociology offers valuable preparation for careers in social work, social research, politics, public administration, law, business, and education.

The major also provides an excellent basis for graduate study in sociology, law, criminology, social work, and education.

Alpha Kappa Delta

Juniors and seniors who have demonstrated an interest and involvement in sociology, who have completed at least four sociology courses at USM, and who have accumulated at least a 3.0 grade point average in sociology courses at the University are eligible for nomination to Alpha Kappa Delta, the national sociology scholarship and honor society.

Internships

The Department of Sociology offers a strong and on-going internship program. The program helps place students in community agencies and organizations to bring together student academic work and community involvement. Students interested in an internship placement are encouraged to meet with the internship coordinator.

Programs and Requirements

Requirements for the Baccalaureate Degree

All students are reminded that, in addition to meeting Departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the College of Arts and Sciences, and the University's Core curriculum.

Major Credit and Grade Policy

The prerequisites for all 300-level sociology courses are SOC 100J and SOC 210E/W with grades of C or better. Courses to be taken for major credit at other institutions must be approved in advance. Grades of C or better must be achieved in all courses for major or minor credit. Courses taken pass/fail are not acceptable.

Sociology courses used to satisfy the requirements of other majors or minors (e.g., criminology, social work, women's studies, etc.) cannot be used to also satisfy the requirements of the sociology major or minor.

Bachelor of Arts in Sociology

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 38.

Required Prerequisites for all advanced sociology courses (6 hours)

SOC	100J	Introduction to Sociology
SOC	210E/W	Critical Thinking About Social Issues

Required Courses (14 hours)

SOC	300	Sociological Theory
SOC	301	Qualitative Research Methods
SOC	307D	Quantitative Research Methods
SOC	312	Inequality and Power

Elective courses—choose from among the following (18 hours)

SOC	289	Modern British Society
SOC	315	Self and Society
SOC	316	Sociology of Gender
SOC	318	Childhood and Society
SOC	320	The Sociology of Literature
SOC	327	Social Movements
SOC	330	Sociology of the Family
SOC	331	School and Society
SOC	333	Sociology of Health
SOC	334	Sociology of Religion
SOC	336	Law and Society
SOC	340	Sociology of Crime
SOC	343	Social Psychology
SOC	345	Hate Violence in the Contemporary United States
SOC	346	Family Violence
SOC	348	Sociology of Work
SOC	352	Demography
SOC	354	Comparative Political Ideologies
SOC	355	Politics and Society
SOC	357	Organization: Individual and Society
SOC	358	Sociology of Women's Work
SOC	360	Sociology of Age
SOC	365	Sociology of the Body
SOC	371	Sociology of Race and Ethnicity
SOC	374	Mental Health and Mental Illness
SOC	375	Sociological Perspectives on Deviance
SOC	377	Sociology of Violence
SOC	380	Topics in Sociology
SOC	389	Law and Society in England
SOC	390	Individualized Instruction I
SOC	391	Individualized Instruction II
SOC	395	Internship
SOC	400	Punishment and Social Control
SOC	450	Undergraduate Teaching Assistantship

Minor in Sociology

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 19.

The minor is intended for those students with a major other than sociology but who wish to broaden their educational experience in a formally designated program of study. The minor program may be of particular interest to students in the College of Nursing and Health Professions, the School of Business, the College of Education and Human Development, and non-social science disciplines in the College of Arts and Sciences.

Thirteen credit hours are required courses; the remainder are electives. Required courses: SOC 100J; SOC 210E; SOC 300; SOC 301; sociology electives**.

**Each student minoring in sociology elects a minimum of two upper-division courses from those offered by the Department. These courses, chosen in consultation with the student's minor advisor, reflect the preprofessional or other interests of the student.

Supplementary information is published each semester by the Sociology Office to assist students in planning their course schedules. The information includes a summary of major courses, listings and descriptions of special courses, and general information for majors.

To obtain these publications, or for other information, write to: Chair, Sociology Department, University of Southern Maine, P.O. Box 9300, Portland, Maine 04104 or telephone: (207) 780-4100.

SOC 100J Introduction to Sociology

The fundamental concepts, principles, and methods of sociology; analyzes the influence of social and cultural factors upon human behavior; evaluates effect of group processes, social classes, stratification, and basic institutions on contemporary society. Offered each semester. Cr 3.

SOC 210E/W Critical Thinking about Social Issues

Designed to follow Introduction to Sociology, this course further develops students' skills of critical analysis through the application of sociological principles to current social issues. The course uses popular media as well as sociological materials. Examples of issues which may be examined are: poverty, health care, homelessness, aging, drugs, violence, bureaucracy, white collar crime, and changing gender roles. Prerequisite: Successful completion of SOC 100J with a grade of C or better or permission of the instructor. Cr 3.

SOC 289 Modern British Society

This course forms the cornerstone of USM's summer program at Sheffield, England. The course provides an opportunity to study, experience, and live in British society and culture. The course combines seminars about modern Britain with visits to various sites in England and Scotland. Seminar topics include but are not limited to: cultural diversity and pluralism, village life and city life, the Parliament and government, the British class structure, the British welfare state, the industrial revolution, and the problem with ethnocentrism. Cr 3.

SOC 300 Sociological Theory

Critical evaluation of selected classical models of the social world. Includes consideration of the foundations of sociological thought, the content of major classical theories and theory groups, and the socio-cultural settings within which they developed. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 301 Qualitative Research Methods

This course provides an overview of the process of social research utilizing qualitative methods. Topics include the logic and principles of the research process, as well as specific techniques in qualitative research (e.g., writing field notes, conducting interviews, analyzing qualitative data). A fieldwork/lab component allows students to apply research skills in settings outside the classroom. Prerequisite: SOC 210E/W with a grade of C or better or permission of instructor. Cr 4.

SOC 307D Quantitative Research Methods

This course provides an overview of the scientific research process, utilizing quantitative methods. Students generate research questions and testable hypotheses and analyze a variety of secondary data sources. Specific statistical topics include: measures of central tendency, measures of dispersion, t-testing, analysis of variance, cross-tabulation,

measures of association, linear regression, and multiple regression. The course includes a computer lab component. Prerequisites: SOC 210E/W with a grade of C or better and completion of mathematics proficiency, or permission of instructor. Cr 4.

SOC 312 Inequality and Power

A systematic assessment of structured social inequalities in wealth, power, and status in industrialized societies. Emphasis is placed on assessing social policies employed to reduce, ameliorate, or sustain such inequalities. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 315 Self and Society

This course explores the social construction of self as the result of both face-to-face and societal-level social processes such as language acquisition, identity development, and the effects of culture and social structure on individual and collective conceptions of self-hood. Readings and discussions focus on the relative contributions of individual self-determination and societal constraints on self-hood. Specific topics include childhood identity development, social stigma and societal definitions of normality, social structure and self-esteem, and cross-cultural differences in the concept of self-hood. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 316 Sociology of Gender

This course examines gender as a social, cultural, and historical construction which occurs within and reinforces sex/gender stratification. With particular attention paid to education, the family, and work, we will explore sex/gender stratification—its sources and dynamics; historical and contemporary forms; and implications for human lives, history, and society. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 318 Childhood and Society

This advanced course examines the social construction of childhood. Topics include but are not limited to socio-historical study of the evolution of childhood, the child in art and literature, socialization and gender as process, structured inequality and children's life chances, cross-cultural comparisons of childhood, and U.S. family policies for the welfare of children. An applied component allows students to integrate theory and observations of the day to day life of children. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 320 The Sociology of Literature

This course will introduce students to the possibilities and problems generated by the sociological study of literature which will be addressed as a practice, a produce, and an institution. The course will consider the theoretical and empirical work on the complex relationships between literature and society and cultural meaning and value. It will also address specific questions relating to the production, distribution, con-

sumption, and preservation of literature such as what is literature, who makes it, who consumes it, and what makes it last. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 327 Social Movements

This course is divided into two sections: social movement theory and social movement cases. First, students will explore the three dominant theoretical approaches covering the micro, meso, and macro context of social movements. These include framing and interpretive processes, mobilizing structures, and political opportunities. The "classic" U.S. social movement of the 1960s (civil rights, women's liberation, anti-war, and free speech) and 1970s-80s (environmental and peace) will be utilized as historical cases to comprehend social movement theory. The second section of the course will address contemporary movements including (but not limited to) labor, anti-globalization, local alternatives, and the new peace movements. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 330 Sociology of the Family

A sociological approach to the study of the family, including the structure of social relationships, the modern American family as a social institution, the cultural background of the family, and the impact of social change. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 331 School and Society

This course examines the social organization of schooling and its social and political context in contemporary American society. Topics include the emergence of public education, role of state and community in shaping its nature, problems of access and equality, the organizational nature of schools, teaching as a profession, and alternatives to public education. Attention is given to public debates concerning the conditions, limits, and possibilities of schooling. Comparisons with educational systems of other countries are included when appropriate. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 333 Sociology of Health

Analysis of socio-cultural influences on health and illness, with an emphasis on health, illness, and sickness as social identities. Particular attention is given to the organization of health-related occupations and health services in cross-cultural perspective, and to the ethical and policy-related issues raised by different models of organization. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 334 Sociology of Religion

Review and critique of classical and contemporary sociological interpretations of religion, with emphasis on the changing character of religious expression in the twentieth century. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 336 Law and Society

An examination of the interrelationships between law and society, focusing on law, custom, and morality as well as law in relation to social goals. Specific examples of how law functions in the context of the social structure will be used to highlight the major theoretical models used traditionally in this area. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 340 Sociology of Crime

Through an analysis of law creation, policing, and court operation, this course examines how crime is socially created. This will be accomplished using three sociological approaches: structural analysis, symbolic interaction, and ethno-methodology. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 343 Social Psychology

This course provides an overview of sociological theory and research in social psychology on the central topics of social perception, social communication, and social interaction. The course focuses on the impact of sociological factors such as gender, race, and class on face-to-face behavior and on how face-to-face interaction contributes to the creation and maintenance of social structure. Specific topics include social psychological methods; causes and consequences of stereotyping; gender, power, and conversation; status structures in small groups; distributive justice; and social dilemmas. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 345 Hate Violence in the Contemporary United States

This course offers an interdisciplinary look at hate violence beginning with a brief examination of some of the historical roots of contemporary hate violence in the United States. Students will then focus on major issues presented by hate violence from the mid-1980s to the present. In particular, students will examine the causes and impacts of hate violence and the legal and policy implications of how hate crimes have been addressed within the United States. Prerequisite: SOC 210 E/W with C or better or permission of instructor. Cr 3.

SOC 346 Family Violence

Taught from a feminist perspective and focusing on a range of different types of family, this course emphasizes the reality that cultural norms, social institutions, and personal attitudes continue to legitimize and to provide rationalizations for the use of violence among family members. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 348 Sociology of Work

This course surveys three strands of the literature: the nature of work under capitalism, the consequences emerging from such labor, and alternatives

to capitalist relations in production. Specific topics include work in the global economy, Fordism and flexible capitalism, the division of labor, labor markets, control in the workplace, corporate dominance, jobs and the class structure, alienation, and workplace democracy. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 352 Demography

Fertility, mortality, and migration as they affect every aspect of life whether political, economic, or social and the reciprocal impact of these on the population variables. Specific applications include: the relationship of population growth and aging; population growth and the status of women; population growth and urbanization; food and population policy; population growth and economic development; population characteristics and life changes; population characteristics in marketing; crime and the age structure; fertility changes and the labor market and the impact of immigration. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 354 Comparative Political Ideologies

After a presentation and comparison of 20th-century political ideologies and their origins, the influence of these value systems on political action and on current sociological paradigms will be emphasized. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 355 Politics and Society

This course will focus on power relationships in U.S. society, with some cross-national comparisons. Specific topics to be covered include the nature and distribution of power among social groups and organizations, theories of the state, social class and political participation, policy formation, and the interactions between democracy as a political system and capitalism as an economic system. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 357 Organization: Individual and Society

This course examines the nature of modern organizations and their impact on individuals and society. Several theoretical perspectives on organization will be examined to gain an understanding of organizational life and organizations' role in modern society. In addition, we will consider dilemmas faced by individuals interacting with organizations as functionaries (for example, workers, government employees, teachers, police) and as clients. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 358 Sociology of Women's Work

This course will introduce students to theoretical and empirical literature on women's work in the paid labor force, on their unpaid labor in the home, and on the relationship between these two kinds of "women's work." The course emphasizes the diversity of women's work and the interconnections

among race-ethnicity, class, and gender through a detailed examination of professional women, blue-collar women, and "pink-collar" employees. Additional topics include occupational segregation, earnings differentials, poverty, law and public policy, and labor militancy. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 360 Sociology of Age

This course will introduce students to the "graying of America" and to the processes and problems associated with growing old in America. Using a dual focus on aging of the individual and on age as a structural feature of any society, the course will provide an analytical framework for understanding the interplay between human lives and social structure. The increased importance of the aged as a social, political, and economic force in society will also be discussed. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 365 Sociology of the Body

This course examines the body as a text marked by, and rendered meaningful through, social categories of race, gender, class, sexuality, disability, and disease. This writing- and reading-intensive course discusses both social constructionist and biological determinist perspectives on embodied difference. Prerequisites: SOC 210E/W with C or better and one or more of SOC 300, SOC 316, WST 380, WST 390. Cr 3.

SOC 371 Sociology of Race and Ethnicity

Considers the factors that produce and maintain structured social inequality based on minority status, and the social consequences of such inequality. Includes analysis of selected minorities both in the U.S. and cross-culturally. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 374 Mental Health and Mental Illness

An examination of theories of the "causes" of "madness" and the treatment of the mentally ill. Particular attention on the influence of culture on the definition of illnesses, the relationship between social factors and illness, and the social context of treatment. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 375 Sociological Perspectives on Deviance

The origin and nature of socially disapproved behavior. Analysis of societal interpretations of and responses to the deviant. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 377 Sociology of Violence

Although humans clearly have the capacity for violent action, that capacity has been and is expressed in a variety of ways. This course explores the social and cultural contexts to giving definition to that capacity, together with a consideration of the social policy implications involved in contemporary understandings of the origins and nature of human violence. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 380 Topics in Sociology

Specially developed occasional courses exploring a variety of theoretical and substantive areas within the field. Offered as resources permit. These courses may be counted as electives toward completion of the major. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 389 Law and Society in England

This course is an intensive three-week summer course taught at the University of Sheffield, England. The course permits students to engage in the cross-cultural study of law by examining another country's legal system and how that country handles legal problems. The course consists of seminars on law, the sociology of law, and the British legal system. Tours of British justice institutions including Crown and Magistrates Courts will also be included. Seminars will be taught in England by an interdisciplinary team from the faculty of law at Sheffield University. A member of USM's Sociology Department who participates in the tour will offer seminars before departure and will evaluate student performance. Prerequisite: SOC 210E/W with C or better or permission of instructor. Cr 3.

SOC 390 Individualized Instruction I

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

SOC 391 Individualized Instruction II

Continuation of independent reading and/or research for juniors and seniors. Apply to Department chair. Prerequisite: SOC 390. Cr var.

SOC 395 Internship

The course is designed to provide work/action experience and insight into professional roles in a variety

of community agencies and organizations. The primary objective of the internship is the application of the perspectives, substantive knowledge, and methods of social science to a particular organizational setting. Thus, the internship can be understood as a participant observation experience within the context of social science research. It is primarily designed as a field experience/reflection opportunity for upper-level social science majors with substantive background/coursework in the area of internship placement. In addition to field placement, students are expected to meet for a series of internship seminars, for which readings and reports will be required. Contact Departmental internship coordinator for details. Cr 4 to 6.

SOC 450 Undergraduate Teaching Assistantship

In working closely with faculty, undergraduate teaching assistants will gain insight into course materials and into all aspects of college teaching. This experience will be especially valuable for students who plan to do graduate work in sociology and for students exploring a career in teaching. Teaching assistants also provide an additional resource for assistance, advice, and modeling. Undergraduate teaching assistants generally assist faculty in course preparation and delivery including locating and reviewing materials for course use; assisting with the design of course schedule, exercises, assignments, and class presentations; lecturing and supervision of student groups; and providing feedback to students on their work. In addition, teaching assistants hold regular office hours. Enrollment in SOC 450 will depend on Departmental needs and course offerings. Selection is made by the faculty. Students should contact the Department chair for details. Prerequisite: SOC majors by permission only. Cr 3.

Theatre

Chair of the Department: Charles S. Kading, Russell Hall, Gorham

Professors: Kading, Power, Rootes, Steele, Stump; *Associate Professors:* Kent, Kilroy, Picinich; *Assistant Professor:* Hapci; *Technical Director:* Meeds; *Costume Director:* Hall

The Department of Theatre offers a four-year program leading to a B.A. degree in theatre. An undergraduate degree in theatre offers valuable preparation for careers in educational or professional theatrical activities, as well as other nonrelated disciplines.

All students are reminded that, in addition to meeting departmental requirements for the major, they must also meet the requirements of the College of Arts and Sciences as well as the Core curriculum requirements.

Bachelor of Arts in Theatre

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 70

Students with the intent to major must complete the following courses during their first year:

Programs and Requirements

THE	101G	Introduction to Drama
THE	120	Acting I: Stage Movement
THE	121	Acting II: Stage Voice
THE	130-01	Theatre Workshop
THE	130-02	Theatre Workshop
THE	134F	Production Management
THE	135F	Stagecraft
THE	136F	Practicum in Stagecraft
THE	150H	Play Analysis

All majors or intended majors are required to take 0.5 units of Theatre Workshop (THE 130, 131, 132, 133) per semester.

Theatre students who fail to maintain a 2.5 GPA in theatre courses and a 2.0 overall GPA may not be allowed to participate in Department productions in either an acting or technical capacity (except those lab duties or course requirements related to coursework).

The above GPA standards are required for graduation and a grade of C–or better is required in all theatre courses.

Students are encouraged to meet with the faculty or staff whenever questions arise or problems occur.

The following courses are required:

THE	101G	Introduction to Drama
THE	120	Acting I: Stage Movement
THE	121	Acting II: Stage Voice
THE	130	Theatre Workshop (to be repeated once)
THE	131	Theatre Workshop (to be repeated once)
THE	132	Theatre Workshop (to be repeated once)
THE	133	Theatre Workshop (to be repeated once)
THE	134F	Production Management
THE	135F	Stagecraft
THE	136F	Practicum in Stagecraft
THE	139	Theatrical Make-up
THE	150H	Play Analysis
THE	170F	Public Speaking or THE 175F Oral Interpretation
THE	220	Acting III: Scene Study
THE	230	Designing for the Performer
THE	231G	Costuming I
THE	232	Practicum in Costuming
THE	233	Practicum in Stage Lighting
THE	325	Directing
THE	330	Lighting Design
THE	331	Scene Design
THE	351	Dramatic Literature and Theatre History I: Origins to 15th Century
THE	352	Dramatic Literature and Theatre History II: Renaissance to 1800
THE	353G	Dramatic Literature and Theatre History III: Romantic to World War II
THE	354	Dramatic Literature and Theatre History IV: Absurdist to Post-Modernism

In addition, students must also complete 9 credits of advanced coursework. These must be 300- and 400-level theatre courses and should be selected only after consultation with a Theatre Department advisor. Advanced coursework from other departments may be approved by Department vote.

Suggested areas of emphasis include: Advanced Topics in Acting and Performance, Design, Technical Theatre, Dramatic Literature and Theatre History, Playwriting, and Oral Interpretation.

Theatre Department Production Requirements

The Theatre Department requires each major to participate in Theatre Department functions by completing Theatre Workshop courses and Theatre Department projects. Credit for these may be earned separately or concurrently according to Departmental guidelines. Each theatre major must enroll in 0.5 units of Theatre Workshop each semester (maximum of 4 credits). Theatre Workshop

courses require, in part, participation in an approved Department project with a point value of 8 or more.

Theatre Department projects are assigned point values (relative to their complexity) by the Theatre Department. Theatre majors must accrue 64 points of project credit for graduation. These projects must be completed in a variety of discipline areas. To insure this variety, project points must be distributed as follows: *acting area*—24 points minimum; *technical area*—24 points minimum.

A listing of approved projects and their specific point values is available at the Theatre Department office.

In the event that a student repeatedly auditions or requests technical area positions for Department productions but is not given a role or a crew position, this effort will be considered a good faith effort on the part of the student and may fulfill the acting or technical area minimum point distribution requirement.

All cast and crew members of Department productions are required to participate in the closing night clean-up (strike) for that show.

Student Participation

Theatre succeeds in direct proportion to the quantity and quality of the group effort, and so it is not surprising that the USM Theatre program thrives on the participation of all majors, minors, and other interested students.

Theatre is a strict and demanding discipline; the time dedicated to production and rehearsal is extensive. Therefore, the Theatre Department urges students to select non-Departmental theatre activities prudently and with consideration for their overall academic and production commitments. The Department also strongly recommends that theatre majors consult their advisors in order to integrate the outside project into their overall program.

Minor in Theatre

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 21.

The courses required are THE 134F, THE 150H, THE 120 or THE 220 with permission of instructor and four other courses chosen in consultation with a Theatre Department advisor in accordance with the interests of the student.

Musical Theatre Major

The musical theatre degree at the University of Southern Maine is offered as a collaboration between the School of Music and the Theatre Department (bachelor of music performance—musical theatre). It is designed for those individuals who wish to pursue a career in musical theatre performance. Private lessons in voice, solo and ensemble performance, as well as theatrical dance training are emphasized. This degree concentration complies with NASM guidelines for a musical theatre degree with an emphasis in music.

Applicants to the musical theatre major will be required to demonstrate proficiency in the following disciplines: voice, sight reading, general musicianship, acting, and movement. Applicants must reserve an audition time by calling the School of Music at (207) 780-5265.

Requirements for graduation also include successful participation in one backstage assignment, one chorus role, and two significant roles in an approved musical theatre production.

Theatre Foundation Courses (required): 10 credits

Must be completed by end of sophomore year

THE	101G	Introduction to Drama
THE	103F	Contemporary Dance I
THE	120	Acting I: Stage Movement
THE	130-1	Theatre Workshop
THE	130-2	Theatre Workshop

Additional Theatre Courses (required): 20 credits

THE	121	Acting II: Stage Voice
THE	131-1	Theatre Workshop
THE	131-2	Theatre Workshop
THE	139	Theatrical Make-up

THE	203F	Musical Theatre Dance
THE	220	Acting III: Scene Study
THE	303	Musical Theatre (4 credits)
THE	XXX	Theatre Elective (3 credits)

The musical theatre degree is granted by the School of Music as a music major with an emphasis in musical theatre. For additional information regarding specific School of Music required courses, please refer to the School of Music section of this catalog.

Fees

Materials and/or admission fees may be required for some Theatre courses. Please contact the Theatre office at 780-5480 for specific requirements.

In the event that students believe they are qualified to enroll in a theatre course, but have not completed the USM pre-requisites for that course, they may contact the Department to request permission to enroll.

THE 101G Introduction to Drama

A lecture-discussion course designed to provide students with a conception of the development of the theatre and its literature. The course consists of a survey of Greek, medieval, Elizabethan, French neoclassic, and 18th, 19th and 20th-century theatre and drama.

Cr 3.

THE 102F Acting: Performance

This course will introduce core students to theatre through the eyes of the performer. Students will gain a basic understanding of theatre as a performing art through lecture, discussion and performance of scenes. Improvisational exercises, relaxation techniques and character analysis strategies will be included. Students will also attend campus and area theatrical productions and be required to write critical reviews of the performances.

Cr 3.

THE 103F Contemporary Dance I

This course is designed to teach basic contemporary dance skills and vocabulary. The class is divided into two areas of study. Physical and technical development are learned through strengthening and stretching exercises. Proper body alignment is stressed for the most efficient and injury-free movement. Dance phrases are taught to enhance rhythmic and locomotor skills. Equal time will be devoted to improvisational skills and the study of choreographic techniques. Students will be required to attend contemporary dance performances. Course may be repeated once for credit.

Cr 3.

THE 120 Acting I: Stage Movement

This is a practicum course designed to introduce students to basic elements of the creative process of acting. Students will be introduced to body awareness, methods of relaxation and physical flexibility, exploration of creative process, freeing the vocal mechanism, elementary stage combat and improvisation. Course culminates with student presentation of a performance piece that has been developed through improvisation.

Cr 3.

THE 121 Acting II: Stage Voice

This is a practicum course designed to continue

exploring the body/voice relationship through the use of improvisation with emphasis on text. Cr 3.

THE 130 Theatre Workshop I

A course designed to give students practical application of theatre practices in the fields of acting, design, scene construction, costuming, properties, lighting, management, and directing. A laboratory course. The course may be repeated for credit.

Cr 0.5.

THE 131 Theatre Workshop II

A continuation of THE 130. Prerequisite: THE 130. The course may be repeated for credit.

Cr 0.5.

THE 132 Theatre Workshop III

A continuation of THE 131. Prerequisite: THE 131. The course may be repeated for credit.

Cr 0.5.

THE 133 Theatre Workshop IV

A continuation of THE 132. Prerequisite: THE 132. The course may be repeated for credit.

Cr 0.5.

THE 134F Production Management

A survey/lab course designed to familiarize students with the organizational procedures of the theatre production process. Major areas of study include stage management and theatre production management with some reference to video and film production management. Additional topics include the running of crews in properties and wardrobe, operation of sound and lighting equipment, and production scheduling. This course includes a crew requirement for a University production.

Cr 3.

THE 135F Stagecraft

A lecture course in technical theatre and related topics relevant to technical direction. Specific areas of emphasis will include: theatre/stage terminology and organization, scene shop practices, and basic methods of construction, as well as methods of rigging and moving scenery for the stage.

Cr 3.

THE 136F Practicum in Stagecraft

A practicum allowing the application of theory discussed in THE 135F to the construction, painting, and mounting of sets for University theatre produc-

tions. Practicum is required for theatre majors and recommended for all stagecraft students, but need not be taken concurrently with THE 135F Stagecraft. Cr 1.

THE 139 Theatrical Make-up

A practicum course in the fundamentals of design and application of theatrical make-up. Specific areas of study will include the relationship of character analysis to make-up, techniques of highlight and shadow, and make-up for youth, middle, and old age. Additional exercises introduce historical styles, creating a likeness, and nonrealistic make-up. Students will frequently apply theatrical make-up to their own faces in class. Cr 3.

THE 150H Play Analysis

Representative dramas for the stage are read, discussed and criticized using the Aristotelian elements of plot, character, thought, diction, music, and spectacle as analytical tools. Prerequisite: English proficiency. Cr 3.

THE 170F Public Speaking

An introductory course in the art of public discourse. Primarily a lecture-performance course, students will learn the basics of informative, persuasive, and argumentative speaking, as well as the processes of problem-solving and informative discussion. Cr 3.

THE 171 Intercollegiate Forensics

A course designed to acquaint students with intercollegiate competition. Students will compete at various forensic tournaments throughout the East. Permission of instructor is required. Cr 1.

THE 172 Intercollegiate Forensics

A continuation of THE 171. Cr 1.

THE 173 Intercollegiate Forensics

A continuation of THE 172. Cr 1.

THE 174 Intercollegiate Forensics

A continuation of THE 173. Cr 1.

THE 175F Oral Interpretation

A course in the assimilation and analysis of literary material (poetry, prose, drama) with emphasis on the techniques used in reading written material aloud to an audience. Designed to stimulate an understanding and responsiveness to literature and to develop the ability to convey to others, through oral reading, an appreciation of that literature. Cr 3.

THE 203F Musical Theatre Dance

This course will build upon basic movement skills with an emphasis on the dance styles required for musical theatre. Techniques offered will include jazz, ballet, and tap. In addition to skill training, class projects will include the staging and choreography of musical theatre selections. Cr 3.

THE 220 Acting III: Scene Study

This is a practicum course designed to introduce students to basic skills of stage movement and characterization through the use of scene work. The course evolves from simple storytelling through monologues to scenes. The emphasis is on internal preparation through developing a role as well as on external techniques for projecting that role. Prerequisites: THE 120 and 121. Cr 3.

THE 221 Acting IV: Contemporary Methods

This course will introduce a variety of acting techniques developed by master artists, beginning with an overview of the Stanislavski System and advancing to the work of Lee Strasberg, Sanford Meisner, Uta Hagen, Augusto Boal, and others. These techniques will be applied to exercises, scenes, and monologues performed throughout the semester. Prerequisite: THE 220. Cr 3.

THE 224 Acting for the Camera

This course will give students practical experience acting in videotaped dramatic scenes, industrial role playing, commercials, and narration. The course will emphasize the difference between stage and video/film acting techniques. Cr 3.

THE 226 Professional Audition and Marketing Techniques

This course will give students practical experience in and information related to seeking employment as an actor. The audition section will include simulations of stage and related film and video situations. The marketing section will provide strategies in the professional actor's most time-consuming endeavor: looking for work. Prerequisite: THE 220. Cr 3.

THE 230 Designing for the Performer

This course offers the student an opportunity to explore the process of creating an environment for the performer, incorporating elements of scenic, costume, lighting, and audio design. Coursework includes the presentation of multimedia design projects, supplemented by a practicum as an assistant designer for one major Theatre Department play or media arts production. Cr 3.

THE 231G Costuming

This course introduces costume history and design. A survey outlines major trends in fashion from the Greeks to the 19th century. Students learn costume design by using the basic elements of line, color, and texture, by fulfilling the costume requirements encountered in scripts, and by analyzing characters. Drawing and rendering techniques are taught. The practicum (THE 232) supplements lectures by teaching sewing skills and allowing students to construct costumes for a University theatre production. Enrollment in THE 232 Practicum in Costuming is required for theatre majors and recommended for all costuming students, but need not be concurrent. Prerequisite: sophomore status or THE 101G. Cr 3.

THE 232 Practicum in Costuming

This course is a laboratory session that allows practical application of theory discussed in THE 231G Costuming, by teaching sewing skills and allowing students to construct costumes for a University theatre production. Practicum is required for theatre majors and recommended for all costuming students, but need not be taken concurrently with THE 231G. Cr 1.

THE 233 Practicum in Stage Lighting

A course focusing on the practical application of contemporary stage lighting technology and on the implementation of a lighting plot. Prerequisite: THE 135F. Cr 1.

THE 235 Theatrical Drafting

A lecture/discussion/lab course in basic theatrical drafting/graphic practices relating to theatrical construction and design techniques. Concurrent enrollment in THE 236 Practicum in Design required. Prerequisite: THE 135F. Cr 3.

THE 236 Practicum in Design

A course focusing on the practical application of theory relevant to scenic, costume, lighting, and other theatre-related design topics. Cr 1.

THE 250 Playwriting

A lecture-practicum course designed to acquaint the student with playwriting principles. Emphasis is placed on the one-act play form. Students will be required to complete a series of creative exercises culminating with writing of a one-act play. Prerequisite: THE 150H. Cr 3.

THE 271 Creative Drama

Study of methods for introducing young people to theatre as a total art form. Course to include the development of children's plays through improvisation as well as traditional children's literature. Work with children in various community settings will provide practical experience for the student. Cr 3.

THE 275 Readers Theatre

This course teaches the process involved in arranging literature and other materials for performance or for use as a teaching tool. Elements of scripting, directing, and acting for simple, staged, chamber, and story theatre will be analyzed. Prerequisite: THE 175. Cr 3.

THE 303 Musical Theatre Performance

This course will provide students the opportunity to combine the skills of singing, acting, and dance as demanded by the art of musical theatre. In addition to vocal coaching, acting exercises, and choreography, students will be exposed to a variety of musical theatre genres and will be performing throughout the semester. The class will culminate with a public presentation. Prerequisites: THE 203 and THE 220. Cr 4.

TH 320 Acting V: Styles

This course will examine the styles of acting found

in the Classical (Greek and Roman), Elizabethan, and eighteenth- and nineteenth-century dramas. Prerequisite: THE 220. Cr 3.

THE 321 Acting VI: Advanced Scene Study: Playwright Focus

This is a practicum for advanced actors, providing an in-depth scene study focusing on one or more playwrights. Emphasis will also be given to preparation for auditions. Prerequisite: THE 220. Cr 3.

THE 325 Directing

This course is designed to train students in theatrical organization and rehearsed techniques. It encompasses composition, picturization, movement, and rhythm. Some practicum is involved. Prerequisites: THE 150H, THE 220, and THE 230. Cr 3.

THE 330 Stage Lighting

Introduction to stage lighting design, elements of electricity, color, light sources, instrumentation, and control systems. Students will participate in lighting projects in practicum. Prerequisites: THE 150H and THE 230. Cr 3.

THE 331 Scene Design

Lecture and practicum in stage scenic design. Emphasis on the visual art and drafting of designs. Prerequisites: THE 150H and THE 230. Cr 3.

THE 332 Advanced Costuming

This course will continue the study of costume design begun in THE 231. The focus of class work and projects will be on specific problems encountered in costuming for the theatre. Lecture material and design assignments will be drawn principally from the twentieth century, though other time periods may occasionally be used. Students will work to improve rendering techniques as well as analytical skills. Concurrent enrollment in Theatre Workshop will provide a laboratory component to classroom study. Prerequisite: THE 231G. Cr 3.

THE 336 Theatre Management

Investigation of educational and professional theatre management roles, including: managing director; business manager; box office manager; publicity director; house manager. Practicum required. Cr 3.

THE 350 Advanced Playwriting

A course for those who have taken THE 250 or have already written several plays. Emphasis will be placed on writing a full length play for possible production by the University. A better-than-average competence in writing dialogue is imperative. Prerequisite: THE 250. Cr 3.

THE 351 Dramatic Literature and Theatre History I: Origins to 15th Century

A study of the development of theatre and drama from its origins through the medieval period, covering ancient Greek, Roman, and Oriental theatre and drama. Representative authors include Sophocles,

Euripedes, Plautus, Seneca, the Wakefield Master, and Chikamatsu. Critics include Aristotle and Horace. Prerequisites: THE 101G, and THE 150H or ENG 100C. Cr 3.

THE 352 Dramatic Literature and Theatre History II: Renaissance to 1800

A study of theatre and drama from the Renaissance, Neo-classical and Restoration periods to 1800. Representative authors include Machiavelli, de Vega, Shakespeare, Jonson, Racine, Moliere, and Goldoni. Critics include Castevetro, Chapelain, Dryden, Johnson, and Diderot. Prerequisites: THE 101G, and THE 150H or ENG 100C. Cr 3.

THE 353G Dramatic Literature and Theatre History III: Romantic to World War II

A study of theatre and drama from Romantic period to World War II, covering early realist and anti-realist theatre. Representative authors include Goethe, Hugo, Ibsen, Chekhov, Pirandello, Shaw and O'Neill. Critics include Wagner, Zola, Bergson, Brunetiere, and Nietzsche. Prerequisite: THE 101G, and THE 150H or ENG 100C. Cr 3.

THE 354 Dramatic Literature and Theatre History IV: Absurdist to Post-Modernism

A study of theatre and drama from the post-war Absurdist and Brechtian Epic theatres to the present day. Representative authors include Brecht, Beckett, Genet, Williams, Miller, Shepard, Stoppard, and Shaffer. Critics include Artaud, Brecht, Esslin, Schechner, and Eco. Prerequisites: THE 101G, and THE 150H or ENG 100C. Cr 3.

THE 355 Journalistic Drama Criticism

This course will provide the student with a comprehensive analysis of the role of the writing critic in professional, community, educational, and amateur theatre. Stress will be placed upon development of a workable writing style. A minimum of five plays will be seen from which reviews will be generated. Prerequisite: THE 150H. Cr 3.

THE 372 Speaking to the Camera

This is an advanced public speaking and performance course introducing the student to the most common types of video presentations. Student performances of scripted speeches will be videotaped and evaluated based on content, delivery, and style. Prerequisite: THE 170F. Cr 3.

THE 373 Effective Public and Workplace Presentations

This course expands upon the performance skills taught in THE 170F. It will emphasize the development of greater expertise and performance ease in a variety of presentation styles, as well as explore the use of visual aids consistent with workplace and public presentations. Students will be required to attend and critique community-based public speeches, as well as to analyze the work of their peers. Prerequisite: THE 170F. Cr 3.

THE 375 Performance Arts

This theory and practice course allows students to experiment with the aesthetic interpretation of texts, focusing on extra-textual elements of presentation (such as sound, visual symbols/images, spatial relations, hand-held light) in the staging of poetry, fiction, non-fiction, and drama. Theoretical and practical readings accompany in-class exercises and blackbox performances that strengthen skills in acting, directing, oral interpretation, forensics, play analysis, and design. Students elect a directing or a performance emphasis. Cr 3.

THE 421 Topics in Acting and Performance

An intensive study of a particular acting or performance technique chosen at the discretion of the instructor in accordance with his or her expertise and interests. May be repeated as topics vary, for a maximum of 9 credits. Prerequisite: THE 220. Cr 3.

THE 430 Topics in Design

A seminar in advanced design practices and a continuation of THE 330 and/or 332. The course will stress improving design and presentation skills by developing and presenting design projects. The design project will involve theatrical drafting, perspective sketching, rendering and model making techniques as required in the areas of specialty. Students will be required to work in two of the three areas of theatrical design: costume design, lighting design, or scenery design. In addition, historical styles will be surveyed in a lecture/discussion format. This discussion will include the impact of social and political attitudes as well as physical style and how these aspects may be applied to contemporary design. Prerequisite: instructor permission only. Cr 3.

THE 451 Topics in Dramatic Literature and Theatre History

An intensive study of a particular playwright, group, movement, or historical period chosen at the discretion of the instructor in accordance with his/her expertise and interests. May be repeated as topics vary for a maximum of nine credits. Prerequisites: THE 101G, and THE 150H or ENG 100C. Cr 3.

THE 490 Independent Study

Students should contact the Department regarding information for independent study. Prerequisite: permission of the Theatre Department.

THE 491 Project I

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

THE 492 Theatre Internship

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

THE 493 International Tour

Students in this course will rehearse an original or scripted production which will be performed at USM and then transported for presentation to an international venue determined by the instructor. Prerequisite: instructor permission only. Cr 3.

THE 494 Theatre Institute: Techniques of Michael Chekhov

This course provides an intensive overview of the acting techniques created by Michael Chekhov. Areas of focus will include characterization, scene study, stage movement and voice, and teaching methods. The course will conclude with a works-in-progress performance. Typically offered during the summers only. May be repeated for a maximum of nine credits. Prerequisite: THE 220. Cr 3.

College of Education and Human Development

Dean: Betty Lou Whitford; *Associate Dean:* James Curry; *Assistant Dean for Finance and Administration:* Robin Day

Director of Professional Development Center: George C. Lyons; *Director of Center for Educational Policy, Applied Research and Evaluation:* David L. Silvernail; *Director of Southern Maine Partnership:* Lynne Miller

The College of Education and Human Development (CEHD) is proud to continue the strong commitment to education and service demonstrated by USM's predecessor institutions, beginning with Gorham Normal School in 1878. The College provides for the preparation and professional growth of educators and human development practitioners through collaborative efforts with schools and agencies; other colleges at USM; local, state, and national educational networks; and the communities of southern Maine.

Working closely with the College of Arts and Sciences and School of Applied Science, Engineering, and Technology, the CEHD oversees the preparation of teachers and educators for all areas of K-12 education. Our graduates are well-grounded in their academic disciplines and in the educational knowledge and practices supportive of quality teaching and leadership. Professional preparation reflects the College's commitment to school-university collaboration, equity in student learning, and reflective/critical inquiry at all levels of education.

All of the College's degree programs in K-12 education are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Department of Teacher Education

Director: Ken Jones

Chair: Catherine Fallona, 500 Bailey Hall, Gorham

Professor: Kimball; *Associate Professors:* Austin, Colucci, Davis, Fallona, Jones; *Assistant Professors:* Allman, Kuech, Ross, Shank; *Professors Emeriti:* Costello, Neuberger

The College of Education and Human Development carries out the University's mission to prepare teachers through the Department of Teacher Education.

The College offers two programs leading to teacher certification in Maine. Students graduating from either of these programs will have a strong liberal arts background; the benefit of extended experiences with students in K-12 schools; the ability to think reflectively and critically; and the opportunity to build on their certification coursework and internships through continuous study and support at the graduate level and during the first years of teaching.

The Teachers for Elementary and Middle Schools (TEAMS) program was established in 1998 as a way for undergraduate students to become certified to teach at the elementary or middle school level. The program is designed for students who know before or during their first years of college that they want to teach in grades K-8. Students in TEAMS major in a liberal arts area of interest and relevance to teaching at those levels, and follow a professional program of teacher preparation which includes ongoing field experiences in professional development schools. The program is designed so that students can complete their undergraduate degrees and certification requirements in four-and-one-half to five years.

The Extended Teacher Education Program (ETEP) is offered at the post-baccalaureate level and has, since 1991, been the primary avenue for students seeking certification to teach at levels K-8, 7-12, or K-12. Students in ETEP learn in partner schools and engage in coursework and internship experiences that permit the integration of theoretical and practical learning. Graduates of ETEP have a solid background in at least one academic discipline, as well as in the educational knowledge and practices supportive of quality teaching. For

more information about ETEP, see the USM graduate catalog, visit the ETEP Web site at www.usm.maine.edu/cehd/etep, or call the Teacher Education advisor at (207) 780-5413.

Teachers for Elementary and Middle Schools (TEAMS)

This program is designed for students who enter USM with a strong interest in teaching at the elementary school level. Students in this program receive intensive advising and mentoring throughout their undergraduate years, strong subject area preparation, and yearly field experiences in selected professional development school sites.

Each year students take complementary coursework in the liberal arts, courses toward an academic major, and a professional preparation strand which includes an integrative seminar designed to help students make connections among the disciplines they are studying. Students graduate with a bachelor's degree in a major of their choice, other than education. In addition, they complete a year-long internship at one of USM's partner school sites that culminates in a recommendation for teacher certification. Some coursework is at the graduate level and counts toward the master of science in education degree. This is a four-and-a-half-year minimum program which includes requirements for teacher certification and a year-long internship. Students who complete the TEAMS program are encouraged to apply to the master's in teaching and learning program to complete their master's degree during their initial years of professional teaching.

Acceptance into this program is contingent upon admission to USM and successful completion of the University's writing and mathematics proficiency requirements. Other acceptance criteria include: a strong GPA from previous study and fewer than 60 previously earned college credits, standardized test scores, writing ability, recommendations, and experience working with children. Students interested in this program should contact the Teacher Education Department, 500 Bailey Hall, Gorham campus, or call (207) 780-5301 for application instructions, or visit www.usm.maine.edu/cehd/teams.

Art Education

The Department of Art in the College of Arts and Sciences offers a concentration in art education for bachelor of fine arts candidates who wish to teach art. Information on this program is included in the Department of Art section of this catalog.

Collaborative Learning and School Success (CLASS)

Lewiston-Auburn College offers a program in elementary education (K-8) for those who wish to teach at the elementary and middle school levels. Information on this program is included in the Lewiston-Auburn College section of this catalog.

Music Education

The School of Music in the College of Arts and Sciences offers a teacher preparation program leading to a bachelor of music in music education degree. Information on this program is included in the School of Music section of this catalog.

Secondary Math Education

This program is for students who want to become certified to teach 7-12 mathematics in Maine. The mathematics education program has been designed jointly with the College of Arts and Sciences and the College of Education and Human Development, and interested students should see the secondary mathematics coordinator for full details of the program early in their time at USM. The state of Maine has a number of non-academic requirements for teacher certification. Only academic requirements are listed below. For more information please see the secondary mathematics coordinator or call (207) 780-4246 or visit www.usm.maine.edu/math/UTeachMath.html.

- a. Successful completion of the coursework below

Pre-Candidacy Education Preparation

EDU	210	Theoretical Foundations of Learning
HRD	200J	Human Growth and Development
CPI	211I	Culture and Community Fieldwork and Seminar
CPI	221	Middle School Community

Mathematics Preparation

Mathematics major specializing in any concentration, but including the following required courses

MAT	352	Real Analysis
MAT	371	College Geometry or
MAT	370	Non-Euclidean Geometry
MAT	292	Theory of Numbers or
MAT	395	Abstract Algebra

Professional Preparation

EDU	335	Teaching Children with Exceptional Needs or
SED	540	Teaching Exceptional Students in the General Classroom (3 hours)
EDU	554	Secondary Math Methods (3 hours)
Internship I with seminar (6 hours)		
MME	445	Teaching 7-12 Mathematics in Maine: Curriculum and Capstone Course (3 hours)
Internship II with seminar (9 hours)		

- b. Successful completion of other program requirements.

Technology Education

The Department of Technology in the School of Applied Science, Engineering, and Technology offers teacher preparation programs leading to baccalaureate degrees in technology education and applied technical education. Information on these programs is included in the Department of Technology section of this catalog.

Minor in Educational Studies

Admission into the minor in educational studies has been suspended for spring and fall of 2005. However, students who have already completed a minimum of 9 of the 18 required credits, including EDU 100 Exploring Teaching as a Profession, and have met the minimum 2.5 GPA requirement, were allowed to apply during the 2004-2005 academic year. Students who are already in the program are not affected by this decision, and will be able to complete it as planned. A final decision on whether or not to remove the minor in educational studies as an undergraduate option will be made sometime during the 2005-2006 academic year.

Certificate Program in Athletic Coaching

This program is designed to prepare students for certain coaching responsibilities in schools and recreational programs. The curriculum includes an introduction to the organization and administration of athletics as well as practical work in assisting coaches in selected sports. Attention is also given to the prevention and care of the most common injuries occurring in athletic programs. Students may take courses as electives or as part of the certificate program.

A certificate will be presented to students completing the minimum 18-hour program. In addition, the proper notation will be made on the student's official transcript indicating proficiency in the area of athletic coaching as determined by the certificate program. For more information about this program please contact Kim Turner at (207) 780-5997 or visit www.usm.maine.edu/athl/Services/certification.html.

Course of Study in Athletic Coaching (18-credit program)

Required

PHE	203	Athletic Training for Coaches
PHE	302	Coaching Philosophy and Fundamentals

PHE	314	Organization and Administration of Athletics
PHE	389	First Aid and CPR
Electives		
PHE	106	NCAA Life Choices
PHE	198	Physiology of Health Fitness
PHE	303	Coaching and Officiating Basketball
PHEx	309	Coaching and Officiating Track and Field
PHE	311	Coaching and Officiating Soccer
PHE	312	Coaching and Officiating Football
PHE	315	Coaching and Officiating Field Hockey
PHE	316	Coaching and Officiating Volleyball
PHE	335	Coaching and Officiating Baseball and Softball
PHE	391	Field Experience/Internship

CPI 110/111 Individual Learning and Development in the TEAMS and CLASS Programs

This course is the first in a series designed to integrate liberal arts study and educational pedagogy. The course has three purposes: 1) to develop a community of learners through a variety of activities, including experiential education, 2) to have students examine their own development as they make the transition to university life and study, and 3) to introduce students to the TEAMS and CLASS programs and the world of schooling so that each may deliberately assess teaching as a personal career choice. Prerequisite: TEAMS or CLASS program admission; EDU 200. Cr 3.

CPI 120/121 Observation of Language and Literacy Development

This course builds upon the principles of language acquisition and literacy development and supports students in examining individual literacy learning through observation, interaction, and documentation of language and literacy. Prerequisite: TEAMS or CLASS program admission. Cr 3.

CPI 211 Culture and Community Fieldwork and Seminar

This seminar school/community-based practicum is the third in a series designed to integrate liberal arts study, educational pedagogy, and school field experiences. This course builds upon the principles of culture and community introduced in COR 154H, and supports students in reflecting upon the related field experience and developing appropriate candidacy exhibits. Prerequisites: TEAMS or CLASS program admission, CPI 111, or instructor permission. Cr 3.

CPI 220/CPI 221 Middle School Community

This combined TEAMS or CLASS program course includes a school-based seminar and practicum designed to integrate liberal arts study, educational pedagogy, and school field experiences. This course extends the focus from the previous semester on culture and community to the context of the middle school, and helps students prepare for the candidacy assessments that occur at the end of this semester. Prerequisite: TEAMS or CLASS Program admission, CPI 211H. Cr 3.

CPI 510 Curriculum Design

This is the seventh in a series of seminars designed to integrate liberal arts study, educational pedagogy, and school field experiences. This course builds upon the principles of curriculum design for all subjects and supports students in reflection upon the related internship and developing appropriate portfolio exhibits. This course is taken concurrently with methods courses and a half-time classroom placement. Prerequisite: TEAMS or CLASS program admission; co-requisites dependent on individual program admission. Cr 3.

CPI 511 Applied Pedagogy

This is an intensive supervised internship experience that applies knowledge and skills to the practice of teaching. An intern completes two, seven-week classroom placements in which she or he is assigned to a mentor teacher and classroom in a partnership Professional Development School. In each placement, the intern completes a minimum of two weeks lead teaching. Prerequisites: TEAMS or CLASS program admission; co-requisites dependent on individual program admission. Cr 3.

CPI 520 Reflecting on Practice

This is the eighth in a series of seminars designed to integrate liberal arts study, educational pedagogy, and school field experiences. This course builds upon the principles of learning to teach all subjects and supports students in reflecting upon the related internship and developing appropriate portfolio exhibits. Prerequisites: TEAMS or CLASS program admission; co-requisites dependent on individual program admission. Cr 3.

CPI 521 Professional Internship

This is an intensive, supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes a single thirteen-week classroom placement in which she or he is assigned to a mentor teacher and classroom in a partnership Professional Development School. In each placement, the intern completes a minimum of six weeks of successful lead teaching. Prerequisites: TEAMS or CLASS program admission; co-requisites dependent on individual program admission. Cr 9.

EDU 100 Exploring Teaching as a Profession

An exploration of teaching as a professional career through field-based experiences and faculty-led seminars. Cr 3.

EDU 200 Education in the United States

An examination of issues and problems in education and schooling in the United States from social, historical, political, and philosophical perspectives. Cr 3.

EDU 210 Theoretical Foundations of Learning

An examination of theories of learning and their application to motivation, concept development, classroom management, methodology, and evaluation. Cr 3.

EDU 300 Educational Media and Technology

An examination of educational media and technology with special emphasis on school-based developments and applications. Cr 3.

EDU 324 Student Teaching

For students matriculated in a USM undergraduate teacher education program in music education, technology education, or art education, a supervised student teaching experience of one full semester, carried out in an off-campus field setting, is required. Students must have met their program's requirements to register for student teaching. Prerequisites: vary according to major. This course requires health insurance. Cr 12.

EDU 335 Teaching Children with Exceptional Needs

This course is an introduction to the unique characteristics and needs of special education students. Topics will include understanding characteristics of students with disabilities, implementing instructional strategies, working with parents, and understanding state and federal laws and policies. Cr 3.

EDU 336 Children's Literature

A survey of children's literature with special emphasis on the selection of appropriate books for children from preschool through the elementary school years. Cr 3.

EDU 390 Topics in Education

A seminar devoted to the examination of a single topic selected because of its significance to the field of education and schooling. Topics may change each semester. One of the sections of EDU 390 concentrates on the portfolio development process. Cr 3.

EDU 505 Teaching Mathematics in Elementary and Middle Schools

This course, intended for those preparing to be K-8 teachers, provides experiences to develop, critique, and apply knowledge, skills, and research findings in mathematics, pedagogy, and mathematical learning theory in elementary and middle school classrooms. Major areas of focus include learning and assessment of all children, instruction to support all

students' mathematical understanding, reasoning, communication, and collaboration; standards (national, state, and local); content integration; resources; issues; and the discipline's philosophical framework. Prerequisite: ETEP or TEAMS program admission. Cr 3.

EDU 541/542 Seminar in Teaching, Learning, and Assessment I & II

The primary purpose of Seminar I and II is to build a learning community where students are supported in their internship through the assessment system. The assessment system includes the final portfolio, the teaching unit, the video reflections and journals, as well as a sequential system of conferences, a collection of evidence, and observations. This course is based on helping the participants develop their personal philosophy of teaching and perfect their craft through ongoing discourse, reflection, and inquiry. Specific topics include instruction, lesson and unit planning, classroom management, assessment, diversity, technology, and professionalism. Prerequisite: ETEP or TEAMS program admission. Cr 3. ea.

EDU 551 Elementary Social Studies Methods

This course is designed to provide students with a general understanding of the guiding principles and the strand of social studies. Students will gain a working knowledge of the best practices in social studies instruction and the goals of social studies education. Students will design a unit of study, creating lesson plans and incorporating appropriate instructional methods and materials as part of the course requirements. Prerequisite: ETEP or TEAMS program admission. Cr 3.

EDU 552 Elementary Science Methods

This course has an interactive laboratory/discussion field-based approach, modeling and focusing on the teaching and learning aspects of science in the high school and middle school. The emphasis is on content, process, and methodology. Students will learn strategies for planning and providing core academic and behavioral experiences to all learners and differentiated academic and behavioral experiences for learners with special needs. Prerequisite: ETEP or TEAMS program admission. Cr 3.

EDU 554 Secondary Math Methods

This course is intended for those preparing to teach mathematics at the secondary level. Major areas of focus include an introduction to principles and standards of school mathematics and the Maine Learning Results, designing lesson plans and grading rubrics, using technology in the classroom, and an overview of exemplary mathematics curriculum. Prerequisite: ETEP, TEAMS, or Secondary Math Education program admission. Cr 3.

EDU 565 Reading Development

This course traces the development of literacy and examines conditions that foster its growth. Topics relate to major stages of literacy development and

include: preschool influences on literacy, initial reading, the development of fluency, vocabulary development, comprehension, study skills, and refinement of reading. Informal diagnostic techniques are demonstrated and practiced. The invariant nature of literacy acquisition among students of all ages is stressed. Prerequisite: ETEP or TEAMS program admission. Cr 3.

EDU 566 Writing Process

This course is designed to introduce pre-service teachers to the development of writing proficiencies through a process approach. A thorough study of current research and theory relating to the composition process leads to the development of instructional programs that will foster students' growth as writers. Many strategies are modeled to meet the needs of diverse learners and an exploration of technology and standards is included. Students gain experience with the writing process through participation in an ongoing, in-class writing workshop. Prerequisite: ETEP or TEAMS program admission. Cr 3.

HRD 200J Human Growth and Development

Please refer to the course description in the Department of Human Resource Development section that follows. Cr 3.

PHE 106 NCAA Life Choices

This course is designed for student athletes in their first or second year at USM. The goal of the course is to enable students to develop their academic potential and to realize their personal and athletic goals during their college experience. Through large and small group work, topical readings, and community service projects, students will clarify goals and values. Prerequisite: open to first and second year students only. Cr 3.

PHE 198 Physiology of Health Fitness

The purpose of this course is to provide the student with a scientific background in exercise physiology and health concepts in order to develop and maintain a lifetime program of high level physical fitness and quality health. Cr 3.

PHE 203 Athletic Training for Coaches

This introductory course in sports medicine/athletic training will provide the student with information about prevention and management of sports-related injuries. Pertinent anatomy and common injuries will be discussed. This course is geared toward individuals involved in or pursuing allied health professions as well as coaching or teaching fields. Cr 3.

PHE 302 Coaching Philosophy and Fundamentals

This course covers various approaches to planning, organizing, and implementing practice sessions in preparation for athletic competition. The psychological and emotional aspects of coaching are also investigated. One segment of the course will be concerned with society's view of coaching as illustrated by today's literature. Cr 3.

PHE 303 Coaching and Officiating Basketball

Coaching philosophy, coaching style, choosing a team, individual fundamentals, team play development, and the ability to organize and maintain a quality program will be stressed. The course will also cover rules of basketball and techniques of officiating. Cr 3.

PHEX 309 Coaching and Officiating Track and Field

Part of the University of Southern Maine's coaching certification program, this course is designed to prepare students for track and field, and cross country coaching at the high school and/or middle school levels. Particular aspects of the sport will not be discussed in detail. Rather, the course is intended as an overview of coaching philosophies, sports science, and the training required for each event. Students will have an opportunity to explore in depth areas of interest. Cr 3.

PHE 310 Experiential Learning: Logistics and Skills

Construction and Use

Participants may expect to gain hands-on knowledge and experience through participation in all phases of course construction, maintenance, and operation. Learning outcomes include the importance of operational safety considerations and appropriate selection of materials. Cr 3-6.

Sea Kayaking

Designed to provide sea kayak paddling and rescue instruction, chart reading, and basic navigational techniques combined with team building concepts. Includes expedition planning, low/no impact island camping, and coastal/estuary exploration. Fee course. Cr 3.

PHE 311 Coaching and Officiating Soccer

The course will cover individual techniques and team tactics, drills to implement these techniques and tactics, practice and season organization and methods of starting, maintaining and improving programs at various levels. The course will also cover rules of soccer and techniques of officiating. Cr 3.

PHE 312 Coaching and Officiating Football

Emphasis on the methods of teaching and coaching football. Offense and defense, player-coach relationship, team selections, planning of practice sessions and game situations will be areas of concentration. The course will also cover rules of football and techniques of officiating. Cr 3.

PHE 314 Organization and Administration of Athletics

This course covers the principles and practices of athletic administration as related to middle schools, junior and senior high schools. Cr 3.

PHE 315 Coaching and Officiating Field Hockey

Emphasis on the methods of teaching and coaching

field hockey. Offense and defense, player-coach relationship, team selections, planning of practice sessions and game situations will be areas of concentration. The course will also cover rules of field hockey and techniques of officiating. Cr 3.

PHE 316 Coaching and Officiating Volleyball

Emphasis on the methods of teaching and coaching volleyball. Offense and defense, player-coach relationship, team selections, planning of practice sessions and game situations will be areas of concentration. The course will also cover rules of volleyball and techniques of officiating. Cr 3.

PHE 325 Workshop in Experiential Education

This course is designed to promote personal growth through a group workshop in experiential education. Experiential education is an adventure-based model of the learning process; learning takes place through action. Learning opportunities in this course will explore relationship building, small group problem solving, personal and group challenge as a concept, taking action, taking risks, reflection, metaphorical transfer, and action planning. Course is offered in a classroom setting and at the University's Action Learning Center in Freeport, Maine. Low and high ropes course elements are included in the curriculum. Students are supported in challenge-level choices. Fee course. Cr 3.

PHE 335 Coaching and Officiating Baseball and Softball

The course will cover individual and team techniques, drills to implement these techniques, practice organization and methods of starting, maintaining and improving programs at various levels. The course will also cover rules of baseball and softball plus techniques of umpiring. Cr 3.

PHE 343 Experiential Education/Internship

This experiential education internship will be co-designed by the student and the instructor to include elements of study/practicum in the following areas: ropes course construction and operations, experiential education group facilitation, appropriate application of experiential models for varied demographics and special interest groups, in-depth research of experiential education concepts and benefits, expedition planning, gear knowledge and selection, and hard-skill building in the disciplines of camping, climbing, mountaineering and/or kayaking, wilderness travel and trail maintenance, and environmental awareness. Prerequisite: instructor permission. Cr 3-9.

PHE 353 Teacher Training in Experiential Education

This course focuses on facilitating techniques for leading groups through experiential activities. Group assessment, program design, sequencing, briefing,

debriefing, group management, safety and technical skills are included in the course curriculum. Methods and techniques for utilizing no/low-prop field activities, indoor activities and low and high ropes course elements will be explored and applied to a wide range of groups. Students will discover ways to maximize the transfer of learning from the activities to best meet the goals of the participating group. A practicum component is included where students get hands-on facilitating experience. Students may gain additional practicum time and perform related research for additional credits. Prerequisite: PHE 325 or instructor permission. Cr 3-6.

PHE 389 First Aid and CPR

This course will cover the topics prescribed by the American Red Cross including respiratory emergencies, artificial respiration, wounds, poisoning, water accidents, drugs, burns, sport safety issues, and CPR. Successful completion of the course requirements will lead to: Red Cross First Aid, CPR, and Sport Safety certification. Cr 3.

PHE 391 Field Experience/Internship

Practical field work in a coaching area. The student will be assigned as an assistant coach in a sport for a season. Supervision, evaluation, and guidance of the student will be provided by a staff member who is responsible for that coaching area. Prerequisites: PHE 203, PHE 302, PHE 314. Restricted to students in coaching certificate program. Cr 1-6.

PHE 398 Independent Study in Physical Education

Provides students who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest, bearing upon it previous course experience and emerging with an intellectually sound, coherent synthesis reflecting a high caliber of performance. Prerequisite: permission of instructor. Cr 1-6.

SED 540 Teaching Exceptional Students in the General Classroom

The primary goal of this survey course is to construct an understanding of the range of exceptionalities, including students with disabilities and those identified as gifted and talented. The course is based on the premise that students in special education should be educated and socially interact to the greatest extent possible with their peers in the general education program. Topics include characteristics of areas of exceptionality; planning, instruction, and classroom management; assistive technology strategies; state and federal laws and regulations; working with parents; and inclusion philosophy and practices. Cr 3.

Department of Human Resource Development

Chair: E. Michael Brady, 400 Bailey Hall, Gorham

Professors: Brady, Fall, Murphy, Steege; *Associate Professors:* Atkinson, Katsekas, Larson, Stevens; *Assistant Professors:* Brown-Chidsey, Drew; *Adjunct Associate Professor:* Bemacchio; *Lecturer:* Day

The Department of Human Resource Development offers a number of graduate programs to help human services professionals improve their practices and to enhance the practices of schools and organizations through education, research, and public service. Please see the graduate catalog for information on these programs.

At the undergraduate level, the Department offers courses in human growth and development. Also offered are courses which may serve as electives for academic programs outside the College or as preparation for students wishing to become peer leaders. The Department also offers a number of courses at the 500-level which are appropriate for some undergraduate (with approval of instructor) and graduate students.

HRD 110 Choices, Changes, and Careers

The focus of this course is on self and career exploration and the critical role of personal decision making in identifying and pursuing fields of interest. Students will learn to understand their own decision-making process and the factors that influence this process. Course activities will include assessments of self, assessments of interest, and explorations of the world of work. Throughout the course, students will be introduced to available resources and support systems and be engaged in activities that will help them become involved in the University community. Prerequisite: fewer than 45 earned credit hours.

Cr 3.

HRD 200J Human Growth and Development

This course introduces developmental theory and research which encompasses the entire life span. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary view of human development will be taken which considers stability as well as change throughout the life cycle. The interaction of hereditary and environmental factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisite: second-semester freshman or above.

Cr 3.

HRD 337 Peer Leadership Seminar

This course is intended for students who participate in organized student leadership programs or are interested in learning more about leadership within higher education organizations. The course examines the nature of higher education organizations, leadership theory, college student development theory, as well as both interpersonal and group communication skills. Through written and oral projects students learn how to integrate theory with practice. Assignments and projects draw their focus from the individual's particular interests regarding student leadership.

Cr 2.

HRD 339 Adult Learning and Development

This course explores various areas of adulthood, including topics in adult learning theory and adult development. Topics covered include: how adults learn and the motivation to learn, life cycle theories and maturity myths, learning styles and experiential learning. Learning is facilitated through a framework of small group interaction. Participants are encouraged to share ideas and experiences of adulthood and to determine how relevant themes apply to their own lives.

Cr 3.

HRD 555 Introduction to Student Affairs in Higher Education

This course provides students with an overview of student affairs in colleges and universities. Particular attention will be given to historical developments as rooted in the emergence of the unique model of higher education in the U.S., to models of student development, to evaluation of the various models of student affairs organizations, and to emerging issues in managing student affairs programs. The intent is to provide students with the information and skills necessary to understand and evaluate the field as well as to assess their own interest and commitment to careers in student affairs.

Cr 3.

HRD 556 Summer Institute in Student Affairs

This institute is designed to provide students with a week-long immersion experience in a topic selected because of its significance to student affairs in higher education. Topics addressed are those that have been identified as timely by student affairs professional organizations and/or highlighted in recent student affairs literature. The topics for the institute and the faculty to teach it will change each summer. Recent institutes have covered assessment in student affairs, legal issues in student affairs, and academic advising. The institute is required for students concentrating in student affairs as part of their adult education master's program.

Cr 3.

HRD 557 Gerontology for Educators

This course is an introduction to the field of educational gerontology. Key issues to be treated include demographic trends, theories of aging, problems and opportunities in later-life learning, productive retirement, and educational opportunities for elders. A major goal of the course is to invite professional educators to explore human aging with an eye toward improving teaching and/or program development with elder populations. Cr 3.

HRD 558 Summer Institute in Educational Gerontology: Aging and Life Review

This course examines the process of life review and its role in human aging. The phenomena of memory, imagination and identity in later age will be examined. Participants will develop practical methods of facilitating life review of themselves and older clients. Cr 3.

HRD 559 Summer Institute in Educational Gerontology: Aging, Death, and Bereavement

This course examines the phenomenon of death in modern society with a special emphasis on implications of older persons. Issues such as the meaning of death, the dying process, survivorship, and suicide are treated. Special attention is paid to the role of the professional in death education. Cr 3.

HCE 500 Orientation to the Counseling Profession

This introductory course is designed to acquaint individuals who are preparing to enter the counseling profession with a broad overview of the profes-

sion's historical and theoretical foundations and to begin the development of a professional identity. This course must be taken the first semester following matriculation in a graduate program. Cr 3.

HCE 502 The Family: Implications for Educators

This course reviews selected topics in the area of family life. The course will provide a multi-disciplinary overview of major theories of family behavior, precursors to marital and family life, and the variability of family life across the life span. Consideration will be given to such issues as parenting styles, sibling relationships, effects of divorce, single-parent families, blended families, family violence, and substance use, abuse, and dependence within the family. Cr 3.

HCE 507 Spirituality and Religion in Counseling

This course will address, in an ecumenical and inclusive format, the growing renaissance in the psychotherapeutic community and in the larger American society of the integration of spirituality and religious values. Various aspects of spirituality and religion will be explored as they relate to the counseling process. The course will seek to increase the awareness of counselors to potential areas of client concern, including spiritual journeys, early religious training, search for meaning, personal relationship with the Divine, and death and bereavement. Participants will explore various religious and spiritual practices, including, but not limited to, Islam, Buddhism, Native American, Hinduism, Christianity, and Judaism. Cr 3.

The Action Learning Center

Assistant Dean for Finance and Administration: Robin Day; Program Manager: Laura O'Neill

The Action Learning Center (ALC) provides an experiential education opportunity targeting middle and high school students, college students, teachers, administrators, business and industry management and personnel, and nonprofit agency groups of all ages. Programs are conducted both in a University indoor setting, as well as at an outdoor learning course located in coastal Freeport, adjacent to the USM Stone House conference facility. Programs are facilitated by skilled and trained professionals with expertise in adventure-based education. The focus of the ALC is to offer outdoor activities designed to expand the physical, intellectual, social, and emotional resources of the participants. Activities emphasize problem-solving and decision-making skills, self-confidence building, interpersonal skills, team building strategies, and leadership development training. An undergraduate-level course sequence is offered in conjunction with the Teacher Education program and the Professional Development Center. For more information visit the Action Learning Center Web site at www.usm.maine.edu/alc or call (207) 780-5659, or visit the office in 117 Bailey Hall on the Gorham campus.

Professional Development Center

Director: George Lyons

The Professional Development Center (PDC) is the in-service agent of the College of Education and Human Development. Its mission is to provide sustained, high-quality professional development that enables K-12 educators and human resource professionals to continue learning throughout their careers.

The PDC works collaboratively with College departments, programs, and other centers to complement their outreach missions; the Maine Department of Education to provide resources for teacher re-certification and endorsement; K-12 schools to design and deliver professional development tailored to school districts' specific needs; human resource organizations to offer professional development opportunities for counselors, school psychologists, and adult educators; and nonprofit organizations and professional associations.

The PDC develops, implements, and administers credit and noncredit courses, workshops, and conferences to supplement and expand professional development opportunities.

To learn more about services provided, visit the Web site at www.usm.maine.edu/pdc or call (207) 780-5326, or visit the office in 119 Bailey Hall on the Gorham campus.

Southern Maine Partnership

Co-Executive Directors: Lynne Miller, David Ruff

The Southern Maine Partnership (SMP) is a school-university collaboration in support of student learners. The Partnership has grown from a group of 6 school districts to a membership of 36 school districts, 2 private schools, and USM.

The Southern Maine Partnership strives to support the development of schools that fulfill the promise of public education through promoting equity for all learners. The Partnership has national ties as well as serves as a regional center of the Coalition of Essential Schools (CES) and is a member of the National Education Association (NEA).

Current work centers on issues of equity, rigor, and personalization in classrooms, schools, and communities. Through networking, applied assistance, and research and dissemination, the SMP assists schools in fulfilling the promise of public education: to educate all students well and to prepare them for futures of promise. It also works actively with faculty and staff at USM to make college more accessible to students and to connect secondary and post-secondary education. For more information visit www.usm.maine.edu/smp or call (207) 780-5499, or visit the office at 128 School Street on the Gorham campus.

Upward Bound at USM

Director: David Agan, Upward Bound-Classic

Director: Johannah Burdin, Upward Bound, Sanford-Biddeford Project

Upward Bound at USM assists eligible low-income students to succeed in high school and to prepare to become first-generation college graduates. Funded through the U.S. Department of Education's TRIO program, Upward bound provides weekly academic and college counseling at participating schools, college campus visits, and help with college applications and financial aid during the school year. During the summer, a 6-week summer residential component on USM's Gorham campus includes academic classes, paid internships, career and college exploration, community service, recreation, and cultural enrichment. Upward Bound includes two projects: 1) Sanford-Biddeford serves 50 students at Biddeford and Sanford High Schools, and 2) Classic serves 56 students at Bonny Eagle, Massabesic, Portland, and Sacopee Valley High Schools. For more information visit www.usm.maine.edu/upwardbound or call (207) 780-5203, or visit the office at 134 School Street on the Gorham campus.

School of Business

Interim Dean: John Voyer

Associate Dean for Academic and Student Affairs: Jean E. Gutmann; *Assistant Dean for Constituent Relations and Director of Development:* Michael Donahue; *Coordinators of Student Affairs/Academic Counselors:* Sharon L. Bannon, Melissa L. Burns; *MBA Director:* Alice B. Cash; *Internship Coordinator:* Dean A. Murphy

Mission Statement

We prepare and inspire current and future leaders, and stimulate economic growth by providing quality learning opportunities, valuable research, and professional service, all in partnership with the business community.

Accreditation

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

Programs

The School of Business offers a number of programs to meet student needs. Undergraduate programs lead to a bachelor of science degree in accounting and finance (with concentrations in accounting or finance) or business administration (with concentrations in marketing and/or management information systems). The School also provides graduate programs leading to the degree of master of business administration or the master of science in accounting (see graduate catalog for information).

The primary objective of the undergraduate programs is to develop the student's abilities to assume the responsibilities of general and financial management, and to cope successfully with the changing problems of managers in the years ahead. The programs are implemented in three phases. First, the student acquires broad training in the arts and sciences as a foundation for the study of business. Second, the student pursues a program of study designed to provide an understanding of the major functional areas common to business operations. Third, the student acquires a deeper knowledge of the selected major, either accounting and finance or business administration.

Internship Program

Students are encouraged to participate in an internship to experience on-the-job learning. Employment in a professional setting provides opportunities to apply classroom learning, develop work-related skills, and explore careers. Credit may be received for paid or non-paid positions with new employees, or for new responsibilities with current employers. Credit is not granted for past work experience. Students obtain internship positions by contacting the School of Business internship coordinator, or by contacting employers to develop positions. Students are also welcome to discuss internship availability with faculty members and program chairs. An intern must work a minimum of 140 hours on-site and be advised by a faculty sponsor during the internship. Under the supervision of his or her faculty sponsor, the student must prepare a written learning contract that contains a job description, the student's learning goals, self-directed learning activities, and an evaluation process. Grading is pass/fail. Refer to the course descriptions for ACC 395, ACC 396, BUS 395, BUS 396, FIN 395, and FIN 396, for prerequisites and restrictions. For further information, contact the School of Business Internship Office at 780-4020.

School Policies

To ensure that students graduate with a current understanding of their field, Departmental approval is needed to use upper-level School of Business courses, or their transfer equivalents taken more than 10 years before the awarding of the degree, to fulfill requirements for the major.

Any School of Business major or minor who has enrolled in an ABU, ACC, FIN or BUS course more than twice must, before continuing in that course, complete and have approved by the Department chair, a course condition form (available from the School of Business academic advisors). Failure to do so may result in course credit disqualification.

300-Level Course Policy

Students who are not baccalaureate candidates within the School may be allowed to enroll in 300-level or higher courses on a space-available basis according to the following priorities:

1. They have declared a major which requires the course in its curriculum.
2. They have been admitted to a School of Business minor.
3. They are admitted to the University as degree candidates.
4. They are non-degree students (with approval of the chair).

Validation of Upper-Division School of Business Course Requirements

School of Business courses numbered 300 or higher are typically taken only by juniors and seniors. If a 300-level or higher business, finance, or accounting course, or transfer equivalent, is taken before junior standing, it must be validated or repeated after junior standing. (The only exception is for BUS 340, for which equivalency will be considered for courses taken at the sophomore level.) A comparable rule applies when transfer credit is given in an introductory marketing course taken before sophomore standing. When courses are repeated, credit for the original course does not count toward the 120 credits needed for graduation. Validation options include:

1. BUS 260 Marketing may be validated by 1) obtaining a passing score on the CLEP subject exam Introductory Marketing or 2) earning a C (2.0) or higher in BUS 361 International Marketing, BUS 362 Market Opportunity Analysis, BUS 363 Advertising, BUS 364 Professional Selling, BUS 365 Consumer Behavior, BUS 366 Retail Management, BUS 367 Managerial Marketing, or other approved marketing electives.
2. BUS 340 Managing Organizational Behavior may be validated by obtaining a passing score on the Dantes Organizational Behavior Subject Exam.
3. BUS 380 Advanced Legal Issues in Business may be validated by obtaining a passing score on the CLEP subject exam Intro to Advanced Legal Issues in Business I.
4. ACC 301 Financial Reporting I may be validated by earning a grade of C+ (2.33) or higher in ACC 302 Financial Reporting II.
5. FIN 320 Basic Financial Management may be validated by earning a grade of C+ (2.33) or higher in FIN 330 International Finance.

Other 300-level or 400-level courses in the School of Business cannot be validated at this time.

3-2 Programs

The master of business administration (MBA) and the master of science in accounting (MSA) allow interested and qualified students to complete a bachelor's degree and an MBA or MSA in five years depending on the undergraduate major. (Degree requirements for some majors necessitate a longer completion time.) Generally, students in the 3-2 program focus on their bachelor's degree requirements during their first three years, a mix of bachelor's and foundation requirements in the fourth year, and MBA or MSA requirements in the fifth year. Each degree is awarded once the specific degree requirements are successfully met.

Admission Requirements

Students may enroll in the 3-2 program directly, or any time after the end of their first semester of undergraduate studies. Students entering directly need an SAT combined score of 1200 or higher. Students currently enrolled in a baccalaureate degree program may enter the 3-2 program by meeting the regular MBA or MSA admission criteria of a formula score of 1100 or higher with a minimum GMAT score of 500. (The formula is: undergraduate grade point average x 200, plus the GMAT total score.) Students in the 3-2 program will be required to attain a grade point average of 3.0 or higher after 90 credit hours of undergraduate coursework to remain in good standing and be allowed to continue in the program.

Enrollment in MBA- and MSA-level courses

In either admission path, students may not enroll in MBA- or MSA-level courses until after they have accumulated 90 credit hours of undergraduate coursework.

The MBA 3-2 program for majors outside the School of Business:

USM undergraduate core	34 credit hours
Undergraduate major and electives	As determined by the major
*MBA foundation requirements	24 credit hours
*MBA core and electives	<u>33 credit hours</u>
Total: 153+ credit hours	(undergraduate and graduate)

The MBA 3-2 program for accounting and business administration majors:

USM undergraduate core	34 credit hours
Undergraduate major and electives	As determined by the major
*MBA foundation requirements	Fulfilled by undergraduate major requirements
*MBA core and electives	<u>33 credit hours</u>
Total: 153+ credit hours	(undergraduate and graduate)

The MSA 3-2 program for majors outside the School of Business:

USM undergraduate core	34 credit hours
Undergraduate major and electives	As determined by the major
*MSA common body of knowledge and accounting foundation requirements	27 credit hours
*MSA requirements and electives	<u>30 credit hours</u>
Total: 150+ credit hours	(undergraduate and graduate)

The MSA 3-2 program for business administration majors

USM undergraduate core	34 credit hours
Undergraduate major and electives	As determined by the major
*MSA common body of knowledge	Fulfilled by undergraduate major requirements
*Accounting foundation	9 credit hours
*MSA requirements and electives	<u>30 credit hours</u>
Total: 150+ credit hours	(undergraduate and graduate)

The MSA 3-2 program for accounting majors

USM undergraduate core	34 credit hours
Undergraduate major and electives	As determined by the major
*MSA common body of knowledge and accounting foundation requirements	Fulfilled by undergraduate major requirements
*MSA requirements and electives	<u>30 credit hours</u>
Total: 150+ credit hours	(undergraduate and graduate)

*Please refer to the USM graduate catalog for MBA foundation, core, and elective courses, and for MSA common body of knowledge, accounting foundation, MSA required and elective courses. Undergraduate accounting or business administration majors admitted to the 3-2 program may be able to accelerate their programs by enrolling in MBA/MSA foundation courses that can fulfill certain undergraduate requirements. Students should see their academic advisor for details.

Accounting and Finance

Chair: Joel Gold, 417 Luther Bonney, Portland

Professors: Gold, Gramlich, Gutmann, Violette; *Associate Professors:* S. Andrews, Sanders, Smoluk, VanderLinden; *Assistant Professors:* Bennett, Daly, Pryor, Shields

Bachelor of Science in Accounting and Finance

Program and Requirements

Students must complete 120 credit hours and all specified requirements to be eligible for the degree. Students must earn a cumulative grade point average of 2.33 or higher in USM courses applied toward the degree. In addition, students must earn a cumulative grade point average of 2.33 in School of Business courses that fulfill foundation and major requirements for the degree, along with a more stringent requirement of 2.50 cumulative grade point average across the five concentration courses. Transfer students should be aware that at least 30 credit hours of business foundation and major requirements, including a minimum of nine hours of the concentration requirements, must be completed at USM.

Students are expected to have junior standing (53 credits completed), have met computer proficiency requirements, and have a minimum grade point average of 2.33 for USM courses applied toward the degree before they begin taking 300-level or higher ACC, FIN, or BUS designated courses.

Students are urged to select courses, as part of fulfillment of the Core curriculum or general electives, that will broaden perspective of culture, globalization, diversity, ethics, and environmental sustainability.

A. Core Curriculum Requirements (25 credits)

Basic Competence

1. English Composition

- a. Basic Composition—C (3 credits)
- b. Writing-intensive—W

2. Skills of Analysis/Philosophy—E (3 credits)

3. Quantitative Decision Making—D

Fulfilled by taking MAT 211D stipulated below (credits counted elsewhere)

Methods of Inquiry/Ways of Knowing

1. Fine Arts (These courses must be selected from different departments.)

- a. Performance-centered arts—F

Fulfilled by taking THE 170F stipulated below (credits counted elsewhere)

- b. History-centered arts—G (3 credits)

2. Humanities

- a. Literature—H (3 credits)

- b. Other Times/Other Cultures—I (3 credits)

3. Social Science—J to exclude ECO and BUS courses (6 credits, selected from different departments)

4. Natural Science—K (4 credits)

B. Requirements for Accounting and Finance Major (70 credits)

Prerequisite Courses and Challenge Exams

Students have the option of taking the prerequisite courses listed below or demonstrating knowledge of the material by taking a challenge exam. These courses, if taken, will count toward general elective credit.

- 1. The prerequisite for MAT 211D Probability may be met by passing MAT 108 College Algebra, or a higher level math course, with a grade of C- (1.67) or higher, or by earning a passing score on the MAT 108 equivalency exam.
- 2. Computer proficiency is a graduation requirement as well as a prerequisite for several courses. Students are expected to demonstrate computer proficiency before enrolling in any 300-level School of Business courses. Computer proficiency is demonstrated by passing ABU 190 Spreadsheets and Problem Solving with a grade of C or higher, or by successfully passing a School of Business computer proficiency exam.
- 3. Students must demonstrate basic computerized accounting proficiencies in order to enroll in ACC 329 Accounting Information Systems. This may be done by passing ACC 223 Accounting Procedures and Systems

with a grade of C or higher, or by passing the General Ledger Software Proficiency Exam.

1. Mathematics (6 credits)
 - a. MAT 211D Probability
 - b. MAT 212 Statistics
2. Communication Skills (3 credits)

THE	170F	Public Speaking (others by permission)
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3. Business Foundation Requirements for Major (27 credits)

ECO	101J	Introduction to Macroeconomics
ECO	102J	Introduction to Microeconomics
BUS	101	Getting Down to Business
BUS	245	Information Technology/MIS
BUS	260	Marketing
BUS	280	Legal Environment of Business
BUS	340	Managing Organizational Behavior
BUS	375	Production/Operations Management

Select one of the following:

BUS	450	Business Policy and Strategy
BUS	485	Managing the Growing Entrepreneurial Venture
4. Accounting and Finance Requirements for Major (34 credits)

ACC	105	Introduction to the Accounting and Finance Profession (1 credit)
ACC	110	Financial Accounting Information for Decision Making
ACC	211	Managerial Accounting Information for Decision Making
ACC	301	Financial Reporting I
FIN	320	Basic Financial Management
FIN	321	Personal Financial Planning
FIN	330	International Financial Management

There are two possible concentrations available to accounting/finance majors. Students must choose one. At least nine credit hours of concentration courses must be taken at USM. Any transfer course accepted for equivalency must have a minimum grade of C (2.0) or higher, and will be counted in meeting the minimum overall GPA requirement of 2.50 in the concentration. It is possible for a student to have a double concentration, one in accounting and one in finance. Courses cannot be counted twice when carrying two concentrations.

Concentrations:

Accounting Concentration (15 credit hours)

For those students pursuing a career in public accounting, we recommend taking ACC 410 Auditing and Assurance and ACC 441 International and Advanced Accounting Topics. For those students pursuing a career in industry, we recommend taking ACC 405 Cost Management Systems and ACC 416 Governmental and Nonprofit Accounting.

ACC	302	Financial Reporting II
ACC	329	Accounting Information Systems
ACC	413	Concepts and Strategies of Taxation
ACC	300/400	Elective
ACC	300/400	Elective

Finance Concentration (15 credit hours)

The finance concentration prepares students for careers in corporate finance, banking, investments, financial planning, and related fields. Students learn a blend of theoretical and practical concepts and apply this knowledge to the real world. The program develops analytical and critical thinking skills that will aid students throughout their careers.

FIN	327	Investment Management
FIN	332	Corporate Finance
FIN	427	Advanced Investment Management

Select any two from the following:

FIN	395	Finance Internship I
FIN	396	Finance Internship II
FIN	499	Special Topics in Finance
ECO	310	Money and Banking
ACC	302	Financial Reporting II
ACC	413	Concepts and Strategies of Taxation

C. General Electives (25 credits)

Only six additional credit hours of general electives may be taken in ACC, BUS, ABU, or FIN.

Minor in Accounting

The minor in accounting is designed primarily to permit undergraduate majors from outside the School of Business, as well as business administration majors, to develop a better understanding of accounting and its role in business decision making, and/or to explore the possibility of study for a career in accounting or related fields.

Students wishing to pursue the minor must obtain a copy of the Authorization for Accounting Minor form from the School of Business, complete and return it to the School of Business advisor, signed by the student's current advisor for his or her major. An overall GPA of 2.33 is required at the time of application.

Accounting minors need a 2.33 cumulative grade point average in the five courses taken in the minor. A student may transfer to the minor up to six credit hours of comparable accounting courses, with grades of C (2.00) or better, from accredited institutions.

The minor in accounting is 15 credit hours, normally consisting of the following courses:

ACC	110	Financial Accounting Information for Decision Making (3 credits)
ACC	211	Managerial Accounting Information for Decision Making (3 credits)

And nine credit hours chosen from the following (all courses 3 credit hours unless noted otherwise):

ACC	105	Introduction to the Accounting and Finance Profession (1 credit)
ACC	301	Financial Reporting I
ACC	302	Financial Reporting II
ACC	315	Internal Auditing
ACC	329	Accounting Information Systems
ACC	395	Internship I
ACC	405	Cost Management Systems
ACC	406	Advanced Managerial Accounting
ACC	413	Concepts and Strategies of Taxation
ACC	416	Governmental and Nonprofit Accounting
ACC	499	Special Topics in Accounting

Students considering a future MSA are advised to take ACC 301, ACC 302, and ACC 329.

Certain accounting courses are offered only once a year. Students should inquire about these when developing their academic program.

ACC 105 Introduction to the Accounting and Finance Profession

This course provides an introduction to the accounting and finance profession. The course will explore career opportunities available and examine the skills necessary for success in accounting and finance. Certifications such as the CPA, CMA, and CFA will be discussed, and the advantages of membership and participation in professional organizations will

be explored. Undergraduate and graduate educational options will also be discussed. Dialogue will occur with various members of the professional accounting and finance community representing a range of experience levels and a diversity of accounting careers. Pass/fail. Cr 1.

ACC 110 Financial Accounting Information for Decision Making

This course is designed to help students appreciate the role of accountants in providing information helpful to decisions of investors, creditors, government regulators, and others, and how that informa-

tion can be used. Emphasis is on understanding the meaning and value of the balance sheet, income statement, and statement of cash flows. The role of the auditor, internal controls, and ethical issues are examined. The annual report is used to explore how corporations apply accounting principles in presentations to the public. Prerequisites: minimum of 12 earned credit hours and evidence of successfully meeting the University's writing and mathematics proficiency requirements. Cr 3.

ACC 211 Managerial Accounting Information for Decision Making

This course will assist in identifying which information is relevant for managers in making short- and long-term decisions. There will be a focus on the appropriateness and form of reports that can be constructed for management use, and the ethical issues underlying their development. The fundamentals of cost calculation for products or services, cost behavior as activity changes, the use of present and future values, and budgeting are explored in the context of managerial decisions. The partnership relationship of manager and accountant is examined in great detail. Prerequisites: ACC 110, computer proficiency, and sophomore standing. Cr 3.

ACC 301 Financial Reporting I

An examination of the conceptual framework, the primary financial statements, and the methods and rationale for recording and reporting assets. Emphasis is on the effect of present and potential economic events on the financial statements. The course discusses the advantages, limitations and deficiencies associated with generally accepted principles in connection with presenting decision useful information. Prerequisites: ACC 105 (or concurrent), ACC 110, and junior standing. ACC 105 is waived for MSA students and non-accounting and finance degree candidates. Cr 3.

ACC 302 Financial Reporting II

An examination of the methods and rationale for recording liabilities and equity. The course also examines the statement of cash flows. Emphasis is on the effect of present and potential economic events on the primary financial statements. The course discusses the advantages, limitations, and deficiencies associated with generally accepted principles in connection with presenting decision-useful information. Prerequisites: ACC 301 and junior standing. Cr 3.

ACC 315 Internal Auditing

This course focuses on the study of the nature of internal auditing, professional standards, organizational controls, operational auditing, and internal audit reporting. Students will explore the philosophy behind, and the methods needed to evaluate adherence to company policies and the strength of internal controls. The partnership relationship with the external auditor will also be evaluated. Prerequisite: ACC 211 and junior standing. Cr 3.

ACC 329 Accounting Information Systems

This course provides the theory and tools needed to select, use, set up internal controls in, and obtain information from accounting systems. Business activities performed in the expenditure, production, and revenue cycles are discussed along with the documents, reporting needs, and controls relevant to each cycle. Significant emphasis is placed on accounting systems, the effect of errors on financial information, the controls needed to prevent and detect errors in accounting information systems, and the correction of system errors. Simple, integrated G/L software such as typically used in small businesses is used to apply accounting system concepts. Using financial accounting systems to obtain information for internal management needs (including standard cost accounting entries and design of charts of accounts to meet product costing information needs) is also covered. Microsoft Access software is introduced as a database technology tool to supplement the functionality of small business accounting software programs. Prerequisites: ACC 211, ACC 223 or GL software proficiency, BUS 245, and ACC 301 (prerequisite or concurrent). Cr 3.

ACC 395 Internship I

The first internship course in accounting is described in the general School of Business catalog text. Prerequisites: junior standing, 2.5 GPA or higher, and permission of a School of Business advisor and instructor. Enrollment is normally limited to accounting and finance majors or minors who have not completed degree requirements. Pass/fail. Cr 3.

ACC 396 Internship II

This is the second internship course in accounting. Prerequisites: 2.5 GPA or higher, and permission of a School of Business advisor and instructor. May petition Department to take concurrently with ACC 395. Enrollment is normally limited to accounting and finance majors who have not completed degree requirements. Credits from this course count as general electives only. Pass/fail. Cr 3.

ACC 405 Cost Management Systems

This course is designed to explore how cost management systems can be used to support competitive strategy in global markets. This is accomplished by providing an understanding of the underlying and fundamental concepts in cost accounting. Group activities and writing are an integral part of this course. Prerequisites: ACC 211 (or accounting cycle proficiency) and junior standing. Cr 3.

ACC 406 Advanced Managerial Accounting

This course will cover current topics in managerial accounting. Examples include the design and implications of management control systems for performance measurement and compensation; the design and implications of balanced scorecards; the role of budget and budgeting in organizations; the design and implications of activity-based costing systems; customer profitability analysis; and the

role of the controller and the CFO. Prerequisites: ACC 405 and junior standing. Cr 3.

ACC 410 Auditing and Assurance

This course examines the public accounting profession, auditing standards, and professional ethics. The course explores the process by which an auditor forms an opinion as to the "fairness of presentation" of financial statements, giving an overview of audit evidence and audit evidence accumulation methodology. The course exposes students both to the demand for and supply of the profession's flagship service, financial statement audits, and to the nature of the value-added assurance and attestation services decision makers demand in the information age. The course illustrates with real companies, links class discussion and assignments to student skills, and encourages unstructured problem solving. This course provides an opportunity for students to study auditing concepts and theory at an advanced level by examining a number of issues, with extensive reading from the auditing research literature, in addition to the textbook material. Prerequisites: ACC 302 and senior standing. Cr 3.

ACC 413 Concepts and Strategies of Taxation

This course provides a conceptual understanding of the federal tax system, and its impact on individuals, corporations, and partnerships. The primary emphasis is on fundamental income tax concepts and principles, with an overview of other taxes. Detailed technical coverage and return preparation are minimized. The economic, political, social, and judicial reasoning underlying tax provisions are explored. Tax issues and changes under current consideration at the national, state, local and international levels are discussed. Basic research skills and methodology are introduced. Prerequisites: ACC 110, ECO 101J, and junior standing. Cr 3.

ACC 416 Governmental and Nonprofit Accounting

An analysis of the environment and characteristics of government and nonprofit organizations, with an in-depth study of the basic concepts and standards of financial reporting for such entities. Financial management and accountability considerations specific to government and nonprofit organizations are emphasized. Prerequisites: ACC 301 and junior standing. Cr 3.

ACC 433 Advanced Taxation

This course provides an overview of the federal tax treatment of various entities including corporations, partnerships, tax-exempt organizations, trusts, and estates. The course will also examine the tax treatment of transactions between the entity and its owners including distributions and changes in ownership. An overview of estate and gift taxation will be provided. Limited international applications and advanced individual income tax issues will be developed and applied. The course will also address the ethical responsibilities of tax practice. Prerequisite: ACC 413 or ACC 633. Cr 3.

ACC 441 International and Advanced Accounting Topics

The first part of the course explores a variety of advanced accounting topics such as the theoretical and practical concepts of direct asset acquisitions, the basics of preparing consolidated income statements and balance sheets, and the entire life cycle of a partnership, including profit and loss agreements. The second part of the course involves the exploration of the international accounting environment, including an understanding of the influences of political, legal, and financial factors involved and discussion of re-measurement and translation of a foreign entity's financial statements into U.S. currency. Prerequisites: ACC 301 and junior standing. Cr 3.

ACC 490 Independent Study in Accounting

Selected topics in the various areas of accounting, auditing, and income taxes may be studied and researched on an independent basis. Enrollment is normally limited to accounting and finance degree candidates. Prerequisites: permission of instructor and program chair and senior standing. Cr 1-3.

ACC 499 Special Topics in Accounting

Prerequisites vary by topic. Cr 1-3.

FIN 190 Personal Finance

In dealing with the problems of managing personal finances, primary emphasis is placed on methods of measuring and evaluating expenditures to assure optimal benefit from the income. The course includes an overview of typical occupations and incomes, education planning, credit and borrowing, risk management through the purchase of insurance, income taxes, goal setting, and asset accumulation and distribution. The coursework will utilize a standard personal finance textbook with mini-cases and problems. The orientation of this course is toward family financial matters. When taken by business or accounting majors, this course will give general elective credit. Cr 3.

FIN 320 Basic Financial Management

This course is a balanced introduction to the theory and practice of financial management. It prepares students to make basic financial decisions and understand the decisions of others. Topics include time value of money, capital markets, risk and return, stock and bond valuation, capital budgeting, capital structure, and working capital management. Prerequisites: computer proficiency, ACC 211 (or concurrent), ECO 101J, ECO 102J (or concurrent), MAT 212 (or concurrent), and junior standing. Cr 3.

FIN 321 Personal Financial Planning

This course begins to prepare students for a career as a professional financial planner by providing fundamental concepts and principles of personal financial planning, applied with a quantifiable approach to achieving client objectives. Topics include general principles of financial planning, the changing nature of the financial services environment, code of

ethics and professional responsibility, credit and debt management, budgeting, personal taxes, employee benefit planning, goal attainment, investment planning, risk management through the purchase of insurance, retirement planning, and estate planning. The course will include casework and current financial planning problem scenarios. Prerequisites: FIN 320 and junior standing. Cr 3.

FIN 327 Investment Management

Introduction to the securities markets, investment media, and strategies for managing individual and institutional investment portfolios. Special attention is directed to the risk and rate-of-return aspects of corporate stocks and bonds, government bonds, options, futures, and mutual funds. Prerequisites: FIN 320 and junior standing. Cr 3.

FIN 328 Financial Institutions and Markets

A comprehensive survey of the structure of the financial markets and the role of bank and nonbank financial institutions in the financial system. Topics address the financial markets as allocators of funds and distributors of risks, asset choices of financial institutions, and contemporary issues facing financial institution managers. Prerequisites: FIN 320 and junior standing. Cr 3.

FIN 330 International Financial Management

This course focuses upon financial management of the multinational corporation with assets domiciled abroad. The financial dimensions of multinationals require extensive knowledge of how to manage foreign exchange-denominated assets and liabilities and how to borrow money and issue stock in foreign countries. Thus, a basic overview of foreign exchange theory, balance of payments adjustment mechanisms, and international trade theory is provided. Other topics include: international import and export financing, international working capital management, multinational capital budgeting, and international cost of capital. Prerequisites: FIN 320 and junior standing. Cr 3.

FIN 332 Corporate Finance

This course focuses on long-term real asset valuation and applied managerial decision making. Students develop a more thorough understanding of strategic and tactical investment proposals and of the integration of valuation and corporate strategy. Topics: traditional capital budgeting, capital structure, required rates of return, firm (division) valua-

tion for the purpose of acquisition or divestiture, and real options. Prerequisites: FIN 320, ACC 301 (or concurrent), and junior standing. Cr 3.

FIN 395 Internship I

The first internship course in finance is described in the general School of Business catalog text. Prerequisites: junior standing, 2.5 GPA or higher, and permission of a School of Business advisor and instructor. Enrollment is normally limited to accounting and finance majors or minors who have not completed degree requirements. Pass/fail. Cr 3.

FIN 396 Internship II

This is the second internship course in finance. Prerequisites: 2.5 GPA or higher, and permission of a School of Business advisor and instructor. May petition Department to take concurrently with FIN 395. Enrollment is normally limited to accounting and finance majors who have not completed degree requirements. Pass/fail. Cr 3.

FIN 427 Advanced Investment Management

This course is an extension of BUS 327. Emphasis is placed on the analysis of risk and return. Topics to be covered are security valuation for stocks and bonds, asset pricing models, portfolio theory and evaluation, derivative instruments for hedging, and technical analysis. A portfolio simulation game is employed. Prerequisites: FIN 327 and senior standing. Cr 3.

FIN 432 Advanced Corporate Finance

This course covers special topics in corporate finance primarily through the use of cases. Topics may include real options, mergers and acquisitions, divestitures, leverage, dividend theory, financial distress, cash management, credit management, specific issues in capital budgeting, and financial statement analysis. Prerequisites: FIN 332, ACC 301, ACC 302 (or concurrent) and senior standing. Cr 3.

FIN 490 Independent Study in Finance

Selected topics in the various areas of finance may be studied and researched on an independent basis. Enrollment is normally limited to accounting and finance degree candidates. Prerequisites: permission of instructor and program chair and senior standing. Cr 1-3.

FIN 499 Special Topics in Finance

Prerequisites vary by topic. Cr 1-3.

Business Administration

Department Chair: Jeanne Munger, 222 Luther Bonney Hall, Portland

Professors: B. Andrews, Artz, Houlihan, Voyer; *Associate Professors:* Aiello, Grover, Jensen, MacDonald, Manny, Munger, Phillips, Purdy, Westfall; *Assistant*

Professors: Chinn, Heiser, Suleiman

Bachelor of Science in Business Administration

Programs and Requirements

To be eligible for the degree, a student must complete 120 credit hours and all degree requirements. Students must earn a grade point average of 2.33 or higher in USM courses as well as in 300-level or higher School of Business courses.

Students are expected to have junior standing (53 credits completed), have met computer proficiency requirements, and have a minimum grade point average of 2.33 for USM courses before they begin taking 300-level or higher ACC, BUS, or FIN designated courses.

Of the 120 credits required for the degree, a minimum of 60 credits must be taken outside the disciplines of accounting, business, finance, or economics. A minimum of 50 percent of all the business courses (BUS/ACC/FIN) used to fulfill major requirements must be taken at USM.

A. Core Curriculum Requirements (31 credits)

Basic Competence

1. English Composition
 - a. Basic Composition—C (3 credits)
 - b. Writing-intensive—W
2. Skills of Analysis/Philosophy—E (3 credits)
3. Quantitative Decision Making—D

May be fulfilled by taking MAT 211D stipulated below.

Methods of Inquiry/Ways of Knowing

1. Fine Arts (These courses must be selected from different departments.)
 - a. Performance-centered arts—F (3 credits)
May be fulfilled by taking THE 170F stipulated below.
 - b. History-centered arts—G (3 credits)
2. Humanities
 - a. Literature—H (3 credits)
 - b. Other Times/Other Cultures—I (3 credits)
3. Social Science—J (to exclude ECO and BUS courses) (6 credits, selected from different departments)
4. Natural Science—K (4 credits)

B. Requirements for Business Administration (57 credits)

1. Mathematics (6 credits)

MAT	211D	Probability
MAT	212	Statistics

2. Communication Skills (6 credits, counted elsewhere)

Select from the following communication courses (other courses by permission):

THE	170F	Public Speaking
THE	372	Speaking to the Camera
THE	373	Effective Public and Workplace Presentations

Select a second communication course from the above list or select three credit hours from the following workplace communication courses (others by permission):

BUS	364	Professional Selling
ENG	103	Modular Approaches to Writing
ENG	203	Topics in Writing: Academic Writing in the Major
COM	130J	Interpersonal Communication
COM	250	Business and Professional Communication
SBS/LOS	301	Group Dynamics
SBS/LOS	302	Interpersonal Behavior

3. Foundation Courses in Business (18 credits)

ACC	110	Financial Accounting Information for Decision Making
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ACC	211	Managerial Accounting Information for Decision Making
BUS	101	Getting Down to Business
BUS	280	Legal Environment of Business
ECO	101J	Introduction to Macroeconomics
ECO	102J	Introduction to Microeconomics

Computer Proficiency (see below)

Select one course that broadens perspective of culture, globalization, diversity, ethics, or environmental sustainability. (Credits are counted elsewhere.) A complete list of approved courses is available from a School of Business advisor. Options include BUS 165J, BUS 365, a second international business class (BUS 335, 361, or 382), and a variety of non-business courses (ANT 101J, 213; COR 122I, 126J, 150I, 156I, COR 161J, COR 162I; ESP 101K; GEO 101J, 103, 211; HTY 152I, 172I, 182I; ESH 341; LOS/SBS 370E; PHI 107E, 212; POS 202; RSP 103I; SOC 210E/W).

4. Major Field (33 credits)

BUS	245	Information Technology/Management Information Systems
BUS	260	Marketing
BUS	340	Managing Organizational Behavior
BUS	375	Production/Operations Management
FIN	320	Basic Financial Management

Select one of the following:

BUS	450	Business Policy and Strategy
BUS	485	Managing the Growing Entrepreneurial Venture

Select one of the following quantitative analysis courses:

BUS	369	Marketing Research
BUS	370	Management Science
FIN	327	Investment Management
FIN	330	International Financial Management
FIN	332	Corporate Finance

Select one of the following international courses:

BUS	335	International Business
BUS	361	International Marketing
BUS	382	International Business Law
ECO	370	International Economics
FIN	330	International Financial Management

Nine credits must be taken from 300-level or above BUS, ACC, or FIN electives, or ECO 310.

C. General Electives (32 credits)

A maximum of 15 general elective credits may be taken in accounting, business, economics, or finance. The maximum increases by three credits if FIN 330 fulfills both the international and quantitative analysis requirements. The maximum decreases by three credits if both ECO 310 and ECO 370 count toward major requirements. If neither course is used, three extra credits of economics may be taken. Courses used to fulfill the communication skills and broadened perspective requirements count as general electives unless they also fulfill another degree requirement.

Prerequisite Courses and Challenge Exams

Students have the option of taking the prerequisite courses listed below or demonstrating knowledge of the material by taking a challenge exam. These courses, if taken, will count toward general elective credit.

1. The prerequisite for MAT 211D Probability may be met by passing MAT 108 College Algebra, or a higher level math course (excluding MAT 120D), with a grade of C (2.0) or higher, or by earning a passing score on the MAT 108 equivalency exam.
2. Computer proficiency is a graduation requirement as well as a prerequisite for several courses. Students are expected to demonstrate computer proficiency before enrolling in any 300-level School of Business courses. Computer proficiency is demonstrated by passing ABU 190 Spreadsheets and Problem Solving with a grade of C or higher, or by successfully passing a School of Business computer proficiency exam.

Management Information Systems Concentration

The management information systems concentration prepares business majors to be well-informed decision makers and knowledge workers. Students will be prepared for both technical and managerial positions in information technology services and networking systems. With additional coursework, students will also be prepared for careers in Web-based media development. The MIS concentration provides students with “hands-on” experience and develops their analytical and critical thinking skills.

Students who wish to pursue the concentration must complete a declaration form available at the School of Business. Business administration majors with 12 or more credits at USM, an overall GPA of 2.33 or higher, and demonstrated computer proficiency are eligible to declare the concentration. At least nine credit hours (and at least six 300-level BUS credit hours) of required concentration courses must be taken at USM. A minimum GPA of 2.5 across the five concentration courses is required. All transfer courses evaluated for equivalency must have a grade of C (2.0) or higher.

The following courses are required:

BUS	245	Information Technology/Management Information Systems
BUS	353	Business Programming
BUS	354	Database Management Systems
BUS	355	Systems Analysis and Design

At least three credits must be taken from approved technology courses. (The School of Business advisors can provide an up-to-date listing, which will also be provided on the Web site.)

Marketing Concentration

The marketing concentration prepares business administration majors for a wide range of marketing and management careers ranging from client services to new product development and brand management. Separate courses are offered in career areas such as retailing, advertising, and sales, and students are encouraged to take additional coursework to develop skills in Web development and database management. Students acquire a solid grasp of marketing concepts and practices along with a comprehensive understanding of business. Most important, the program fosters the development of professional skills crucial for a successful career.

Students who wish to pursue the concentration must complete a declaration form available at the School office. Business administration majors with 12 or more USM credits and a GPA of at least 2.33 are eligible to declare the concentration. Three or more of the marketing courses in the concentration must be taken at USM. Transfer courses evaluated for equivalency must have a grade of C (2.0) or better. The international requirement in the major must be met with BUS 361, BUS 335, or BUS 382 (international course in marketing, business, or law). Completion of the concentration requires a GPA of at least 2.5 across the five courses in the concentration.

The following courses are required:

BUS	260	Marketing
BUS	365	Consumer Behavior*
BUS	369	Marketing Research

and one of the following:

BUS	362	Market Opportunity Analysis
BUS	367	Marketing Management

Three credits of any 300- or 400-level marketing elective, including BUS 361.

* BUS 365 can be replaced by BUS 165J only if an additional 300- or 400-level, 3-credit hour marketing elective is taken.

Minor in Business Administration

A self-designed minor in business administration (21 credit hours) is available to any baccalaureate student in the University. The requirements for admission to the minor are completion of 23 or more credit hours and a grade point average of 2.33 or higher. A student who wishes to pursue the minor must complete the appropriate form from the School of Business and return it, signed by the advisor for the student's major. Courses eligible for the minor include: ACC 110, ACC 211, BUS 101, BUS 165J, BUS 200, BUS 260, BUS 280, FIN 190, FIN 320, or 300-level or high-

er BUS courses (excluding advanced MIS courses such as BUS 354 and BUS 355). A minimum grade point average of 2.33 in minor courses is required. At least 50 percent of the courses (12 credits) must be completed in the School of Business.

Minor in Management Information Systems

The minor in management information systems prepares non-business majors for careers in information technology services and networking systems. Students acquire "hands-on" experience along with an understanding of information systems. Students who wish to pursue the minor must complete an authorization form available at the School of Business. Admission into the minor requires completion of at least 12 credits, an overall GPA of 2.33 or higher, and computer proficiency. A student may transfer into the minor up to nine credit hours of comparable courses, with grades of C (2.0) or better, from acceptable institutions. At least half of the courses with a 300-level BUS designation must be taken within the School of Business. Students must achieve an overall GPA of 2.33 or higher in the five courses taken in the minor.

The MIS minor normally consists of the following 15 or more credits:

At least six credits must be taken from approved computer programming courses.

BUS	245	Information Technology/Management Information Systems (requires spreadsheet proficiency)
BUS	353	Business Programming
BUS	354	Database Management Systems
BUS	355	Systems Analysis and Design

At least three credits must be taken from approved technology courses. (The School of Business advisors can provide an up-to-date listing, which will also be provided on the Web site.)

ABU 180 Introduction to Computing

A first computer course, it introduces computer technology through an extensive exploration of the Windows operating system, computer hardware, and word processing, using IBM compatible computers. Students will utilize e-mail and the Internet in their learning activities. This course is designed for students who lack substantial computer experience and those whose confidence or understanding of computers is somewhat limited. There is substantial hands-on computing required outside of class. Prerequisites: none. Students who have met the School's computer proficiency requirement, e.g., ABU 190, may not enroll. Cr 3.

ABU 190 Spreadsheets and Problem Solving

An examination of problem-solving techniques using modern computer applications software. Primary focus is on the use of electronic spreadsheets as a problem-solving tool, including proper spreadsheet model design and the use of appropriate graphical representation of model results. Other computer problem-solving software is examined. Interpretation and effective communication of results, both written and oral, are practiced. Prerequisite: MAT 051B or equivalent proficiency and computer literacy. Cr 3.

BUS 101 Getting Down to Business

This course is an integrated, comprehensive overview of the way the average business operates and what it takes to manage one. It introduces students to the basic, interdisciplinary knowledge used

in running a business, such as: finance, marketing, and management. It explores the business cycles of start-up, take-off, maturity, and decline, utilizing speakers, class discussions, and by giving each student an extended opportunity to manage a business in a simulated business environment. This course is required for all School of Business majors and must be taken prior to achieving 9 credits in business courses (not including economics and computers) and 53 credit hours total. It is open to all University students who meet the above credit hour criteria. Students with credit for an introductory business course such as BUS 200 may not enroll. Cr 3.

BUS 165J Consumer Studies

This course explores the dynamics of consumption. Emphasis is placed on cultural, sociological, and psychological forces affecting consumers. Other topics: consumer decision making, materialism in society, marketing, and consumer research. Prerequisites: English 100C or 101C or concurrent. Students with credit for BUS 365 or SBU 165J may not enroll. When taken by baccalaureate accounting or business majors, this course gives general elective credit. Cr 3.

BUS 191 Introduction to Structured Programming

This course is an introduction to modern structured programming. It covers all standard control and logic structures, arrays, functions, subroutines, and data files. Major emphasis is given to an ongoing consideration of problem-solving techniques as they

apply to simple and complex programming situations. This course must be taken concurrently with BUS 192. Prerequisite: ABU 190, computer proficiency, or permission of the instructor. Cr 3.

BUS 192 Structured Programming Laboratory

This course, which must be taken concurrently with BUS 191, provides hands-on programming experience. Students with prior programming experience may seek instructor permission to take BUS 191 without taking BUS 192. Cr 1.

BUS 200 Introduction to Business

This course is designed to introduce the student to the contemporary business environment and the variety of typical activities engaged in by business professionals. It explores how different business functions are integrated in order to accomplish the goals of the business within an increasingly competitive business environment. It is designed for anyone interested in becoming knowledgeable about successful business practices. Students with credit for BUS 101, ABU 100, ABU 105, SBU 100, or SBU 200 may not enroll. This course is intended for non-majors, and is restricted to students with fewer than nine credits in business, finance, and accounting. Business and accounting majors may *not* enroll without the approval of their academic advisor. Prerequisites: none. Cr 3.

BUS 245 Information Technology/Management Information Systems

Surveys information/systems technology for the management of corporate information as a resource. Managerial and technical dimensions of information systems are blended in a framework of information technology. Specific topics will evolve with the field but may include data communications, information systems theory, database concepts, and decision support systems. Prerequisites: computer proficiency and sophomore standing. Cr 3.

BUS 260 Marketing

This course is an introduction to the field of marketing. Topics include marketing strategy for products and services, market segmentation, product issues, pricing, promotion, distribution, consumer behavior, marketing research and information systems, international marketing, and nonprofit marketing. Prerequisite: minimum of 38 earned credit hours. Cr 3.

BUS 280 Legal Environment of Business

This course introduces students to the legal system, consumer law, agency law, administrative law, antitrust law, labor law, equal employment law, environmental law, and other topics. It stresses the social responsibility of business and the legal and ethical framework in which businesses must function. Cr 3.

BUS 303W Career Planning and Development

Students in this course identify and develop career goals and plans while improving their writing skills.

Students engage in activities relating to personal and professional interest profiling, interest and employment inventories, interview preparation, resume construction, job searches, and business writing. Prerequisites: junior standing and ENG 100/101C or equivalent course. Cr 2.

BUS 335 International Business

Introduction to the global economy and the political and cultural environments of international business. Topics include financial, marketing, and human resource issues in international business. Prerequisites: ECO 101J, ECO 102J, and junior standing. Cr 3.

BUS 340 Managing Organizational Behavior

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

BUS 346 Human Resource Management

Analysis of professional practice issues in personnel and human resource management. Students will form in-class enterprises to explore topics including: human resource planning, recruitment, staffing, performance appraisal, compensation and reward system design, training and development, employee rights and safety, labor-management relations, and legal and international dimensions of human resource management. Prerequisite: junior standing. Cr 3.

BUS 353 Business Programming

This course provides an introduction to business application programming. It develops business problem-solving skills through the application of a commonly used high-level business programming language, using the principles and techniques of object-oriented programming. It emphasizes proper formulation and abstraction of the problem domain to build business applications. Topics include object-oriented design, programming logic, documentation, user interfaces, software verification and validation. This is an introductory programming course and no prior programming experience is required. Prerequisite: junior standing. Cr 3.

BUS 354 Database Management Systems

Issues related to planning, design, organization, and administration of databases are covered. Additional topics include: relational database model, structured query language (SQL), entity relationship modeling, normalization, database design, transaction management and concurrency control, distributed systems, object-oriented databases, client/server systems, data warehousing and data mining, data-

bases and the Internet, and database administration. Prerequisites: BUS 245 or BUS 345, and junior standing. Cr 3.

BUS 355 Systems Analysis and Design

This course covers the process of developing information systems. Different methodologies for IS development will be examined, and the use of structured techniques during all phases of IS development will be stressed. Systems modeling, requirements specification, systems design, and implementation will be emphasized in an effort to deliver quality IS that facilitate upgrades, maintenance, and reuse. The use of integrated CASE tools will form a central theme in the course. Prerequisites: BUS 245 or BUS 345, and junior standing. Cr 3.

BUS 361 International Marketing

This course addresses the critical marketing skills required for business survival in today's world economy. It deals with international environments, international marketing management, and links international marketing with a company's overall strategic planning activities. Practical case work is included. Prerequisites: BUS 260 and junior standing. Cr 3.

BUS 362 Market Opportunity Analysis

In this course, student teams evaluate case studies and work with a local business to analyze formally a market opportunity. Areas of analysis include target market identification, industry trends, demand analysis, capacity and fit issues, competitive analysis, and forecasting. Prerequisites: BUS 260 and junior standing. Cr 3.

BUS 363 Advertising

Students will explore the evolution of advertising; forms and medium used and their relationship to the product, the climate, the target market, all within the framework of the marketing concept. Prerequisites: BUS 260 and junior standing. Cr 3.

BUS 364 Professional Selling

This course is designed to equip students with the fundamental understanding of the role of professional selling within all types of organizations with an emphasis on development of communication, relationship building, and presentation skills. The course is interactive/"hands on" and will include: video case studies; role playing; sales presentations; guest lectures; use of PowerPoint; use of sales management software; group presentations; mini lectures; and Internet research. Prerequisites: BUS 260 and junior standing. Cr 3.

BUS 365 Consumer Behavior

This course examines alternative explanations of consumer behavior. Emphasis is placed on cultural, sociological, and psychological influences on consumption. Other topics include consumer decision processes and the way managers use consumer characteristics to segment the market and develop marketing plans. Prerequisites: BUS 260 and junior

standing. Students with credit for BUS 165J or SBU 165J may not enroll. Cr 3.

BUS 366 Retail Management

Students examine the use of merchandise and service to satisfy the needs of targeted consumers in a competitive retail environment. Topics include marketing strategy, merchandising, location, store management, non-store retailing, pricing and financial analysis, organizational structure and human resources, and information systems. Prerequisites: ACC 110, BUS 260 or instructor permission, and junior standing. Cr 3.

BUS 367 Marketing Management

Students gain experience making marketing decisions as members of teams. The emphasis is on applying a management perspective to marketing decision making. Students must integrate knowledge from other functional disciplines into a strategic marketing planning framework. Prerequisites: BUS 260 and junior standing. Cr 3.

BUS 369 Marketing Research

Students learn the benefits of marketing research as a management planning and evaluative tool. Topics include problem formulation, research design, sampling, data collection and analysis, and managerial interpretation of the findings. Major emphasis is on quantitative aspects of the marketing research process. Students gain knowledge of the marketing research process through completion of a marketing research project. Prerequisites: computer proficiency, MAT 211D, MAT 212, BUS 260, and junior standing. Cr 3.

BUS 370 Management Science

This course examines the role, perspective, and commonly used tools of quantitative analysis in business decision making. Emphasis is placed upon developing students' abilities to recognize the need for quantification; formulate business problems quantitatively; select and test computer-based, decision-support system models; collect meaningful data; and interpret the implications of analysis results. Prerequisites: computer proficiency, MAT 211D, MAT 212, and junior standing. Students with credit for BUS 270 or BUS 371 may not enroll. Cr 3.

BUS 375 Production/Operations Management

An examination of the role of operations within manufacturing and service organizations. Emphasis is placed upon recognizing operational opportunities and tradeoffs, and employing quantitative and qualitative tools and decision-support systems to assist strategic and operational decision making. Topics include: quality management, capacity management, process design, facility location, layout, and production planning. Prerequisites: computer proficiency, MAT 212, and junior standing. Cr 3.

BUS 380 Advanced Legal Issues in Business

This course will cover negotiable instruments, con-

tract law, trusts and estates, property law, and other legal topics. This course is intended to provide detailed study of many important legal issues facing businesses. Prerequisite: BUS 280, junior standing, or permission of the instructor. Cr 3.

BUS 382 International Business Law

An examination of legal issues affecting international business transactions. Topics include contracts, sale of goods, letters of credit, regulation of imports and exports, business competition law, protection of intellectual property rights, and ethical issues. Prerequisites: BUS 280 or equivalent, and junior standing. Cr 3.

BUS 385 Entrepreneurship and Venture Formation

This course is about starting a business and about the benefits and costs, both personal and professional, of an entrepreneurial career. Students learn how to establish start-up teams, identify opportunities, and obtain resources. The course involves written self-appraisals, case analyses, team work, and presentations of comprehensive business plans. Prerequisites: ACC 110, ACC 211 or permission, and junior standing. Cr 3.

BUS 395 Internship I

This is the first internship course in business administration. Prerequisites: junior standing, 2.33 GPA or higher, and permission of a School of Business advisor and instructor. Enrollment is limited to baccalaureate School of Business majors who have not completed degree requirements. A maximum of six internship credits may be used toward the degree. Cr 3.

BUS 396 Internship II

This is the second internship course in business administration. Prerequisites: BUS 395, 2.33 GPA or higher, and permission of a School of Business advisor and instructor. Enrollment is limited to baccalaureate School of Business majors who have not

completed degree requirements. A maximum of six internship credits may be used toward the degree. Credits from this course count as general electives only. Cr 3.

BUS 399 Special Topics in Business

Prerequisites vary.

Cr 1-3.

BUS 450 Business Policy and Strategy

An in-depth examination of the strategic management process in large complex organizations. Case study analysis and discussion are used to provide students with opportunities to learn and to apply strategic management theories and concepts. These include competitive analysis, value-chain analysis, generic business strategies, corporate strategy, and global strategy. Prerequisites: BUS 260, BUS 340, FIN 320, and senior standing. Cr 3.

BUS 485 Managing the Growing Entrepreneurial Venture

An interdisciplinary course emphasizing the application of entrepreneurial management concepts and strategies to the growth-oriented small business beyond the start-up stage to eventual maturity and harvest. Topics include venture opportunity analysis, stages of small business growth, making the transition from entrepreneur to entrepreneurial manager, formulating and implementing growth strategies, building an effective organization, marshaling organizational and financial resources for growth, managing under adversity, and managing rapid growth. Prerequisites: BUS 340, BUS 260, FIN 320, and senior standing. Cr 3.

BUS 490 Independent Study

Selected topics in business administration may be studied and researched on an independent basis. Enrollment is normally limited to business administration degree candidates. Prerequisites: junior standing and permission of instructor and Department chair. Cr 1-6.

Master of Business Administration

MBA Program Director: Alice B. Cash

The master of business administration program is designed to prepare students for positions in business and not-for-profit organizations. The program emphasizes the skills needed to inform and guide organizational change, the development of interpersonal skills and written and oral communications skills, an appreciation for the ethical context of professional practice, and acquisition of the analytical and critical thinking tools of general management. Students will have the opportunity to develop cross-functional business solutions to real world problems.

The MBA program is comprised of 27 credit hours of core courses and 6 credit hours of elective courses. In addition, 24 credit hours of foundation courses may be required, depending on a student's previous academic background. Please refer to the graduate catalog for further information.

Master of Science in Accounting

The master of science in accounting program is designed to prepare students to meet the challenges of the rapidly changing accounting profession. The MSA program is suitable for individuals currently working in the profession, and for those desiring to start or return to a career in accounting. The program is appropriate for students from a variety of educational backgrounds including liberal arts and engineering, as well as business and accounting. The MSA program will provide students with a strong conceptual and applied understanding of accounting that integrates technical knowledge with ethical professional judgment.

The MSA program is comprised of 15 credit hours of core courses, 9 to 12 credit hours of accounting elective courses, and 3 to 6 credit hours of non-accounting electives. In addition, up to 27 credit hours of accounting and business foundation courses may be required, depending on a student's previous background. Please refer to the USM graduate catalog for further information.

Center for Business and Economic Research

Director: Bruce H. Andrews

Associate Director and MBI Editor: Charles S. Colgan

Senior Research Associates: Aiello, Andrews, Artz, Barringer, Colgan, Grover, Hillard, Jensen, Sanders, Smoluk, Suleiman, Voyer

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

Supported by both public and private sources, the Center offers applied research and technical assistance services to Economic Development Districts, profit and nonprofit organizations, and individuals. These services include: survey-based research, economic impact analysis, forecasting, strategic planning, program evaluation, statistical/quantitative analysis, simulation modeling, feasibility studies, risk management, market research, financial/economic modeling, and other forms of customized business/economic analysis. The Center also publishes *Maine Business Indicators (MBI)*, a semi-annual newsletter focusing on key business and economic issues facing Maine. CBER has created and now maintains the Maine Comprehensive Economic Development Database, an Internet accessible database system characterizing the labor force in each of the 17 labor market regions covering the entire state of Maine. For additional information, contact the Center for Business and Economic Research, University of Southern Maine, P.O. Box 9300, Portland, ME 04104-9300, (207) 780-4187, www.usm.maine.edu/cber.

Center for Entrepreneurship and Small Business

Director: Valarie C. Lamont

In November 1996 the Board of Trustees of the University of Maine System approved the creation of the Center for Entrepreneurship and Small Business. Housed within the School of Business, the Center is simultaneously developing academic elective courses for undergraduate students and noncredit offerings to serve the needs of start-up and existing businesses statewide. In partnership with the Heart of Maine, the Center sponsors the FastTrac® business development program in Maine. The Center also sponsors participation in the Price-Babson Fellows Program at Babson College and hosts the Student Business Plan Competition. More information can be found on the Center's Web site at www.usm.maine.edu/cesb or by contacting the Center for Entrepreneurship and Small Business Office at the University of Southern Maine, 68 High Street, Portland, ME 04101, (207) 780-5919.

Maine Small Business Development Centers

State Director: John R. Massaua; *Associate State Director:* Alma H. Newell

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

Maine SBDC/SBTDC is a partnership program of the U.S. Small Business Administration (SBA) in association with the SBA/SBDC, Maine Department of Economic and Community Development (Maine DECD), the University of Southern Maine (USM), and leading economic and/or community development hosting organizations, with support from other contractors, allies, and stakeholders. Accredited by the Association of Small Business Development Centers (ASBDC) and administered by USM's School of Business for over 25 years, Maine SBDC/SBTDC operates a network of 11 service centers and 25 outreach offices located conveniently throughout the state.

Maine SBDC/SBTDC's mission is to engage itself and others in development activities that contribute to the improvement of the economic climate for and the success of micro, small, and technology-based businesses in the state of Maine. Its focus is to assist in the creation, growth, and maintenance of viable small businesses and the jobs these businesses provide. Maine SBDC/SBTDC serves those seeking assistance who are willing and able to build, sustain, and/or expand their business. More information about the Maine SBDC/SBTDC can be found at www.mainesbdc.org or by calling (207) 780-4420. Maine SBDC state administrative offices are located at 68 High Street, Portland. Mailing address: P.O. Box 9300, Portland ME 04104-9300.

Institute for Real Estate Research and Education

Director: Valarie C. Lamont

The Institute for Real Estate Research and Education was established to address the statewide education and research needs of the real estate community. The Institute consists of two centers: The Center for Real Estate Education (CREE) provides prelicensing and continuing education courses in real estate, appraisal, banking, and property management. Courses are delivered using a variety of formats, including live classroom, public television, video, computer, Internet, and correspondence courses. Real estate courses can be used for academic credit. The Center for Housing and Land Use was established in 1987 to conduct, disseminate, and promote research related to real estate issues in Maine and nationally. Research activities are undertaken at the local, county, regional, and state levels. Liaison is maintained with other government agencies, public and private associations, and other organizations which have an interest in public policy related to housing and land use. Persons interested in additional information may contact the Institute for Real Estate Research and Education, University of Southern Maine, 68 High St., Portland, ME 04101, (207) 228-8400, <http://cree.usm.maine.edu>.

School of Applied Science, Engineering, and Technology

Dean: John R. Wright, 104 John Mitchell Center, Gorham

Associate Dean: Andrew L. Anderson, 108 John Mitchell Center, Gorham

The School of Applied Science, Engineering, and Technology (ASET) is organized into five academic departments: Applied Medical Sciences, Computer Science, Engineering, Environmental Science, and Technology. Through these departments, the School offers bachelor's degrees, including the B.A. in environmental planning and policy, and the B.S. in computer science, electrical engineering, industrial technology, applied technical education, technology education, applied technical leadership, environmental science, and environmental safety and health. In addition to the B.S. in electrical engineering, the first year of chemical, civil, and mechanical engineering, and engineering physics is available.

The School offers M.S. degrees in computer science and manufacturing management systems. The M.S. degree in applied immunology and molecular biology is offered in collaboration with the Maine Medical Center and the Foundation for Blood Research. The M.S. in industrial education is offered in collaboration with the College of Education and Human Development. Further information regarding the School's graduate programs may be found in the graduate catalog.

The School's degree programs prepare students for productive and rewarding lives and provide knowledge and skills for many careers. Students, faculty, and alumni apply theory and use scientific and mathematical principles and techniques to solve practical problems. The School's academic programs are designed and delivered so that all students who are prepared and motivated can successfully complete them. Graduates have (1) technical competence with both depth and breadth, (2) a wide range of knowledge enabling them to function effectively in the professional world, (3) transferable skills such as reasoning, problem solving, verbal and written communications, teamwork, and leadership, and (4) motivation to continue to learn and grow professionally. Graduates achieve extremely good employment and graduate school placement.

Student Services

ASET is dedicated to supporting students in defining, developing, and achieving personal, academic, and career goals. Services and programs that are provided to meet the needs of ASET students include: academic advising, career counseling, mentoring, referrals, tutoring/tutorials, and career and academic skills workshops. Assistance in locating and securing cooperative education and internships are provided as well as information on various scholarships available to ASET students. For more information, contact the director of student services at (207) 780-5050.

Cooperative Education and Internships

ASET encourages students to participate in cooperative education and internship experiences. Both options integrate classroom learning with meaningful and rewarding work experience in a field related to a student's academic or career goals. Internships are sponsored by individual departments and require an academic advisor; variable credits are awarded. Co-op assignments are paid positions that are typically full time for a semester or six months. For more information, contact the coordinator of cooperative education at (207) 780-5918 or (207) 780-5050.

External Programs

External Programs provides credit, noncredit, and certificate programs to students who are unable to attend classes or programs on campus. Customized programs, including workshops, seminars, and short courses are available on specialized topics as requested by educational, corporate, or industrial organizations to meet their specific objectives. For further information, call (207) 780-5439.

Manufacturing Applications Center (MAC)

The Manufacturing Applications Center (MAC) works with Maine's industries to improve quality and efficiency in production operations. Interactive strategies and assistance are provided on a fee-for-services basis to help companies become more competitive via advanced technologies and world-class manufacturing strategies.

Assistance is provided in: technical training, quality assurance, product testing and analysis, reverse engineering, rapid prototyping production control, project management, CAD/CAM/CIM technologies, lean manufacturing, metrology, plant layout, process analysis and control, push/pull strategies, supply chain management, JIT flow, 5's, and engineering design. For further information, call (207) 780-5313.

General Information

Admission to an undergraduate program in the School of Applied Science, Engineering, and Technology is initiated through the Office of Undergraduate Admission. Candidates for admission must be graduates of an approved secondary school and meet admission requirements indicated in the Admission section of this catalog and the individual departments of the School.

General academic policies will be found in the Academic Policies section of this catalog. Specific policies and requirements are indicated in the sections dealing with the individual departments of the School. All students are reminded that, in addition to meeting departmental requirements for a major, they must also meet the requirements of the University Core curriculum. See the Engineering section of the catalog for Core curriculum requirements for electrical engineering majors.

Department of Computer Science

Professors: Alagic, Welty; *Associate Professors:* Boothe, Briggs, MacLeod; *Assistant Professor:* Fiorini; *Adjunct Faculty:* El-Taha

The Department of Computer Science offers a four-year program leading to a B.S. in computer science. Computer science courses concern the theory and practice of solving problems by computer. More specifically, computer scientists build and analyze tools that allow complex problems to be solved. A component of computer science is the study and use of various programming languages, but computer science consists of much more than programming. The mathematical theory of computer science aids in determining the efficiency and correctness of algorithms and programs. In addition, a computer scientist must understand how computers are built and operate. The systematic application of general methods and computing technology to actual problems is also part of computer science.

The undergraduate degree in computer science prepares students both for careers in the computing profession and for graduate study. Course requirements ensure that students receive instruction in both practical and theoretical aspects of computer science. The B.S. degree in computer science is accredited by the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology.

Programs and Requirements

Bachelor of Science in Computer Science

All students are reminded that, in addition to meeting departmental requirements for a major, they must also meet the University Core curriculum requirements.

The total number of credits for graduation is 120.

Courses used to fulfill major requirements in sections A through F below must be passed with a grade of C– or better. The accumulative grade point average of all courses applied to the major must be at least 2.0.

The specific course requirements are as follows.

A. Computer Science:

COS	160	Structured Problem Solving: Java
COS	161	Algorithms in Programming
COS	170	Structured Programming Laboratory
COS	250	Computer Organization
COS	255	Computer Organization Laboratory
COS	285	Data Structures

- | | | |
|-----|-----|---|
| COS | 350 | Systems Programming |
| COS | 360 | Programming Languages |
| COS | 385 | Design of Computing Algorithms |
| COS | 450 | Operating Systems |
| COS | 499 | Ethical Conduct and Social Responsibility |
- B. Software Design:
- | | | |
|-----|-----|------------------------|
| COS | 365 | Object Oriented Design |
| or | | |
| COS | 372 | Software Engineering |
- C. Completion of four additional COS courses numbered 300 and above, excluding COS 498.
- Graduate courses in the Computer Science Department can be used to fulfill the requirements in section C.
- D. Mathematics requirement
- (1) Completion of:
- | | | |
|-----|------|--|
| MAT | 152D | Calculus A |
| MAT | 153 | Calculus B |
| MAT | 145 | Discrete Mathematics I |
| COS | 280 | Discrete Mathematics II |
| MAT | 380 | Probability and Statistics (MAT 281 and MAT 282 may together substitute for MAT 380) |
- (2) One additional mathematics course from the following courses:
- | | | |
|-----|-----|---|
| MAT | 252 | Calculus C |
| MAT | 292 | Theory of Numbers |
| MAT | 295 | Linear Algebra |
| MAT | 350 | Differential Equations |
| MAT | 352 | Real Analysis |
| MAT | 355 | Complex Analysis |
| MAT | 364 | Numerical Analysis |
| MAT | 366 | Deterministic Models in Operations Research |
| MAT | 370 | Non-Euclidean Geometry |
| MAT | 383 | System Modeling and Simulation |
| MAT | 395 | Abstract Algebra |
| MAT | 460 | Mathematical Modeling |
| MAT | 461 | Stochastic Models in Operations Research |
| MAT | 490 | Topology |
| MAT | 492 | Graph Theory and Combinatorics |
- E. (1) Completion of a two-semester sequence of either
 CHY 113K with CHY 114K and CHY 115 with CHY 116
 or
 PHY 121K with PHY 114K and PHY 123 with PHY 116
 or
 BIO 105K with BIO 106K and BIO 107
- (2) Two additional courses (except introductory courses such as ELE 100) from any of the departments of Engineering, Biological Sciences, Chemistry, Physics, Geosciences, or Environmental Science and Policy, provided that the course is a course in science that can be used for credit toward the degree offered by that respective department. Courses from other departments may also be approved to satisfy this requirement, provided they have a strong emphasis on quantitative measures and the application of the scientific method. For a course with an associated lab to satisfy this requirement, the lab must also be taken. ELE 172 and ELE 271 are excluded because of similarity to COS courses.
- F. Completion of THE 170F.
- G. Successful completion of 30 credit hours in the humanities, arts, or social sciences. Courses in these disciplines that satisfy Core curriculum requirements also satisfy this requirement.

Suggested Schedule

The following schedule of mathematics and computer science courses is typical for the freshman and sophomore years.

First year	<i>Fall</i>	<i>Spring</i>
	COS 160	COS 161
	COS 170	MAT 152D
Second year		
	COS 280	COS 250
	COS 285	COS 255
		MAT 153

Double Majors

Students who opt to pursue a double major with computer science as one of the major fields of study must satisfy all computer science degree requirements. The general requirements for a double major are listed under the heading Double Major in this catalog.

Minor in Computer Science

A minor in computer science may be obtained by successfully completing the following courses with an accumulative grade point average of 2.0 in these courses: COS 160 and COS 170; COS 161; COS 250 and COS 255; COS 285, and two additional COS courses numbered 250 or greater, excluding COS 498 and COS 499.

Course Fees

Course fees to cover the cost of materials and supplies are assessed in some computer science courses.

COS 120E Deductive Logic

This course will teach the formal techniques that allow one to infer valid conclusions from valid premises in ordinary English discourse. These rules of propositional and predicate logic are based solely on the logical form of statements, independent of their content, and can be used to analyze rational arguments in any discipline. English sentences will be translated into a more precise symbolic language that elucidates their structure. Prerequisite: successful completion of the USM mathematics proficiency requirement. Cr 3.

COS 131 Web Programming

In this course students develop actual Web pages and acquire basic skills in Web programming languages such as JavaScript, VBScript, and Active Server Pages. Other topics include: object model, event model, dynamic HTML, Web-enabled databases, and XML. Prerequisite: a programming course or instructor permission. Cr 3.

COS 141 Visual Basic I

Visual Basic is used to introduce students to the fundamental skills of problem solving and programming. The class includes both classroom presentation and instructor-guided laboratory sessions. Small to medium size programming projects are completed. Prerequisite: a working knowledge of the Windows operating system. Cr 3.

COS 142 Visual Basic II

The concepts of COS 141 are extended to present programming in an application development environment. Topics covered in this course include static and dynamic arrays, user defined data types, class modules and dynamic link library development, serial and random access files, database connecti-

ty, advanced Visual Basic controls, ActiveX controls, and Web programming using Active Server Pages. Component Object Modeling (COM) topics will be included. Small to medium size programming projects and a comprehensive final project will be completed. Prerequisite: COS 141 or permission of the instructor. Cr 3.

COS 160 Structured Problem Solving: Java

An introduction to the use of digital computers for problem solving, employing the Java programming language as a vehicle. Content includes elementary control structures and data representation methods provided by Java and the top-down programming methodology. Course requirements include a substantial number of programming projects. This course must be taken concurrently with COS 170. Prerequisite: successful completion of the USM mathematics proficiency requirement. Cr 3.

COS 161 Algorithms in Programming

The development of algorithms and their implementations in a higher-level programming language, with emphasis on proper design principles and advanced programming concepts. Introduction to the performance analysis of algorithms. Course requirements include substantial programming projects. Prerequisites: COS 160, and working knowledge of word processing and Web browsing. Cr 3.

COS 170 Structured Programming Laboratory

Computational experiments will be designed to teach students how to construct reliable software using Java. Topics to be covered include: Windows system, conditional program flow, iteration, procedures and functions, and symbolic debugging. This course must be taken concurrently with COS 160. Cr 1.

COS 211 The C Programming Language

A first course in the C programming language. This course should provide students with fundamental skills of C programming. Small to medium size programming projects will be written. Prerequisite: A previous course in problem solving and programming (e.g., COS 160) or instructor's permission. Cr 3.

COS 212 The UNIX Operating System

Introduction to the UNIX system, system commands, standard editors, shells, and more. Prerequisite: Experience with some computer operating system. Cr 1.

COS 214 C++ for Programmers

Introduces the basics of C++ programming. Covers types, expressions, control structures, functions, and a brief introduction to classes and objects. This course will prepare students for further object-oriented courses. Prerequisite: a previous college-level course in problem solving and programming or instructor's permission. Cr 3.

COS 215 Introduction to C++ for C Programmers

The changes in the syntax and semantics of C that resulted in C++ are presented. C++ will be covered up to and including a brief introduction to classes and objects. This course will prepare students for further object-oriented courses. Prerequisite: a previous course in problem solving and programming in C (e.g., COS 211) or instructor's permission. Cr 1.

COS 230 Programming in COBOL

A study of the programming language used primarily in business. Prerequisite: COS 160 or analogous experience. Cr 3.

COS 241 Java Programming

Students will develop software using the Java programming language. Some work on connecting Java applets to Web pages using HTML will be included. Prerequisite: a previous course in problem solving and programming, or instructor's permission. Cr 3.

COS 246 Programming Topics

Topics to be covered may include programming languages not otherwise offered (e.g., Ada, Smalltalk), different programming methodologies (e.g., object-oriented programming), assembly languages, and other specific areas of programming. Prerequisite: COS 161 or permission of instructor. Cr 3.

COS 250 Computer Organization

The basic hardware, architecture, and software of computer systems are covered. Subjects include digital logic design, microprogramming, machine languages, assembly languages, and operating systems. Prerequisite: COS 161. This course must be taken concurrently with COS 255. Normally offered only in the spring semester. Cr 3.

COS 255 Computer Organization Laboratory

Students design, build, and test combinational and sequential logic circuits and write assembly language programs. This course must be taken concurrently with COS 250. Cr 1.

COS 280 Discrete Mathematics

Concepts of modern algebra, set theory, Boolean algebra, elements of graph theory, and their application to computer science. Prerequisites: MAT 145 and COS 160. Cr 3.

COS 285 Data Structures

Basic abstract data types and their representations, fundamental algorithms, and algorithm analysis. Consideration is given to applications. Specific topics include linked structures, trees, searching and sorting, priority queues, graphs, and hashing. Course requirements include a substantial programming component. Prerequisites: COS 161, MAT 145, and calculus, or their equivalents. Cr 3.

COS 350 Systems Programming

A study of systems programming concepts and software, including the C programming language and the Unix programming environment and operating system interface. Students develop their abilities in these areas through programming exercises and projects. Prerequisites: COS 250, COS 285. Cr 3.

COS 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. Prerequisite: COS 250. Cr 3.

COS 360 Programming Languages

Examination of basic concepts and constructs of high-level languages via consideration of several representative languages. Topics include scope of declarations, binding time of constituents, type checking, and control organization. Study of implementation methods for various programming language features. Study of the methods of formal specifications of programming languages: regular, context-free, and attribute grammars and operational semantics. Exposure to programming in languages that deviate from the imperative style such as Lisp and Prolog. Prerequisites: COS 250, COS 285. Cr 3.

COS 365 Object-Oriented Design

This course will focus on the construction of object-oriented software. Students will learn conceptual models for organizing objects and object hierarchies, an object-oriented design notation, the application of design patterns, and the use of software development methodologies such as the Agile

development process. The capabilities will be used to solve relatively complex problems in a group setting. Cr 3.

COS 368 Graphical User Interface Design

Principles of graphical user interface design are utilized to build working interfaces. The programming language used may vary from offering to offering. Possible languages include Java and C++. Students will work in an object-oriented, event-driven environment. Prerequisite: COS 285 or instructor's permission. Cr 3.

COS 370 Topics in Computer Science

Topics to be covered may include philosophy of computers, history of computers, computers and society, simulation, graphics, and other advanced topics. Prerequisite: COS 285 or permission of the instructor. Cr 3.

COS 372 Software Engineering

Study of methods applied to large-scale software development, including topics such as requirements analysis and specification, design, validation and verification, and project management, with emphasis on principles of design. Students use methods on a large programming project. Prerequisites: COS 250, COS 285. Cr 3.

COS 374 Numerical Analysis

A study of the theory and application of computational algorithms for interpolation, equation solving, matrix methods, integration, error analysis. Prerequisites: MAT 252, MAT 295, COS 160, and permission of instructor. Cr 3.

COS 385 Design of Computing Algorithms

An introduction to the design and analysis of algorithms. Techniques for designing algorithms, such as divide-and-conquer, greedy method, dynamic programming, and backtracking are emphasized and illustrated. Many problems of practical importance are covered including: minimum spanning tree, single source shortest path, traveling salesperson, and graph search. The concepts of NP-completeness are also considered. Substantial programming in a high-level language. Prerequisite: COS 285. Cr 3.

COS 400 Introduction to Simulation Modeling

Introduction to general principles of discrete event simulation modeling. Topics include design of simulation models, their implementation in a computer simulation language, and analysis of simulation data. Applications will emphasize computer and communication science. Requirements include a substantial programming component. Prerequisites: COS 285 and MAT 380 or equivalent. Cr 3.

COS 450 Operating Systems

Bottom up construction of a layered operating system beginning with the hardware interface and ending with the user interface. Specific topics covered

include concurrent processes, process management, I/O, virtual memory, file management, resource scheduling, and performance measurement. Students are assumed to be familiar with general machine architecture, functions of system software (compilers, loaders, editors, etc.), data structures, and to have some experience with UNIX or another multiprogramming operating system. Prerequisites: COS 250, COS 285, COS 350. Cr 3.

COS 452 Computer Graphics

A study of the techniques involved in computer graphics systems. Topics include: point-plotting and line drawing in two- and three-dimensional space; clipping and windowing; geometric modeling; algorithmic solutions to the hidden line and hidden surface problems. Prerequisite: COS 285. Cr 3.

COS 457 Database Systems

Study of the methods and principles of database management systems (DBMS). Topics addressed include DBMS objectives and architecture, data models, data definition and data manipulation languages, and providing Internet access to databases. The entity-relationship and relational models are emphasized and their use required in a design project. Prerequisites: COS 280, COS 285. Cr 3.

COS 460 Computer Networks

An introduction to computer networks. Computer network architecture is described. Other topics include digital data communication, local area networks, wide area networks, internetworks, and the Internet. Specific technologies, including Ethernet and ATM, and protocols, including TCP/IP, will be considered in detail. Prerequisite: COS 285. Cr 3.

COS 465 Distributed Systems

An introduction to the design and operation of distributed systems. Topics include client-server models, interprocess communications, RPC, replication and consistency, online transaction processing, error and fault recovery, encryption and security. Examples will be taken from extant distributed systems. Prerequisites: COS 450 and COS 460, or their equivalents, or permission of the instructor. Cr 3.

COS 467 Performance Analysis of Distributed Systems

The objective of the course is to learn techniques that enable assessing the performance of applications running on distributed systems. This is an important topic because software developers should have a good understanding regarding the performance of the distributed applications they develop. This course presents techniques such that the performance of distributed applications can be evaluated. Topics to be covered include queueing theory, simulation, availability, and performability modeling. Other techniques used to assess the performance of distributed systems will be introduced as needed. Prerequisite: COS 450 or COS 460, and MAT 281 or MAT 380. Cr 3.

COS 469 Introduction to Compiler Construction

Definition of a language, context-free grammars, rigorous definition of a typical small language, design and implementation of a compiler for programs within this language. Prerequisite: COS 360. Cr 3.

COS 471 Object-Oriented Databases

Object-oriented database technology integrates technologies from database systems and programming languages. The integrated technology provides significant advantages in nonstandard application areas, particularly in engineering. The course covers the object-oriented database system manifesto, limitations of the relational model, user-defined types and complex objects, object-relational systems, persistent object systems, Java database technology, query languages, system architectures, and object-oriented database standards. The course includes hands-on experience with object-oriented database management systems and/or persistent object systems. Requirements include a substantial database development project, addressed by teams. Prerequisites: COS 457 and COS 478 or equivalent Java experience. Cr 3.

COS 472 Artificial Intelligence

An introduction to the underlying concepts and applications of intelligent systems. Topics include pattern matching, production systems, computer representations of knowledge, heuristic search techniques and computer problem solving, and automatic theorem proving. The programming language Lisp is introduced. Students will develop programs in Lisp applying the concepts and techniques introduced. Prerequisites: COS 280, COS 285. Cr 3.

COS 478 Advanced Java Technology

The goal of this course is to provide an in-depth study of the most important and the more advanced components of the Java technology. The first part of the course covers topics such as concurrent object-oriented programming in Java and Java Core Reflection. The underlying technology (the Java Virtual Machine) is also covered in detail. The third segment of this course covers the extensions of the Java technology such as parametric polymorphism, orthogonal persistence, and assertions. Programming assignments include concurrent programming, programming with collection types, dynamic loading and compilation, usage of the Java reflective capabilities, and usage of persistent capabilities available in Java and its extensions. Prerequisite: COS 360 and Java experience. Cr 3.

COS 479 Object-Oriented Software Technology

The focus of this course is on object-oriented soft-

ware systems that provide efficiency and reliability based on an advanced type system, and correctness and behavioral compatibility in software reuse via object-oriented assertions and programming by contract. Specific topics include object-oriented type systems (inheritance and subtype polymorphism, parametric polymorphism—bounded and F-bounded—self-typing and matching, type reflection) and semantics and correctness (object-oriented assertions, behavioral compatibility and behavioral subtyping, programming by contract, verification techniques and tools). Programming assignments are based on an object-oriented language with bounded parametric polymorphism, self-typing, and assertions. Prerequisites: COS 280 and COS 360. Cr 3.

COS 480 Theory of Computation

Study of the theoretical foundations of computer science, including elements of set theory and logic, the specification of formal languages via finite automata, regular expressions, push-down automata, context free grammars, and Turing machines. Also introduces the concepts of recursive and recursively enumerable sets. Prerequisite: COS 280. Cr 3.

COS 497 Independent Study in Computer Science

An opportunity for juniors and seniors who have demonstrated critical and analytical capability to pursue a project independently, charting a course and exploring an area of interest within their major field. At most, three credits of COS 497 can be used to satisfy requirement B, as noted under Programs and Requirements. Prerequisites: junior or senior standing and permission of the Department chair and instructor. Cr 1-3.

COS 498 Computer Science Internship

An opportunity for students to gain practical experience in computer science-related employment. The University internship program provides placement. This course is offered on a pass/fail basis only, does not fulfill any computer science requirement, and a maximum of 6 credits may be taken. Cr 3.

COS 499 Ethical Conduct and Social Responsibility

A study of ethical perspectives and social responsibilities of computer professionals. Assigned readings provide the basis for class discussions of such issues as social control and privacy, computer viruses, ACM code of professional conduct, hacking, limits of correctness in computer software, military influence on computer science research and education. Prerequisite: senior standing. Normally offered in spring semester only. Cr 1.

Department of Engineering

Chair of the Department: Carlos L. Lück, 137 John Mitchell Center, Gorham;
Professors: Guvench, Hodgkin; *Associate Professors:* Ellis, Jankowski, Lück, Smith

The mission of the Engineering Department is to provide a solid and complete engineering education built upon a foundation of mathematics, science, and liberal arts. The Department serves both traditional and nontraditional students who are diverse in academic background, age, and life experience. The Department is a technical resource to the community by linking the teaching, research, and public service capabilities of the Department with the needs of the industries, organizations, and institutions of southern Maine.

Engineering programs include the bachelor of science degree program in electrical engineering, a concentration in computer engineering, a minor in electrical engineering, and the first year for several other engineering specialties.

The Engineering Department is committed to maximizing the student's potential to achieve his or her academic goals. Upon admission, the student is assigned an academic advisor from the engineering faculty and staff. The student is then expected to meet with the advisor every semester before registering for classes, to ensure that adequate assistance is provided for the selection of courses, and for progress toward meeting the academic goals.

Please visit the Department's Web site at www.ee.usm.maine.edu for additional and more recent information about the Department and its programs.

Admission Requirements

Preparation for an undergraduate engineering program should include high school chemistry, physics, and mathematics including algebra and trigonometry. Courses are available at the University of Southern Maine for those students needing to make up prerequisites.

Programs and Requirements

I. Bachelor of Science in Electrical Engineering

Electrical engineering is a challenging profession concerned with the design, development, fabrication, and control of electrical and electronic devices and systems. The undergraduate program is broad-based but there are opportunities to specialize, particularly in digital systems, robotics and controls, and in microelectronics including VLSI and semiconductor technology. Computer usage is integrated throughout the curriculum.

Graduates of the program: 1) are prepared to function as engineers in technologically intensive firms; 2) are prepared to succeed in graduate study; 3) are able to embrace risk and have confidence to master challenges; 4) recognize the need for constant learning and continue to learn in a variety of venues; 5) can transfer their engineering skills to different environments; 6) can communicate in writing and verbally, work and learn independently and on a team, and think and solve problems; and 7) have multicultural awareness and knowledge of contemporary issues, and an understanding of the impact of engineering solutions in a global and societal context.

The electrical engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Requirements for the bachelor of science degree in electrical engineering at the University of Southern Maine include:

Mathematics

MAT	152D	Calculus A
MAT	153	Calculus B
MAT	252	Calculus C
MAT	350	Differential Equations
MAT	380	Probability and Statistics

Computer Science

COS	160, 170	Structured Problem Solving: Java and Lab
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Basic Science

CHY	113K, 114K	Principles of Chemistry I
PHY	121K, 114K, 123, 116	General Physics I and II

Engineering

EGN	100	Introduction to Engineering
EGN	300	Engineering Profession Concepts and Skills

Electrical Engineering

ELE	172	Digital Logic
ELE	210, 211	Electric Circuits I and II
ELE	262	Physical Electronics
ELE	271	Introduction to Microprocessors
ELE	314	Linear Circuits and Systems
ELE	323	Electromechanical Energy Conversion
ELE	342, 343	Electronics I and II
ELE	351	Electromagnetic Fields
ELE	362	Materials Science
ELE	401, 402, 403	Design Project I, II and III

Mechanical Engineering

MEE	230	Thermodynamics
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Technical Electives

Four technical electives must be taken. At least three must be in electrical engineering. The fourth required technical elective can be chosen from selected physics, chemistry, mathematics, computer science, electrical engineering, and other technical disciplines as available and approved by the student's academic advisor.

Core Curriculum Courses

The engineering core differs slightly from the USM Core. It is designed to provide more depth in selected areas.

Category	Description	Course	
C	English Composition	ENG 100C	College Writing
D	Quantitative Decision Making	MAT 152D	Calculus A
E	Skills of Analysis/Philosophy	PHI 100-level	One E-designated course
F	Performance-Centered Arts	THE 170F	Public Speaking

Three courses must be taken from the G, H, I group. Two of them must be in the same letter category and be topically related.

G	History-Centered Arts	
H	Humanities: Literature	
I	Humanities: Other Times/Other Cultures	
J	Social Science	ECO 101J, ECO 102J
K	Natural Sciences	PHY 121K, 114K
W	Writing-intensive	One course

Credits to graduate: 128

Grade point average: 2.0 overall and 2.0 average in 300-level and higher electrical engineering courses.

Computer Engineering Concentration

Students with a particular interest in the design and application of computer hardware and software systems may elect to choose the computer engineering concentration. The requirements for the bachelor of science degree in electrical engineering with a concentration in computer engineering differ from the more general degree as follows:

Students in the concentration are not required to take ELE 323, ELE 343, ELE 351, ELE 362, or MEE 230. Instead, they are required to take COS 161, COS 285, COS 350, ELE 373, and a fifth technical elective, as approved by the student's academic advisor, for a program total of at least 127 credits.

Minor in Electrical Engineering

A minor in electrical engineering may be obtained by successfully completing the following courses with a cumulative grade point average of 2.0: ELE 172, ELE 210, ELE 211, ELE 262, and two additional 3- or 4-credit ELE courses at the 300-level or higher. Prerequisites for these courses must also be completed successfully.

II. Transfer Programs for Other Engineering Disciplines

The transfer engineering program prepares students to complete the degree at the University of Maine or elsewhere. All University of Southern Maine students in this program are eligible to transfer to any accredited engineering program in the country for the completion of the program. The following curricula are offered at the University of Maine: chemical engineering, civil engineering, computer engineering, electrical engineering, engineering physics, forest engineering, mechanical engineering, pulp and paper technology, and surveying engineering.

Course Fees

Course fees to cover the cost of materials and supplies are assessed in some electrical engineering courses.

EGN 100 Introduction to Engineering

Engineers use mathematics and apply scientific principles to design, create, modify, and control physical systems. They communicate effectively in both written and oral forms, and work in teams as well as alone. This course introduces students to the tools, tasks, and culture of engineering. Students use computer tools such as HTML to create a Web page and spreadsheets to solve problems and graph the results. Through class work, laboratory exercises, and independent research, students learn fundamental concepts of electrical devices such as batteries and motors. The course culminates with a project in which teams of students design, build, test, demonstrate, and document a device, utilizing the knowledge and skills acquired in the early part of the course. Prerequisites: high school algebra. Lecture 1 hr., Lab 3 hrs. Cr 3.

EGN 300 Engineering Profession Concepts and Skills

Exploration of professional issues such as intellectual property, ethics, statistical process control, and development of some proficiency in résumé preparation, interview skills, and experiment design. Prerequisite: junior standing in engineering or permission. Lecture 1 hr. Cr 1.

ELE 172 Digital Logic

Introduction to the design of binary logic circuits. Combinatorial and sequential logic systems. Design with small and medium scale integrated circuits and programmable logic devices (PLDs). Registers, counters, and random access memories (RAMs). The algorithmic state machine (ASM). Lecture 3 hrs. Lab. 2 hrs. Cr 4.

ELE 210 Electric Circuits I

An examination of fundamental circuit laws and theorems, network analysis, physical properties and modeling of resistors, inductors, and capacitors, and time-domain analysis of first- and second-order systems. The course also covers the operation of meters, oscilloscopes, power supplies, and signal generators. Prerequisites: MAT 153, PHY 123. Lecture 3 hrs., Lab. 2 hrs. Cr 4.

ELE 211 Electric Circuits II

An examination of electric circuit analysis in the frequency domain, sinusoidal steady-state opera-

tion, the phasor method, impedance and power. Study and application of Laplace transforms, transfer functions, poles and zeros, frequency response, step and impulse response, and Fourier series. Also a study of quality factor of circuit elements, and modeling of two-port systems. Prerequisite: ELE 210. Lecture 3 hrs., Lab. 2 hrs. Cr 4.

ELE 262 Physical Electronics

Basic characteristics and properties of materials of importance in solid-state engineering. Particular emphasis is placed on atoms, crystal structures, electronic conductivity, semiconductor theory and bipolar and field effect transistors. Prerequisites: CHY 113K, PHY 123. Lecture 3 hrs. Cr 3.

ELE 271 Introduction to Microprocessors

Introduction to microprocessors: architecture, operating principles, and programming. Binary representation and algebra. The microcomputer and its component parts: central processing unit, memory, input-output, and microcontrollers. Prerequisite: ELE 172. Lecture 3 hrs., Lab. 2 hrs. Cr 4.

ELE 314 Linear Signals and Systems

Introduction to the theory of linear signals and systems. Linear time-invariant system properties and representations; differential and difference equations; convolution; Fourier analysis; Laplace and Z transforms. Selected topics in sampling, filter design, digital signal processing, and modulation. Prerequisite: ELE 211. Lecture 3 hrs. Lab 2 hrs. Cr 4.

ELE 323 Electromechanical Energy Conversion

Basic concepts of magnetic circuits and transformers. Three-phase system and power transmission. Conversion between electrical and mechanical energy through magnetic fields. Study of direct current motors and generators. Study of alternating current machines: induction motors, synchronous machines, and single-phase motors. Prerequisite: ELE 211. Lecture 3 hrs., Lab. 2 hrs. Cr 4.

ELE 342 Electronics I

Fundamentals of electronic circuits with emphasis on the nonlinear nature of electronic devices, their modeling and applications in power conversion, waveshaping and small signal amplification. Analysis, design, and SPICE simulation of such circuits. Prerequisites: ELE 262, ELE 211. Lecture 3 hrs., Lab. 2 hrs. Cr 4.

ELE 343 Electronics II

Analysis and design of multistage amplifiers. Principles of operation of analog and digital integrated circuit building blocks. Applications in signal generation, amplification, and waveshaping. Topics include differential, multi-stage, and power amplifiers; frequency response of transistor amplifiers; feedback amplifiers and oscillators; operational amplifiers and applications; I.C. logic families. Prerequisite: ELE 342. Lecture 3 hrs., Lab. 2 hrs. Cr 4.

ELE 351 Electromagnetic Fields

Static electric and magnetic fields; properties of dielectric and ferromagnetic materials; time varying fields, Faraday's law, Maxwell's equations; plane waves in dielectric and conducting media; calculation of the fields and other properties of common transmission lines and other devices. Prerequisites: MAT 252, PHY 123. Lecture 3 hrs. Cr 3.

ELE 362 Materials Science

Concepts of relationships between structure, composition and thermal, optical, magnetic, electrical and mechanical properties of metals, ceramics, glasses and polymers. Prerequisites: PHY 123, MAT 153, CHY 113K. Lecture 3 hrs. Cr 3.

ELE 373 Digital System Architecture and Design

Algorithmic approaches to digital system design. Methods of design and testing of multi-input, multi-output logic systems including arithmetic units, logic controllers, and microprocessors. Logic design with PLDs, FPGAs, and VHDL. Prerequisite: ELE 172. Lecture 3 hrs., Lab. 1 hr. Cr 3.

ELE 394 Electrical Engineering Internship

Work experience in electrical engineering. An opportunity for students to obtain credit for a project or study sequence completed while employed. The activity must have both components of design and analysis and be pre-approved by the faculty. Prerequisites: junior standing, permission. Cr 3.

ELE 401 Design Project I

Students learn the characteristics of design problems and a design process. In teams they apply the process to a simple design project, learning and practicing teamwork, project management, and design report preparation and documentation. Each student selects an advisor for ELE 402/403 and prepares and presents a problem statement. Prerequisites: ELE 342 and junior standing in engineering. Cr 1.

ELE 402 Design Project II

Proposal and measurable advances toward the design and implementation of a device or system to perform an engineering function. May be done individually or in small groups, but the contribution is evaluated on an individual basis. The student must secure a project advisor among the engineering fac-

ulty who agrees to supervise the proposed project. This is the first of a two-semester sequence, culminating with a progress report and to be followed by ELE 403. Prerequisites: ELE 401 and advisor permission. Cr 3.

ELE 403 Design Project III

Completion of the design and implementation of a device or system to perform an engineering function. May be done individually or in small groups, but the contribution is evaluated on an individual basis. This is the second of a two-semester sequence, culminating in an oral presentation, demonstration of the device or system, and delivery of the final report. Prerequisites: ELE 402 and project advisor permission. Cr 3.

ELE 417 Robot Modeling

Kinematics, statics, and dynamics of serial manipulators. Analysis and design of robotic structures. Case study of multiple platforms in the Robotics and Intelligence Systems Laboratory. Complements ELE 418. Prerequisites: ELE 210, COS 160. Lecture 3 hrs. Cr 3.

ELE 418 Robot Intelligence

Motion control, trajectory and path planning, actuators and sensors, artificial intelligence, and programming of robotic devices. Case study of multiple platforms in the Robotics and Intelligence Systems Laboratory. Complements ELE 417. Prerequisites: ELE 210, COS 160. Lecture 3 hrs., Lab. 1 hr. Cr 3.

ELE 425 Control Systems

Introduction to feedback control systems. Modeling and analysis of control systems using frequency response, root locus, and computer methods. Design and compensation of feedback control systems. Prerequisite: ELE 314. Lecture 3 hrs. Cr 3.

ELE 442 Digital VLSI Circuits and Design

Principles of internal circuit and layout design of digital VLSI circuits. CMOS technology is emphasized. Topics include NMOS and CMOS processes, device physics and SPICE models, logic circuits, electrical and physical design of logic gates, dynamic CMOS circuits, memory, chip layout principles, parasitics, and performance estimation. Simulation, layout, and electronic design automation tools are demonstrated and used. Prerequisites: ELE 172, ELE 342. Lecture 3 hrs. Lab. 1 hr. Cr 3.

ELE 444 Analog Integrated Circuits and Design

Principles of internal circuit operation and design of analog integrated circuits with emphasis on CMOS technology. Topics include analog CMOS processes, devices and device models, bias and reference sources, differential and high gain amplifiers, OTAs and operational amplifiers, frequency response, feedback, stability and internal compensation with emphasis on the design of CMOS operational amplifiers, power stages and dc regulators. SPICE

simulation, layout and electronic design automation tools are demonstrated and used in homeworks and design projects. Prerequisite: ELE 343. Lecture 3 hrs. Lab. 1 hr. Cr 3.

ELE 445 Special Topics in CMOS Integrated Circuit Design

Special topics such as high performance operational amplifiers, silicon integrated sensors and sensor interface circuits, switched capacitor circuits, oscillators and integrated waveform generators, phase-locked-loop circuits, memory, etc., are covered with emphasis on three chosen topics with instructor guided projects leading to chip level design of these circuits. SPICE simulation verifications, layout and electronic design automation tools are used extensively. Prerequisite: ELE 442 or ELE 444. Lecture 3 hrs. Lab. 1 hr. Cr 3.

ELE 463 Solid State Electronic Devices

The theory of selected solid state electronic devices and an introduction to device fabrication technology. Devices studied include bipolar junction-based structures, MOS and optoelectronic devices. An occasional laboratory period may be substituted for equivalent class time. Prerequisite: ELE 262. Lecture 3 hrs. Cr 3.

ELE 464 Microelectronic Fabrication

Principles of the processes used in the fabrication of integrated circuits in bipolar and CMOS technologies. Photolithography, crystal and epitaxial growth, oxidation, diffusion and ion implantation, chemical and physical film deposition and etching. Process and component design. Experiments on wafer processing and characterization. Prerequisite: ELE 262. Lecture 3 hrs. Lab. 1 hr. Cr 3.

ELE 467 Optoelectronics

Properties and applications of optoelectronic devices and systems. Topics include radiation sources (LEDs and semiconductor lasers), photodetectors and detector circuits, solar cells, fiber optics, and electro-optical system components. Prerequisite: ELE 262. Lecture 3 hrs. Lab. 1 hr. Cr 3.

ELE 468 Electronic Properties of Engineering Materials

Properties of conductive, dielectric, polar, magnetic, and other technologically important materials with a view toward understanding their behavior and application in electronic devices. Measurement techniques and production technology will be considered. Part of the course will deal with reading and interpreting published articles in technical journals. Prerequisite: ELE 262. Lecture 3 hrs. Cr 3.

ELE 471 Microprocessor Systems

The organization of microprocessor-based computers. Microprocessor architecture and operation; buses and system concepts; memory system organization and operation; software and programming; instruction formats and addressing modes. Input

output concepts; programmed I/O, interrupts. Microprocessor arithmetic. Prerequisites: ELE 172, 271. Lecture 3 hrs. Lab. 1 hr. Cr 3.

ELE 483 Communications Engineering

Basic principles of modern communication engineering. Analog and digital signals and systems; analysis methods. Modulation techniques: AM, FM, and carrier modulation of digital signals. Baseband signaling and coding. Noise in communication systems. Prerequisites: MAT 350, ELE 314. Lecture 3 hrs. Cr 3.

ELE 486 Digital Signal Processing

Basic principles of processing digital signals. Sampling and quantization. Time and frequency domain representation and analysis of discrete-time signals and systems. FIR and IIR systems. Digital filter design; review of classic analog filter design (Butterworth, Chebyshev). Quantization and finite-precision effects. DSP hardware. Computers will be used to design and realize various signal processors. Prerequisites: ELE 314, COS 160 or equivalent. Lecture 3 hrs. Cr 3.

ELE 489 Digital Image Processing

The theory and practice of digital processing of images by computer. Introduction to two-dimensional signal processing theory: sampling, transforms, and filters. Image acquisition and representation; enhancement methods; image coding; image analysis; and image processing hardware. Lecture 3 hours. Prerequisites: ELE 314, COS 160 or equivalent. Lecture 3 hrs. Lab. 1 hr. Cr 3.

ELE 497 Independent Study

An opportunity for the student to explore topics not covered in available courses or to pursue a topic of interest in-depth. By prearrangement with a faculty member. Prerequisite: permission. Cr 3.

ELE 498 Selected Topics in Electrical Engineering

Topics in electrical engineering not regularly covered in other courses. The content can be varied to suit current needs. The course may, with permission of the department, be taken more than once. Consult the Department for current offerings and prerequisites. Cr 3.

MEE 150 Applied Mechanics: Statics

A study of force systems and equilibrium, structural models, friction, distributed forces. Designed to develop the ability to analyze and solve engineering problems. Prerequisites: MAT 152D, PHY 121K. Lecture 3 hrs. Cr 3.

MEE 230 Thermodynamics I

Energy and energy transformations, the First and Second Laws applied to systems and to control volumes, thermodynamic properties of systems, availability of energy. Prerequisites: MAT 153, PHY 121K. Lecture 3 hrs. Cr 3.

MEE 251 Strength of Materials

The principles of solid mechanics and their applications to practical problems, stresses and deflections in axial loading, torsion, beams, columns, combined stresses. Prerequisites: MEE 150, MAT 153. Lecture 3 hrs. Cr 3.

MEE 270 Applied Mechanics: Dynamics

Motion of particles and rigid bodies, impulse and

momentum, work and energy and simple harmonic motion, force, mass, and acceleration. Prerequisites: MEE 150, MAT 252. Lecture 3 hrs. Cr 3.

MEE 360 Fluid Mechanics

An introduction to fluid mechanics including fluid statics, kinematics, Bernoulli equation, viscous flows, dimensional analysis and similitude, and external flows. Prerequisites: MEE 270, MAT 350. Lecture 3 hrs. Cr 3.

Department of Environmental Science

Chair of the Department: Samantha Langley-Turnbaugh, 106 Bailey Hall, Gorham
Associate Professors: Langley-Turnbaugh, Sanford; *Assistant Professors:* D'Orsie, Wagner; *Adjunct Professor:* Fitts

The Department of Environmental Science offers degree concentrations in environmental science, environmental planning and policy, and environmental safety and health. Each of these three concentrations prepares students for a variety of professional roles in the environmental and safety fields, and encourages students to pursue graduate academic and professional degrees and professional certifications. Our graduates find employment in many settings, including federal, state, and local government; construction; civil and environmental engineering consultancies; insurance; and industry ranging from health care to semi-conductor manufacturer.

All students in the Department of Environmental Science complete a core set of courses and laboratory training in a broad range of perspectives and skills including environmental science, ecology, chemistry, communication, environmental regulations, impact assessment, and research methods. Additionally, the program requires students to specialize in an area of choice. Students choosing the environmental science option will study topics such as forest, wetland and plant ecology, and water quality, earning a bachelor of science degree. Students choosing the environmental planning and policy option will study topics such as zoning, natural resource inventory, and planning laws, while earning a bachelor of arts degree. Students opting for the bachelor of science degree in environmental safety and health will study problem solutions in the total work environment including air and water quality, ergonomic issues, and safety concerns. Near the end of their programs, students apply their knowledge in a professional setting with a required internship.

A core interdisciplinary faculty representing all these areas is on hand to work with and guide students who are encouraged to participate in research with Departmental faculty. Faculty stress problem-based service learning.

Our location in greater Portland provides opportunities to examine a broad range of environmental and safety problems and issues both rural (agricultural or forested) and urban (industrial and commercial) settings.

*Bachelor of Arts (Option 1: Environmental Planning and Policy),
Bachelor of Science (Option 2: Environmental Science and Option 3:
Environmental Safety and Health)*

The minimum number of credits required for the major is 86 (depending on which of the options is selected) plus the 34 credits required of the University's Core curriculum. Note that these Departmental major requirements include 13 credits of Core curriculum. In order to graduate with a minimum of 120 credits, the student must not require any remedial work and all electives (taken here or transferred) must fit into the student's degree plan, which is approved for each student by the Departmental faculty. A student must achieve at least a 2.0 grade point average and must earn at least a C- in each course applied toward completion of the major.

Required Courses

ESH	341	Environmental Regulations
ESP	101K	Fundamentals of Environmental Science
ESP	102K	Fundamentals of Environmental Science Lab

Programs and Requirements

ESP	125K	Introduction to Environmental Ecology
ESP	126K	Introduction to Environmental Ecology Lab
ESP	150	Field Immersion
ESP	203W	Environmental Communications
ESP	280	Research and Analytical Methods
or		
ESP	411	Methods of Field Analysis
ESP	401W	Environmental Impact Assessment
ESP	495	Internship
CHY	113K	Principles of Chemistry I
CHY	114K	Principles of Chemistry I Lab
and		
CHY	115	Principles of Chemistry II
CHY	116	Principles of Chemistry II Lab
or		
ESH	331	Applied Toxicology
Choose one tools course		

Majors must also complete one of the following three options:

Option 1: Environmental Planning/Policy

ESP	220J	Environmental Policy and Pollution
ESP	305	Community Planning Workshop
ESP	375	Environmental Risk Assessment and Management
ESP	417	Site Planning and Assessment
ESP	421	Natural Resource Policy
GEO	209	Land Use Planning

or

ESP	200	Environmental Planning
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Electives:

Choose four environmental science classes 200-level or higher in accordance with program of study

Option 2: Environmental Science

CHY	231	Analytical Chemistry
CHY	232	Analytical Chemistry Lab
MAT	152D	Calculus A
PHY	111K	Elements of Physics
PHY	114K	Physics Lab
ESP	250	Soils and Land Use
ESP	360	Water Quality Assessment and Control
ESP	260	Soil and Water Conservation Engineering

or

ESP	413	Forest Ecology
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Electives:

Choose four environmental science classes 200-level or higher in accordance with program of study

Option 3: Environmental Safety and Health

ESH	221	Fire and Safety
ESH	332	Industrial Hygiene
ESH	342	Safety and Risk Management
ESH	450	Hazardous Waste and Pollution Control
ITS	300	Ergonomics
ITS	320	Occupational Safety and Health

Electives:

Choose 37 additional credits from the recommended list below in accordance with program of study. Other courses may be suggested by the student for inclusion; faculty must approve each student's proposed program of study:

BIO	111/112	Anatomy and Physiology I
BIO	211/212*	Anatomy and Physiology II
CHY	115/116*	Principles of Chemistry II and Lab
CHY	231/232*	Analytical Chemistry and Lab
PHY	111K/114K	Elements of Physics I and Lab
PHY	112/116*	Elements of Physics II and Lab
ITS	321*	Workplace Design Ergonomics
ESP	220J	Policy and Pollution (if another J was selected)

ESP	250	Soils and Land Use
ESP	260	Soil and Water Conservation Engineering
GEY	100K/101K	Physical Geology and Lab
GEY	105K/106K	Oceanography & Lab
GEY	207	Atmospheric Science and Pollution
GEY	208*	Environmental Geology
CON	216	Emergency Response
CON	252	Human Nutrition
CON	356	Concepts in Community Health
POS	202*	Legal Processes and the Environment

*course has prerequisite

Program of Study

During the first semester of the junior year, all environmental science students must complete and submit a written program of study. The program of study is submitted to the environmental science faculty for approval. The program of study is intended to encourage students to tailor their academic studies based on their chosen concentration and personal interests. The program of study should be completed with the assistance of the advisor.

The program of study is a one-page document. The first section briefly describes the student's experience in the Department, including their concentration. The second section describes the student's interests (e.g., water resources, environmental compliance, natural resources management) and likely future goals (e.g., graduate school, law school, or professional employment). The third section describes the USM and Departmental courses (at least four of the courses must be environmental science courses at the 200 level or higher) that will support the student's current interests and future goals. A key component of this section is a brief description of a possible internship (job title and location), which is generally completed during the summer following the completion of the junior year. The final section is a timeline of the courses to be taken.

After approval, the program of study may be amended with the approval of the advisor. Any significant changes, such as course substitutions, may require Departmental approval.

Admission to the major is competitive, usually requiring grades equivalent to a B average or higher and completion of three high school laboratory science courses and advanced algebra. Transfer students and USM students wishing to change majors must meet the admission and coursework requirements for the major. The program committee may admit, on a conditional basis, students who do not meet the general admission requirements, subject to specific agreement with the student to complete a series of prerequisite science and math courses with a grade of C (75) or better within a specified time period.

Minor in Environmental Science

Students who want to minor in environmental science and policy must complete 18 credits of environmental science courses with a grade of C- or higher. Students may transfer up to three (3) credits of comparable environmental science courses from other institutions. All students must complete ESP 101K, 102K, ESP 203, and collaborate with a Departmental faculty member to develop an individual course of study.

ESH 221 Fire Safety

This course is an overview of fire system safety for the safety professional. Topics include the Life Safety Code, fundamentals of fire protection systems, chemical fire safety, requirements of the Occupational Safety and Health Administration concerning fire, and use of references and codes. Prerequisite: ITS or ITP 320 or permission of the instructor. Cr 3.

ESH 331 Applied Toxicology

This course introduces students pursuing careers in environmental science, engineering, and safety to

the basics of organic chemistry and the basics of toxicology. Organic chemistry emphasis includes prevalence, identification, and nomenclature. Toxicology concepts include dose-response, target organs, and biological mechanisms. Principles of toxicology will be introduced using organic chemical examples as possible. Emphasis is on how to use, understand, and interpret readily available public information in the toxicology literature. Course includes a three-hour lab. Prerequisites: ESP 101K and 102K, ITP 320 or ITS 320, CHY 113K/114K or permission of the instructor. Cr 4.

ESH 332 Industrial Hygiene

This course will cover the general concepts and principles of industrial hygiene with direct application to workplace environments. Direct topic coverage will include: common health hazards, air contaminants, biological hazards, an introduction to air quality, noise, respiratory control, ventilation, hygiene sampling equipment/techniques, OSHA, and related standards. Course includes a three-hour lab. Prerequisites: Chemistry with lab (CHY 113K and 114K) or equivalent, and MAT 140D. Cr 4.

ESH 341 Environmental Regulations

This course is designed to introduce the student to the major environmental laws issued by local, state, and federal governments. Major topics will include: legislation on clean air, hazardous waste, controlling water pollution, regulation of heavy metals, etc. Strategies for being in compliance and dealing with various agencies (local, state, and federal), including enforcement actions, will be covered. Cr 3.

ESH 342 Safety and Risk Management

This course is about the risk management process for industrial and commercial safety. Students will learn how to analyze the exposures to accidental losses facing individuals and organizations; describe, analyze, and apply alternative risk management techniques; and apply practical analysis of loss management. This class contains a unit on Process Safety Hazard Analysis. This course is equivalent to the prior offerings of ITS 342 Loss Control Management, and is required of environmental science students choosing the environmental safety and health option. Business majors should inquire of their advisors if this course can fulfill specific degree requirements. Prerequisite: ITP 320 or ITS 320 or instructor permission. Cr 3.

ESH 450 Hazardous Waste and Pollution Control

This class provides the basics of environmental science and safety as they apply to the industrial and commercial settings. Specifically, the class will examine industrial waste production (air, water, and solid/hazardous) from the following perspectives: minimization, treatment, regulatory requirements, and permitting. Prerequisites: ITS or ITP 320, CHY 113/114, ESP 101K/102K. Cr 3.

ESP 101K Fundamentals of Environmental Science

A lecture course that surveys the impact of human activity on ecosystems, with specific consideration of land, water, and air pollution, resource utilization and degradation, and waste water. Prerequisites: successful completion of the University's writing and mathematics proficiency requirements. Corequisite: ESP 102K. Cr 3.

ESP 102K Fundamentals of Environmental Science Laboratory

A laboratory course that surveys the impact of

human activity on ecosystems, with specific consideration of land, water, and air pollution, resource utilization and degradation, and waste water. Prerequisites: successful completion of the University's writing and mathematics proficiency requirements. Corequisite: ESP 101K. Cr 1.

ESP 108/GEO 108 GIS Applications

An introduction to Geographic Information Systems (GIS), stressing the practical applications of popular graphical user interface (GUI) software packages such as ArcView. Topics covered include displaying, downloading, editing, analyzing, and printing public domain and user-created geographical data sets. The main emphasis of the course is on the acquisition of system operations skills. Cr 3.

ESP 125K Introduction to Environmental Ecology

This is an introduction to the study of the interactions between organisms and their environments. Students will study the basic principles of ecology and systems and study specific ecosystems including forests, wildlife, freshwater, marine, urban, and humans. Prerequisites: successful completion of the University's writing and mathematics proficiency requirements. Corequisite: ESP 126K. Cr 3.

ESP 126K Introduction to Environmental Ecology Laboratory

This laboratory course surveys the identification, measurement, and function of various ecosystems. A focus will be on the impact of human activity on ecosystems. Prerequisites: successful completion of the University's writing and mathematics proficiency requirements. Corequisite: ESP 125K. Cr 1.

ESP 150 Environmental Science Field Immersion Session

This field immersion session is designed to teach basic natural science field skills in an intensive one-week or multiple-weekend format. The course includes components on forest, soil, aquatic, wildlife, and urban systems. Basic orienteering and map reading, topographical surveying, global positioning system operation, aerial photo interpretation, and dichotomous key use are emphasized. This course is intended for students between their first and second year as an environmental science major. It is required for all environmental science and transfer students unless prior competency is demonstrated. Summer Session only. Cr 2.

ESP 200 Environmental Planning

This course introduces the central concepts of environmental planning theory and practice, including components of rural, regional, and community planning. Concepts and issues studied include planning history and regulations, natural resources inventory, spatial patterns and analysis, zoning techniques, growth management, and planning research. The course is a prerequisite for ESP 305 Community Planning Workshop. Cr 3.

ESP 203W Environmental Communications

A survey of approaches to managing communications and relationships among environmental policymakers, the public, and environmental scientists. Components include technical writing and public speaking, use of scientific and statistical information, risk communication, and conflict resolution. Prerequisite: ESP 101K and ESP 102K. Cr 3.

ESP 220J Environmental Policy: Pollution

This course is an intensive introduction to the field of applied environmental policy. The course will focus on the policy process, including environmental problem identification, solution analysis, analysis and use of environmental policy tools, decision making, and policy implementation. Particular emphasis is given to air and water pollution and solid waste management. Prerequisites: ESP 101K and ESP 102K or permission of instructor. Cr 3.

ESP 250 Soils and Land Use

Study and description of soils as natural materials in the landscape. The course includes an examination of physical, chemical, and biological properties of soils as they affect soil-plant-water relations. Other topics include soil classification and suitability for agriculture, urban development, and contaminant remediation. Laboratory exercises include field examinations of soils and physical and chemical soil analyses. Prerequisites: ESP 101K, ESP 102K, and CHY 113K and 114K or permission. Cr 4.

ESP 260 Soil and Water Conservation Engineering

A study of the utilization, improvement, and protection of two essential resources—soil and water. Primary focus is on applying scientific and engineering principles to the problem areas of soil erosion and flood control. Students will design practical solutions to remediate these problems. Cr 3.

ESP 280 Research and Analytical Methods

A focus on analytical and research techniques for environmental science and policy. The course is centered on the use of instrumentation and investigative research to address a thematic environmental issue. Topics include defining research problems, experiment design, measurement, sampling, and analysis. Students will complete group research projects and participate in a service learning activity. Prerequisites: ESP 203W and CHY 115 and 116. Cr 3.

ESP 290D Environmental Statistics

An introductory course including central tendency and dispersion estimation, data types and their distribution, and assumption and hypothesis testing. This is the third course in a thematic sequence. Students will analyze data from completed group research projects. Prerequisite: ESP 280 or permission. Cr 3.

ESP 303 Wetlands Ecology

This lecture course examines wetlands from the per-

spectives of science and policy. Topics will include wetland definitions, classification, and regional and national trends in habitat destruction and management. Prerequisites: BIO 105K, BIO 107, CHY 113K, and CHY 114K. Cr 3.

ESP 305 Community Planning Workshop

This course provides a practical approach to local community planning problems. Students will conduct field work to explore community decision-making processes regarding the use of natural, social and economic resources. Basic planning concepts are refined and applied to real-world problems in a collaborative manner. Prerequisites: ESP 101K, ESP 102K, and GEO 209 or ESP 200, or permission. Cr 3.

ESP 307 Land Use and Environmental Law

Introduction to land use and environmental law at the local, state, and federal levels of government. This course examines zoning and comprehensive planning, pollution control and prevention, and health regulation. The focus will be on understanding how common law and constitutional provisions shape the development of regulations. Prerequisites: ESP 101K and GEO 209 or ESP 200, or permission. Cr 3.

ESP 308 Global Environmental Change

An examination of global environmental changes including climate change, ozone depletion, hydrologic changes, deforestation, and desertification. The course will investigate the causes and potential impacts of these changes, human and otherwise. The range of possible human policy responses is also covered. Prerequisites: ESP 101K and ESP 102K or permission of instructor. Cr 3.

ESP 309 Hydrology

An introduction to the physical basis of major hydrologic processes. The major processes covered include earth surface energy balance, precipitation, evapotranspiration, unsaturated zone hydrology, and runoff generation. Selected applied topics will also be introduced. Prerequisites: MAT 152D and PHY 111K and 114K or permission of instructor. Cr 3.

ESP 360 Water Quality Assessment and Control

A study of water-related legislation, methods for determining compliance with statutes, and control methods used for water quality attainment. Regional topics addressed include: waste-water treatment, drinking water standards, storm water runoff, lake eutrophication, best management practices, and bio-monitoring for water quality assessment. Three hours of lecture and three hours of lab per week. Prerequisites: BIO 107 and CHY 113K and 114K and a statistics course. Cr 4.

ESP 375 Environmental Risk Assessment and Management

The focus of this course is to provide students with an understanding of human health risk assessment

as an organized, multidisciplinary approach to evaluating scientific data by studying basic toxicology and fate and transport of contaminants using generally accepted principles and terminology used in the field. Students will examine the limitations of current risk assessment methods and be introduced to the basis of ecological risk assessment. Finally, students will study the scientific, political, social, ethical, and economic dimensions of managing risks. Prerequisites: ESP 101K and 102K or permission of instructor. Cr 3.

ESP 401W Environmental Impact Assessment and Lab

An overview of methods used to analyze the environmental impact of human decisions. The course will emphasize U.S. requirements for impact assessment as outlined in NEPA. Federal documents (DEIS, EIA, EIS, FONSI, and ROD) filed for past and on-going projects are reviewed. A laboratory session is taken concurrently and is writing-intensive. Focus is on the application of assessment procedures to a thematic environmental issue. Prerequisite: ESP 290D or permission. Cr 4.

ESP 403 Bioremediation and Phytoremediation

A study of the interaction of soils and groundwater with organic and synthetic contaminants, and the role of soils in pollution control. Students investigate the physical, chemical, and microbiological properties of soil and water and compare conventional remediation with bioremediation techniques. Special emphasis is placed on regional pollution problems including agricultural runoff, landfill leachates, and leaking underground storage tanks. Prerequisites: ESP 101K, ESP 102K, CHY 113K and 114K, and ESP 250, or permission. Cr 3.

ESP 411 Methods of Field Analysis

This lecture/lab/field course investigates ecological issues using descriptive field techniques, hypothesis testing, computer analysis and journal article interpretation. This course is writing-intensive. Prerequisites: BIO 331 and MAT 120D or ESP 290D. Cr 4.

ESP 413 Forest Ecology

This course provides students with an understanding of what constitutes a healthy forest ecosystem and a sustainable forest environment. Special emphasis is placed on the function, spatial variability, evolution of forest ecosystems, and the need for forest ecology as the foundation of forest management. The laboratory session is field intensive. Prerequisite: BIO 107. Cr 4.

ESP 417 Site Planning and Assessment

An introduction to environmental planning and

assessment concepts and skills associated with the development of sites for human use. Emphasis is given to the development of particular tracts or parcels of land in Maine. Prerequisites: ESP/GEO 108 or GEO 308, GEO 209 or ESP 200, or permission of instructor. Cr 3.

ESP 421W Natural Resource Policy

Examination of natural resource policies and evaluation procedures used by natural resource decision makers. Case studies focus on topics such as forest health protection, the Endangered Species Act, the Maine Environmental Priorities Project, transboundary ecosystems, and estuarine areas. Emphasis on natural resource policy processes, conflict resolution through consensus-building, comparative risk assessment as it pertains to policy. Prerequisite: ESP 101K and ESP 102K or permission of instructor. Cr 3.

ESP 445 Environmental Education and Interpretation

Students explore the basics of classroom and non-formal environmental science education and interpretation using an inquiry-based approach. Topics include teaching ecosystem and environmental science principles, selecting and designing environmental curricula, and applying the Maine Learning Results to environmental education. Prerequisite: 12 credits of science or permission. Cr 3.

ESP 450 Research Practicum

Organized research experiences in ongoing faculty research projects or a mutually arranged special topic involving substantial skills development. Research will be conducted under the direct supervision of the faculty member. Permission of instructor required in semester prior to registration. May be repeated for a maximum of 6 credits. Cr 1-3.

ESP 475 Topics in Environmental Science

Topics in environmental science not regularly covered in other courses. The content will vary based on current local and regional environmental issues. The course may, with permission of Department, be taken more than once. Prerequisite: ESP 401W or permission. Cr 3.

ESP 495 Internship

The internship provides professional experience related to a student's chosen option within the major. The emphasis is on understanding the host organization's structure and function within the environmental arena. In addition to satisfactory work experience, an oral presentation and written report are required. Offered as pass/fail only. Prerequisites: sophomore standing or higher, faculty approval of host organization, work plan, and completed "internship application" form. Cr 3.

Department of Technology

Chair of the Department: H. Fred Walker, John Mitchell Center, Gorham

Professor: Anderson; *Associate Professors:* Kirk, Marshall, Moore, Nannay, Walker, Zaner

Studies in technology focus on systems application wherein systems are composed of tools, equipment, machines and materials, methods/techniques, and people. Key to the successful implementation/application of systems are the many relationships and interactions among people, technology, and society. In these studies, technology and related concepts are presented in a manner that emphasizes a “hands on” or “applied” approach encompassing classroom interaction, laboratory activities, field experiences, engagement with local industry, and opportunities for internships/cooperative education.

Curriculum offered by the Department of Technology (DOT) provides a blend of academic, technical, and professional courses designed to prepare individuals for careers in leadership positions in business/industry. Curricula designed to prepare teachers for academic careers in technology education or for an industrial career as an industrial trainer are also offered.

Several programs leading to a bachelor of science (B.S.) degree are offered:

B.S. Industrial Technology (INT) with concentrations in industrial management, precision manufacturing, and information and communications technology

B.S. Applied Technical Leadership (ATL)

B.S. Applied Technical Education (ATE)

B.S. Technology Education (TCE)

Each B.S. degree program is designed to meet the educational needs of students with a variety of academic backgrounds, employment experience, and career aspirations. Accordingly, there are two “paths of entry” into the B.S. in industrial technology program: 1) for traditional students, i.e., students who have no substantive “technically related” college credit, or 2) for transfer students and nontraditional students, i.e., students who have completed college-level work that qualifies for transfer into USM. Nontraditional students are typically adult learners who seek some level of college credit based on a mix of prior college credit, work experience, and/or industrial training.

The B.S. in applied technical education and applied technical leadership programs are designed only for transfer and nontraditional students.

The B.S. in technology education degree program is intended primarily with one path of entry for traditional students. In special circumstances there may be a path of entry for transfer students and nontraditional students into the TCE program. In cases involving “special circumstances” (for example, students seeking an emergency teaching credential), students are advised to contact the Department chair before beginning the application process.

Industrial Technology

Industrial technologists are technically oriented management professionals who plan, direct, organize, and control industrial production and/or service delivery operations. Graduates of the degree program are prepared academically to assume leadership positions in a wide variety of organizations.

Industrial Management Concentration

This concentration is designed to prepare graduates for career leadership and management positions in a technical environment. Graduates from this option are exposed to courses intended to help students understand the many different organizational elements and functions composing industrial operations. Students completing this option will develop a broad-based, cross-sectional/functional understanding as a “generalist” management professional.

Precision Manufacturing Concentration

This concentration is designed to prepare graduates for career leadership and management positions in a computer-intensive/automated manufacturing environment. Graduates from this option are exposed to courses with specialized

technical application in the area of computer-aided design/manufacturing, computer-numeric-control programming (CNC), industrial robotics, automated material handling, electronic control technology, computer-integrated manufacturing, rapid prototyping, and systems integration. Students completing this option will develop a focused understanding of manufacturing operations as a “specialist” managerially oriented professional.

Information and Communications Technology Concentration

This concentration is designed to prepare graduates for career leadership and management positions in a computer applications-oriented environment integral to modern business and industry. Graduates from this option are exposed to courses that emphasize theory and application relating to the management and operation of computer and technical systems used for communications, information management, control technology, and publishing. Students completing this option will develop a focused understanding of computer applications-based and data/information-intensive operations. Students completing this option may elect also to complete minors in computer science, management information systems, or business administration.

Applied Technical Leadership (ATL)

This degree program is designed to provide career advancement opportunities for personnel employed in a variety of technically oriented career fields such as fire science, law enforcement, medical technology, business process operations, and service industries. Students eligible to enter this program are expected to have gained selected technical and managerial competencies via the completion of an associate degree in an appropriate field, industrial/military training, occupational experience, or through a combination of the above. Prior learning assessment and/or review of college transcripts will be the primary means for verification of competency attainment. Graduates of this degree program will develop the knowledge, skills, and abilities needed to advance into managerially oriented positions.

Applied Technical Education (ATE)

This degree program is designed to prepare graduates to assume teaching responsibilities in schools and business/industry. Academic teaching positions include secondary vocational-technical schools, post-secondary schools (community and technical colleges), adult continuing education, departments of correctional services, departments of mental hygiene and health, private trade schools, and armed forces training programs. Business/industry teaching positions include technically oriented industrial training as well as apprentice programs.

Typical occupational areas for which teaching opportunities exist include automotive services, heating-ventilation and air conditioning (HVAC), building/construction trades, drafting/CADD, electricity/electronics, food services, metal trades, maintenance and repair services, and health and personal services.

Certification for teaching ATE requires a *minimum* of three years occupational experience in the field of certification.

Technology Education (TCE)

Graduates of the TCE degree program are certified to teach technology education from grades K–12. Technology education is a laboratory-based discipline in which students learn about technology and society as well as technology-based systems. Technology education teachers teach in multi-function or specialized laboratories oriented toward production/manufacturing, construction, transportation, information/communications, energy and power, agriculture, bio-technology, and medical technology. Academic programs emphasizing a broad cross-section of technology and technological literacy are commonly taught in middle schools and junior high schools while programs more focused on selected topics are commonly taught at the high school level.

Secondary Computer Endorsement

A clearly defined set of courses are available that can lead to an endorsement as a computer technology teacher for individuals currently holding or pursuing a Maine teaching certificate. A sequence of courses in computing technology is

selected in consultation with a TCE degree program advisor. Upon completion of the courses, holders of a valid provisional or professional Maine teaching certificate with a K-8, 7-12, or K-12 endorsement can obtain the computer technology endorsement by submitting transcripts for analysis and approval to the State Office of Teacher Certification.

Areas of Minor Study

Three areas of study in the Department of Technology are available as minors: computer applications, industrial management, and manufacturing technology. Each minor consists of a minimum of 18 credit hours approved and monitored by a faculty advisor in the Department. The student must declare the minor. The courses used for each minor will be selected from those approved and/or required for that minor by the Department faculty. Admission to the minor will require the completion of at least 24 credits with a grade point average of 2.0. Successful completion of the minor will require a grade point average of 2.0 in the courses making up the minor.

Admission Requirements (All Programs)

Students must meet all University of Southern Maine admission requirements.

The Department of Technology has approved transfer pathways from many of Maine's community colleges. The purpose of these pathways is to allow individuals with specific associate degrees to complete a bachelor of science degree with a focus in areas such as: electro-mechanical technology, integrated manufacturing technology, machine tool technology, and metal manufacturing technology.

Programs and Requirements

All students must meet University Core curriculum requirements and additional Departmental requirements. Specific requirements for bachelor of science degree programs offered through the Department of Technology are indicated in the following tables. A minimum of 15 credit hours or 5 courses must be taken in the Department.

Industrial Technology

Bachelor of science in industrial technology (INT)

Concentrations:

- Industrial Management – 127 credits
- Precision Manufacturing – 127 credits
- Information and Communications Technology Concentration – 127 credits

Applied Technical Leadership

Bachelor of science in applied technical leadership – 121 credits

Teaching

Bachelor of science in technology education (TCE) - 127 credits

Bachelor of science in applied technical education (ATE) - 121 credits

Technology education majors must have a 2.5 cumulative grade point average and successfully pass Praxis I to enroll in the professional sequence courses: TCE 380, TCE 381, and EDU 324. No more than one D grade will be accepted in the technical and professional courses required of the technology education program.

Internship

The Department of Technology, recognizing the value of integrating theory and practice through application in actual work environments, encourages internships for qualified majors. An internship provides a wide range of opportunities for applying knowledge and skills obtained in a classroom or laboratory to actual work situations.

An internship is an option that qualified students may pursue as an integral component of their degree program. It provides an opportunity to participate in a supervised program relevant to the student's major.

Permission of the instructor is needed to register for an internship.

*Bachelor of Science in Industrial Technology
Industrial Management
(for traditional students)*

The minimum number of credits required for the degree: 127

University Requirements

- A - _____ Writing Proficiency
B - _____ Math Proficiency
W - _____ Writing-Intensive

Core Curriculum - 31 Credits

- C - ENG 100C English Competency
D - MAT 140D Pre-Calculus (or above)
E - _____ Reasoning

Fine Arts - 6 Credits (Different Depts.)

- F - _____ Performance Centered
G - _____ History Centered

Humanities - 6 Credits (Different Prefixes)

- H - _____ Literature
I - _____ Times Culture

Social Sciences - 6 Credits (Different Depts.)

- J - _____ Economics
J - _____

Natural Sciences - 4 Credits (With Lab)

- K - _____ Physics

Departmental Requirements - 15 Credits

- MAT 108 College Algebra (or above)
ITP 210W Technical Writing
ITP 240 Industrial Statistics
ITT 181 Intro to Computers
_____ Physics OR Chemistry

General Elective - 6 Credits

(Academic, Professional or Technical)

Professional - 36 Credits

- ITP 230 Project Management
ITP 280 Industrial Org., Mgt., and Supr.
ITP 310 Plant Layout & Material Hand.
ITP 330 Production Control
ITP 340 Fundamentals of Quality
ITP 350 Conference Leading
ITP 381 Human Resource Dev./Ind.
ITP 410 Technical Ops. and Strategies
ITP 490 Cost Analysis & Control
ITS 300 Ergonomics/Time Study
ITS 320 Occupational Safety and Health
ACC 110 Financial Accounting Information
for Decision Making

Technical - 39 Credits

Required - 33 Credits

- ITT 102 Technology and Society
ITT 103 Materials Property and Testing
ITT 221 Power and Energy Processing
ITT 231 Technical Graphics
ITT 241 Info. and Communication Tech.
ITT 252 Material Processing
ITT 282 Computer Aided Design
ITT 323 Fluid Power
ITT 353 Automated Mat. Processing
ITT 425 Electronic Control Tech.
ITT 440 Internship/Senior Capstone

Technical Electives - 6 Credits

- ITT _____
ITT _____

*Bachelor of Science in Industrial Technology
Industrial Management*

(for nontraditional/transfer students)

The minimum number of credits required for the degree: 127

University Requirements

A - _____	Writing Proficiency
B - _____	Math Proficiency
W - _____	Writing-Intensive

Core Curriculum - 31 Credits

C - ENG 100C	English Competency
D - MAT 140D	Pre-Calculus (or above)
E - _____	Reasoning

Fine Arts - 6 Credits (Different Depts.)

F - _____	Performance Centered
G - _____	History Centered

Humanities - 6 Credits (Different Prefixes)

H - _____	Literature
I - _____	Times Culture

Social Sciences - 6 Credits (Different Depts.)

J - _____	Economics
J - _____	

Natural Sciences - 4 Credits (With Lab)

K - _____	Physics
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Departmental Requirements - 18 Credits

MAT 108	College Algebra (or above)
ITP 210W	Technical Writing
ITP 240	Industrial Statistics
ITT 102	Technology and Society
ITT 181	Intro to Computers
_____	Physics OR Chem

General Electives - 6 Credits

(Academic, Professional or Technical)

Professional - 36 Credits

ITP 230	Project Management
ITP 280	Industrial Org., Mgt., & Supr.
ITP 310	Plant Layout & Material Hand.
ITP 330	Production Control
ITP 340	Fundamentals of Quality
ITP 350	Conference Leading
ITP 381	Human Resource Dev./Ind.
ITP 410	Technical Ops. and Strategies
ITP 490	Cost Analysis & Control
ITS 300	Ergonomics/Time Study
ITS 320	Occupational Safety & Health
ACC 110	Financial Accounting Information for Decision Making

Technical Required - 36 Credits

Technical Communications (9 Credits)

Technical Graphics
Information and Communication Technology
Computer Aided Design

Materials and Processes (9 Credits)

Materials Properties and Testing
Material Processes
Automated Material Processing

Electro-Mechanical (9 Credits)

Power and Energy Processing
Fluid Power
Control Technology

Advanced Automation (9 Credits)

Robotics and Automated Material Handling
Computer-Aided Manufacturing/Rapid
Prototype (CAM/RP)
Capstone/Computer Integrated Manufacturing Systems

ITT 400 Occupational Competency
(Portfolio Assessment)

or an associate's degree from an accredited institution with Department approval.

Bachelor of Science in Industrial Technology
with a concentration in Information and Communications Technology
The minimum number of credits required for the degree: 127

University Requirements

A - _____ Writing Proficiency
B - _____ Math Proficiency
W - _____ Writing-Intensive

Core Curriculum - 31 Credits

C - ENG 100C English Competency
D - MAT 140D Pre-Calculus (or above)
E - _____ Reasoning

Fine Arts - 6 Credits (Different Depts.)

F - _____ Performance Centered
G - _____ History Centered

Humanities - 6 Credits (Different Prefixes)

H - _____ Literature
I - _____ Times Culture

Social Sciences - 6 Credits (Different Depts.)

J - _____ Economics
J - _____

Natural Sciences - 4 Credits (With Lab)

K - _____ Physics or Chemistry

Departmental Requirements - 15/16 Credits

MAT 108 College Algebra (or above)
ITP 240 Industrial Statistics
_____ Computer Programming
BUS 245 Info Tech/MIS
_____ Science

General Electives - 9 Credits

(Academic, Professional or Technical)

Professional - 30 Credits

Required - 18 Credits

ITP 210W Technical Writing
ITP 230 Project Management
ITP 280 Industrial Org., Mgt., & Supr.
ITP 350 Conference Leading
ITP 381 Human Resource Dev./Ind.
ITS 300 Ergonomics/Time Study

Professional Electives - 12 credits from approved ITP courses or students completing an approved minor may use courses in their minor as professional electives if they are not required courses in the INT program or otherwise used to fulfill INT degree requirements. Courses may not be used to fulfill more than one requirement on the degree worksheet. You may satisfy the minimum number of credits by taking one of the approved minors listed below:

Computer Science
Management Information Systems
Economics
Business Administration

Technical - 42 Credits

Required - 24 Credits

ITT 102 Technology and Society
ITT 181 Introduction to Computers
ITT 241 Info. & Communication Tech.
ITT 272 Intro to Computer Networking
ITT 281 Internet Web Site Dev.
ITT 282 Computer Aided Design
ITT 311 Telecommunications
ITT 343 Desktop Pub. & Design

Technical Electives - 18 Credits

ITT _____
ITT _____
ITT _____
ITT _____
ITT _____
ITT _____

Bachelor of Science in Industrial Technology
with a concentration in Precision Manufacturing
The minimum number of credits required for the degree: 127

University Requirements

A - _____ Writing Proficiency
B - _____ Math Proficiency
W - _____ Writing-Intensive

Core Curriculum - 31 Credits

C - ENG 100C English Competency
D - MAT 140D Pre-Calculus (or above)
E - _____ Reasoning

Fine Arts - 6 Credits (Different Depts.)

F - _____ Performance Centered
G - _____ History Centered

Humanities - 6 Credits (Different Prefixes)

H - _____ Literature
I - _____ Times Culture

Social Sciences - 6 Credits (Different Depts.)

J - _____ Economics
J - _____

Natural Sciences - 4 Credits (With Lab)

K - _____ Physics

Departmental Requirements - 15 Credits

MAT 108 College Algebra (or above)
ITP 210W Technical Writing
ITP 240 Industrial Statistics
ITT 181 Introduction to Computers
_____ Physics OR Chemistry

General Electives - 9 Credits

(Academic, Professional or Technical)

Professional - 30 Credits

ITP 230 Project Management
ITP 280 Industrial Org., Mgt., & Supr.
ITP 310 Plant Layout & Material Hand.
ITP 330 Production Control
ITP 340 Fundamentals of Quality
ITP 410 Technical Ops. and Strategies
ITP 490 Cost Analysis and Control
ITS 300 Ergonomics/Time Study
ITS 320 Occupational Safety & Health
ACC 110 Financial Accounting Information
for Decision Making

Technical - 42 Credits

ITT 102 Technology and Society
ITT 103 Materials Property & Testing
ITT 221 Power & Energy Processing
ITT 231 Technical Graphics
ITT 252 Material Processing
ITT 282 Computer Aided Design
ITT 311 Telecommunications
ITT 323 Fluid Power
ITT 353 Automated Mat. Processing
ITT 425 Electronic Control Technology
ITT 427 Robot & Auto. Mat. Hndlg.
ITT 453 CAM/RP
ITT 440 Internship/Senior Capstone
ITT 460 Capstone/CIM

Bachelor of Science in Applied Technical Leadership
The minimum number of credits required for the degree: 121

University Requirements

A - _____ Writing Proficiency
B - _____ Math Proficiency
W - _____ Writing-Intensive

Core Curriculum - 31 Credits

C - ENG 100C English Competency
D - MAT 140D Pre-Calculus (or above)
E - _____ Reasoning

Fine Arts - 6 Credits (Different Depts.)

F - _____ Performance Centered
G - _____ History Centered

Humanities - 6 Credits (Different Prefixes)

H - _____ Literature
I - _____ Times Culture

Social Sciences - 6 Credits (Different Depts.)

J - _____ Economics
J - _____

Natural Sciences - 4 Credits (With Lab)

K - _____

Departmental Requirements - 12 Credits

MAT 108 College Algebra (or above)
_____ Science
ITP 240 Industrial Statistics
_____ Computer

General Electives - 9 Credits

(Academic, Professional or Technical)

Professional - 30 Credits

ITP 210W Technical Writing
ITP 230 Project Management
ITP 280 Industrial Org., Mgt., & Supr.
ITP 340 Fundamentals of Quality
ITP 350 Conference Leading
ITP 381 Human Resource Dev./Ind.
ITS 300 Ergonomics/Time Study
ITS 320 Occupational Safety & Health
ACC 110 Financial Accounting Information
for Decision Making
_____ Professional Elective

Tech./Occupational Specialization - 39 Credits

Occupational Assessment/Elective Courses

ITT 400 Occupational Competency
(Portfolio Assessment)
ITT 440 Related Occupational Experiences/
Internships

Bachelor of Science in Technology Education
The minimum number of credits required for the degree: 127

University Requirements

A - _____ Writing Proficiency
B - _____ Math Proficiency
W - _____ Writing-Intensive

Core Curriculum - 31 Credits

C - ENG 100C English Competency
D - MAT 140D Pre-Calculus (or above)
E - _____ Reasoning

Fine Arts - 6 Credits (Different Depts.)

F - _____ Performance Centered
G - _____ History Centered

Humanities - 6 Credits (Different Prefixes)

H - _____ Literature
I - _____ Times Culture

Social Sciences - 6 Credits (Different Depts.)

J - HRD 200J Human Growth & Dev.
J - _____

Natural Sciences - 4 Credits (With Lab)

K - _____ Physics

Departmental Requirements - 12 Credits

MAT 108 College Algebra (or above)
_____ Computer
_____ Physics OR Chemistry
_____ Statistics

General Electives - 9 Credits

(Academic, Professional or Technical)

Professional - 30 Credits

ATE 312 Teaching Students W/Special Needs
EDU 100 Experience Teaching as a Profession
ITP 210W Technical Writing
ITS 320 Occupational Safety & Health
ATE 380 Curriculum Development
ATE 381 Methods & Materials of Instruction
EDU 324 Student Teaching

Technical Specialization - 45 Credits

Required - 42 Credits

ITT 102 Technology and Society
ITT 103 Materials Property & Testing
ITT 181 Introduction to Computers
ITT 221 Power & Energy Processing
ITT 231 Technical Graphics
ITT 241 Info. & Communication Tech.
ITT 252 Material Processing
ITT 282 Computer Aided Design
ITT 323 Fluid Power
ITT 353 Automated Mat. Processing
ITT 362 Construction/Transportation Tech.
ITT 425 Electronic Control Tech.
TCE 383 Practicum I
TCE 483 Practicum II
Technical Electives - 3 Credits
ITT _____

NOTE: Courses required for Computer Certification:

ITT 272 Intro. to Computer Networking
ITT 281 Internet Web Site Development
EDU 300 Media and Technology

Bachelor of Science in Applied Technical Education
The minimum number of credits required for the degree: 121

University Requirements

A - _____ Writing Proficiency
B - _____ Math Proficiency
W - _____ Writing-Intensive

Core Curriculum - 31 Credits

C - ENG 100C English Competency
D - MAT 140D Pre-Calculus (or above)
E - _____ Reasoning

Fine Arts - 6 Credits (Different Depts.)

F - _____ Performance Centered
G - _____ History Centered

Humanities - 6 Credits (Different Prefixes)

H - _____ Literature
I - _____ Times Culture

Social Sciences - 6 Credits (Different Depts.)

J - HRD 200J Human Growth & Dev.
J - _____

Natural Sciences - 4 Credits (With Lab)

K - _____

Departmental Requirements - 21 Credits

Science/Math - 12 Credits

MAT 108 College Algebra (or above)
and 9 other credits in Science/Math

General Electives - 9 Credits

(Academic, Professional or Technical)

Professional - 30 Credits

ATE 280 Facility Organization & Management
ATE 300 Occupational Trade/Analysis
ATE 312 Teaching Students W/Special Needs
ATE 350 Philosophy of Vocational Education
ATE 380 Curriculum Development
ATE 381 Methods & Materials of Instruction
ATE 411 Measurement & Evaluation
ATE 402 Student Teaching
_____ Professional Elective

Tech./Occupational Specialization - 39 Credits

Occupational Assessment/Elective Courses

ITT 400 Occupational Competency
(Portfolio Assessment)
ITT 440 Related Occupational
Experiences/Internships

EDU 100 Exploring Teaching as a Profession

An exploration of teaching as a professional career through field-based experiences and faculty-led seminars. Cr 3.

EDU 324 Student Teaching

Full-time student teaching during the senior year is provided for one semester under direct supervision in off-campus situations for all who meet requirements. Prerequisites: successful completion of EDU 100, TCE 380, TCE 381, and HRD 200J. Cr 12.

ATE 280 Facility Organization and Management

A course in which the student will develop an understanding of the administrative principles and practices which provide for highly effective instruction in industrial, vocational, and technical classrooms and laboratories. Students will organize systems for personnel supervision and accountability; organize personnel and maintenance systems; develop and employ a safety education program in compliance with state of Maine and OSHA regulations; develop and employ an organized budget/procurement schedule; and design and implement a contemporary laboratory/workplace environment. Cr 3.

ATE 300 Occupational and Trade Analysis

Identification of occupational or trade fields, units, operations, and items of related information. Cr 3.

ATE 312 Teaching Students with Special Needs

A foundational requirement providing technical managers, vocational instructors, and technology educators with a fundamental understanding of the federal legislation regarding special needs, its implementation in the workplace and learning environment. Students will be aware of federal legislation and its implications in the related environment; identify and diagnose exceptional individuals; provide appropriate materials for exceptional individuals; modify working and learning environments; and monitor, assess, and advise exceptional individuals in the working and learning environment. Cr 3.

ATE 320 Coordination of Cooperative Education

The role of the coordinator in organizing and conducting a program of work-study experience in high school. Introduction to cooperative half-time training, community survey, advisory committees, laws and regulations; and examination of the responsibilities and activities of the coordinator. Cr 3.

ATE 350 Philosophy of Vocational Education

A survey of the history and philosophy of vocational education in the United States with emphasis upon recent developments. Cr 3.

ATE 380 Curriculum Development

A course in the identification and development of curriculum materials focusing on the techniques needed to develop units and courses of study. Students will analyze the instructional situation; develop educational goals and objectives; identify educational activities to achieve those objectives; identify evaluation activities related to the objectives; specify subject content for the course; schedule unit and course activities; and locate resources to support the instruction. Prerequisite: ATE 300. Cr 3.

ATE 381 Methods and Materials of Instruction

A course of study in which the students are introduced to the various teaching methods and techniques of professional and effective practitioners. Students will develop their own learning and teaching styles. Included in this course are the procurement/creation and utilization of contemporary instructional equipment and teaching materials. Students will evaluate, prepare, and utilize appropriate, relevant instructional materials; plan, prepare, and present lessons; promote effective student use of the learning environment; and organize objectives, develop teaching plans, and evaluate measures of learning. Cr 3.

ATE 402 Student Teaching

Full-time student teaching during the senior year is provided for one semester under direct supervision in off-campus situations for all who meet requirements. Prerequisite: satisfactory completion of professional requirements and advisor's permission. Cr 6.

ATE 411 Measurement and Evaluation

A course in educational measurement and evaluation, focusing on teacher made achievement and performance tests, and grading. Students will examine the characteristics of effective evaluation instruments and grading systems; evaluate various types of measurement instruments; develop and effectively use evaluation instruments; and create and use effective competency-based and norm-referenced grading systems. Cr 3.

ATE 420 Trends in Contemporary Vocational Education

Identification, analysis, and discussion of major problems and trends in vocational education. Cr 3.

ATE 450 Local Administration and Supervision of Vocational Education

Procedures and practices utilized in establishing, promoting, coordinating, supervising, controlling vocational programs on the local level. Cr 3.

ATE 460 Independent Study in Vocational Education

An opportunity to pursue independently a topic,

project, or experiment of interest. Students will prepare a contract or proposal for study to be conducted and, upon completion, submit findings in a scholarly report or other evidence of completeness. Permission of advisor. Cr 3.

ITP 210 Technical Writing

A basic study of techniques used in technical fields to communicate in writing. Study includes document purpose, situation analysis, style, format and production of reports, proposals, procedure sheets, technical descriptions, forms, letters, memos, and visual aids. Prerequisite: USM English and writing proficiency requirements must have been met. Prerequisite: ENG 100C English Composition or equivalent. Cr 3.

ITP 230 Project Management

This course will present a structured analysis of planning, organizing, directing, controlling, and monitoring resources related to completing a set of well-defined tasks. In this course, significant effort will be devoted to understanding the relationship between technology and human resources, and the demands placed on both as they interact. Also covered will be use of computer-based tools in the management of projects. Cr 3.

ITP 240 Industrial Statistics

This course will cover the theory and application of basic descriptive and inferential statistics used in industrial environments. Course topics include various distributions, probability, measure of location and dispersion, point estimates and confidence intervals, hypothesis testing, simple linear and multiple regression, and correlation analyses. Prerequisites: MAT 108 and computer spreadsheet proficiency. Cr 3.

ITP 280 Industrial Organization, Management, and Supervision

An introduction to industrial organization and management. A study of the common elements of industry as it relates to the areas of research and development; industrial relations; production; financial control; marketing; and labor. Management and supervisory theory and practices will be highlighted. Emphasis will also be placed upon contemporary issues/problems/trends associated with a global economy. Cr 3.

ITP 310 Plant Layout and Material Handling

A study of facility and workplace design. Emphasis will be on efficient layout and material flow through manufacturing, warehousing, and service facilities with attention given to the resulting impacts on product and process quality and environmental factors. Cr 3.

ITP 330 Production Control

Lectures, discussions, and problems dealing with the principles and practices of production and inventory control. Study includes information flow,

forecasting, scheduling, capacity planning, material requirements planning, shop floor control, economic order quantities, order point analysis, ABC analysis, line balancing, project scheduling and just-in-time techniques. Prerequisite: basic math competency. Cr 3.

ITP 340 Fundamentals of Quality

An overview addressing fundamental concepts and principles of quality control applied to manufacturing and service sector industries. Major topics include theory and application of qualitative and quantitative tools and techniques as well as quality awards and standards. Specific topics include foundations of quality, planning tools, traditional tools, variability, process set-up verification, pre-control, SPC process capability analysis, acceptance sampling, and quality awards. The methodology, materials, and processes associated with solving problems, and working in teams to improve quality will be the primary focus of the course. Prerequisite: math proficiency or instructor permission. Cr 3.

ITP 350 Conference Leading

A course in philosophy and techniques of organizing and conducting successful conferences. Each participant will assume the responsibility of planning, organizing, and leading meetings, conferences, and seminars. Cr 3.

ITP 381 Human Resource Development in Industry

An introduction to the development of human resources in industrial settings. Students are introduced to the organizational environment and the various functions of human resource management. Topics covered include human resource developments and requirements, training and development, compensation management, job analysis and classification, employee management relations, and other pertinent functions. Students become involved in career development for possible preparation of a portfolio of their prior learning and work experience. Cr 3.

ITP 410 Technical Operations and Strategies

This course will focus on the theory and application of concepts utilized to maintain global manufacturing competitiveness. Major topics include lean manufacturing, kanban, automation, visual signaling, poka-yoke, takt time, and kaizen techniques. Waste elimination, set-up time reduction, and continuous improvement theory and practices will be highlighted. Prerequisite: ITP 310 or instructor permission. Cr 3.

ITP 441 Statistical Quality Control

This course will focus on statistical applications in quality. Major topics include distributions of data, probability and reliability, process set-up verification, pre-control, statistical process control for variables and attributes, process capability analysis, measurement systems analysis, acceptance sampling for variables and attributes, and common

applications of statistically based experiment designs. Software will be used to help students understand underlying theory, develop a sound methodology, and collect and analyze data. Prerequisites: ITP 240, ITP 340, computer spreadsheet proficiency, or instructor permission. Cr 3.

ITT 490 Cost Analysis and Control

This course will cover the theory and application of concepts used in analysis and control of costs pertaining to planning, developing, and managing industrial operations. Concepts include financial/cost accounting, time value of money, methods of evaluating competing alternatives, economic value-added analysis, and capital equipment cost justification. Prerequisite: accounting/minimum college algebra or instructor permission. Cr 3.

ITS 300 Ergonomics/Time Study

A study of the bio-mechanics of the human body and how it interacts with a workplace while performing human activity. Surface electromyography measurements techniques are employed along with lifting analysis software, to measure stress on the body, with the effort to eliminate cumulative trauma disorders. Time study measurement techniques are employed in the development of time standard so one will be able to predict productivity. Prerequisite: basic math concepts or instructor permission. Cr 3.

ITS 320 Occupational Safety and Health

This introductory course provides input into the importance of safety and health in the workplace. Emphasis will be placed on the worker, his or her work environment including such special emphasis as OSHA and other regulatory agencies, hygiene, hazard identification, machine safeguarding, hazardous waste, loss control, and other major concern areas. The course includes the necessary topic areas required by OSHA's 30 hour card program. Upon satisfactory completion of this course, the student will receive the OSHA 30 hour card which is directly issued through OSHA's training unit. Cr 3.

ITS 321 Workplace Design Ergonomics

This course has been developed to educate the student in the use of ergonomic principles as they apply to the design/redesign of workstations as they exist in all types of working environments. Work analysis in the field, reporting, and presentation of redesigned ergonomic changes are a major requirement. State-of-the-art surface electromyography techniques and lifting analysis equipment will be used in both laboratory and field applications. Prerequisite: ITP 300 or ITS 300, or instructor permission. Cr 3.

ITS 420 Ergonomic Practicum

This course places the senior level student in the workplace for the purpose of completing his/her study of ergonomic principles. The opportunity to apply the materials covered in ergonomics/time study and workplace design ergonomics now can be put into practice. Students will be placed at various

work site locations and will be assigned an ergonomic project within each site. To be included in the project are problem identification, hazard analysis, and problematic corrective actions. Each student practicum will be assigned a faculty advisor. Prerequisite: ES&H/advisor permission. Cr 3.

ITT 102 Technology and Society

This course provides a holistic perspective of the technological systems and their impacts on social institutions. Focus is on human endeavors in the development, use, and control of technology. Emphasis will be placed on organizing and delivering information, time management, and writing, listening, and studying skills. Cr 3.

ITT 103 Materials Properties and Testing

A study of the basic properties of industrial materials, their structures, and testing procedures used to determine those properties. Studies include physical, mechanical, optical, chemical, thermal, and electrical properties. Testing, associated literature research, reporting procedures, calculation, and measurement are also included. Cr 3.

ITT 181 Introduction to Computers

An introduction to current and emerging computer applications. The course includes an overview of basic computer hardware and operating system, file management, and general application software. Emphasis is on computer terms, concepts, and the integration of activities, including operating system functions, word processing, spreadsheets, databases, graphics, and communication. Lecture and lab. Cr 3.

ITT 221 Power and Energy Processing

A technical investigation into energy converters and transactional power systems. Course emphasis is on mechanical and electrical power transmission systems and their applications to modern technology and industrial equipment. Cr 3.

ITT 231 Technical Graphics

A basic course in technical graphics focusing on technical sketching and mechanical drawing. Content includes basic skill development using contemporary industrial standards, technical sketching, orthographic projection, detail and assembly working drawings, and pictorial projections. This course is normally taken before ITT 282 Computer Aided Design. Cr 3.

ITT 241 Information and Communication Technology

A comprehensive study of information and communications technologies. The course focuses on design, development, duplication, conversion, storage/retrieval, and transmission using a variety of media. Included are laboratory activities involving the design, development, and production using current and emerging print and non-print media. Lecture and lab. Prerequisite: ITT 181 or ABU 190, or instructor permission. Cr 3.

ITT 252 Material Processing

A laboratory course consisting of the study of materials processing using non-automated hand and machine tools. Multiple materials will be incorporated into the production of selected products. The course will focus on tool use and safety. Prerequisite: ITT 103 or instructor permission. Cr 3.

ITT 270 Introduction to Computer Hardware

The goal of this course is to introduce the hardware components, and their respective functions, of microcomputer systems. Activities address the specification, assembly, upgrading, and maintenance of microcomputers. Assignments may include readings of articles and Web-based documents, discussions, tours, and hands-on activities dealing with microcomputer hardware. A basic proficiency with personal computers is assumed. Cr 3.

ITT 272 Introduction to Computer Networking

The goal of this course is to develop an understanding of computer networks and provide basic background necessary for their construction and maintenance. It consists of readings, discussions, tours, and hands-on activities dealing with the structure, hardware, software, and protocols that make up computer networks. Prerequisite: ITT 181 or instructor permission. Cr 3.

ITT 281 Internet Web Site Development

This course develops a basic understanding of and skill in the design, development, and maintenance of Web sites. Topics include Internet fundamentals, Web site design methods, HTML, cascading style sheets, HTML editors, FTP, site maintenance, intellectual property issues, and working with clients. Students will develop sample Web and associated design documents, and maintain a Web site on a server. It is assumed that students will have a working knowledge of personal computers. Cr 3.

ITT 282 Computer-Aided Design

An introduction to computer-aided design systems and their relationship to design, drafting, production, and documentation processes. Emphasis is on understanding and utilizing computer-aided design (CAD) hardware and software. The course focuses on basic 2D and 3D functions as they generally apply to computer-aided design applications. Lecture and lab. Prerequisites: computer proficiency and interpretation of technical drawings. Prerequisite: ITT 181 or instructor permission. Cr 3.

ITT 311 Telecommunications

An introduction to contemporary telecommunications hardware and applications. Emphasis includes state-of-the-art transmission media such as copper, fiber-optic, and wireless technologies including microwave, radio frequency, and infrared. Additional topics may include: classification of data networks; communications systems parameters such as bandwidth, serial parallel, analog and digital; modulation and multiplexing schemes; and the convergence of data, video, and voice networks. Prerequisite: ITT 181 or instructor permission. Cr 3.

ITT 323 Fluid Power

A study of fluids at work. Investigation of the theory and application of hydraulics and pneumatics in technology and industry. Design, purpose, construction, and maintenance of fluid power devices and systems included. Cr 3.

ITT 342 Graphic Communications and Publishing

A study of publishing technologies with an emphasis on print production workflow. Laboratory experiences include design, copy preparation, photographic and electronic conversion, assembly and imposition, image carrier preparation, and production processes. Emphasis is on digital workflow in copy preparation; line and halftone conversion; and spot and process color separation. Lecture and lab. Prerequisite: ITT 241 or instructor permission. Cr 3.

ITT 343 Desktop Publishing and Design

An introduction to the principles of copy preparation and development for image display and reproduction using multiple media. Emphasis is on computer-based desktop publishing hardware and software. Activities include scanning, digital photography, illustration, and preparation of production specifications. Prerequisite: ITT 241 or instructor permission. Cr 3.

ITT 344 Digital Audio and Video Technology

An introduction to audio and video digital technology. This hands-on course looks at the basic concepts involved in acquisition, editing, and distribution of digital content. Emphasis is on understanding the basic concepts using available camcorders and non-linear editing software. Students will be assigned outside-the-classroom video projects. Prerequisite: ITT 181, equivalent, or instructor permission. Cr 3.

ITT 353 Automated Material Processing

This course is designed to provide students with basic understanding of how the computer is employed in the control of machine tools used in today's modern industry to automatically process materials. Emphasis will be placed on the basics of computer numerical control machining (CNC), practical approaches to industrial material selection, machining speeds and feeds as they pertain to different industrial materials, and programming of machine tools and their respective communication control languages. In addition, computer-aided design software will be used to generate programming codes to DNC to the machining centers to produce parts. Prerequisite: ITT 252, ITT 282, or instructor permission. Cr 3.

ITT 362 Construction/Transportation Technology

This course will concentrate on construction and transportation systems and technology in an historical, present-day, and futuristic context. Emphasis will be placed on the study of construction projects

in a residential, commercial, and super structure setting; and, on transportation devices and systems in a land, air, water, and space environment. This will be a laboratory-based course. Cr 3.

ITT 373 Intermediate Computer Networking

The goal of this course is to build upon and further the understanding of computer networks. Activities address the detailed construction, upgrade designs, and maintenance of both large and small networks. Assignments may include readings of articles and Web-based documents, discussions, tours, and hands-on activities dealing with structure, hardware, software, security, and protocols that make up modern computer networks. Prerequisite: ITT 272 (or ITT/TCE 370) or instructor permission. Cr 3.

ITT 382 Advanced Web Site Development

This course develops an understanding of techniques that go beyond basic HTML to develop dynamic Web sites. Topics include a review of xhtml and cascading style sheets, server-side programming, writing to and reading from files and databases, site design, and coding standards. Students are expected to be proficient with HTML, HTML editors, JPEG and GIF image manipulation, FTP, and basic Web site maintenance. Some programming experience is desirable. Prerequisite: ITT 281, equivalent, or instructor permission. Cr 3.

ITT 384 Advanced Computer-Aided Design

An advanced computer-aided design course focusing on three-dimensional modeling, image rendering, and animation. Emphasis is on understanding and utilizing current and emerging computer-aided and design hardware and software to present designs, products, and processes effectively. The course emphasizes basic concepts of three-dimensional model creation and use. Prerequisite: ITT 282 or instructor permission. Cr 3.

ITT 400 Occupational Competency

This course is designed to allow credit for technical expertise learned on the job or through attendance at appropriate/related schools, workshops, and/or seminars. The student's technical knowledge and skill must be documented through the University's portfolio assessment procedures. Program Option II majors only. See advisor for further information. Cr 1-39.

ITT 425 Electronic Control Technology

A study of the fundamental concepts, devices, and applications of electronic components and controllers utilized in industrial process control. Laboratory sessions focus on instrumentation, programming, downloading, and wiring discrete input/output devices to programmable logic controllers. Prerequisites: ITT 181, ITT 221, ITT 323 or instructor permission. Cr 3.

ITT 427 Robotics and Automated Material Handling

An investigation into the technology, nomenclature, and applications of robotic and automated

material handling systems. Emphasis includes system components, communications integration, programming, and feedback devices. Prerequisites: ITT 221, ITT 252, ITT 323, ITT 425 or instructor permission. Cr 3.

ITT 440 Related Occupational Experiences/Internships

This experience is designed to advance technical and supervisory skills during employment with a business or industry. Interested students must meet with the internship coordinator prior to the job search process, and the hosting firm must be approved by the coordinator prior to course registration. Securing suitable employment is the student's responsibility. Formal assignments will be discussed during weekly seminars. Contact the internship coordinator for additional information. Health insurance is required of students in this course. Prerequisite: instructor permission. Cr 1-3.

ITT 441 Advanced Occupational Experiences/Internships

This second-level course is a continuation of the occupational/internship experience in ITT 440. It is designed to further advance technical and supervisory skills during employment with a business or industry. Interested students must meet with the internship coordinator prior to the job search process, and the hosting firm must be approved by the coordinator prior to course registration. Securing suitable employment is the student's responsibility. Formal assignments will be discussed during weekly seminars. Contact the internship coordinator for additional information. Health insurance is required of students in this course. Prerequisites: ITT 440 and instructor permission. Cr 1-3.

ITT 452 Metallurgy and Metrology

A study of the properties of metals and how they are altered to meet industrial requirements. Measurements and testing of these properties along with inspection techniques and heat treatment activities will be performed. Individual and group activities will be conducted. Prerequisite: ITT 103, ITT 252, or instructor permission. Cr 3.

ITT 453 Computer-Aided Manufacturing/Rapid Prototype (CAM/RP)

This course provides an overview of advanced computer-aided manufacturing processes and the use of rapid prototyping technology. Students will develop an understanding of design, development, and manufacturing processes and techniques with an emphasis on shortening the time between design and production phases. Special attention is given to computer-aided design (CAD), computer-aided manufacturing (CAM), and rapid prototyping technologies and their role in the product development. Lecture and lab. Prerequisites: ITT 282 and ITT 353, or instructor permission. Cr 3.

ITT 460 Capstone/Computer Integrated Manufacturing Systems

This course integrates curriculum content from several upper division courses to create a capstone experience involving automated systems and technology. Students will develop an understanding of the issues related to integrating components and equipment into an operational system. Major areas of the course include physical linkages among system components—electronic and mechanical, command and control protocols, as well as creating and maintaining human-system interfaces. An additional component of the course will be a production activity employing many of the automated and non-automated manufacturing technologies available in the Department's laboratories. Lecture and lab. Prerequisite: senior-level course, ITT 353, or instructor permission. Cr 3.

ITT 490 Special Problems in Technology

Provides upper-level students an opportunity to pursue independently a topic, project, or experiment of interest. Students will prepare a contract or proposal for study to be conducted and, upon completion, submit findings in a scholarly report or other evidence of merit. Prerequisite: instructor permission. Cr variable.

TCE 380 Curriculum Development

A study of the methods used to develop instructional units and courses of study for technology education. Students develop a familiarity with the content standards for the discipline and learn how to write educational objectives, identify instructional content, develop instructional activities, develop course schedules, and identify related resources. Prerequisites: 2.5 GPA and instructor permission. Cr 3.

TCE 380 Curriculum Development (Online Course)

This version of the technology education curriculum development course is designed to be delivered over the Internet. It is normally restricted to uncertified teachers who cannot attend the campus-based course. It assumes that the students are currently teaching, are computer literate, and have Internet

access. The methods used to develop instructional units and courses of study for technology education will be studied. Students develop a familiarity with the content standards for the discipline and learn how to write educational objectives, identify instructional content, develop instructional activities, develop course schedules, and identify related resources. Prerequisites: 2.5 GPA and instructor permission. Cr 3.

TCE 381 Methods and Materials of Instruction

A course of study in which the students are introduced to the various teaching methods and techniques of professional and effective practitioners. Students will develop their own learning and teaching styles. Included in this course are the procurement/creation and utilization of contemporary instructional equipment and teaching materials. Students will evaluate, prepare, and utilize appropriate, relevant instructional materials; plan, prepare, and present lessons; promote effective student use of the learning environment; and organize objectives, develop teaching plans, and evaluate measures of learning. Prerequisites: 2.5 GPA and instructor permission. Cr 3.

TCE 383 Technology Education Practicum I

This is the initial practicum for students preparing to be technology teachers. In this course, students develop and participate in units of study similar to those they will be expected to teach in junior/middle and senior high schools. Units in this practicum are in the areas of construction, production, and transportation technologies. Prerequisite: advisor and instructor permission. Cr 3.

TCE 483 Technology Education Practicum II

This is the second practicum for students preparing to be technology teachers. In this course, students develop and participate in units of study similar to those they will be expected to teach in junior/middle and senior high schools. Units in this practicum are in the areas of information/communications systems, energy/power systems, agriculture and related biotechnologies, and medical technologies. Prerequisite: advisor and instructor permission. Cr 3.

College of Nursing and Health Professions

Dean: Jane M. Kirschling

Chair of Nursing: Marianne W. Rodgers; *Chair of Recreation and Leisure Studies:* Linda Meyer; *Director of Sports Medicine Programs:* Brian Toy

Faculty in Nursing Programs

Professors: Kirschling, Thompson; *Associate Professors:* Childs, Fournier, Hart, Healy, Hentz, Johnson, Keith, Lawson, Moody, Peake-Godin, Rodgers, Sepples, Spross; *Assistant Professors:* Farmer, Hamel; *Instructors:* Caton-Lemos, Doane, Elliott, Lamberson, Randall; *Lecturers:* Dvorak, Lutz, Martin, Randall, Spina, Vaughan, Vincent; *Associate Professors Emeritae:* Burson, MacPherson, Normandeau, Skoner, Tiffany, Tukey, Vines, Woods Smith; *Assistant Professor Emerita:* Nealand

Faculty in Recreation and Leisure Studies

Associate Professors: Jones, McCullough, Meyer; *Assistant Professor:* Richeson; *Professor Emeritus:* Sullivan

Faculty in Sports Medicine Programs

Associate Professors: Beaudoin, Blum, Croteau, Toy; *Assistant Professors:* Claiborne, Scott; *Instructors:* Myers, Liberi

The College of Nursing and Health Professions (CONHP) offers programs leading to baccalaureate or master's degrees in nursing, baccalaureate or associate degrees in therapeutic recreation, and baccalaureate degrees in health sciences, radiation therapy, and sports medicine. In addition, it offers minors in holistic and integrative health, recreation leadership, and nature tourism. Special study options are available for registered nurses seeking to attain a baccalaureate or master's degree in nursing and for students who hold a baccalaureate degree in another field who are interested in a baccalaureate or master's degree in nursing. The CONHP nursing programs are approved by the Maine State Board of Nursing and accredited by the National League for Nursing Accreditation Commission. For further information, please contact the National League for Nursing Accrediting Commission, 350 Hudson Street, New York, N.Y. 10014, telephone (212) 989-9393.

The goals of the College are to:

1. Provide nursing, therapeutic recreation, health science, radiation therapy, and sports medicine education to a diverse student population within a state institution of higher education.
2. Prepare health professionals to respond to the health needs of the people of Maine.
3. Conduct and disseminate research as a means of increasing knowledge and improving practice.
4. Promote a model of practice based on the highest standards of humane and ethical professional conduct.
5. Provide professional service and consultation to the community and University in the areas of nursing, health, radiation therapy, sports medicine, and therapeutic recreation.

The programs of the CONHP are subject to change at any time without notice in advance. For more information on CONHP visit the Web site at www.usm.maine.edu/conhp.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the University of Southern Maine College of Nursing and Health Professions. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the demo-

cratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the College, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

1. Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
2. Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
3. Respect and protect the rights and property of others.
4. Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
5. Practice personal and academic integrity and expect it from others.
6. Demonstrate respect for others by actively discouraging prejudice, bias, bigotry, violence, coercion or intimidation against any member of the academic community.
7. Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
8. Explore controversial issues through open dialogue and respectful deliberation.
9. Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
10. Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate disrespectful or abusive speech and/or disruptive behavior from individuals or groups. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the College of Nursing and Health Professions are responsible for ensuring a safe and supportive learning and work environment.

Bachelor of Science in Health Sciences

The bachelor of science in health sciences is a baccalaureate completion program for associate degree allied health graduates. This program provides a career track for those with a technical degree and a desire to broaden their education. As health care shifts to outpatient and community settings, and more health promotion and health education, these graduates with their expanded professional role capability will be able to provide more effective care to the community.

Admission Requirements

Applicants must (a) meet the general admission requirements of the University, (b) hold an associate's degree of 60 credits or more in a health care discipline from a regionally accredited educational institution,* or 60 credits or more with an equivalent concentration of courses in a health area, and (c) hold a GPA of 2.0 or better.

*Individuals holding 60 credits or more with a clearly defined health care focus or core in their coursework, but lacking an associate's degree, may be considered for admission as an exception to the standard.

Academic Requirements

The curriculum reflects the different educational goals and breadth of needs of the students enrolled in the program. In addition to the 60+ credits transferred from the associate's degree, the curriculum includes completion of the USM Core curriculum requirements, a seven-course interdisciplinary completion degree core, general electives, and the completion of courses comprised from a listing of health science electives.

University Core Curriculum (25 credits)		
English Composition (C)		3
Skills of Analysis (E)		3
Fine Arts—Performance (F)		3
Fine Arts—History (G)		3
Humanities—Literature (H)		3
Other Times/Other Cultures (I)		3
Social Sciences (J)		3
Natural Sciences and Lab (K)		4
Writing Intensive (W)		—
Health Science Core (18-19 credits)		
Statistics (D) (MAT 120D or PSY 201D)		3 or 4
Human Growth and Development (HRD 200J)		3
Foundations of Learning (EDU 210)		3
Health-Related Research (CON 321)		3
Concepts in Community Health (CON 356)		3
Managing Organizational Behavior (BUS 340)		3
Health Science Electives (18 credits)		
CON 216	Emergency Response	3
CON 219	Lifetime Physical Fitness and Wellness	3
CON 252	Human Nutrition	3
CON 280	Holistic Health I	3
CON 281	Holistic Health II	3
CON 302	Pharmacology	3
CON 311	Psychosocial Intervention	3
CON 435	Death and Dying	3
CON 440	International Health	3
NUR 209	Total Health Assessment	2
NUR 330	Mental Health (Theory)	2
SPM 381	Kinesiology	3
ACC 110	Financial Accounting Information for Decision Making	3
ACC 211	Managerial Accounting Information for Decision Making	3
BUS 260	Marketing	3
BUS 280	Legal Environment of Business	3
BUS 346	Personnel and Human Resource Management	3
ITS 300	Ergonomics/Time Study	3
ITS 320	Occupational Safety and Health	3
ITP 350	Conference Leading	3

General Electives

As needed to fulfill 120 credit hour graduation requirement.

Progression Policies

Students in the health sciences program must maintain class standing according to hours accomplished, with a GPA as follows:

Credit Hours	For Good Standing	For Probationary Standing
61-90	2.0	1.8
91 or more	2.0	1.9

Standards apply to both part-time and full-time students. Students must achieve a grade of C- or better in courses designated as part of the health sciences completion core and health sciences electives. A course in which a D or F is received needs to be repeated with a grade of C- or better. A course may be repeated only once. The academic record of a student who receives multiple grades of D or F in the same semester in health sciences core or elective courses or when repeating a course due

to an unsatisfactory grade will be reviewed by a faculty committee. The committee will recommend a decision regarding progression or suspension to the dean.

Graduation Requirements

To be eligible for graduation with a bachelor of science degree in health sciences, the student must have successfully completed all requirements, and a minimum of 120 credits with a GPA of at least 2.0.

Bachelor of Science in Nursing

This program prepares individuals to begin their nursing practice in a variety of health care settings and in specialty areas. Graduates possess the foundation needed to assume beginning leadership and management positions and to begin graduate studies. The regular B.S. in nursing and the R.N. studies option are available on both the Portland and Lewiston-Auburn campuses. The accelerated B.S. and second degree option programs are only available on the Portland campus.

The baccalaureate nursing program requires the completion of 120-128 credits of study and culminates in a baccalaureate degree. Graduates are eligible to sit for State Board licensure exams upon completion of the program.

Admission and Non-academic Requirements

In addition to requirements established for admission to the University, the undergraduate nursing program requires high school chemistry and biology with labs. See admission section of the catalog for further requirements.

Because so much of the baccalaureate nursing program entails supervised clinical experience, the nursing faculty reserves the right to limit enrollments. Admission to the program is highly selective. The process includes consideration of SAT scores, academic record, and references.

Any student enrolled in or seeking enrollment in nursing courses must be advised by nursing faculty. Transfer admission into the nursing major is available according to the number of open seats. Admission of transfer students will be done once a year in mid-April. Minimum requirements for consideration include: a minimum GPA of 2.75 and a minimum of 30 college credits including the prerequisites to sophomore nursing courses, or a GPA of 3.0 and a minimum of 24 college credits. Prior to starting 300-level clinical nursing courses, a student must have a minimum GPA of 2.67 in the required natural science courses (see prerequisite areas/natural science requirements) and an overall GPA of 2.75. The overall GPA must be maintained throughout the program of study.

The University policy exempting immunization requirements for students born prior to 1956 **does not apply to nursing students**. Because health care workers are at a higher risk for certain illnesses, all students must meet the health requirements of the College. These requirements are listed in the student handbook, and on the College's Web site. All health requirements must be met and the documentation be on file in the College of Nursing and Health Professions **prior to entry into clinical courses**, beginning with NUR 212/213. Students must be certified in cardiopulmonary resuscitation (CPR) and have **health insurance**, equal to or better than the USM Student Health Insurance Basic Plan **prior to entry into clinical courses**.

The costs incurred by a USM CONHP student for health requirements may provide for additional loan eligibility and/or can be built into the financial aid costs of attendance/education. Students are required to request consideration by the Financial Aid Office, including providing documentation of the actual costs incurred.

To cover lab costs, a \$15.00 lab fee is assessed for each seven-week laboratory course; a \$30.00 fee for each semester-long laboratory course; \$50.00 per credit for clinical nursing courses for small student to faculty ratio instruction. A \$35.00 fee is assessed in selected courses to cover the cost of standardized tests from Assessment Technologies Institute. Nursing majors must purchase uniforms and lab coats. Because clinical experiences occur in a variety of settings in the southern Maine area, students must provide their own transportation to rural as well as urban areas. Professional liability insurance is *highly recommended* for students in the nursing major.

Academic Requirements

Prerequisite Areas

Prerequisite courses to the upper-division nursing courses consist of competencies (English Composition, Quantitative Decision Making, Skills of Analysis/Philosophy),

natural and behavioral sciences, humanities, and fine arts. For graduation, no more than three credits of non-nursing elective courses can be taken pass-fail and only one D grade from elective, humanities, fine arts, or COR course areas will be accepted. Otherwise a minimum grade of C or above in these course areas must be achieved. Grades of C- or below are not acceptable in any *prerequisite* course.

General Requirements	
English Composition	0-3 credits
Skills of Analysis/Philosophy	3 credits
* Humanities	6 credits
* Fine Arts	6 credits
Statistics	<u>3-4 credits</u>
	18-22 credits
Natural Science Requirements	
Human Anatomy and Physiology and Lab	8-9 credits
Chemistry for the Health Sciences and Lab	4-8 credits
Microbiology and Lab	4-5 credits
Human Nutrition	3 credits
Pathophysiology	<u>3 credits</u>
	22-28 credits
Social Science Requirements	
Introductory Psychology	3 credits
Introductory Sociology	3 credits
Human Growth and Development (life span preferred)	<u>3 credits</u>
	9 credits
*Electives (including nursing electives)	<u>9 credits</u>
	9 credits

A "W" writing intensive course is required.

*courses in which a C- is acceptable

Prerequisites to Sophomore Nursing Courses

The following courses must be taken before or concurrent with entry into sophomore level nursing laboratory courses (NUR 209/210 or NUR 212/213), in addition to having completed 24 credits and holding a minimum cumulative GPA of 2.75:

English Composition
Human Anatomy and Physiology and Lab
Chemistry for the Health Sciences and Lab
Human Growth and Development
Introductory Psychology
Introductory Sociology

In addition to sophomore-level prerequisite courses, the following courses must be taken before entry into junior-level clinical nursing courses and students must hold a minimum GPA of 2.75 and a science GPA of 2.67:

Course

Skills of Analysis/Philosophy
Introduction to Nursing
Pathophysiology
Microbiology and Lab
Human Nutrition
Health Assessment
Nursing Arts and Science and Fundamentals of Nursing Lab

In addition, Statistics must be completed before taking CON 321, Health-Related Research.

Nursing Courses

Nursing content at the upper division is organized to facilitate the integration of nursing knowledge and skills and to draw on a foundation of learning from other disciplines. The partnership for health nursing curriculum focuses on providing opportunities for students to develop skills in partnering with various community stakeholders to identify community strengths, resources, and needs. Courses focus on the promotion, maintenance, and restoration of health. Students have experiences which

involve assessment, planning, implementation, and evaluation of care for individuals of all ages, in families, groups of clients, and communities on all spectra of the health continuum. Inpatient and outpatient settings, community health agencies, public health settings, long-term care facilities, schools, and industries are used for clinical experiences.

Clinical nursing courses are on a 2 contact hours for each credit per week basis except NUR 480, the final seven-week intensive transition to professional practice course that requires 168 contact hours or a 4 to 1 ratio. Students must take all required CON and NUR courses at USM.

Upper Division Nursing Courses

CON	302	Pharmacology	3 credits
NUR	311	Reproductive & Sexual Health Nursing	3 credits
NUR	312	Reproductive & Sexual Health Nursing Lab	2 credits
NUR	315	Child Health Nursing	3 credits
NUR	316	Child Health Nursing Lab	2 credits
NUR	323	Adult/Older Adult Health Nursing	3 credits
NUR	325	Adult/Older Adult Health Nursing Lab	4 credits
NUR	330	Mental Health Nursing	3 credits
NUR	331	Mental Health Nursing Lab	2 credits
NUR	332	Nursing Care of the Older Adult in the Community	3 credits
*NUR	339	Community Nursing Partnerships I	2 or 3 credits
*NUR	341	Community Nursing Partnerships II	2 or 3 credits
CON	321	Health-Related Research	3 credits
CON	356	Concepts in Community Health	3 credits
NUR	413	Advanced Nursing Skills Lab	1 credits
NUR	423	Management of Critically Ill Adult/Older Adult	3 credits
NUR	425	Management of Critically Ill Adult/Older Adult Lab	2 credits
*NUR	439	Community Nursing Partnerships III	2 credits
NUR	470	Leadership, Management, and Ethics	3 credits
NUR	480	Practicum/Care Management	3 credits
			49-52 credits

*Students take NUR 339, 341, and 439 if each course is 2 credits, or NUR 339 and 341 if each course is 3 credits.

Course sequencing: During the first semester junior year, students take NUR 323/325, NUR 332, NUR 339, and CON 302 (NUR 311/312 may be taken during this or a later semester). During the next three semesters clinical/theory course combinations taken are: NUR 315/316, NUR 330/331, and NUR 413/423/425, as well as NUR 341 and NUR 439. NUR 470 Leadership, Management, and Ethics and NUR 480 Practicum/Care Management are in the final semester. Only one other clinical theory course combination (NUR 311/312, 315/316, 330/331, 423/425) may be taken in the final semester.

Prior to the final semester, the student must have completed the theory course for the Practicum's (NUR 480) specialty area.

Retention/Progression Policies

The following are exceptions or additions to University progression policies.

Students in the nursing programs must maintain class standing according to hours accomplished, with a grade point average as follows:

<i>Credit Hours</i>	<i>For Good Standing</i>	<i>For Probationary Standing</i>
46-120	2.75	2.5-2.74
25-45	2.75	2.5-2.74
0-24	2.5	2.0-2.49

Standards apply to both part-time and full-time students. By maintaining a 2.75 GPA or above during the upper-division years, the student maintains a standard appropriate to professional practice. The lowest acceptable grade in required NUR/CON courses and their prerequisite courses is a grade of C. If placed on probation, a student has a maximum of two semesters to achieve a satisfactory cumulative GPA or the student will be suspended. While on probation, the minimum semester GPA accomplished must be the GPA for good standing according to the

number of credits earned (see above) or the student will be suspended. A student will be suspended for a maximum of one semester. At the end of the next enrolled semester following suspension, the student must accomplish, as a minimum, a GPA for good standing according to the number of credits earned or the student will be dismissed from the major.

The nursing faculty reserves the privilege of accepting and retaining only those students who, in the judgment of the faculty, satisfy the requirements of scholarship and health necessary for nursing. A student who admits to or is found guilty of a violation of the American Nurses' Association guidelines for ethical practice (see College of Nursing and Health Professions Student Handbook) is subject to suspension or dismissal from the University. The Maine State Board of Nursing may refuse to grant a license on the basis of violation of academic or professional integrity or on the basis of criminal history record information relating to convictions denominated in Title 5, Chapter 341, Subsection 5301 of the Maine Revised Statutes Annotated.

Requisite to beginning junior-level clinical coursework, a student must accomplish a natural science GPA of 2.67. The natural sciences consist of the following: Anatomy and Physiology I and II with labs, Chemistry with lab, Microbiology with lab, Human Nutrition, and Pathophysiology. For the purpose of determining progress, the natural science GPA will be calculated at the end of the first year, before NUR 212/213, at the end of the first semester, sophomore year, and prior to beginning junior-level coursework. Students who do not achieve a natural science GPA of 2.67 after completing all prerequisite courses, and who would otherwise begin junior-level clinical courses, have a maximum of two years between completing NUR 209/210 and raising their natural science GPA to 2.67 and beginning clinical work. Science courses may only be repeated once. NUR 209, 210, 212, and 213 should be completed no more than one year before starting NUR 323/325.

Nursing lecture and clinical courses must be taken concurrently the first time a student is enrolled in each course. A student who is unable to maintain a grade point average of 2.75 but whose average remains above 2.5 is on probation within the College of Nursing and Health Professions. Such a student may take support courses until his or her grade point average has been restored to the level of 2.75 or above, at which point progress in nursing lecture and clinical courses may resume. A student who is unable to maintain a grade point average of 2.5 will not be allowed to maintain matriculation in the College of Nursing and Health Professions and will be required to either change majors, be suspended, or be dismissed from the University according to its policies.

A grade of C- or below in a nursing lecture course or F in a nursing clinical course (see low pass policy) will stop the student from registering for any other NUR clinical, companion/didactic course, NUR 470 or NUR 480. In addition, students who receive a failing grade in a required clinical course which finishes partway in the semester may be withdrawn from all other concurrent clinical courses (required or elective). Only the course in which the unsatisfactory grade is received needs to be repeated. The student must achieve a grade of C or better, or a passing clinical grade in the course which is repeated before entering the next nursing lecture or clinical course. A course may be repeated only once. A student may repeat a maximum of two CON or NUR required courses, clinical or didactic, in which the student receives a grade of C- or less. An unsatisfactory grade in a third CON or NUR required course will result in dismissal from the nursing program. If students received an F in an elective NUR clinical course, they may not register to repeat that clinical elective or enroll in any other NUR clinical elective without permission of the dean.

The academic record of a student who receives multiple unsatisfactory grades in the same semester in prerequisite, nursing, and/or support courses, or who receives a C-, D, or F in one of the above listed courses when repeating the course due to an unsatisfactory grade, or an F in a nursing clinical course will be reviewed by the Undergraduate Admissions and Advancement Committee to determine the appropriate academic action. Academic actions may include revision of major status, progression, probation, suspension, or dismissal. Matters of personal concern to the student will be considered. The committee will recommend to the dean a decision regarding progression or dismissal.

Appeals may be made to the Undergraduate Admissions and Advancement Committee. A request for exception to the policy must be initiated by the student.

Low Pass Grades

Low pass (LP) grades are used in clinical courses to inform students whose performance is near failing and to hold the students accountable to address the weaknesses identified in their performance appraisal with subsequent clinical faculty. A second low pass grade constitutes an F and stops progression in clinical/didactic coursework (see above progression policies).

Incomplete Grades

A temporary grade may be assigned by a faculty member when a student, because of extraordinary circumstances, has failed to complete course requirements in a nursing course or CON required course. Incomplete grades in upper division nursing courses must be completed with a letter grade of C or better before progressing to the next course.

Graduation Requirements

To be eligible for graduation with a bachelor of science degree with a major in nursing, the student must have successfully completed all requirements, and a minimum of 120-128 credit hours with a grade point average of at least 2.75.

Accelerated B.S.

Recognizing the desire of people with baccalaureates in disciplines other than nursing to become nurses, the faculty has designed an accelerated program that leads to a B.S. in nursing in 15 months of full-time study. The track admits students who attained a 3.0 on a 4.0 scale in their prior program and have completed statistics and anatomy and physiology. Program size is limited, making acceptance into the program competitive. The program begins in May of each year with students completing their program of studies in 15 months.

Sample Curriculum Plan

BIO	345	Pathophysiology	3 credits
CON	252	Human Nutrition	3 credits
CON	302	Pharmacology	3 credits
CON	321	Health Related Research	3 credits
CON	356	Concepts in Community Health	3 credits
NUR	209/210	Total Health Assessment and Lab	4 credits
NUR	212	Nursing in Arts and Sciences	3 credits
NUR	214	Fundamentals of Nursing Lab for Accelerated Students	3 credits
NUR	311/312	Reproductive and Sexual Health Nursing	5 credits
NUR	315/316	Child Health Nursing	5 credits
NUR	323/325	Adult/Older Adult Nursing	7 credits
NUR	330/331	Mental Health Nursing	5 credits
NUR	332	Nursing Care of the Older Adult in the Community	3 credits
NUR	413	Advanced Nursing Skills Lab	1 credit
NUR	423/425	Management of Critically Ill	5 credits
NUR	436	Community Nursing Partnership I	2 credits
NUR	437	Community Nursing Partnership II	2 credits
NUR	470	Leadership and Management and Ethics	3 credits
NUR	480	Practicum/Care Management	3 credits
(last 7 weeks)			

RN Studies Option

Recognizing the need and desirability for registered nurses to attain baccalaureate and master's degrees within the state, the Nursing faculty has designed two options for RNs—the first leading to a bachelor of science degree, and the second (described in USM's graduate catalog) leading to a master's degree. Realizing that RNs returning to school face many complexities, every effort is made to remain attentive and flexible in adjusting the plan of study and accommodating individual needs. Advice with prerequisites, course planning, and course sequencing for RNs may be obtained by contacting Brenda Webster in Portland at 780-4802 or Bonnie Farmer in Lewiston-Auburn at 753-6589.

All RNs must fulfill the University's 30 credit residency requirement (6 credits earned at another UMS campus may be applied toward residency).

The CONHP recognizes a maximum of 30 nursing credits (RN credit options) transferred from an associate degree (ADN) program as basic nursing credits required in the baccalaureate program. These credits are applied toward fulfillment

of the baccalaureate requirements for RN students who have successfully completed CON 308, Professional Communication and Technology Utilization in Nursing and the Health Sciences. Nursing credits earned in the ADN program beyond the basic 30 credits above may be used as elective credit.

RNs graduating from a diploma program will be awarded the basic nursing credits (30) for a fee, upon successful completion of CON 308 Professional Communication and Technology Utilization in Nursing and the Health Sciences. Additional information may be obtained through the Office of Prior Learning Assessment.

The following courses must be completed, or are available for credit by examination, prior to entry into the upper division nursing courses.

English Composition	**Anatomy and Physiology I & II
General Psychology	Growth and Development
General Sociology	Pathophysiology
	Microbiology

**Anatomy and physiology requirement is waived with the successful completion (grade of 70) of pathophysiology.

The following courses must be completed prior to entry into the upper division nursing courses.

Chemistry for the Health Sciences†
 Statistics (prerequisite to research)
 Skills of Analysis/Philosophy

†Chemistry requirement is waived with the successful completion—grade of 70—of pathophysiology

University requirements in the humanities, fine arts, and Core curriculum may be taken any time prior to graduation.

Upper division nursing courses, in required sequence for RNs, include:

	Credits
A. NUR 309/310 Health Assessment and H.A. Lab	4
CON 308 Professional Communication and Technology Utilization in Nursing and the Health Sciences	3
B. (in any order)	
NUR 314 RN Credit Options	30
* NUR 415 Socio-Cultural Issues in Health and Health Care	3
CON 321 Health-Related Research	3
CON 356 Concepts in Community Health	3
C. (in any order)	
NUR 474 Leadership and Management for RNs	3
Management or Practice Focused Elective	3
NUR 476 Theory Related to Clinical Specialty	3
D. NUR 419 Community Nursing Partnerships	2

RN students must matriculate in the University prior to enrollment in the upper division nursing course sequence except for Health Assessment and Professional Technology Utilization in Nursing and Health Sciences. Clinical courses may not be taken unless RN credit options have been completed and posted. USM and the University of Maine (UM) have a collaborative RN/BS option that is available through the University Network Education System (UNET). Students may take required and equivalent courses from the other campus for residency credit.

*Course offered through distance education from University of Maine.

Admission Requirements for the RN to BS Option

The RN applicant must (a) meet the general admission requirements of the University, (b) provide evidence (photocopy) of current licensure as a registered nurse in Maine, and (c) must have a GPA of 2.5 or better. Applications of those with a GPA below 2.5 will receive consideration by the Undergraduate Admissions, Advancement, and Scholarship Committee. All policies applicable to students in the baccalaureate program (refer to Retention/Progression Policies) also apply to students in the RN to BS option program.

Option for Non-nurses with Degrees in Other Fields (second degree option)

Recognizing the increasing interest in nursing by individuals with baccalaureate degrees in other fields, the Nursing faculty members have designed an accelerated

Graduate Program Offerings

option leading to a master's degree (MS) in nursing. Details regarding this option are found in USM's graduate catalog.

The College of Nursing and Health Professions offers the master of science in nursing degree. Advanced practice clinical areas available for study include adult, family or psychiatric nurse practitioner and psychiatric/mental health or adult health care management clinical nurse specialist. Other graduate programs include: the R.N. to master of science degree option for registered nurses; the M.S./M.B.A.; and master's degree for certified or state approved advanced practice nurses. The College also offers post-master's certificates of advanced study in psychiatric/mental health nursing, adult health nursing, and family health nursing.

Courses with a CON prefix are listed at the end of the College of Nursing and Health Professions section.

NUR 100 Introduction to Professional Nursing

This course orients students to the expectations of a baccalaureate education in nursing. Academic communication and critical thinking skills within the context of professional nursing are emphasized. Issues of ethical and professional accountability related to the role(s) of the nurse are explored. Historical and contemporary perspectives on the nature and scope of nursing practice are examined. Cr 3.

NUR 209 Health Assessment

This course provides knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessment of well individuals throughout the life span. Emphasis is placed on data collection through development of communication and physical examination skills followed by data analysis and identification of nursing diagnoses. Data will then be analyzed and nursing diagnoses developed. Prerequisites: Anatomy and Physiology I and II (or concurrent), NUR 100 and a GPA of 2.75. Cr 2.

NUR 210 Health Assessment Practicum

The course provides knowledge and skills essential to conduct an in-depth bio-psycho-social-cultural, holistic health assessment of well individuals through the life span. Emphasis is placed on data collection through development of communication and physical examination skills. Data will then be analyzed and nursing diagnoses developed. Concurrent with NUR 209. Cr 2.

NUR 212 Nursing Arts and Science

This course introduces the student to concepts and skills basic to the art and science of nursing. The nursing process is introduced as the problem-solving tool, and is used along with scientific principles in the teaching of foundational nursing therapeutics used in most practice settings. Prerequisites: 24 credits, a GPA of 2.75, and Anatomy and Physiology I and II (or concurrent). Cr 3.

NUR 213 Fundamentals in Nursing Lab I

This course focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when implementing foundational nursing therapeutics, which promote, maintain, and restore the health of the client. Concurrent with NUR 212. Cr 2.

NUR 214 Fundamentals of Nursing Lab for Accelerated Students

Provides an historical and contemporary perspective on the nature and scope of nursing and focuses on theory, scientific principles, and psychomotor skills used to implement the foundational nursing therapeutics that promote, maintain, and restore the health of the client. Concurrent with NUR 212. Cr 3.

NUR 309 Health Assessment and Wellness Promotion for RNs

This course provides the RN student with knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessments of well individuals. The course includes examination of the concepts of wellness and health promotion across the life span. Cr 2.

NUR 310 Health Assessment Lab for RNs

This course provides the opportunities for the RN to apply knowledge and skills necessary to conduct total health assessments. Concurrent with NUR 309. Cr 2.

NUR 311 Reproductive and Sexual Health Nursing

This course focuses on the theory and research in reproductive and sexual health care. While emphasis is placed on holistic nursing care of diverse healthy families from preconception through the childbearing process, high risk conditions, including end of life care for neonates, and the interventions necessary for successful adaptation are also discussed. Male and female reproductive health issues and nursing care across the lifespan will be presented. Prerequisite or concurrent: NUR 323/325 and CON 302. Cr 3.

NUR 312 Reproductive and Sexual Health Nursing Lab

This course offers students experience in providing holistic nursing care to individuals and families engaged in childbirth experiences. Emphasis is placed on health needs and alterations during the childbearing process, as well as promotion and maintenance of health before, during, and after childbirth. Concurrent with NUR 311. Cr 2.

NUR 314 RN Credit Options

RNs graduating from a diploma program or an associate degree program will be awarded basic nursing credits upon successful completion of CON 308 Professional Communication and Technology Utilization in Nursing and the Health Sciences. Cr maximum of 30.

NUR 315 Child Health Nursing

In this course, students examine family-centered nursing care in the health promotion and health care of children. Class discussions focus on theories, research, and literature related to health needs and common health problems of children. Family, heredity, environment, and socioeconomic factors are among the factors examined in discussions of nursing in child health. Prerequisites: CON 302; NUR 323/325. Cr 3.

NUR 316 Child Health Nursing Lab

Child health lab provides an opportunity for the student in various health care settings to apply the theoretical concepts of health promotion, maintenance, and restoration with children and their families who are at risk or may be experiencing alterations in health. Concurrent with NUR 315. Cr 2.

NUR 323 Adult/Older Adult Health Nursing

During this course, students will explore evidence-based nursing therapeutics which support both the adult and the older adult client experiencing health problems. The course considers major health problems in the United States, focusing on nursing knowledge needed for care of adults and older adults experiencing acute and chronic alterations in health in a variety of care settings. This course will encourage students to develop and practice critical thinking skills necessary for delivery of family-centered care in today's complex health care system. The roles of collaboration, advocacy, and teaching are introduced as the student nurse interacts with clients and their support systems across the continuum of care. Prerequisites: NUR 100, NUR 209/210 (within one year), NUR 212/213 (within one year), BIO 345, CON 302. CON 302 may be concurrent. Cr 3.

NUR 325 Adult/Older Adult Health Nursing Lab

Students will intervene therapeutically with adults and older adults experiencing health problems. Students will practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 323. Cr 4.

NUR 326 Dominican Republic Community Nursing Partnership I

Cr 1.

NUR 327 Dominican Republic Community Nursing Partnership II

Cr 4.

NUR 328 Dominican Republic Community Nursing Partnership III

Cr 1.

NUR 330 Mental Health Nursing

This course examines the theory and practice of

psychiatric/mental health nursing. Assessment of clients and intervention strategies are explored. Interdisciplinary aspects of mental health care delivery and current issues in mental health nursing are discussed. Prerequisite: CON 302; NUR 323/325 or instructor permission. Cr 3.

NUR 331 Mental Health Nursing Lab

This course offers students an opportunity to focus nursing practice on promotion, maintenance, and restoration of mental health. Clinical experience is provided in a mental health/psychiatric nursing setting. The emphasis is on application of concepts of mental health/psychiatric nursing. Concurrent with NUR 330. Cr 2 or 3.

NUR 332 Nursing Care of the Older Adult in the Community

The focus of this course is the family-centered care of older individuals in the community. Emphasis is on nursing assessment, diagnosis, and therapeutic interventions with individuals and families coping with chronic illnesses. Health promotion/risk reduction strategies are applied. The roles of the nurse in interdisciplinary community settings are explored. Ethical issues unique to community settings are analyzed. Prerequisite: NUR 323 or concurrent. Cr 3.

NUR 339 Community Nursing Partnerships I

This is the first in a two- or three-course series (NUR 339, NUR 341, and NUR 439). Over the course of three semesters, students will engage in partnership with a specific community. This sequence of courses incorporates the concepts of partnership building, risk identification, and health promotion within a community-based context. Students will collaborate with community partners to develop an understanding of both short- and long-term needs of the community. Problem posing and problem solving will come from the community. Students will engage in ongoing community assessment, support communities in developing long term interventions/approaches, and engage in evaluation of community level practice. Students will identify individuals and families within their communities who would benefit from individual and family-based nursing assessment, planning, intervention, and evaluation. Students will work with health care providers in these communities to assess the need for and to augment the services available. Students will engage in both formative and summative evaluation over the course of their interaction with the community. Students will consider issues of continuation and termination as they work with individuals, families, fellow students, and community partners over a two-year period. Advancing students will mentor entering students in the roles of community partner, advocate, and care provider. Prerequisite or concurrently: CON 356. Cr 2.

NUR 341 Community Nursing Partnerships II

This is the second in a two- or three-course series. See NUR 339 for description. Prerequisite: NUR 339. Cr 2 or 3.

NUR 385 Geary Clinical Internship I

This is the first of two integrated clinical courses. It is to be taken following the first semester of the junior year after the completion of NUR 323/325. It allows the student to practice the role set of the professional nurse under the guidance of a registered nurse preceptor. Students begin to be socialized into the professional role of the nurse through hands-on experience, mentored observational experience, and seminar discussions focusing on evidence-based nursing practice. Prerequisites: NUR 323/325, CON 302. Cr 2.

NUR 386 Geary Clinical Cooperative

This is the second of two integrated clinical courses. It is to be taken in the summer following the spring semester of the junior year. It allows the student to practice the role set of the professional nurse under the guidance of a registered nurse preceptor while being paid a wage by the supporting institution, Maine Medical Center. Students are socialized into the professional role of the nurse through hands-on experience, mentored observational experiences, and seminar discussions focused on evidence-based nursing practice. Prerequisite: NUR 385, 3.0 GPA. Cr 2.

NUR 413 Advanced Nursing Skills Lab

This course builds on the theory, scientific principles, and psychomotor skills introduced in NUR 212/213 to promote role development in the core competencies of nursing practice. Students will develop beginning competency in intermediate and advanced level psychomotor skills. Prerequisites: NUR 212, 213 or 214, concurrent with NUR 423 or 523, and 425 or 526. Cr 1.

NUR 419 Community Nursing Partnerships for RNs

This course incorporates the concepts of partnership building, risk identification, risk reduction, and health promotion within a community based context. Students work with selected communities that are developing long-term solutions to previously identified health problems. Open to RN students only. Prerequisites: NUR 309/310, CON 308, CON 356, CON 472. Cr 2.

NUR 423 Management of the Critically Ill Adult/Older Adult

During the course, students will examine evidence-based therapeutic nursing interventions which support adult and older adult clients experiencing complex health problems. This course will encourage students to practice critical thinking skills necessary for delivery of care to individuals and families experiencing high acuity illnesses. The roles of leader, collaborator, and coordinator are discussed as the nurse interacts with clients who are viewed as holistic beings. Prerequisites: CON 302, NUR 323/325. Cr 3.

NUR 425 Management of the Critically Ill Adult/Older Adult Lab

Students will intervene therapeutically with adults

and older adults experiencing complex health problems. Students practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 423. Cr 2.

NUR 436 Community Nursing Partnerships for Accelerated B.S. Students

In this course the student works within a community partnership to care for individual clients/families and works with residents in developing community-based health programs. This experience provides the student with an opportunity to care for culturally diverse individuals, families, and groups. Leadership roles, including ongoing community partnership development, will be emphasized. Cr 2.

NUR 437 Community Nursing Partnerships for Accelerated B.S. Students

Building on NUR 436, this course continues to focus on the experiences of partnership building with a diverse population in a community setting. The concepts of risk reduction and health promotion are applied to the development of an intervention with a segment of the community. Evaluation of the intervention is considered part of continuous community assessment as well as partnership development. Cr 2.

NUR 438 Community Nursing Partnerships for Option Students

This course incorporates the concepts of partnership building, risk identification, risk reduction, and health promotion within a community based context. Students work with selected communities that are developing long-term solutions to previously identified health problems. Open to second degree option students only. Prerequisites: NUR 209, NUR 210, NUR 214, NUR 512. Cr 2.

NUR 439 Community Nursing Partnerships III

This is the third in a three-course series. See NUR 339 for course description. Prerequisite: NUR 341. Cr 2.

NUR 470 Leadership, Management, and Ethics

Students explore professional and ethical issues that affect delivery of health care as well as the complexity of the nurse case management role using theories related to complex systems, leadership, and change. This course also provides an overview of the management and leadership roles in nursing practice with a major focus on organizational analysis, leadership and change theories, and quality improvement. Must be taken the last semester in the curriculum. Cr 3.

NUR 474 Professional Issues: Leadership, Management, and Organizations

This course provides the RN student with an overview of the management and leadership roles in nursing practice with a major focus on organizational analysis, leadership and change theories, conflict management, and quality improvement. Prerequisite: CON 308, NUR 309/310 Cr 3.

NUR 476 Theory Related to Clinical Specialty for RNs

This course allows the RN student to develop and enhance clinical theory, knowledge, and practice using self-designed study with a focus on a self-selected clinical specialty. An overview of current theoretical models of care, nursing therapeutics, and evidence-based practice is provided and then used to develop a broader understanding of practice and care issues unique to the clinical specialty. Prerequisites: CON 308, NUR 309/310. Cr 3.

NUR 480 Practicum/Care Management

This practicum provides a culminating intensive clinical experience that provides students with an

opportunity to refine their clinical practice. The course emphasizes the integration of the multiple roles of nursing and serves as a vehicle for enhancing critical thinking and communication. The primary purpose of the course is to develop competency in nursing care, including organizational, prioritization, and decision-making skills. End of life issues and professional ethics as applicable to a wide range of settings will be explored. To the degree possible, students select a practicum site consistent with their area of special interest with seminar sharing of the issues of diverse roles, clients, settings, and philosophies of practice. All students will present orally and demonstrate competency utilizing technical presentation applications. Final clinical course, last semester. Cr 3.

Bachelor of Science in Radiation Therapy

The bachelor of science in radiation therapy is a baccalaureate completion program which encompasses and builds on the associate degree curriculum in radiation therapy. This program provides a means for those individuals with career goals in radiation therapy to obtain the broader, general education and support courses needed to complement their technical associate degree education.

The goals of the program are to:

1. Provide a broadening education to radiation therapists with a technical background.
2. Enhance the practice capabilities of radiation therapists.
3. Provide a basis for graduate education.
4. Enhance interdisciplinary understanding and collaboration.

Admission Requirements

Applicants must (a) meet the general admission requirements of the University, (b) hold an associate's degree of 60 credits or more in radiation therapy from a regionally accredited educational institution, or have matriculated in such a program, and (c) hold a GPA of 2.0 or better.

Academic Requirements

The curriculum reflects the goal of enhanced professional skills and practice. Courses selected for the major promote better understanding of changes in the health care system, foster critical thinking, integrate clinical and research skills, and improve assessment skills and concomitant decision making regarding interventions. In addition to the 60+ credits transferred from an associate's degree, the curriculum includes completion of the USM Core curriculum, a 39-credit radiation therapy major, and 12 credits of electives, for a total of 120+ credits.

The radiation therapy major consists of the following courses:

Total Health Assessment (lab optional)	2
Human Growth and Development	3
Death and Dying: Contemporary Issues	3
Communication in the Family	3
or	
Interpersonal Communication Skills	3
Chemistry for the Health Sciences	4
Theoretical Foundations of Learning	3
Health-related Research	3
Statistics	3
Concepts in Community Health	3
Managing Organizational Behavior	3
Critical Thinking about Economic Issues	3
Professional Issues for Nursing and Health Professions	3

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The following courses are highly recommended as general electives:

Human Heredity and Embryology

Genetics

Introduction to Computers

Progression Policies

Students in the radiation therapy program must maintain class standing according to hours accomplished, with a GPA as follows:

Credit Hours	For Good Standing	For Probationary Standing
61-90	2.0	1.8
91 or more	2.0	1.9

Standards apply to both part-time and full-time students. Students must achieve a grade of C- or better in courses designated as part of the radiation therapy major. The course in which a D or F is received needs to be repeated with a grade of C- or better. A course may be repeated only once. The academic record of a student who receives multiple grades of D or F in the same semester in radiation therapy major courses or when repeating a course due to an unsatisfactory grade will be reviewed by a faculty committee. The committee will recommend a decision regarding progression or suspension to the dean.

Graduation Requirements

To be eligible for graduation with a bachelor of science degree in radiation therapy, the student must hold an associate of applied science in radiation therapy, have successfully completed all baccalaureate requirements, and have completed a minimum of 120 credits with a GPA of at least 2.0.

Bachelor of Science in Sports Medicine

The Department of Sports Medicine's majors in athletic training, health fitness, and exercise physiology prepare students to work in health-related fields associated with active lifestyles. These innovative programs offer students the opportunity to gain clinical experience while using the most advanced sports medicine equipment available. The Department's athletic training major is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Upon completion of the curriculum, the undergraduate athletic training major will be eligible to challenge the Board of Certification (BOC) examination for the athletic trainer. Upon completion of their respective curricula, health fitness and exercise physiology majors will be eligible to challenge an eclectic mix of national certification examinations including the American College of Sports Medicine's (ACSM) Health Fitness Instructor and Exercise Specialist certification examinations and the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist examination.

Programs and Requirements

In addition to the requirements established for admission to the University, the Department of Sports Medicine requires the applicant to achieve a minimum score of 480 on the mathematics proficiency portion of the SAT. Students admitted into the Department will be designated as SPM students and will be assigned a Departmental advisor. However, admission into the Department does not constitute admission into any of the Department's majors. In order to be admitted to any of the majors, additional admission criteria must be met. SPM-designated students must declare a Departmental major prior to completing 36 credit hours of coursework at USM. Students failing to declare a major within this timeframe will be removed from the student's SPM status within the Department. For specific admission requirements for each major, please refer to the admission section within each major in this catalog. Because all three majors entail supervised clinical, practicum, and internship experiences, the sports medicine faculty reserves the right to limit enrollment in these programs. In addition, because these experiences occur in a variety of settings in the southern Maine area, students must provide their own transportation to rural as well as urban areas. It is *highly recommended* that students purchase professional liability insurance. Students cannot double major within department offerings.

Each sports medicine laboratory and clinical course offering has a fee of \$20.

Probation

Regardless of major, probation within the Department of Sports Medicine lasts for a period of one year.

Justifications for a student being placed on academic probation for poor academic performance following any semester include:

1. Failure to maintain a minimum cumulative GPA of 2.25 for health fitness and athletic training candidate majors or failure to maintain a minimum cumulative GPA of 2.5 for athletic training and exercise physiology majors.
2. Receiving grades lower than a C- in a required course.
 - a. Students who receive a grade below C- in a course will maintain probation status within the Department until the student earns a grade of C- or higher within the one-year probation period.
 - b. Students receiving a grade lower than a C- in a required course will not be allowed to sequence into post-requisite coursework until the prerequisite deficiency has been rectified.

Students enrolled in a Department of Sports Medicine major may be placed on academic probation twice during the student's academic career. Subsequent to a third infraction and/or failing to rectify deficiencies within any given one-year probation period, students will be removed from their declared major and from their status as a student within the Department. Upon rectifying all deficiencies students can reapply for admission into a Departmental major. Readmitted students who become academically deficient will immediately, and permanently, relinquish their status as a student within the Department.

Note: A student who admits to or is found guilty of a violation of academic integrity (see USM Student Academic Integrity policy), the ACSM's or NATA's Code of Ethics may be suspended or dismissed from the Department and/or the University.

Health Fitness Major

Admission Requirements

The following criteria must be met in order for a student to declare the major of health fitness:

1. Maintain a cumulative GPA of 2.25 or better
2. Complete SPM 100 with a minimum grade of C-
3. Meet the published "Technical Standards" for admission into the health fitness major (see the Department's Web site: www.usm.maine.edu/sportsmed).

Retention and Progression Requirements

Students will be retained within the health fitness major providing the following criteria are maintained throughout their undergraduate experience:

1. Maintain a minimum cumulative GPA of 2.25
2. Earn a minimum grade of C- in required courses
3. Present proof of current American Red Cross Cardiopulmonary Resuscitation (CPR) for the Professional Rescuer certification, or its equivalent, prior to enrolling in the following courses: SPM 385, SPM 395, SPM 495.

Graduation Requirements

Students will graduate with a bachelor of science degree in sports medicine with a major in health fitness when the following are satisfied:

1. Minimum cumulative GPA of 2.25
2. Completion of all University Core curriculum requirements
3. Completion of all sports medicine core required coursework
4. Completion of all health fitness major coursework
5. Completion of 122-123 credit hours.

Major Requirements

The major consists of 122-123 credit hours, which includes the University's Core curriculum.

University Core Courses

Required (7-8 credit hours)

- | | |
|------------|-------------------------------|
| D MAT 120D | Introduction to Statistics or |
| D PSY 201D | Statistics in Psychology |

Credits

3-4

K PHY 101K	Introduction to Physics	3
PHY 102K	Introduction to Physics Lab	1
W	Writing-intensive requirement	
Electives (24 credit hours)		
C	Basic Composition	3
E	Skills of Analysis	3
*F	Fine Arts - Performance	3
G	Fine Arts - History	3
H	Humanities - Literature	3
I	Humanities - Other Times/Culture	3
†J	Social Science	3
J	Social Science	3

*THE 170 Public Speaking highly recommended

†Students pursuing a business minor should enroll in BUS 165J Consumer Studies

Sports Medicine Core Requirements (37 credit hours)

		<i>Credits</i>
CHY 105	Chemistry for Health Sciences	3
CHY 106	Chemistry Laboratory for Health Sciences	1
	or	
CHY 113K	Principles of Chemistry I	3
CHY 114K	Laboratory Techniques I	1
BIO 111	Human Anatomy and Physiology I	3
BIO 112	Practical Human Anatomy and Physiology I	1.5
BIO 211	Human Anatomy and Physiology II	3
BIO 212	Practical Human Anatomy and Physiology II	1.5
CON 216	Emergency Response	3
CON 219	Lifetime Physical Fitness and Wellness	3
CON 252	Human Nutrition	3
CON 352	Nutrition for Physical Performance	3
SPM 100	Introduction to Sports Medicine	3
SPM 330	Physiology of Exercise	3
SPM 381	Kinesiology	3
SPM 430	Exercise Testing, Assessment, and Prescription	3

Health Fitness Major Requirements (54 credit hours)

		<i>Credits</i>
Required (42 credit hours)		
BUS 200	Introduction to Business	3
BUS 260	Marketing	3
SPM 230	Psychology of Physical Activity and Sport	3
SPM 260	Exercise Leadership	3
SPM 315	Group Exercise Instruction	3
SPM 325	Methods of Resistance Training and Conditioning	3
SPM 350	Health Promotion Programs	3
SPM 385	Health Fitness Practicum I	3
SPM 395	Health Fitness Practicum II	3
SPM 450	Exercise for Special Populations	3
SPM 481	Fitness Facility Management	3
SPM 495	Clinical Internship/Co-op	9
Electives (12 credit hours)		
SPM 398	Independent Study	1-3
SPM 431	Advanced Exercise Physiology	3
SPM 495	Clinical Internship/Co-op	3
CON 280	Holistic Health I	3
CON 281	Holistic Health II	3
CON 321	Health-Related Research	3
*BIO 201	Genetics	3
*BIO 281	Microbiology and Human Disease	3

*BIO 345	Pathophysiology	3
*BIO 401	General Physiology	3
*BIO 431	Immunology	3
PSY 400	Sport Psychology Institute	3
PSY 400	Health Psychology Institute	3
SPM 400	Sports Nutrition Symposium	3
ITS 300	Ergonomics/Time Study	3
ITS 320	Occupational Safety and Health	3
ITS 321	Workplace Design Ergonomics	3
# ACC 110	Financial Accounting Information for Decision Making	3
# ACC 211	Managerial Accounting Information for Decision Making	3
#BUS 165J	Consumer Studies	3
#BUS 280	Legal Environment of Business	3
#BUS 340	Managing Organizational Behavior	3
#BUS 346	Personnel and Human Resource Management	3
#BUS 363	Advertising	3
#BUS 367	Managerial Marketing	3
#BUS 385	Entrepreneurship and Small Business Formation	3
RHF 108	Step Aerobics	1
RHF 109	Beginning Weight Training	1
RHF 118	Yoga	1
RHF 121	Self Defense	1
RHF 122	Aerobic Kickboxing	1

Other courses per Departmental permission.

Students may take any 3 of the RHF 1-credit courses as electives.

Along with required biology courses (BIO 111, 112, 211, 212), students who enroll in any 3 * courses satisfy requirements for a biology minor offered through the Department of Biological Sciences.

Along with required business courses (BUS 200, BUS 260), students who enroll in any other 5 # courses satisfy requirements for a business administration minor offered through the School of Business.

Exercise Physiology Major

Admission Requirements

The following criteria must be met in order for a student to declare the major in exercise physiology:

1. Maintain a minimum cumulative GPA of 2.50
2. Complete SPM 100 with a minimum grade of C-
3. Meet the published "Technical Standards" for admission into the exercise physiology major (see the Department's Web site: www.usm.maine.edu/sportsmed).

Retention and Progression Requirements

Students will be retained within the exercise physiology major providing the following criteria are maintained throughout their undergraduate experience:

1. Maintain a minimum cumulative GPA of 2.50
2. Earn a minimum grade of C- in required courses
3. Present proof of current American Red Cross Cardiopulmonary Resuscitation (CPR) for the Professional Rescuer Certification, or its equivalent, prior to enrolling in the following courses: SPM 431, SPM 460, SPM 475, SPM 495.
4. Present proof of health insurance coverage equal to or better than the USM Student Health Insurance Plan (basic) prior to enrolling in the following courses: SPM 460, SPM 475, SPM 495. Documentation should include a copy of a current health insurance card with the name of an insurance carrier, policy number, etc.
5. Documentation of receiving the first two of three required *Hepatitis B immunization* injections prior to enrolling in SPM 460. Documentation should include copies of the laboratory reports that the student received the injections. If the student chooses not to be Hepatitis B immunized, he or she **must** read, complete, and sign the form entitled "Hepatitis B Vaccine Declination Assumption of Risk and Release" prior to enrolling in SPM 460.
6. Documented proof of receiving the third injection of the *Hepatitis B Immunization* series prior to enrolling in SPM 495.

Formal documentation indicating the aforementioned CPR, health insurance, and Hepatitis B immunization requirements have been met **must** be on file with the Department of Sports Medicine.

Graduation Requirements

Students will graduate with a bachelor of science degree in sports medicine with a major in exercise physiology when the following are satisfied:

1. Minimum cumulative GPA of 2.50
2. Completion of all University Core curriculum requirements
3. Completion of all sports medicine core required coursework
4. Completion of all exercise physiology major coursework
5. Completion of 122-123 credits

Major Requirements

The major consists of 122-123 credit hours, which includes the University's Core curriculum.

<i>University Core Courses</i>		<i>Credits</i>
Required (7-8 credit hours)		
D MAT 120D	Introduction to Statistics or	
D PSY 201D	Statistics in Psychology	3-4
K PHY 101K	Introduction to Physics	3
PHY 102K	Introduction to Physics Lab	1
W	Writing-intensive requirement	
Electives (24 credit hours)		
C	Basic Composition	3
E	Skills of Analysis	3
F*	Fine Arts - Performance	3
G	Fine Arts - History	3
H	Humanities - Literature	3
I	Humanities - Other Times/Cultures	3
J	Social Science	3
J	Social Science	3

*THE 170F Public Speaking highly recommended

<i>Sports Medicine Core Requirements (37 credit hours)</i>		<i>Credits</i>
CHY 105	Chemistry for Health Sciences	3
CHY 106	Chemistry Laboratory for Health Sciences	1
	or	
CHY 113K	Principles of Chemistry I	3
CHY 114K	Laboratory Techniques I	1
BIO 111	Human Anatomy and Physiology I	3
BIO 112	Practical Human Anatomy and Physiology I	1.5
BIO 211	Human Anatomy and Physiology II	3
BIO 212	Practical Human Anatomy and Physiology II	1.5
CON 216	Emergency Response	3
CON 219	Lifetime Physical Fitness and Wellness	3
CON 252	Human Nutrition	3
CON 352	Nutrition for Physical Performance	3
SPM 100	Introduction to Sports Medicine	3
SPM 330	Physiology of Exercise	3
SPM 381	Kinesiology	3
SPM 430	Exercise Testing, Assessment, and Prescription	3

<i>Exercise Physiology Major Requirements (54 credit hours)</i>		<i>Credits</i>
Required (42 credit hours)		
CON 302	Pharmacology	3
CON 321	Health-Related Research	3
BIO 345	Pathophysiology	3

SPM 325	Methods of Resistance Training and Conditioning	3
SPM 431	Advanced Exercise Physiology	3
SPM 435	Exercise Biochemistry	3
SPM 450	Exercise for Special Populations	3
SPM 460	Clinical Exercise Physiology	3
SPM 475	Cardiac Rehabilitation	3
SPM 485	Senior Thesis I	3
SPM 486	Senior Thesis II	3
SPM 495	Clinical Internship/Co-op	9
Electives (12 credit hours)		
SPM 260	Exercise Leadership	3
SPM 315	Group Exercise Instruction	3
SPM 398	Independent Study	1-3
SPM 495	Clinical Internship/Co-op	3
BIO 201*	Genetics	3
BIO 281*	Microbiology and Human Disease	3
BIO 401*	General Physiology	3
BIO 431*	Immunology	3
CHY 115	Principles of Chemistry II	3
CHY 116	Laboratory Techniques II	1
CHY 251	Organic Chemistry I	3
CHY 252	Organic Chemistry Lab	2
CHY 253	Organic Chemistry II	3
CHY 254	Organic Chemistry Lab II	2
CHY 461	Biochemistry	3
CHY 462	Biochemistry Lab	2
CHY 463	Biochemistry II	3
CHY 464	Biochemistry Lab II	2
NUR 209	Health Assessment	2
NUR 210	Health Assessment Practicum	2
MAT 152D	Calculus A	4
MAT 220	Statistics for the Biological Sciences	4
PSY 400	Sport Psychology Institute	3
PSY 400	Health Psychology Institute	3
SPM 400	Sports Nutrition Symposium	3

Other courses per Departmental permission.

Along with required biology courses (BIO 111, BIO 112, BIO 211, BIO 212, BIO 345), students who enroll in any 2 other * courses satisfy requirements for a biology minor offered through the Department of Biological Sciences.

Athletic Training Candidate

Admission Requirements

The following criteria must be met for a student to be eligible for admission into athletic training candidate status:

1. Maintain a minimum cumulative GPA of 2.25.
2. Complete SPM 100 with a minimum grade of C-.

Retention and Progression Requirements

Students may maintain athletic training candidate status providing the following criteria are met:

1. Maintain a minimum cumulative GPA of 2.25.
2. Earn a minimum grade of C- in required athletic training major courses.

Any student failing to fulfill any of the above requirements will be placed on probation (please see the Department of Sports Medicine probation policy).

Note: Athletic training candidates must be admitted into the athletic training major, or into another USM major, prior to completing 60 credit hours of coursework at USM. Students failing to declare a major within this timeframe will be removed from athletic training candidate status within the Department.

Athletic Training Major

Admission Requirements

Athletic training accreditation guidelines dictate that only a limited number of students can matriculate into the athletic training major at any one time. Thus, com-

plying with the outlined criteria does not guarantee a student admission into the major. Please see the curriculum director of the CAAHEP accredited athletic training program for additional information.

The following criteria must be met in order for a student to be eligible for admission into the athletic training major:

1. Maintain a minimum cumulative GPA of 2.50.
2. Complete SPM 210 with a minimum grade of C-.
3. Complete BIO 111 with a minimum grade of C-.
4. Complete BIO 112 with a minimum grade of C-.
5. Submit two letters of recommendation, one of which must come from an instructor of a course the student has completed within the University of Maine System or from a medical professional. Neither letter can come from a fellow student, friend, or family member.
6. Complete a formal interview with the director of athletic training program and the clinical instructors of athletic training.
7. Present proof of current American Red Cross Emergency Response certification, or its equivalent.
8. Present proof of current American Red Cross Cardiopulmonary Resuscitation (CPR) for the Professional Rescuer certification, or its equivalent.
9. Meet the published "Technical Standards" for admission into the athletic training major. These standards are published in the Athletic Training Student Handbook which is distributed in SPM 210 Athletic Training Principles I and can be accessed at http://www.usm.maine.edu/sportsmed/ATEM_handbook.pdf.
10. A current (within one year from application) health history and physical examination performed by a health care worker approved to perform such services (e.g., licensed physician, nurse practitioner). Documentation should include written verification that the student passed a physical examination.

A student must show proof of the following prior to starting clinical rotations in SPM 270 Athletic Training Clinic I.

1. Documentation of receiving the first two of three required *Hepatitis B immunization* injections. Documentation should include copies of the laboratory reports that the student received the injections. If the student chooses not to be Hepatitis B immunized, he or she **must** read, complete, and sign the form entitled "Hepatitis B Vaccine Declination Assumption of Risk and Release" prior to enrolling in SPM 270.
2. Health insurance coverage equal to or better than the USM Student Health Insurance Plan (basic). Documentation should include a copy of a current health insurance card with the name of an insurance carrier, policy number, etc.

Formal documentation indicating these requirements have been met **must** be on file with the Department of Sports Medicine prior to the start of clinical rotations.

Retention and Progression Requirements

Students will be retained within the athletic training major providing the following criteria are maintained throughout their undergraduate experience:

1. Maintain a minimum cumulative GPA of 2.5
2. Earn a minimum grade of C- in required courses
3. Documented proof of receiving the third injection of the *Hepatitis B Immunization* series prior to enrolling in SPM 370.
4. Present proof of current health insurance coverage, emergency response and CPR for the professional rescuer certifications, or their equivalents, prior to enrolling in the following courses: SPM 370, SPM 371, SPM 470, SPM 490.

Students failing to fulfill any of the above requirements will be placed on probation (see the Department of Sports Medicine probation policy).

Graduation Requirements

Students will graduate with a bachelor of science degree in sports medicine with a major in athletic training when the following are satisfied.

1. Minimum cumulative GPA of 2.50
2. Completion of all University Core curriculum requirements
3. Completion of all sports medicine core required coursework

4. Completion of all athletic training major coursework
5. Completion of 123-124 credits

Major Requirements

The major consists of 123-124 credit hours, which includes the University's Core curriculum.

<i>University Core Courses</i>	<i>Credits</i>
Required (10-11 credit hours)	
D MAT 120D Introduction to Statistics or	
D PSY 201D Statistics in Psychology	3-4
J PSY 101J General Psychology I	3
K PHY 101K Introduction to Physics	3
PHY 102K Introduction to Physics Lab	1
W Writing-intensive requirement	
Electives (21 credit hours)	
C Basic Composition	3
E Skills of Analysis	3
*F Fine Arts - Performance	3
G Fine Arts - History	3
H Humanities - Literature	3
I Humanities - Other Times/Culture	3
J Social Science	3

*THE 170F Public Speaking highly recommended

<i>Sports Medicine Core Requirements (37 credit hours)</i>	<i>Credits</i>
CHY 105 Chemistry for Health Sciences	3
CHY 106 Chemistry Laboratory for Health Sciences	1
or	
CHY 113K Principles of Chemistry I	3
CHY 114K Laboratory Techniques I	1
BIO 111 Human Anatomy and Physiology I	3
BIO 112 Practical Human Anatomy and Physiology I	1.5
BIO 211 Human Anatomy and Physiology II	3
BIO 212 Practical Human Anatomy and Physiology II	1.5
CON 216 Emergency Response	3
CON 219 Lifetime Physical Fitness and Wellness	3
CON 252 Human Nutrition	3
CON 352 Nutrition for Physical Performance	3
SPM 100 Introduction to Sports Medicine	3
SPM 330 Physiology of Exercise	3
SPM 381 Kinesiology	3
SPM 430 Exercise Testing, Assessment, and Prescription	3

<i>Athletic Training Major Requirements (55 credit hours)</i>	<i>Credits</i>
Required (46 credit hours)	
NUR 209 Health Assessment	2
NUR 210 Health Assessment Practicum	2
BIO 345 Pathophysiology	3
CON 302 Pharmacology	3
CON 321 Health-Related Research	3
CON 356 Concepts in Community Health	3
SPM 210 Athletic Training Principles I	3
SPM 265 Therapeutic Modalities	3
SPM 310 Athletic Training Principles II	3
SPM 340 Therapeutic Exercise	3
SPM 410 Athletic Training Principles III	3
SPM 480 Organization and Administration of Athletic Training	3
SPM 270 Athletic Training Clinic I	2

SPM 370	Athletic Training Clinic II	2
SPM 371	Athletic Training Clinic III	2
SPM 470	Athletic Training Clinic IV	3
SPM 490	Athletic Training Internship/Co-op	3
Electives (9 credit hours)		
SPM 325	Methods of Resistance Training and Conditioning	3
SPM 398	Independent Study	1-3
SPM 431	Advanced Exercise Physiology	3
SPM 435	Exercise Biochemistry	3
SPM 450	Exercise for Special Populations	3
SPM 460	Clinical Exercise Physiology	3
SPM 475	Cardiac Rehabilitation	3
SPM 485	Senior Thesis I	3
SPM 486	Senior Thesis II	3
SPM 490	Athletic Training Internship/Co-op	3
*BIO 201	Genetics	3
*BIO 281	Microbiology and Human Disease	3
*BIO 401	General Physiology	3
*BIO 431	Immunology	3
ITS 300	Ergonomics/Time Study	3
ITS 320	Occupational Safety and Health	3
ITS 321	Workplace Design Ergonomics	3
†PSY 400	Sport Psychology Institute	3
†PSY 400	Health Psychology Institute	3
†SPM 400	Sports Nutrition Symposium	3

Other courses per Departmental permission.

*Along with required biology courses (BIO 111, 112, 211, 212, 345), students who enroll in any 2 other * courses satisfy requirements for a biology minor offered through the Department of Biological Sciences.

†Students may take 1 of 3 “†” courses as electives

Courses with a CON prefix are listed at the end of the College of Nursing and Health Professions section.

SPM 100 Introduction to Sports Medicine

This course orients the student to the expectations of a baccalaureate education in sports medicine. Sports medicine history, education, careers, certification and professional associations are explored. Educating the students about the structure and progression of the three majors (athletic training, exercise physiology, and health fitness) will be a major focus. Upon successful completion of SPM 100, students will be offered the opportunity to declare one of the Department's designated majors. Outside field experiences will be required. Prerequisite: SPM student or permission of the Department chair. Only regularly admitted students may enroll. Cr 3.

SPM 210 Athletic Training Principles I

An introduction to the principles of prevention, examination, treatment, and reconditioning of physical activity injuries. Lecture and laboratory competencies prepare students for supervised clinical experiences. Completion of 75 clinical observation hours required. Prerequisites: SPM or ATC student; SPM 100; BIO 111 and 112 or SCI 170K and 171K, or concurrent; 2.25 cumulative GPA. 2 credits lecture; 1 credit lab. Cr 3.

SPM 230 Psychology of Physical Activity and Sport

Course presents an overview of concepts, theories, principles, and research related to physical activity behavior. Practical application of psychological principles and techniques that help facilitate behavior change will be covered. Prerequisites: HEF major; SPM 100. Cr 3.

SPM 260 Exercise Leadership

An overview of the knowledge, skills, and abilities needed by fitness instructors to plan, implement, and evaluate safe and effective exercise programs. Emphasis is on exercise programs for individuals. Prerequisites: HEF, EXS major; SPM 100 or concurrent; CON 219 or concurrent. Cr 3.

SPM 265 Therapeutic Modalities

An exploration of the physical principles, physiological effects, indications, contraindications, safety precautions, and operating procedures of therapeutic modalities. Includes application of modalities in the laboratory setting. Prerequisite: ALT major; SPM 210; PHY 101K, 102K. 2 credits lecture; 1 credit lab. Cr 3.

SPM 270 Athletic Training Clinic I

Completion of a minimum of 150 clinical hours applying proficiency knowledge and skills in an athletic training clinical setting. The first clinical course for students enrolled in the athletic training major. Prerequisite: ALT major; SPM 100, SPM 210, CON 216. Cr 2.

SPM 310 Athletic Training Principles II

This is an intermediate study of principles for the prevention, examination, treatment and reconditioning of physical activity injuries. Lecture and laboratory competencies prepare students for supervised clinical experiences. Prerequisites: ALT major; SPM 210, BIO 111 and 112 or SCI 170K and 171K. 2 credits lecture; 1 credit lab. Cr 3.

SPM 315 Group Exercise Instruction

This course provides knowledge, skills, and practical experience needed to plan, lead, and evaluate a variety of group exercise sessions effectively. Developing and leading various components of group exercise sessions constitute a major part of this course. Prerequisites: EXS, HEF major; SPM 260. Cr 3.

SPM 325 Methods of Resistance Training and Conditioning

Theoretical and practical study of practices and methods involved in developing and implementing resistance training and conditioning programs for clinical and non-clinical populations. Prerequisites: ALT, EXS, HEF major; BIO 211 and 212 or SCI 172 and 173; CON 219. Cr 3.

SPM 330 Physiology of Exercise

An investigation of the acute and chronic effects exercise incurs on the body. Muscle physiology, respiration, cardiac function, circulation, energy metabolism and application to training will be emphasized and applied in laboratory activities. Prerequisites: ALT, EXS, HEF major; CHY 105 and 106 or CHY 113K and 114K; BIO 111 and 112 or SCI 170K and 171K; and BIO 211 and 212 or SCI 172 and 173. 2 credits lecture; 1 credit lab. Cr 3.

SPM 340 Therapeutic Exercise

A study of the basic components of a comprehensive therapeutic exercise program including functional anatomy, joint mobilizations, and rehabilitation programs will be discussed for the appendicular and axial skeletons. In addition, the physiological effects, safety precautions, indications, contraindications, modes of resistance, and specific rehabilitation protocols will be discussed. Prerequisites: ALT major; SPM 311, SPM 381 or concurrent. 2 credits lecture; 1 credit lab. Cr 3.

SPM 350 Health Promotion Programs

This course examines the assessment, planning, implementation, and evaluation of health promotion programs in a variety of settings. Prerequisites: SPM 230; CON 219. Cr 3.

SPM 370 Athletic Training Clinic II

Completion of a minimum of 150 clinical hours applying proficiency knowledge and skills in an athletic training clinical setting. The second clinical course for students enrolled in the athletic training major. Prerequisite: ALT major; SPM 265, 270, 310. Cr 2.

SPM 371 Athletic Training Clinic III

Completion of a minimum of 150 clinical hours applying proficiency knowledge and skills in an athletic training clinical setting. The third clinical course for students enrolled in the athletic training major. Prerequisite: ALT major; SPM 311, 370; NUR 209, 210; SPM 381, or concurrent. Cr 2.

SPM 381 Kinesiology

Structural and functional anatomical analysis of human movement. Course will also incorporate principles of mechanics as they apply to the analysis of human movement. Prerequisites: ALT, EXS, HEF major; BIO 111 and 112 or SCI 170K and 171K; BIO 211 and 212 or SCI 172 and 173; PHY 101K, 102K. Cr 3.

SPM 385 Health Fitness Practicum I

This introductory field experience provides opportunity for practical application of knowledge gained through prior coursework in health fitness. The student will assist in the leadership of a wide variety of university-based physical fitness programs, with special emphasis on either fitness center experiences or group exercise instruction. Prerequisites: junior level HEF major; SPM 315; SPM 325 or concurrent. Cr 3.

SPM 395 Health Fitness Practicum II

Building upon experiences gained from Health Fitness Practicum I, the student continues assisting in the leadership of university-based physical fitness programs, with emphasis on fitness center experiences or group exercise instruction. Prerequisites: senior level HEF major; SPM 385. Cr 3.

SPM 398 Independent Study

This course is intended to provide majors in the Department of Sports Medicine with an opportunity to pursue a project independently. Students should select a faculty advisor and develop a course proposal with that person. A final written paper is required. Prerequisites: ALT, EXS, HEF major; junior or senior standing, instructor permission. Cr 1-3.

SPM 400 Sports Nutrition Symposium

This course will provide students with up-to-date information that addresses the nutritional issues facing today's athletes. National, regional, and local experts will present current scientific information in a practical manner. Cr 3.

SPM 410 Athletic Training Principles III

This is an advanced study of principles for the prevention, examination, treatment and reconditioning

of physical activity injuries. Lecture and laboratory competencies prepare students for supervised clinical experiences. Prerequisites: ALT major; SPM 310; BIO 211 and 212 or SCI 172 and 173. 2 credits lecture; 1 credit lab. Cr 3.

SPM 430 Exercise Testing, Assessment, and Prescription

Course focuses on knowledge and skills necessary for assessing health-related components of physical fitness. Course will also focus on prescription and design of programs to develop health-related fitness which will be applied in the laboratory setting. Prerequisites: ALT, EXS, HEF major; SPM 330. Cr 3.

SPM 431 Advanced Exercise Physiology

An advanced study of the physiological responses and adaptations to exercise related to human performance limitations, training effects, and health related benefits. Emphasis is on human bioenergetics, metabolism, cardiovascular structure and function; and cardiopulmonary responses to exercise will be discussed. Prerequisites: ALT, EXS, HEF major; SPM 330. Cr 3.

SPM 435 Exercise Biochemistry

An intensive study of the biochemical regulatory mechanisms of energy production and expenditure involved in cellular metabolism. Emphasis will be placed on carbohydrates, protein, and lipid metabolism and the acute and chronic effects that exercise and physical activity have on these systems. Prerequisites: ALT, EXS major; SPM 431; CON 352. Cr 3.

SPM 450 Exercise for Special Populations

Course focuses on exercise programming guidelines and recommendations for a variety of special populations. Prerequisites: ALT, EXS, HEF major; SPM 430 or concurrent. Cr 3.

SPM 460 Clinical Exercise Physiology

A clinical, practical study of the physiological and biochemical mechanisms involved in the body's response to certain diseases and pathological situations. Emphasis in both lecture and laboratory activities will be placed on cardiac electrophysiology and the pathophysiology of coronary arteriosclerosis, hypertension, and COPD. Prerequisites: ALT, EXS major; SPM 430, 431. Cr 3.

SPM 470 Athletic Training Clinic IV

Completion of a minimum of 225 clinical hours applying proficiency, knowledge, and skills in traditional (200 clinical hours) and athletic training and general medical (25 clinical hours) settings. Fifty of the traditional setting hours will be completed during the month of August within an athletic pre-season venue. The fourth clinical course for students enrolled in the athletic training major. Prerequisite: ALT major; SPM 330, 340, 371; SPM 430 or concurrent. Cr 3.

SPM 475 Cardiac Rehabilitation

Principles and processes of restoring and maintaining optimal well-being for the cardiac patient. Lecture and laboratory activities will discuss program designs, medical surgical management, patient education, exercise prescription guidelines, testing methodology, pharmacology, and coronary risk factor reduction. Prerequisites: ALT, EXS major; SPM 460. Cr 3.

SPM 480 Organization and Administration of Athletic Training

Administrative components of an athletic training program. Facility design; supply ordering, budget and inventory; insurance, personnel and athletic training educational considerations. Prerequisites: junior or senior level ALT major. Cr 3.

SPM 481 Fitness Facility Management

An introduction to the management and operation of health fitness facilities. Knowledge and skills needed to plan, lead, manage and evaluate various health fitness programs will be discussed. Prerequisites: senior level HEF major. Cr 3.

SPM 485 Senior Thesis I

A study of the various physiological and biochemical techniques involved in research in exercise physiology. Emphasis will be given to clinical/applied science techniques such as phlebotomy, blood chemistry and metabolic analyses of $\dot{V}O_2$, lactate threshold and cardiac output. Students will be required to conduct a research experiment using learned techniques. Prerequisites: ALT, EXS major; SPM 430, 431. Cr 3.

SPM 486 Senior Thesis II

A continuation of SPM 485 in terms of the research project. Students will be introduced to various research-related issues such as design, methodology, statistics and writing scientific manuscripts involved in conducting research in exercise physiology. Prerequisites: ALT, EXS major; SPM 485. Cr 3.

SPM 490 Athletic Training Internship/Co-op

This culminating experience for the athletic training major provides the opportunity for students to apply knowledge and skills gained through didactic and clinical experiences to an athletic training work setting. Prerequisites: ALT major; SPM 470, 480; CON 302, 321, 352; completion of all other ALT major requirements or concurrent. Cr 3.

SPM 495 Clinical Internship/Co-op

This culminating experience for exercise physiology and health fitness majors provides the opportunity for students to apply knowledge and skills gained through didactic, practicum, and laboratory experiences to either an exercise physiology or health fitness work setting. Prerequisites: HEF major. All HEF major requirements completed or concurrent; EXS major: All EXS major requirements completed. Cr 9-12.

Recreation and Leisure Studies Degrees

The Department of Recreation and Leisure Studies in the College of Nursing and Health Professions offers two degree programs for students interested in pursuing careers in therapeutic recreation. The associate degree program in therapeutic recreation consists of 60 credit hours. Upon completion of the degree requirements, the student may seek employment as a therapeutic recreation assistant or recreation generalist in a variety of settings.

The baccalaureate degree program in therapeutic recreation consists of 121 credit hours. Upon completion of the degree requirements, the student may seek employment as an activity coordinator, therapeutic recreation specialist, or recreation generalist. Students who complete internships under the supervision of a Certified Therapeutic Recreation Specialist will be eligible to sit for the National Council for Therapeutic Recreation certification examination.

The minor in recreation leadership consists of 20 credit hours. The minor is designed to provide students who are not majoring in therapeutic recreation with the basic knowledge and skills needed to lead recreation programs in settings such as YMCAs, community recreation centers, and camps.

The minor in nature tourism consists of 18 or 19 credit hours. This minor combines coursework in environmental science and outdoor recreation to provide students with an introductory knowledge of ecotourism, outdoor recreation leadership, and nature interpretation.

In addition to the degree programs and minors, a wide variety of professional recreation and leisure courses, as well as fitness activity courses, is available. Students are encouraged to pursue recreation, leisure, and instructional fitness course offerings as appropriate to their academic program.

Associate's Degree in Therapeutic Recreation

The two-year program in therapeutic recreation consists of the following courses leading to the associate of science degree. The curriculum is subject to change as a result of faculty evaluation.

General Foundation Courses			Credits
Required: (13 cr)			
ENG	100C	College Writing	3
BIO	101K	Biological Foundations	3
BIO	102K	Biological Experiences	1
PSY	101J	General Psychology I	3
THE	170F	Public Speaking	3
Electives: (9 cr)			
Humanities			3
General (two courses)			6
Major Core Courses			
Required: (30 cr)			
CON	216	Emergency Response	3
REC	110	Foundations of Recreation and Leisure Studies	3
REC	121	Introduction to Therapeutic Recreation Services	3
REC	225	Therapeutic Recreation Analysis and Technology	3
REC	332	Methods in Therapeutic Recreation Program Design	3
REC	241	Recreation Leadership	3
REC	294	Professional Foundations of Therapeutic Recreation Practice	3
REC	295	Internship	6
REC	353	Implications of Disabling Conditions for Therapeutic Recreation	3
Recreation Leadership Electives: (6 cr) Choose two:			
CON	219	Lifetime Physical Fitness and Wellness	3
CON	285	Perspectives on Animal-Assisted Therapy	3
REC	226	Lifetime Leisure Activities	3
REC	231	Arts and Crafts Programming and Leadership	3
REC	233	Outdoor Recreation	3
REC	367	Adventure Based Counseling	3
Three 1 credit Recreation and Leisure Activity courses			3

Leisure Studies/Therapeutic Recreation Electives: (3 cr)			
REC	224	Inclusive Leisure Services	3
REC	300	Therapeutic Recreation and Long-term Care	3
REC	314	Leisure Education and Counseling	3
			<hr/>
			Total credits 61

Transfer into the B.S. Degree Program in Therapeutic Recreation from other USM Academic Programs

Students enrolled in the Department's A.S. degree program may transfer into the B.S. degree program provided space is available and they have completed REC 110, REC 121, ENG 100C, PSY 101J, and a human biology course with grades of C or better. Students must meet with the Department chairperson to discuss transfer requirements and procedures.

Students enrolled in other USM programs of study must meet with the Department chairperson to discuss transfer requirements and their reasons for transfer. Such students should have completed REC 110, REC 121, ENG 100C, PSY 101J, and BIO 111 or equivalent with grades of C- or better. Acceptance into the program is also dependent on reasons for transfer and space availability.

**Baccalaureate Degree
Program in
Therapeutic Recreation**

In satisfying Core curriculum requirements, students are required to take PSY 101J and HRD 200J to fulfill their social sciences requirement. BIO 111/112 are required for the natural sciences requirement.

The four-year program in therapeutic recreation consists of, in addition to the Core curriculum requirements, the following courses leading to the bachelor of science degree. The curriculum is subject to change as a result of faculty evaluation.

Required Recreation Core Courses (42 cr)			Credits
CON	216	Emergency Response	3
REC	110	Foundations of Recreation and Leisure Studies	3
REC	121	Introduction to Therapeutic Recreation Services	3
REC	225	Therapeutic Recreation Analysis and Technology	3
REC	332	Methods in Therapeutic Recreation Program Design	3
REC	241	Recreation Leadership	3
REC	353	Implications of Disabling Conditions for Therapeutic Recreation	3
REC	382	Therapeutic Recreation Interventions and Protocols	3
REC	494	Professional Foundations of Therapeutic Recreation Practice	3
REC	495	Internship	12
REC	498	Management and Supervision in Therapeutic Recreation	3
Leisure Studies Electives (3 cr)			
REC	224	Inclusive Leisure Services	3
REC	300	Therapeutic Recreation and Long-term Care	3
REC	314	Leisure Education and Counseling	3
Health/Fitness Electives (3 cr)			
CON	219	Lifetime Physical Fitness and Wellness	3
Three 1-credit health/fitness courses such as Aerobics, Yoga, Beginning Weight Training, Self Defense, or Adapted Aquatics Laboratory			
Recreation Leadership/Therapeutic Recreation Electives (6 cr)			
CON	285	Perspectives on Animal-Assisted Therapy	3
REC	226	Lifetime Leisure Activities	3
REC	231	Arts and Crafts Programming and Leadership	3
REC	233	Outdoor Recreation	3
REC	367	Adventure Based Counseling	3
General Recreation Electives (7 cr)			
Any recreation courses with the exception of REC 218, including courses listed in the leisure studies, health/fitness, and recreation leadership elective categories that have not already been taken. No more than four 1-credit recreation activity courses can be accepted as health/fitness or general recreation electives.			7
Required foundation courses (27 cr)			
THE	170F	Public Speaking	3
BIO	111	Human Anatomy and Physiology I	3
BIO	112	Practical Human Anatomy and Physiology	1.5

BIO	211	Human Anatomy and Physiology II	3
BIO	212	Practical Human Anatomy and Physiology	1.5
CON	XXX	Any CON Course <i>not</i> REC sponsored	3
SWO	388	Alcohol and Other Drug Abuse Issues	3
or			
CON	497	Substance Abuse: Issues and Policies	3
HRD	200J	Human Growth and Development	3
PSY	102	General Psychology II	3
PSY	333	Psychopathology	3
General (non-major) electives (12 cr)			12
			Total credits (with Core) 121

Minor in Recreation Leadership

The minor in recreation leadership is designed to provide students with the basic knowledge and skills necessary to lead recreation programs in setting such as YMCAs, Boys and Girls Clubs, community recreation centers, and camps. The minor is especially appropriate for those students majoring in fields such as education, psychology, nursing, criminology, business, and social work who intend to use recreation activities as part of their practices. The minimum number of credits required for the minor is 20.

Students seeking the minor in recreation leadership must:

1. Complete REC 110 Introduction to Recreation and Leisure, REC 241 Recreation Leadership, and REC 224 Therapeutic Recreation and Community Inclusion (9 credits total).
2. Complete three of the following courses: REC 225 Recreation Analysis and Technology, REC 226 Lifetime Leisure Activities, REC 231 Arts and Crafts Programming and Leadership, REC 233 Outdoor Recreation, REC 300 Therapeutic Recreation and Long-term Care, REC 314 Leisure Education and Counseling, or REC 367 Adventure Based Counseling (9 credits total).
3. Complete two one-credit RHF courses from the following: RHF 106 Ballroom Dance, RHF 107 Aerobics, RHF 108 Step Aerobics, RHF 109 Beginning Weight Training, RHF 118 Yoga, RHF 122 Aerobic Kickboxing, or RHF 121 Self Defense.

Not all courses are offered every semester. Some courses have prerequisites. Other RHF courses can be substituted with permission. Contact the Recreation and Leisure Studies Department chairperson to sign up for this minor.

Minor in Nature Tourism

The nature tourism minor is jointly offered by the Department of Recreation and Leisure Studies, the College of Nursing and Health Professions, and the Department of Environmental Science in the School of Applied Science, Engineering, and Technology. The minor combines coursework to provide students with an introductory knowledge of ecotourism, outdoor recreation leadership, and nature interpretation. Safe and responsible use of outdoor environments is a prime focus of the minor. Enrollment in the nature tourism minor can increase student understanding and enjoyment of nature while enhancing future employment opportunities in ecotourism and adventure recreation businesses, wilderness equipment outfitters, or organizations that focus on environmental education. The minor is open to undergraduate students* and requires the completion of 18 to 19 credit hours of coursework.

Students seeking the minor in nature tourism must complete the following courses:

Required Courses (16 credits)			Credits
ESP	110	Introduction to Nature Tourism	3
ESP	101K/102K	Fundamentals of Environmental Science with Lab	4
REC	233	Outdoor Recreation	3
ESP	445	Environmental Education and Interpretation	3
REC	218	Wilderness Emergency Response	3
Elective Courses (2-3 credits)			
ESP	150	Environmental Science Field Immersion	2
or			
ESP	234	Outdoor Recreation Leadership	3

Not all classes are offered every semester. Some courses may have prerequisites.

*Therapeutic recreation majors can only substitute REC 218 Wilderness Emergency Response for CON 216 Emergency Response if they are enrolled in the nature tourism minor and have completed either ESP 110 or ESP 101K and 102K. In addition, therapeutic recreation majors may not take REC 234 Outdoor Recreation Leadership as a REC general elective. This course may be taken in addition to the requirements of their degree.

Retention/Progression Policies

The Department of Recreation and Leisure Studies adheres to the minimum grade and academic suspension standards described in the Academic Policies section of this catalog. In addition the faculty reserves the privilege of retaining only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, skill, and health necessary for practice as therapeutic recreation specialists or therapeutic recreation assistants. A student who admits to or is found guilty of a violation of academic integrity (see USM Student Academic Integrity Policy) or the National Therapeutic Recreation Society's Code of Ethics can be suspended or dismissed from the program or the University. (The ethics statement is posted in the Department's reception area, is discussed in REC 294 and REC 494, and is available in the Department chairperson's office.)

A grade of D or F in a REC-prefix core course will stop progression within the respective degree course sequence. Students who receive a grade of D or F in any REC-prefix core course must repeat the course and earn a grade of C- or better. Students who receive a grade of D or F in an internship course, REC 295 or REC 495, will be allowed to repeat the course once, providing that the student is able to secure an internship placement and the faculty agrees that the student possesses the knowledge, skills, and health necessary to work with clients in an internship setting. Students who repeat Internship must enroll in the appropriate pre-internship course the semester immediately preceding Internship. Students who receive a D or F in a Department theory or clinical course must obtain a grade of C- or better when the course is repeated. Students who fail to enroll in therapeutic recreation courses for a one-year period without permission of their academic advisors can be removed from their declared major.

Internship Policies

Policies regarding internship are specified in the Department's *Student Internship Manual*. Internship eligibility requirements are as follows:

B.S. Degree In order to be eligible for the REC 495 Internship placement, baccalaureate degree students must be therapeutic recreation majors, have completed at least 24 credits from the Core curriculum, plus all of the program's required foundation courses. Students must also possess current Red Cross Emergency Response and CPR certifications, have a grade point average of at least 2.0 and have completed the following major courses: REC 110, REC 121, REC 225, REC 241, REC 332, REC 353, REC 382, REC 494, a health/fitness elective; a recreation leadership elective, and a leisure studies elective. Students wishing to complete an internship outside of the faculty's direct supervision area (approximately a 120-mile radius from USM) must have a GPA of at least 2.6. Internship opportunities extend throughout New England and beyond. The Department cannot guarantee that students will be able to obtain internships in the southern Maine area.

A.S. Degree In order to be eligible for the REC 295 Internship placement, associate degree students must be therapeutic recreation majors and have completed at least 36 credit hours of coursework including REC 110, REC 121, REC 241, REC 294, REC 332, REC 353, and one recreation leadership elective. Students must also possess current Red Cross Emergency Response and CPR certifications and have a grade point average of 2.0. A grade point average of 2.6 will be required in order to complete an internship outside of the faculty's direct supervision area. Internship opportunities extend throughout New England and beyond. The Department cannot guarantee that students will be able to obtain internships in the southern Maine area.

Course Fees

A course fee is assessed in Emergency Response (CON 216), Arts and Crafts Programming and Leadership (REC 231), Adventure Based Counseling (REC 367) and selected RHF courses.

RHF 100-Level Recreation/Fitness Courses

RHF courses are designed to provide education and skill development in a particular recreation or health/fitness activity. Because skill and/or fitness development are objectives in all RHF courses, students must attend and participate in class activities in order to pass. The Department reserves the right to request written medical clearance for participation in courses that require high intensity exercise. An * after a course number indicates that students will be required to pay a vendor charge for access to activity environments and/or equipment. The course instructor will explain any charge. The following are the RHF activity areas: RHF 101 Tennis; RHF 106 Ballroom Dance; RHF 107 Aerobics; RHF 108 Step Aerobics; RHF 109 Beginning Weight Training; RHF 114* Rock Climbing; RHF 117 Low Impact Aerobics; RHF 118 Yoga; RHF 121 Self-Defense; RHF 122 Aerobic Kickboxing; RHF 123* Introduction to Sea Kayaking; RHF 124 T'ai Chi Qigong; RHF 125* Introduction to Cross-Country Skiing; RHF 126 Stability and Physio-Ball Exercise; and RHF 127 Pilates. Cr 1 each.

REC 110 Foundations of Recreation and Leisure Studies

This course addresses the concepts of leisure, play, and recreation, emphasizing the role leisure should play in modern society. Lectures and discussions on societal attitudes toward work and leisure stresses the need to keep these in proper perspective. Students will concentrate on the psychological aspects of optimal experience and quality of life. Community leisure services will be addressed. Assignments will encourage students to explore leisure lifestyle attitudes. Cr 3.

REC 121 Introduction to Therapeutic Recreation Services

An overview of therapeutic recreation including historical and philosophical foundations, service models, professional functions and service settings. The psychology of disability will be included as will an introduction to disabling conditions. Prerequisite: therapeutic recreation major or instructor permission. Cr 3.

REC 218 Wilderness Emergency Response

This course prepares students to stabilize and care for victims of medical emergencies in remote and wilderness area settings when advanced medical professionals are not readily available. The course is a requirement for students enrolled in the nature tourism minor. Students who successfully complete the course will qualify for certification by the American Red Cross in Wilderness Emergency Response and CPR for the Professional Rescuer. Cr 3.

REC 224 Inclusive Leisure Services

This course will explore the issues related to the integration of persons with disabilities into leisure

services. The issues/concepts of attitudes, accessibility, legislation, strategies, barriers, adaptations, self-determination, empowerment, and advocacy will be examined and explored. Prerequisite: REC 110 or instructor permission. Cr 3.

REC 225 Therapeutic Recreation Analysis and Technology

This course examines the role of activities in therapeutic recreation as well as methods that can be used to analyze the therapeutic potential of recreation activities relative to functional behavior change. The structure and role of leisure education activities will be examined as will the roles of legislation and assistive technology in providing access to recreation activities. A variety of recreation assistive devices and services will be studied. Prerequisite: REC 110 or instructor permission. Cr 3.

REC 226 Lifetime Leisure Activities

Classroom sessions will cover the rules and techniques of a variety of recreational activities. Through participation, efficiency of movement and the muscle memory to perform skills will be developed. Cr 3.

REC 229 Adapted Aquatics Laboratory

This course introduces students to the therapeutic medium of water as it is used to promote the physical, psychological, and social well-being for persons with disabilities. The lab will require students to participate in a community-based adapted aquatics program under the supervision of a therapeutic recreation, adapted aquatics specialist. Students will be given a general introduction to the disabilities presented by program participants and will be required to learn and apply adapted aquatics assessments, skills, and program management knowledge. Each student will negotiate, with the instructor, the aquatics program that will be attended. The lab will require approximately two hours on site per week. Prerequisites: REC 225 and passage of basic swimming skills and lifting tests. Cr 1.

REC 231 Arts and Crafts Programming and Leadership

Students will learn about the therapeutic benefits of art and craft activities and how to plan, adapt, organize, and lead programs and activities. The course will require students to participate in a variety of craft activities such as leatherwork, weaving, macramé, sand painting, and other appropriate projects. Prerequisite: REC 110 or instructor permission. Cr 3.

REC 233 Outdoor Recreation

This course focuses on safe, sustainable, nature-based recreation with an emphasis on "leave no trace" principles. The role of park systems and wilderness environments relative to recreation in modern society will be examined. A variety of outdoor recreation activities will be introduced. Several class trips will be required; thus students must be

prepared to pay charges (a total of no more than \$20) for access to outdoor activity environments and equipment. Cr 3.

REC 241 Recreation Leadership

This course will provide students with the basic knowledge and methods necessary for effective leadership in recreation settings. Students will be required to participate in projects, presentations, and discussions which are aimed at helping them develop and analyze leadership skills in a variety of recreation program areas such as special events, expressive arts, passive recreation, outdoor recreation, and sports. Prerequisites: therapeutic recreation major and REC 110 or instructor permission. Cr 3.

REC 294 Professional Foundations of Therapeutic Recreation Practice

This course will prepare students for an extended internship experience. Students will complete all of the tasks necessary to apply for an internship placement. Serious study and discussion of topics such as professional conduct, ethics, safety, and risk management will be required. This course must be taken immediately prior to Internship. Prerequisites: Recreation core courses and instructor's permission. Cr 3.

REC 295 Internship

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

REC 300 Therapeutic Recreation and Long-term Care

This course provides an overview of the aging process with an emphasis on understanding the role of leisure and activity on the life satisfaction of adults in long-term care settings. Students will learn about therapeutic recreation assessments, interventions, and treatment modalities and will be expected to take part in a service project at least two hours a week in a therapeutic recreation setting that serves older adults. The experience gained from this work will be discussed in class. Students will also be expected to participate in class group work projects and in class leadership. Proof of health insurance may be required. Cr 3.

REC 314 Leisure Education and Counseling

The intent of this course is for students to learn how to help people plan for and find enjoyment in leisure. Theories and techniques of counseling will be included. Students will learn how to help clients

identify barriers and to assess their values, attitudes, and interests as they relate to their leisure behavior. Students will be expected to work on projects in small groups. Prerequisite: REC 225 or permission of the instructor. Cr 3.

REC 332 Methods in Therapeutic Recreation Program Design

Using a systems approach to therapeutic recreation program development, students will learn how to develop group-oriented treatment and educational programs. Leisure assessment, documentation, and individualized treatment plan development will be introduced. Students will be required to meet together outside of class to work on group program development projects. Prerequisites: REC 121, REC 225, majors only. Cr 3.

REC 353 Implications of Disabling Conditions for Therapeutic Recreation

This course provides an overview of physical and developmental disabilities with emphasis on etiology, clinical descriptors, rehabilitation, and educational concerns. Examination of the impact of disability on leisure and therapeutic recreation programming will be addressed, as will barriers that affect communication and interactions between persons with and without disabilities. Prerequisite: REC 225. Cr 3.

REC 367 Adventure Based Counseling

The course focuses on how to facilitate and then process outdoor/adventure/recreation activities as a means to improve self-concepts, develop group cohesion and uncover feelings, among others. Course objectives will be met through experiential as well as theoretical methods, thus allowing the student to acquire the skills necessary to lead groups through similar activities. Class format will be lectures, discussions, group activities, and presentations by class members. The course will address how to plan, implement, lead, debrief, and evaluate adventure experiences. Prerequisite: REC 241. Cr 3.

REC 382 Therapeutic Recreation Interventions and Protocols

This course examines therapeutic recreation services in a variety of habilitation and rehabilitation settings. Emphasis will be on individual treatment planning, intervention strategies, and the development of diagnostic and treatment protocols. Students will be required to work in groups and participate in class leadership. A two-hour per week practicum experience at an outside treatment facility is required. Students must be therapeutic recreation majors. Prerequisites: REC 332, PSY 333, HRD 200J and SWO 388 or CON 497. Health insurance is required of all students in this course. Cr 3.

REC 398 Independent Study

This course is open only to students majoring in therapeutic recreation who have identified a topic, relevant to their major, that they want to study in

depth. Students must obtain a faculty supervisor and negotiate a written independent study contract with this person. Independent study forms can be obtained from the Department. Cr 1-3.

REC 494 Professional Foundations of Therapeutic Recreation Practice

This course will prepare students for an extended internship experience. Students will complete all of the tasks necessary to secure an internship placement. Serious study and discussion of topics such as professional conduct, ethics, safety, and risk management will be required. This course must be taken immediately prior to Internship. Prerequisites: Recreation core courses and instructor's permission. Cr 3.

REC 495 Internship

Students are required to work a minimum of 490 hours in an agency that provides recreation or therapeutic recreation services. During this period the

students will apply the knowledge, methods, and leadership techniques which have been learned in academic courses. Students will be directly supervised by qualified agency personnel and indirectly supervised by faculty. This course is usually taken the senior year. Prerequisites: REC 494 and instructor's permission. Health insurance is required of students enrolled in this course. Cr 12.

REC 498 Management and Supervision in Therapeutic Recreation

An overview of management roles in therapeutic recreation settings with major focuses on comprehensive program development, supervision of professional and volunteer personnel, policy and strategy development and quality assurance. Each student is required to develop a comprehensive program and policy manual. Students will apply the information learned during internships to course assignments and discussions. Prerequisite: REC 495. Cr 3.

Minor in Holistic and Integrative Health

The holistic and integrative health minor is designed to provide the foundations and philosophies of a holistic and integrative approach to health care and to elucidate the fundamental world view, diagnostic methods, and healing techniques utilized in the practice of various complementary healing modalities. A primary focus of the minor is the exploration of the issues that arise in moving toward an integrative approach to addressing the needs of mind, body, and spirit. This minor is open to all USM students, and may be of a particular interest to the College's majors and to students in psychology, social work, and anthropology, or to any student interested in addressing personal health in a holistic manner. The minimum number of credits required to complete the minor is 18. Students may transfer up to six credits toward the completion of the minor from other universities.

Foundation courses (6 credits required)

CON	280	Holistic Health I
CON	281	Holistic Health II

Healing modalities (complete 6 credits from the following)

CON	283	Healing and Spirituality
CON	284	Botanical Therapies
CON	285	Perspectives on Animal-Assisted Therapy
CON	311	Psychosocial Interventions for Older Adults
NUR	590	Therapeutic Touch

Wellness Knowledge and Development (complete 6 credits from the following)

CON	252	Human Nutrition
CON	435/535	Death and Dying: Contemporary Issues
CON	219	Personal Fitness and Wellness

Three one-credit courses from the following*

RHF	108	Step Aerobics
RHF	109	Beginning Weight Training
RHF	118	Yoga
RHF	122	Aerobic Kickboxing
RHF	124	T'ai Chi Qigong

*Other RHF courses may be substituted with permission from the coordinator of the minor.

College of Nursing and Health Professions CON Courses

CON 216 Emergency Response

This course will cover the topics prescribed by the American Red Cross in their emergency response course, including respiratory and cardiac emergencies, wounds, poisoning, sudden illness, burns and

other topics. Successful completion of the course requirements will lead to Emergency Response certification, including adult, child, and infant CPR, from the American Red Cross. Cr 3.

CON 219 Lifetime Physical Fitness and Wellness

The primary emphasis of this course is to teach students how to take control of their personal health and lifestyle habits. Major areas will include nutrition/weight management, fitness training techniques, flexibility, coronary risk factor management, muscular strength/ endurance, stress management and other wellness-related topics. Class content will include lecture/discussion and in-class laboratory evaluations. Cr 3.

CON 252 Human Nutrition

This course examines the basic concepts of human nutrition and their application to the needs of human beings throughout the life cycle. Discussion of factors affecting food practices and attitudes is included. Prerequisites: BIO 211 or SCI 172. For challenge information contact the College of Nursing and Health Professions. Cr 3.

CON 280 Holistic Health I

This course explores the many facets of holistic health. Emphasizing the integration of body, mind, and spirit, specific techniques and therapies will be introduced including, but not limited to, nutrition, stress management, meditation, therapeutic movement and massage, music, and others. The primary goal is to bring greater self-confidence, increased knowledge, and self-responsibility about health into each student's life. Cr 3.

CON 281 Holistic Health II

This course explores the realm of holistic health in greater depth. A strong component will focus on approaches to healing, including such topics as nutrition, meditation, creative imagery, crystals, and herbal remedies. Spiritual and metaphysical dimensions will be integrated as they relate to the total well-being of the individual. The primary goal is to become conversant with holistic approaches that are widely used in promoting and supporting self-healing in both self and others. Prerequisite: CON 280 or permission of instructor. Cr 3.

CON 283 Healing and Spirituality

This course will explore the links between spiritual understandings and physical and mental health. Focusing on global spiritual and religious traditions, the course will examine the determinants of health and the healing techniques utilized in each faith. We will also examine the ways in which religious values and expectations become internalized and affect the ways in which we interpret our wellness and our discomforts. This course is designed to offer an opportunity to become familiar with the world's faith traditions, and to explore spirituality as it relates to healing, both personally and institutionally. Cr 3.

CON 284 Botanical Therapies

The use of medicinal plant remedies can offer a rich, effective, and safe addition to health care for a variety of common illnesses and conditions. With dra-

matic increase in use of herbal preparations, however, questions of effectiveness and safety arise for both health care consumers and their providers. This course will give the historical background on the use of medicinal plants in the U.S. and Europe, examine the current legal status of plant remedies and herbal practitioners, review the most commonly used botanical remedies available, and discuss the benefits and risks that attend the use of these and other medicinal plant preparations. Cr 3.

CON 285 Perspectives on Animal-Assisted Therapy

This course explores the role of pets and other animals in contemporary society with a special emphasis on understanding the role animals may play in the treatment/rehabilitation of persons with a variety of physical and psychological disabilities. Lectures, discussions, guest speakers, and a variety of A/V materials will be utilized to meet course objectives. Cr 3.

CON 302 Pharmacology

This course provides an overview of the principles of pharmacokinetics and pharmacodynamics. The major drug categories are reviewed with emphasis placed on the therapeutic use, action, and adverse reactions of selected prototype drugs. Emphasis is placed on the benefits and risks of drug therapy, thereby preparing the health professional for safe, therapeutic pharmacologic interventions. There is no clinical component to CON 302. For nursing majors concurrent or semester preceding NUR 323/325. Prerequisites: BIO 211 or SCI 172 and junior standing. Cr 3.

CON 308 Professional Communication and Technology Utilization in Nursing and the Health Sciences

This course emphasizes a critical examination of how technology and communication can enhance the understanding of the historical development of the profession of nursing. Students explore professional development in nursing theory, using written and oral communication skills and learn to present information effectively using a variety of sources and techniques. To achieve this objective, the course will introduce APA style of referencing; review basic tenets of good writing style; present information access and utilization skills through library computer searches; explore basic computer skills such as e-mail, listserv membership, Internet searching and critique; and support the development of public presentation skills through the use of presentation software. Cr 3.

CON 311 Psychosocial Interventions for Older Adults

This course will explore the normal aging process in addition to a variety of chronic conditions experienced by older adults. The focus of the course will be on non-pharmacological intervention strategies for older adults residing in community and clinical agencies. Intervention examples include stress man-

agement, animal-assisted therapy, storytelling, autobiographical writing, bibliotherapy, adventure-based activities, air mat therapy, and "simple pleasures" activities. Other topics of study will include attitudes, stereotypes, and social issues that affect older adults today. Off-campus service learning experiences will be expected along with in-class discussions. Cr 3.

CON 321 Health-Related Research

Introduction to health-related research with an emphasis on understanding the research process and becoming a consumer of research. Critique of health-related research findings to health professions and their application to professional practice is a major component of this course. Prerequisite or concurrent: PSY 201D or MAT 120D. Cr 3.

CON 352 Nutrition for Physical Performance

The in-depth study of general nutritional practices applied to athletes and other individuals who are physically active. The course will emphasize basic cellular metabolism as it relates to energy production and expenditure during the course of preparation and training for athletics and physical activity. Weight control, use of ergogenic aids and nutritional supplements will also be discussed. Prerequisites: ALT, EXS, HEF major; CON 252; SPM 330 or concurrent. Cr 3.

CON 356 Concepts in Community Health

This course introduces the concepts and principles basic to the development and maintenance of the community's health. The epidemiological process guides the survey of current major health issues. The course focuses on the health issues of groups in

the community at local, state, national, and global levels. Cr 3.

CON 435 Death and Dying: Contemporary Issues

This course focuses on dying, death, and bereavement in contemporary Western society within the context of theory, research, and practice. Issues around sudden death and dying from a chronic and/or terminal illness will be explored. Selected topics include cardiopulmonary resuscitation, palliative and hospice care, pain and symptom management, physician assisted suicide, family caregiving at the end of life, advance care planning, pregnancy loss, and the death of a child. Normal grief will be differentiated from pathological or traumatic grief. Finally, the continuum of services (e.g., support groups, psycho-educational groups, Internet chat groups) that are available for bereaved persons will be explored. Cr 3.

CON 440 International Health

This is a multi-disciplinary elective course which presents multiple perspectives on improving the health of populations in the interconnected global environment. Cr 3.

CON 497 Substance Use and Abuse: Issues and Policies

This course is an interdisciplinary examination and study of issues and policies surrounding alcohol and other drugs. Emphasis is placed on epidemiology; pharmacology; theoretical models; strategies for prevention, treatment, and relapse prevention; needs of special populations; and ethical, legal, and sociopolitical aspects surrounding addiction. Cr 3.

Lewiston-Auburn College

Dean: Zark VanZandt, 51 Westminster Street, Lewiston, ME 04240

Associate Dean: Jan Hitchcock; *Assistant Dean:* Roger Philippon

Chair: Raimon; *Professors:* Druker, Schaible; *Associate Professors:* Black, Cleary, Coste, Hammer, Harris, Hitchcock, Levine, Raimon, Robinson, Whitaker, White; *Assistant Professors:* Baskett, Caron, Lu, Mundhenk, Priganc, Rodrigue; *Instructors:* Jacobus, Nowinski, Phillips; *Clinical Instructor:* Clark; *Adjunct Faculty:* Makas

Lewiston-Auburn College (LAC) is an academic unit of the University of Southern Maine. Students enrolled in LAC's majors may take all their courses at the Lewiston campus, or may take advantage of the broad range of course offerings that demonstrate the benefits of being part of a comprehensive metropolitan university. Lewiston-Auburn College has several distinguishing characteristics: interdisciplinary majors, student-centered learning, a "community" atmosphere, and a deep sense of responsibility about its role in meeting regional needs. Faculty and staff are dedicated to a process of engaging students in a transformative process in which self-awareness, content knowledge, relevant skills, and career development are merged in such a way that lifelong learning is an expectation, not a goal.

The curriculum at LAC is marked by integration not only among the various disciplines within the liberal arts, but also between the liberal arts and the professional concentrations, between professional concentrations and the workplace, and between the College and the community. The faculty at Lewiston-Auburn College believe that learning is a shared experience between students and faculty. The interdisciplinary learning focuses on communication, teamwork, writing, critical thinking, civic engagement, and leadership, and uses service learning, career seminars, and internships to help students apply, synthesize, and integrate their learning.

Lewiston-Auburn College's interdisciplinary majors include B.A. degrees in arts and humanities, natural and applied sciences, and social and behavioral sciences, and a B.S. degree in leadership and organizational studies. In addition, the college offers master's degrees in occupational therapy and leadership studies. A professional development school (PDS) model undergraduate teacher education program—Collaborative Learning and School Success (CLASS)—in elementary and middle school education is also offered in conjunction with a major in one of the content interdisciplinary majors. Students wishing to enter the field of nursing may take advantage of a nursing major aligned with USM's Portland-based College of Nursing and Health Professions offered in its entirety at the Lewiston campus. The B.S. degree in industrial technology is extended to LAC from the School of Applied Science, Engineering, and Technology, and master's degrees in literacy education and adult education are offered by the College of Education and Human Development, while a minor in women's studies and a certificate program in English as a Second Language (ESL) are also extended from the other campuses.

Graduation Requirements

To be eligible for graduation with a baccalaureate degree and major from Lewiston-Auburn College, students must have successfully completed 120 credit hours including all Core and major requirements, at least 30 credit hours in 300- to 400-level USM courses offered by Lewiston-Auburn College, and have obtained a minimum grade point average of 2.0 in the major. Graduation requirements for degree programs extended from Portland or Gorham can be found under their respective academic colleges.

Transfer Policies

Lewiston-Auburn College works very closely with the University of Maine at Augusta (UMA), Central Maine Community College (CMCC), Kennebec Valley Community College (KVCC), and Central Maine Medical Center (CMMC) to enable students who have received associate degrees from these institutions to continue their education toward a baccalaureate degree from the University of Southern Maine. In most cases credits transfer directly into the baccalaureate programs. It is important for students to be aware of the transfer policy which applies to their particular situation.

Students matriculated (accepted) into USM's baccalaureate programs will receive transfer credit for all undergraduate courses successfully completed at another University of Maine System institution. Transfer credits also may be awarded for courses completed at other regionally accredited institutions.

LAC 100 Introduction to Collegiate Studies

An introduction to higher education with special emphasis on the purposes of college, an introduction to study skills, time management, writing across the curriculum, career and academic planning, and library utilization. The course will be thematic in nature, depending upon the particular expertise of the instructor. Cr 3.

LAC 101E Critical Thinking

This course aims to teach students how to think critically in order to improve their skills in writing, reading, listening, and making decisions. Students are taught the elements and standards of critical thinking and asked to apply them to a wide variety of oral and written material. Cr 4.

LAC 107 Internet Research

Students will learn how to conduct Internet research. Emphasis will be placed on evaluating sites and the use of information found on the Web for projects. Cr 1.

LAC 110 Writing Support

This course covers writing more effectively by briefly reviewing students' existing knowledge base and then focusing on a discussion of how to convey meaning efficiently, clearly, and completely. Students bring their papers from other courses to class for revision. Prerequisite: ENG 100C. Cr 1.

LAC 112 Microsoft Excel

This course uses a problem-solving approach to electronic spreadsheets. It satisfies the LOS major's requirement and should follow the LAC 150 introductory course. Students will learn advanced data analysis, formulas, and create graphs to interpret the data. This course should be completed prior to taking the financial management, economics, or budgeting course. Prerequisite: LAC 150 or equivalent. Cr 1.

LAC 114 PowerPoint

This computer program allows users an electronic means of giving presentations to groups of people. Students will learn how to create electronic slides using written, graphic, and sound materials. The slides can then be formatted in several different ways: 35 mm slides, overhead transparencies, and handouts. Students who have to give presentations to classes or who are considering careers in teaching, marketing, or public relations fields should consider this course. Cr 1.

LAC 150 Microcomputers and Applications

An introductory lecture and laboratory course designed to introduce students to basic microcom-

puter concepts and their application to education, business, and home management. This course will cover: Windows 95/98, e-mail, Internet, and Microsoft Office 2000: Word, Excel, PowerPoint, and Access. Cr 3.

LAC/LOS 305 Web Design

This course will present in-depth Web page design for non-programmers. This will be accomplished primarily through learning a full-featured Web design application, MS Front Page. The course also includes an exploration of HTML, DHTML, and some experience with Web scripting languages. Finally server-side Web strategies will be studied. Students will be expected to design and implement Web pages containing many of the features learned in class. Prerequisites: ABU 180/181 and/or ABU 190, LAC 150, or significant Windows and Windows application experience, along with experience on the Internet using a Web browser. Cr 3.

LAC/LOS 317 Operating Systems

This course introduces students to operating systems compatible with IBM personal computers. It is intended to familiarize students with the major features, functions, and tools available to install, implement, maintain, and troubleshoot operating systems. The course builds competencies and familiarities with application aspects of operating systems and takes full advantage of their usefulness. Cr 3.

LAC/LOS 318 Database Management

This course introduces skills and builds proficiency in database management. It is designed to help students develop competencies in a variety of database processing functions. Students become proficient in setting up databases, managing data, creating reports, using report enhancements, and manipulating data. Prerequisite: LAC 150 or equivalent. Cr 3.

LAC/LOS 319 Networks I

This course is an introduction to the installation, maintenance, and repair of personal computer networks. It provides students with an elementary understanding of network systems including communication components, LAN protocols, standards (*de facto/de juri*), system architecture, network software, and the fundamentals of network installation and repair. Cr 3.

LAC/LOS 320 Networks II

This advanced course addresses the installation, maintenance, and repair of personal computer networks. It provides students with an advanced understanding of network systems including software configuration, troubleshooting, security, tools, design strategies, and employee training. Cr 3.

LAC/LOS 321 Introduction to Personal Computer Repair

This course is an introduction to the installation, maintenance, and repair of personal computers and related equipment. It provides students with an elementary understanding of PC environments including system components, peripherals, operating systems, component/card interface, and the fundamentals of repair. This course is offered at CMCC. Cr 3.

LAC 328D Statistics

Introduction to and application of descriptive statistics, sampling and significance testing, correlation and regression analysis. Evaluation methods will be explored. Statistical packages available on computers will be used. Emphasis will be on the interpretation and analysis of statistical decision making. Prerequisite: completion of the University's mathematics proficiency requirement. Cr 3.

LAC/LOS 331 Advanced Personal Computer Repair

This is an advanced course in personal computer installation, maintenance, and repair. It provides students with an in-depth study of PC system components, peripherals, and hardware interfaces and will emphasize problem solving, analysis, connectivity, and cabling difficulties. Cr 3.

LAC/LOS 334 Integrated Software Packages

This is a course in the use of integrated software for

report, document, presentation, and information development activities. A variety of instructional activities stress file and data integration and explore intra- and inter-package communications. Integration of word processing, spreadsheet, database and graphics software is featured using linking and other tools. Students are expected to produce documents, spreadsheets, database reports, and presentations which take full advantage of inter-operability, communication, translating, linking, and sharing functions. Prerequisite: LAC 150 or equivalent. Cr 3.

LAC 340J Language Acquisition and Literacy Development

This course provides students with opportunities to apply knowledge of fundamental principles and means of investigation used in the study and explanation of language acquisition and literacy development. It plays a foundational role in fostering students' understanding of literacy, which is key to their development as professionals charged with fostering children's literacy development. Cr 3.

LAC 370E Ethics in the Organization

This course explores the ethical dimensions of private- and public-sector decision making. It draws on concepts and theories from ethics and other disciplines, especially the social sciences, and applies them to ethical issues and dilemmas faced by individuals, groups, and organizations. Cr 4.

Minor in Information Systems (IS)

Lewiston-Auburn College offers a minor that can be substituted for the LOS concentration or taken separately as a minor by students in any degree program. The IS minor is offered in collaboration with Central Maine Community College (CMCC) which provides a number of the required courses. Students must be admitted separately into the minor in order to enroll in these CMCC courses. The IS minor requires completion of the following LAC courses:

MAT	108	College Algebra (or equivalent)
LAC	150	Microcomputers (with a grade of at least B)
LOS/LAC	310	Technology in Society
LOS/LAC	318	Database Management
LOS/LAC	334	Integrated Software Packages

The following three courses are offered at CMCC:

LOS/LAC	317	Operating Systems
LOS/LAC	319	Networks I
LOS/LAC	320	Networks II
LOS/LAC	321	Introduction to Personal Computer Repair

Electives:

BUS	191	Introduction to Structured Programming
LOS/LAC	305	Web Design
LOS/LAC	331	Advanced PC Repair

Minor in Educational Studies

This minor is offered at Lewiston-Auburn College through USM's College of Education and Human Development and is open to all majors. The minor consists of 18 credits and highlights topics in the areas of human development, teaching as a career, learning, and schooling. For more information contact the Student Services Office at Lewiston-Auburn College, 753-6500, or the Admissions and Advising Office at the College of Education and Human Development, 780-5306.

Minor in Early Childhood Studies

Student will complete 18 credit hours consisting of the following:

Required Courses

SBS 301	Group Dynamics
SBS 305	Child Development
SBS 310	Sociology of Childhood
SBS 340	The Family
SBS 350	Psychosocial Disorders of Childhood and Adolescence
SBS 450	Approaches to Assessing Individual Differences
LAC 340	Language Acquisition and Literacy Development (CLASS)

Minor in Women's Studies

This minor is offered at Lewiston-Auburn campus through USM's women's studies program and is open to all majors. The minor consists of a minimum of 9 hours of required courses and 9 hours of women's studies related courses as follows:

Both of the following (6 hours):

WST	130I	Introduction to Women's Studies
WST	280W	Women, Knowledge, and Power

Either of the following (3 hours):

WST	380	Politics of Difference
WST	390	Contemporary Feminist Theories

Additionally, 9 hours of women's studies related courses are required (two of the courses must be at the 300-level or above). Those regularly offered at Lewiston-Auburn College include the following:

HUM	251H	Masculinities in U.S. Literature and Culture
HUM	342	Women of Color in Fiction
SBS/HUM	358H	Motherhood: Political Institution, Cultural Icon, Defining Experience
SBS	341	The Family
SBS	361	The Psychology and Sociology of Women

See the women's studies program in this catalog for other women's studies related courses.

Collaborative Learning and School Success Program

The Collaborative Learning and School Success (CLASS) program is a Professional Development School (PDS) program in undergraduate elementary teacher education. CLASS PDS is a nine-semester program which includes coursework in an academic major leading to a bachelor's degree in a liberal arts field (e.g., arts and humanities, social and behavioral sciences, natural and applied sciences), a professional program of teacher preparation resulting in elementary education certification (K-8), and credit hours toward a graduate degree.

Students will work with the guidance of college and partner school-based faculty to develop successful teaching practices during each semester of this program. In addition to coursework on campus, students are required to participate in field experiences and seminars in local area partner schools. Students should anticipate a considerable time commitment in the partner schools during each semester. During their first year, students study individual children, then progress to classroom teaching in a full-time, full-year internship during their final two semesters.

Because of the intensive integration of liberal arts coursework and professional studies with required field experiences, interested students should apply to the program as soon as possible. The length of time to complete this program will vary with each student's prior experiences, amount of coursework completed, and opportunity to take summer courses. In most cases, first-year, full-time students will be able to enter directly into the program. Sophomores and first-semester juniors with relevant prior experiences with children and schools are also encouraged to apply for acceptance into the program. However, it should be noted that because of program requirements and the cycle of course offerings, first-semester junior students may experience some delays in completing the program. Seniors may consider applying to the Extended Teacher Education Program (ETEP) at the University of Southern Maine Gorham campus. Students completing the CLASS program attain graduate credits and will be encouraged to apply to the master's in teaching program to complete the master's degree during their initial years of professional teaching.

Admission Process

Applicants for the first year of college who are interested in CLASS PDS program should indicate their interest on their University application. Recent high school graduates (less than three years since graduation) must have a strong GPA from previous study and must submit SAT scores. Other acceptance criteria include: fewer than 60 previously earned college credits, writing ability, recommendations, and experience working with children. Applicants with more than three years since graduation are not required to submit SAT scores.

Transfer students interested in CLASS PDS must hold a 2.5 grade point average in previous coursework and complete an application for teacher education. Successful applicants will be invited to the campus for an interview with the program faculty.

As with all USM programs, qualified students have the opportunity to apply to have their relevant prior learning assessed for academic credit with respect to CLASS PDS coursework, seminar and field experiences, through the preparation and submission of a comprehensive portfolio. This process is described in detail in the booklet, *CLASS PDS Portfolio Process Handbook*, which can be obtained from the Lewiston-Auburn College administrative offices. Qualified students have the opportunity for a fast track or advance into the program through the portfolio process. Upon acceptance, students must meet proficiencies before they begin their CLASS PDS professional education coursework.

CLASS Program Requirements

CPI	110/111	Individual Learning and Development in the CLASS Program
CPI	120/121	Elementary School Community and Foundations of Education
CPI	211I	Building Learning Communities
CPI	220/221	Middle School Community
CPI	510	Curriculum Design
CPI	511	Applied Pedagogy Internship
CPI	520	Reflecting on Practice
CPI	521	Professional Internship
LAC	410	Seminar for Science and Reading

CPI 110/111 Individual Learning and Development in the CLASS Program

This course is the first in a series designed to integrate liberal arts study and educational pedagogy. The course has three purposes: 1) to develop a community of learners through a variety of activities, including experiential education, 2) to have students examine their own development as they make the transition to university life and study, 3) to introduce students to the CLASS program and the world of schooling so that each may deliberately assess teaching as a personal career choice. Prerequisite: CLASS program admission, EDU 200. Cr 3.

CPI 120/121 Elementary School Community and Foundations of Education

This course builds upon the principles of language acquisition and literacy development and supports students in examining individual literacy learning through observation, interaction, and documentation of language and literacy. Cr 3.

CPI 211I Building Learning Communities Fieldwork and Seminar

This seminar school/community-based practicum is the third in a series designed to integrate liberal arts study, educational pedagogy, and school field expe-

riences. This course builds upon the principles of culture and community introduced in COR 154H, and supports students in reflecting upon the related field experience and developing appropriate candidacy exhibits. Prerequisites: TEAMS or CLASS program admission, CPI 111, or instructor permission. Cr 3.

CPI 220/CPI 221 Middle School Community

This combined TEAMS or CLASS program course includes a school-based seminar and practicum designed to integrate liberal arts study, educational pedagogy, and school field experiences. This course extends the focus from the previous semester on culture and community to the context of the middle school, and helps students prepare for the candidacy assessments that occur at the end of this semester. Prerequisite: TEAMS or CLASS Program admission, CPI 211I. Cr 3.

CPI 510 Curriculum Design

The seventh in a series of seminars designed to integrate liberal arts study, educational pedagogy, and school field experiences. This course builds upon the principles of curriculum design for all subjects and supports students in reflection upon the related internship and developing appropriate portfolio

exhibits. This course is taken concurrently with methods courses and a half-time classroom placement. Prerequisite: TEAMS or CLASS program admission; co-requisites dependent on individual program. Cr 3.

CPI 511 Applied Pedagogy Internship

This is an intensive supervised internship experience that applies knowledge and skills to the practice of teaching. An intern completes two seven-week classroom placements in which she or he is assigned to a mentor teacher and classroom in a partnership Professional Development School. In each placement, the intern completes a minimum of two weeks lead teaching. Prerequisite: TEAMS or CLASS program admission; co-requisites dependent on individual program admission. Cr 3.

CPI 520 Reflecting on Practice

This is the eighth in a series of seminars designed to integrate liberal arts study, educational pedagogy, and school field experiences. This course build upon the principles of learning to teach all subjects and supports students in reflecting upon the related internship and developing appropriate portfolio

exhibits. Prerequisite: TEAMS or CLASS program admission; co-requisites dependent on individual program admission. Cr 3.

CPI 521 Professional Internship

This is an intensive, supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes a single thirteen-week classroom placement in which she or he is assigned to a mentor teacher and classroom in a partnership Professional Development School. In each placement, the intern completes a minimum of six weeks of successful lead teaching. Prerequisite: TEAMS or CLASS program admission; co-requisites dependent on individual program admission. Cr 3.

LAC 410 Seminar for Science and Reading

The sixth in a series of seminars designed to integrate liberal arts study, educational pedagogy, and school field experiences. This course builds upon the principles of learning to teach literacy and science and supports students in reflecting upon the related field experience and developing appropriate portfolio exhibits. Prerequisite: EDU 210; co-requisite: EDU 552 and EDU 565. Open to CLASS students only. Cr 3.

B. A. Degree in Arts and Humanities

This program is the most versatile and flexible degree available for students who want both a solid liberal arts education and strong preparation for a wide range of career options. An arts and humanities degree prepares students for careers as diverse as education, print and broadcast journalism, advertising, government and politics, social service, and arts management, as well as for further study in a range of graduate programs and professional schools, (e.g., law or theology). Courses examine a variety of contemporary and historical issues, and do so in ways that make the past more interesting and the present more understandable. A wide array of courses integrate such fields as American and African-American literature, French North American and Franco-American studies, psychology, popular culture, gay and lesbian studies, history, geography, photography, critical theory, religion, evolutionary biology, and gender and ethnic studies. Classes feature small group work, class discussions, and written work designed to encourage critical thinking, communication, and leadership skills necessary to advance professionally and contribute meaningfully as a citizen in our pluralistic society.

A critical component of this degree program is the internship, selected with the assistance of the faculty internship coordinator. Students identify an organization that will enable them to evaluate potential career opportunities and develop workplace skills. Prior to the internship students participate in an intensive seminar where they learn aspects of career decision making and launching a successful career.

Total degree credits to be earned: 120.

Students are responsible for completing USM's Core curriculum.

Prerequisite Courses (13 credits)

			<i>Credits</i>
ENG	100C	College Writing	3
ENG	120H	Introduction to Literature	3
LAC	101E	Critical Thinking	4
LAC	150	Microcomputers and Applications	3

Note: Satisfactory completion of both a 100-level college writing course and a course on critical thinking is a prerequisite to all courses in this major. Students must get their advisor's approval before taking any course without the HUM prefix if they want the course to count toward the major. No more than four courses (12 credits) lacking the HUM prefix can be taken for credit within the major unless written approval is obtained from at least two arts and humanities faculty members.

Program Requirements (45 credits)

General

ESP	101K/102K	Fundamentals of Environmental Science	4
HUM	135I/136I	United States Studies I and II	6
HUM	326I	Issues in World History and Geography II	3
HUM	370	Literacy Studies/Service Learning	3
LAC	385	Internship	3
LAC	386	Career Development and Internship Seminar	2
LAC	400	Senior Seminar	3
HUM	408	Texts and Meanings	3

Students are encouraged to take 6 credits of a language other than English*

Note: HUM 135I/136I should be taken prior to all courses listed as program requirements.

Interdisciplinary Courses

Students must select 4 interdisciplinary courses. Courses may vary from year to year, but typical offerings are listed below.

HUM	150I	What is 'Race'?
HUM	213H	Metaphor in Literature, Science, and Religion
HUM	223H	Life and Literature after Darwin
HUM	270I	French North America
HUM	318H	Photography and Poetry: Two Ways of Speaking
HUM	320H	African-American Literature and Culture
HUM	330I	Labor, Literature and the Arts
HUM	344	Violence: Causes and Control

*Not required of students in the CLASS PDS program.

Electives (15 credits)

Fifteen credit hours must be satisfied by 300- and 400-level courses with prefixes of HUM, ART, ENG, HTY, MUS, PHI or by additional interdisciplinary courses. Courses from the Theatre Department or the women's studies program may also be approved as program electives.

Concentrations

Students interested in teaching may wish to combine their arts and humanities studies with the CLASS program, an elementary and middle school teacher education program. Information on this program is available from the Student Services advisors at Lewiston-Auburn College. Others may wish to organize their course choices in a manner that establishes one or more of the following concentrations.

French North American Studies (12-15 credits)

This concentration is designed to develop an appreciation for the diversity of French society on our continent. The central courses are required. The supporting courses are applicable to this concentration if a portion of the student's individual coursework focuses on a French North American topic, as prearranged with the instructor and the concentration advisor.

Central Courses

HUM	210E	Cultural Fieldwork
HUM	301I	French North America
HUM	310I	French Settlement in the Northeast

Supporting courses

HUM	135/136I	United States Studies I and II (advisor supervision)
HUM	320H	Early African-American Literature and Culture (advisor supervision)
HUM	340I	World Native and Indigenous Studies

Gender Studies (12-15 credits)

This concentration explores new thinking about how femininity and masculinity have been constructed and represented in U.S. culture.

HUM	251H	Masculinities in U.S. Literature and Culture
HUM	260I	Theories of Popular Culture
HUM	342H	Contemporary Women of Color in Fiction
HUM	344	Violence: Causes and Control

HUM	358H	Motherhood: Political Institution, Cultural Icon, Defining Experience
HUM	380	Politics of Differences
HUM	389H	Sexuality in Literature and Film
LOS	316	Diversity in the Workplace
WST	130I	Introduction to Women's Studies
WST	280W	Women, Knowledge, and Power

Media and Cultural Studies (12-15 credits)

This concentration focuses on multiculturalism and the power of the mass media to shape our attitudes and values.

HUM	105F	Basic Photography
HUM	150I	What is 'Race'?
HUM	260I	Theories of Popular Culture
HUM	310I	French North America
HUM	307F	Creative Nonfiction
HUM	318H	Photography and Poetry: Two Ways of Speaking
HUM	320H	African-American Literature and Culture
HUM	342H	Contemporary Women of Color in Fiction
LOS	323	The Media and Politics

Religious Studies (12-15 credits)

This concentration offers students an opportunity to engage in an intelligent and informed discussion about the nature of religious knowledge and values. It also explores religion as an avenue for finding personal meaning and affecting social change.

HUM	135I	United States Studies I
HUM	213H	Metaphor in Literature, Science, and Religion
HUM	223H	Life and Literature after Darwin
HUM	299	Religions of the World
HUM	332	Religion in Culture and Politics
HUM/SBS	334	Spirituality

HUM 105F Basic Photography

This course is an introduction to black and white photography, designed to help students gain understanding through "hands-on" photographic work. Lectures include classroom discussions concerning the history and aesthetics of photography, and techniques include camera and lens functions, exposure methods, basic black and white film processing, printmaking, print finishing, and presentation techniques. Cr 3.

Students will examine evolution to understand the diversity in the human species. They will integrate this information with historical attempts to define race so as to gain a better understanding of race and racial issues. Cr 3.

HUM 185G Thinking About Art: Introduction to Interpretation

Art engages us by providing stimulus for exercising our minds. It presents a particular set of problems while encouraging a variety of responses and solutions. This course explores the tools and strategies important in the interpretation of works of art. Cr 3.

HUM 135I United States Studies I

Drawing on political and social history and imaginative literature, this course will study the diverse peoples, events, and ideas that helped shape and define the United States from its inception to the final quarter of the nineteenth century. Cr 3.

HUM 210E Cultural Fieldwork

This course is designed to develop an appreciation for the variety of methods that can be used to view, analyze, and present culture and society, from archival documentation and historical archaeology to geographical analysis and oral history. This course emphasizes actual research projects done by the students, with community involvement in the projects, working toward a goal of public scholarship, such as designation of historical sites. Such an integration of theory, method, and application will give students the opportunity to hone their analytical skills in the study of variable human culture and society. Cr 3-6.

HUM 136I United States Studies II

This course is a continuation of HUM 135I, covering the period extending from the late nineteenth century to modern times. Cr 3.

HUM 150I What is 'Race'?

The concept of race is one of the most contentious ideas of modern society. This course will examine the history and biology of race, and trace the development of the idea of race in American culture.

HUM 213H Metaphor in Literature, Science, and Religion

A comparative study of literature, science, and religion, focusing on aims, methods and values, and on the nature of truth and creativity in each discipline. Readings in fiction, poetry, religion, and modern physical and biological science provide a basis for discussion of the metaphoric nature of literary, religious, and scientific discourse. Our goal is to demonstrate that all three areas of human endeavor rely heavily on the metaphoric nature of language in their search for meaning and truth. This course consists of careful reading of texts, small-group discussion, and out of class essays. No college science background required. Cr 3.

HUM 223H Life and Literature after Darwin

A study of biological evolution and its impact on culture and imaginative literature. Readings on Darwin's theory of evolution in its original and modern forms will be followed by a study of literature that depicts our attempts to understand, cope with, and transcend our biological nature. Discussions and writing assignments are aimed at helping students understand how science influences literature and, conversely, how literature translates science into human dimensions. No college biology background required. Cr 3.

HUM 246I Vietnam Era

This course explores the origins, evolution, and outcome of United States political and military intervention in Vietnam, which became a dominant and divisive issue in American politics in the 1960s and early 1970s. The objective of this course is to develop a coherent understanding of what became one of the costliest conflicts in U.S. history. Cr 3.

HUM 250H Song as Literature

This course is designed to introduce students to the role of the song in our cultural heritage as a fundamental literary genre and a remarkably democratic and influential art form. The course traces the evolution of the story song from the epic ballads of Europe and North America through the development of songs for religious, political, nationalistic and purely entertainment purposes. Cr 3.

HUM 251H Masculinities in U.S. Literature and Culture

This course begins with the notion that masculinity is as complex and variable a cultural category as femininity. Given this premise, we will examine literature and popular forms of mass media that take masculinity as a primary theme. Cr 3.

HUM 260I Theories of Popular Culture

This course is designed to examine how various forms of social difference—including gender, race, class, and sexuality—are represented by the U.S. entertainment industry. We will study TV, films, and music as well as a selection of critical and theoretical commentary. Cr 3.

HUM 301I French North America

This is a survey course about the diverse French society in North America. From Maine to Haiti and from Chiapas to the Yukon, the French have adapted to a wide array of niches on our continent. This course encourages not only a review of the known communities, but also research of lesser known ones, such as those in Greenwich Village (New York) and Los Angeles (California). Cr 3-6.

HUM 305 Creative Writing: Poetry

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

HUM 306 Creative Writing: Fiction

This course is designed to introduce students to the art and practice of writing fiction. Organized as a workshop, it features close examination of the student's own writing as well as the work of outstanding contemporary fiction writers. Cr 3.

HUM 307F Creative Nonfiction

This course explores the literary terrain between imaginative literature and journalism. Students study the fictional techniques employed by journalists and examine the questions their work poses about the uneasy boundaries between fact and fiction. Cr 3.

HUM 310I French Settlement in the Northeast

This course will look at the exciting dynamics of French settlement in the northeastern part of the Americas, from its beginnings in the 16th century to the present. The ancestral homeland of French North America included much of what today is called southern Québec, northern New England, and Atlantic Canada. From this cultural "hearth," French settlers then expanded to create many distinctive societies in new areas of the continent. We will address the varieties of cultural identity and old stereotypes, as well as search out new directions in which French society is going in the Northeast. Student research is an important part of this course, so we will be investigating subjects as diverse as Lewiston-Auburn's rich French heritage, forgotten French communities in places like Greenwich Village, and the often overlooked Franco-Méris people. Although designed for English speakers, students are also encouraged to use French materials. Cr 3.

HUM 318H Photography and Poetry: Two Ways of Speaking

This course deals with two modes of creative expression: photography and poetry. Its purpose is to help students read intelligently and sensitively both photographs and poems and to assist them in exploring connections between the two types of expression. Cr 3.

HUM 320H Early African American Literature and Culture

This course studies the history of eighteenth- and nineteenth-century African-American literature by examining transcriptions of oral folk productions, slave narratives, speeches, autobiography, essays, poetry, and prose fiction in order to trace the development of African-American literary culture. The social, political, and cultural contexts of the works will also be considered. Cr 3.

HUM 325 I Issues in World History and Geography I

This is the first in a series of two courses that are designed to not only develop an understanding of and an appreciation for world history and geography, but also to help students become more knowledgeable citizens in today's rapidly changing world. Its goal is to provide students with a humanistic background with which to understand better the complexities of the modern world and to help them make links between historical materials and modern world situations. This course will cover the period from prehistory to the age of modern exploration—from about 250,000 years ago to 1500 C.E. It is a reading-intensive course. Cr 3.

HUM 326I Issues in World History and Geography II

This is the second in a series of two courses that are designed to not only develop an understanding of and an appreciation for world history and geography, but also to help students become more knowledgeable citizens in today's rapidly changing world. Its goal is to provide students with a humanistic background with which to understand better the complexities of the modern world and to help them make links between historical materials and modern world situations. This course will cover the period from the age of modern exploration to modern times—from 1500 C.E. to the present. It is a reading-intensive course. Cr 3.

HUM 330I Labor, Literature, and the Arts

This course explores the ways in which working people's lives have been depicted through fiction, poetry, visual arts, and/or music. It also examines the unique impact of labor unions, rural workers' organizations, and other labor support associations on the cultural life around the world. Cr 3.

HUM 332 Religion in Culture and Politics

This course will look at one or more historic or contemporary issues or events in order to explore the connection between religion and the origin, progress and outcome of each issue or event under consideration. Cr 3.

HUM/SBS 334 Spirituality

Spirituality, variously defined, is a central part of human experience, constituting important levels of consciousness and meaning, and enabling the individual to transcend specific histories and environ-

mental influences. This course will investigate the experience and development of spirituality over the life span as portrayed in fiction, religion, and psychology. Cr 3.

HUM 340I World Native and Indigenous Studies

We look at various societies around the world, from the Basques in Europe to the Inuit in North America, as well as those in the Northeast, including a study of the metissage (intermarriage) that occurred between French North Americans and many Native American communities. Part of our focus will be on the general concepts of "native" and "indigenous," in order to come to better understand what "civilization" means and to determine at what point, if any, these concepts merge. Cr 3.

HUM 342H Women of Color in Fiction

This course examines imaginative works by contemporary women writers of color to explore issues of individual and national identity. Authors include Toni Morrison, Maxine Hong Kingston, Michelle Cliff, Cristina Garcia, and Louise Erdrich. A primary objective will be to identify and investigate the complexities of our hyphenated American identities as they are represented in fiction to better understand the impulse toward—and resistance to—a common American culture. Cr 3.

HUM 344 Violence: Causes and Control

This course studies violence and the possibilities of living peacefully as explored in psychological and sociological works, in fiction, drama, and poetry, and in writings on anthropology, social policy, and religion. The course reviews the causes of violent and aggressive behaviors and specific approaches to the prevention and control of these behaviors. Cr 3.

HUM 358H Motherhood: Political Institution, Cultural Icon, Defining Experience

This interdisciplinary course examines motherhood from the perspectives of cultural studies and psychology. Consideration of historical and cultural depictions of mothers will elucidate the particular faces and functions of motherhood as they are variously conceived. Modern psychological theories will be discussed as the means by which cultural demands regarding mothering are currently being prescribed. The manner in which the various powers attributed to mothers contribute to the construction of particular social policies and practices will also be considered. Cr 3.

HUM 366 Transforming Words: Poetry and Psychologies of Change

This course examines the interrelationships between poetry and psychology, with a focus on transformations of meaning in words and lives. Topics will include the varying functions of poetry over the life span, poets' reflections on how and why they write, poetry as political witness and community catalyst, therapeutic uses of poetry, and the distinctive quali-

ties of “poetic” language. Students have the option of pursuing community-based projects involving poetry. Cr 3.

HUM 370 Literacy Studies/Service Learning

This course introduces the field of literacy studies through an examination of theories and activities involving literacy. It begins with an inquiry into definitions of literacy and goes on to trace a brief history of thinking about literacy with special attention to cross-cultural and transnational issues. The service learning component of the course combines theories of literacy with a practical application that asks students to tutor English as a Second Language students in the Lewiston area. Cr 3.

LAC 385 Internship

The internship provides an opportunity to assess potential career choices and/or learn aspects of a specific career choice. It is recommended that it be done three semesters before graduation. Prerequisites: HUM 386, and two 300- or 400-level HUM courses. Cr 3.

LAC 386 Career Development and Internship Seminar

This seminar focuses on career decision making, the world of professional work, and professional job search skills. It is recommended that it be taken four semesters before graduation and be followed by the internship. Cr 2.

HUM389H Sexuality in Literature and Film

This course will introduce students to issues of gender and sexuality as they are represented in selected

literary and cultural productions. In particular, we will be concerned with work by or about sexual minorities. In addition to primary readings by Allison, Cliff, Winterson, Spanbauer, Woolf, and Baldwin, we will read secondary material on issues of identity and sexuality. Cr 3.

HUM 398 Independent Study

Cr 3.

LAC 400 Senior Seminar

This seminar involves a formal capstone research and writing project on topics organized around an interdisciplinary theme as determined each semester by the instructor. Within that theme, students choose specific research topics to be pursued drawing on sources both within their degree program disciplines and from other fields. Seminar discussions and assignments will support interdisciplinary inquiry and continued work on the writing process. Prerequisite: senior standing or permission of the instructor. Cr 3.

HUM 408 Texts and Meanings

This course examines literature and literary theory to understand how language shapes us and how we, in turn, shape language. How are meanings made? How are they received by readers? How do ideas about language change over time and across cultural divides? Why do we value some writings over others? Why is political and other discourse so easily manipulated? We will examine these and other questions as we read from major writers of the 19th and 20th centuries, alongside various approaches to literary and cultural study. Prerequisites: ENG 100C and LAC 101E. Cr 3.

B.A. Degree in Natural and Applied Sciences

This program provides students with a liberal arts education emphasizing basic sciences. Students may develop a concentration focusing on the biology of human health and illness or one focusing on environmental issues.

The concentration in the biology of human health and illness is designed to provide students with a sufficient understanding of human biology to enable them to pursue careers in health education, to teach life sciences, to make wise health care decisions, to better communicate with health care providers, and/or to continue their education in health- and science-related fields, (e.g., immunology).

The environmental issues concentration provides students with a sufficient understanding of environmental issues to enable them to make wise decisions concerning the use of natural resources and the preservation of natural areas and species, to communicate with regional planners, to teach life sciences, and/or to continue their education in environmentally related fields.

A critical component of this degree program is the internship, selected with the assistance of the faculty internship coordinator. Students identify an organization that will enable them to evaluate potential career opportunities and develop workplace skills. Prior to the internship students participate in an intensive seminar where they learn aspects of career decision making and launching a successful career.

Students must complete USM's Core curriculum.

Before taking 300-level courses, students must have completed the following prerequisite courses (9 credits) with grades of at least C: Microcomputers and Applications, College Writing, College Algebra.

<i>Major Requirements (29.5 credit hours)</i>			<i>Credits</i>
BIO	107	Biological Principles II	4.5
CHY	101K/102K	Intro to Chemistry with Lab	4
CHY	103/104	Organic and Biochemistry with Lab	4
LAC	328D	Statistics	3
LAC	385	Internship	3
LAC	386	Career Development and Internship Seminar	2
LAC	400	Senior Seminar	3
MAT	108	College Algebra	3
SCI	315	Environmental Health	3
<i>Biology of Health and Illness Concentration (41 credit hours)</i>			
HRD	200J	Human Growth and Development	3
LAC	370E	Ethics and the Organization	4
PSY	101J	General Psychology	3
PSY	102	General Psychology II	3
SCI	170K/171K	Human Anatomy and Physiology I with Lab	4
SCI	172/173	Human Anatomy and Physiology II with Lab	4
SCI	209	Human Genetics	3
SCI	252	Medical Microbiology	4
SCI	305	Molecular Physiology	4
SCI	380	Pathophysiology I	3
SCI	381	Pathophysiology II	3
SOC	100J	Introduction to Sociology	3
<i>Environmental Issues Concentration (40 credit hours)</i>			
BIO	105K/106K	Biological Principles I with Lab	4.5
ESP	101K	Fundamentals of Environmental Science	4
GEO		Any Geography Course	3
SCI	340	Applied Botany	4
SCI	355	Ecology	4.5
SCI	360	Environmental Issues	3
SCI	365	Marine and Coastal Biology	4
SCI	401	Environmental Impact Assessment and Lab	4
SCI	421	Natural Resources Policy	3
ECO	101J	Introduction to Macroeconomics	3
GEO		Any Geographic Information Systems Course	3
POS	101J	Introduction to American Government	3
<i>Electives</i>			
Of the approximately 50 credit hours remaining, including the USM Core curriculum, at least 9 must be selected from the list below, with the remainder to be selected from courses listed below or offered by Lewiston-Auburn College or other accredited institutions. LOS 300 Organizational Theory and SCI 385 Internship are strongly recommended.			
ANT	101J	Anthropology: The Cultural View	
ANT	201J	Human Origins	
BIO	431	Immunology	
CON	252	Human Nutrition	
CON	302	Pharmacology	
COR	150I	What is 'Race'?	
COR	359	Cancer and Society	
ITS	320	Occupational Safety and Health	
LOS	300	Organizational Theory	
SBS	302	Eating Attitudes and Behaviors in Western Culture	
SBS	335	Legal Issues in Health and Human Services	
SBS	338	Health Care Policies	
SBS	343	Substance Abuse	
SCI	250K	Applied Physics	
SCI	340	Applied Botany	
SCI	320	Human Embryology and Lab	
SCI	350	Science Projects	
SCI	450	Science in the Classroom	
SCI	460	Teaching Science in Secondary School	
		Geology	
		Additional Chemistry	

ESP 101K/102K Fundamentals of Environmental Science

A lecture/laboratory course which surveys the impact of human activity on ecosystems, with specific consideration of land, water, and air pollution, resource utilization and degradation, and waste disposal. Majors only or by permission of the instructor.

Cr 4.

BIO 105K Biological Principles I

An introduction to scientific principles underlying the unity and diversity of life. Prerequisite: students must have fulfilled the University minimum proficiency requirements in writing and mathematics.

Cr 3.

BIO 106K Laboratory Biology I

Laboratory experiences illustrating concepts and principles introduced in BIO 105K. Must be taken concurrently with BIO 105K.

Cr 1.5.

LAC 385 Internship

The internship provides an opportunity to assess potential career choices and/or learn aspects of a specific career choice. It is recommended that it be done three semesters before graduation. Prerequisites: SCI 386 and two 300- or 400-level SCI courses.

Cr 3.

LAC 386 Career Development and Internship Seminar

This seminar focuses on career decision making, the world of professional work, and professional job search skills. It is recommended that it be taken four semesters before graduation and be followed by the internship.

Cr 2.

LAC 400 Senior Seminar

This seminar involves a formal capstone research and writing project on topics organized around an interdisciplinary theme as determined each semester by the instructor. Within that theme, students choose specific research topics to be pursued drawing on sources both within their degree program disciplines and from other fields. Seminar discussions and assignments will support interdisciplinary inquiry and continued work on the writing process. Prerequisite: senior standing or permission of the instructor.

Cr 3.

SCI 100K Natural Science Topics

This lecture and laboratory course centers on four major topics: the biosphere, food and nutrition, health and illness, and the new genetics. Through an integration of the natural sciences, the course applies basic concepts to an understanding of current issues. Social and ethical concerns are discussed. No prerequisites.

Cr 4.

SCI 103 Basic Chemistry

This is a short course (16 hours) designed to present the basics of inorganic, organic and biochemistry to students who have never taken chemistry or did so many years ago. Topics include the metric system,

atomic structure, bonding, compounds, chemical equations and reactions, ions, pH, functional groups, carbohydrates, proteins, lipids and nucleic acids. The course satisfies the chemistry prerequisite for biology, microbiology, and for anatomy and physiology. Prerequisite: MAT 009 or concurrent.

Cr 1.

SCI 153J AIDS: Biology, Social Policy, and the Law

AIDS is by definition a multi-disciplinary phenomenon that greatly impacts social policy, health care systems, personal relationships, the criminal justice system, and the legal system. To address the biomedical, ethical, and legal issues raised by AIDS in society, this course will inform students of the legal and public policy ramifications of AIDS while grounding this analysis in the biological and virologic facts of the disease.

Cr 3.

SCI 170K Human Anatomy and Physiology I

This is the first course in a two-semester sequence in human anatomy and physiology. It introduces basic principles of physiology and anatomy through chemistry, cellular structure and function, genetics, and embryology. This course discusses several physiologic systems including the muscular, skeletal, and integumentary systems. Prerequisites: students should have an understanding of basic biology and chemistry from high school courses, GED, or successful completion of SCI 103 or SCI 100. SCI 170K must be taken concurrently with SCI 171K, the lab.

Cr 3.

SCI 171K Human Anatomy and Physiology I Laboratory

Laboratory experiences illustrating topics introduced in SCI 170K. Must be taken concurrently with SCI 170K.

Cr 1.

SCI 172 Human Anatomy and Physiology II

This is the second course in a two-semester sequence in human anatomy and physiology. Topics in this course will include the nervous system, sense organs, blood and circulatory system, immune function, respiratory system, digestion and metabolism, endocrine function, renal function, and electrolyte balance. Prerequisites: SCI 170K and SCI 171K. Must be taken concurrently with SCI 173, the lab.

Cr 3.

SCI 173 Human Anatomy and Physiology II Laboratory

Laboratory experiences illustrating topics introduced in SCI 172. Must be taken concurrently with SCI 172.

Cr 1.

SCI 209 Human Genetics

This course examines the role of heredity in human growth, development, and behavior. Decision making, ethical issues and societal responsibilities related to genetic disorders will be discussed. Prerequisites: SCI 100K or SCI 170K/SCI 171K or BIO 105K/106K.

Cr 3.

SCI 250K Applied Physics

An introductory course with a comprehensive presentation of the basic concepts and principles of physics. Lecture, problem solving, and laboratory experiments serve to strengthen the understanding of classical mechanics, vibrations and wave motion, light and optics. The course focuses on sound physical arguments and discussion of everyday experiences while providing practical examples that demonstrate the role of physics in other disciplines. Prerequisite: completion of the University's mathematics proficiency requirement. Cr 4.

SCI 252 Medical Microbiology

This lecture and laboratory course introduces basic microbiology and focuses on the viruses, bacteria, protozoans, and multi-cellular organisms which cause human diseases. It also discusses the immune system. Prerequisite: BIO 105K/106K, BIO 108, SCI 170K/SCI 171K, SCI 172/173. Cr 4.

SCI 305 Molecular Physiology

This lecture and lab course examines the linkage between cellular and organismal events and those at the molecular level. Particular attention is given to DNA replication, signal transduction and the control of transcription, genomics, proteomics, metabolism, and the compartmentalization of cellular functions. Prerequisites: one year of chemistry and SCI 209 and SCI 252 or equivalent. Cr 4.

SCI 315 Environmental Health

This course explores issues in environmental health from the dual perspectives of environmental issues and human health. A healthy environment view includes species diversity, bountiful resources, and the absence of pollutants. Environmental health comprises those aspects of human health and disease that are determined by factors in the environment. It also refers to the theory and practice of assessing and controlling factors in the environment that can potentially affect human health. Prerequisites: BIO 107 and/or ESP 101. Cr 3.

SCI 340 Applied Botany

The growth, structure, reproduction, and physiology of plants will be studied, and the role of plants in human affairs will be discussed in this lecture and laboratory course. Prerequisites: BIO 105K/106K or a grade of B or higher in SCI 100K. Cr 4.

SCI 350 Science Projects

This course is an independent study under the direction of a faculty member. Students develop and complete a laboratory or library project. Cr 1-3.

SCI 355 Ecology

This lecture and laboratory course examines the theoretical bases upon which ecological investigations are based. The laboratory portion of the course consists primarily of fieldwork during which students complete an ecological assessment of a local habitat. Prerequisites: SCI 105K/106K and ESP 101K, or permission of instructor. Cr 4.5.

SCI 359 Cancer and Society

This course will use an epidemiological framework to explore the scientific background and genetic, social, physical, and biological determinants of cancer. The course will examine the response of individual, family, and society to a diagnosis of cancer. Traditional and non-traditional medical approaches to a diagnosis of cancer will be explored. Cr 3.

SCI 360 Environmental Issues

The goal of this course is to allow students to develop a comprehensive world view from which to evaluate current environmental issues and problems. Local, state, national, and international issues will be explained in light of concepts, theories, and data derived from many disciplines, including ecology, biology, ethics, sociology, and political science. Prerequisites: ESP 101K and a biology course or permission of instructor. Cr 3.

SCI 365 Marine and Coastal Biology

A field-based course examining three major coastal habitats: the rocky shore, the sand beach, and the salt marsh along with the interactions among the living organisms in the earth's oceans. The course will focus on the relationships between the different aquatic trophic levels. Topics include species systematics and adaptations, ecosystem structure, and the relationship between humans and the biological systems. Where possible, local examples will be utilized to illustrate these points. Prerequisites: BIO 105K, 106K, 107, and ESP 101, or permission of instructor. Cr 4.

SCI 375 Ecology of the Coast of Maine

This field-based course examines three major coastal habitats: the rocky shore, the sand beach, and the salt marsh. Topics include species adaptation, ecosystem stability, environmental services, and effects of human activity. Prerequisites: SCI 105K/106K, SCI 107, and ESP 101, or permission of instructor. Cr 4.

SCI 380 Pathophysiology I

This course examines the biology of noninfectious illnesses. Emphasis will be placed on cellular biology, cancer, immunity, inflammation and the cardiac, pulmonary and renal systems. Prerequisites: microbiology, human anatomy, and physiology. Cr 3.

SCI 381 Pathophysiology II

This course examines the biology of noninfectious illnesses. The nervous, endocrine, digestive, hematological, reproductive, muscular and skeletal systems will be studied. Prerequisites: microbiology, human anatomy, and physiology. SCI 380 is not a prerequisite. Cr 3.

SCI 398 Internship

Prerequisite: permission of the instructor. Cr 3.

SCI 401 Environmental Impact Assessment and Lab

An overview of methods used to analyze the envi-

ronmental impact of human activities and development. The course will focus on U.S. policies and requirements for impact assessment as outlined in NEPA. A laboratory and field experiences session is taken concurrently. The application of assessment technologies and methodologies will be focused on a thematic environmental issue. Prerequisite: Statistics or permission. Cr 4.

SCI 421 Natural Resource Policy

Examination of natural resource policies and evaluation procedures used by natural resource decision makers. Case studies focus on topics such as forest industry regulations, the Endangered Species Act, the Maine Environmental Priorities Project, transboundary ecosystems, aquatic and estuarine areas, and marine resources. Emphasis is on natural resource policy processes, conflict resolution through consensus building, comparative risk assessment as it pertains to policy. Prerequisite: ESP 101K or permission of instructor. Cr 3.

SCI450 Science in the Classroom

This integrated lecture and laboratory course is

designed for elementary teachers, summer camp counselors, parents, and others who wish to interest children in science. The course discusses the history of science teaching, science reform movements, and the development of science lesson plans. It provides knowledge of basic science and gives examples of inexpensive experiments which children can perform. Emphasis is placed on integrating science with the arts, math, humanities, and with social sciences. Maine State Department of Education, Division of Certification and Placement, accepts this course as an elementary science methods course. Prerequisites: two science courses. Cr 3.

SCI 460 Teaching Science in Secondary School

This course discusses methods of teaching science in grades 7-12. Topics include methods, cooperative learning, lesson plans, safety, interdisciplinary teaching, and other topics. The Department of Education of the state of Maine, Division of Certification and Placement, has approved this course as a secondary science methods course. Prerequisites: six science courses. Cr 3.

B.A. Degree in Social and Behavioral Sciences

This baccalaureate program provides students with an interdisciplinary approach to understanding human behavior. After completing the USM Core requirements, including basic courses in the social sciences, students will select a combination of courses which balance in-depth study of principles of human development with exposure to topics with direct relevance to careers in human services and helping professions.

A critical component of this degree program is the internship, selected with the assistance of the faculty internship coordinator. Students identify an organization that will enable them to evaluate potential career opportunities and develop workplace skills. Prior to the internship students participate in an intensive seminar where they learn aspects of career decision making and launching a successful career.

Before taking 300-level courses in this major, students must have completed a 100-level college writing course with at least a grade of C. No more than two courses from outside the major may be used toward completion of the requirements for the major without permission of the faculty.

Prerequisite Courses (15 credits) to be taken before 300-level courses

Introduction to Sociology
Introduction to Psychology I & II
Anthropology: The Cultural View
Microcomputers and Applications

Note: These courses may also be used to satisfy Core curriculum requirements.

Requirements for the Major (27 credits)

LAC	328D	Statistics
LAC	370E	Ethics and the Organization
LAC	385	Internship
LAC	386	Career Development and Internship Seminar
LAC	400	Senior Seminar
SBS	200J	Human Growth and Development
SBS	300	Deviance and Social Control
SBS	329	Research Methods
SBS	430	Applied Social Policy

Electives (18 credits)

Students will complete at least six of the following courses, selecting a minimum of two courses from each category:

Fundamentals

SBS	209	Human Genetics
SBS	305	Child Development
SBS	306	Adolescence
SBS	307	Midlife and Adult Development
SBS	311	Theories of Personality
SBS	341	The Family
SBS	342	Gerontology
SBS	345	Race, Class, Gender
SBS	360	Culture, Behavior and Personality
SBS	390	Brain and Behavior

Topics

SBS	150I	What is 'Race'?
SBS	153J	AIDS: Biology, Social Policy, and the Law
SBS	301	Group Dynamics
SBS	302	Interpersonal Behavior
SBS	303	Abnormal Psychology
SBS	304	Food, Culture, and Eating
SBS	308	Health, Illness, and Culture
SBS	309	The Psychology of Attachment in Early Childhood
SBS	310	Childhood and Society
SBS	312	Foundations in Criminology
SBS	316	Men, Women, and Work
SBS	334	Spirituality
SBS	335	Legal Issues in Health and Human Services
SBS	338	Health Care Policies
SBS	340	Language Acquisition and Literacy Development
SBS	343	Substance Abuse
SBS	344	Violence: Causes and Control
SBS	346	Introduction to Social Services
SBS	347	Youth, Community, and Higher Education
SBS	350	Psychosocial Disorders in Childhood and Adolescence
SBS	358H	Motherhood: Political Institution, Cultural Icon, Defining Experience
SBS	359	Cancer and Society
SBS	361	Psychology and Sociology of Women
SBS	365	Psychology of Dreams
SBS	366	Transforming Words: Poetry and Psychologies of Change
SBS	367	Healthy Learners Project
SBS	375	Magic, Medicinals, and Mental Health
SBS	380	Politics of Difference
SBS	381	Introduction to Globalization
SBS	411	Counseling and Psychotherapy with Adults
SBS	435	Children, Policy, and Law
SBS	436	Risk, Public Policy, and Society
SBS	450	Approaches to Assessing Individual Differences in Children

Concentration in Counseling

Students will complete 18 credit hours consisting of two required courses and four courses chosen from specified alternate electives.

Required Courses

SBS	311	Theories of Personality
SBS	411	Counseling and Psychotherapy

Electives—Choose one course from each of the following four groups:

- SBS 303 Abnormal Psychology; SBS 350 Psychosocial Disorders of Childhood and Adolescence; SBS 346 Introduction to Social Services
- SBS 360 Culture, Behavior, and Personality; SBS 345 Race, Class, Gender; SBS 380 Politics of Difference
- SBS 305 Child Development; SBS 341 The Family
- SBS 308 Health, Illness, and Culture; SBS 343 Substance Abuse; SBS 304 Food, Culture, and Eating; SBS 342 Gerontology; SBS 344 Violence:

Causes and Control; SBS 450 Approaches to Assessing Individual Differences in Children
The Internship (LAC 385) must be completed in a counseling/clinical setting and approved by a faculty advisor.

Concentration in Early Childhood Studies (also available as a minor)

Students will complete 21 credit hours consisting of the following:

Required Courses

- SBS 301 Group Dynamics
- SBS 305 Child Development
- SBS 310 Childhood and Society
- SBS 340 Language Acquisition and Literacy Development (CLASS)
- SBS 341 The Family
- SBS 350 Psychosocial Disorders of Childhood and Adolescence
- SBS 450 Approaches to Assessing Individual Differences in Children

Note: Students who choose the early childhood studies concentration or those in the CLASS program may substitute SBS 310 Childhood and Society for SBS 300 Deviance and Social Control.

The remaining electives may be selected from courses listed above or from other courses offered by Lewiston-Auburn College or by other accredited institutions. Selection of courses from the fields of anthropology, criminology, economics, political science, psychology, sociology, and social work is recommended. Students may also work with their advisor to plan their own program focusing on future career or graduate school plans.

SBS students may also elect to minor in women's studies. Refer to the minor in women's studies' section of the catalog.

LAC 328D Statistics

Introduction to and application of descriptive statistics, sampling and significance testing, correlation and regression analysis. Evaluation methods will be explored. Statistical packages available on computers will be used. Emphasis will be on the interpretation and analysis of statistical decision making. Prerequisite: completion of the University's mathematics proficiency requirement. Cr 4.

LAC 370E Ethics and the Organization

Explores the ethical dimensions of private- and public-sector decision making. This course draws on concepts and theories from ethics and other disciplines, especially the social sciences, and applies them to ethical issues and dilemmas faced by individuals and organizations. Cr 3.

LAC 385 Internship

The internship provides an opportunity to assess potential career choices and/or learn aspects of a specific career choice. It is recommended that it be taken three semesters before graduation. Prerequisites: SBS 386, and two 300- or 400-level SBS courses. Cr 3.

LAC 386 Career Development and Internship Seminar

This seminar focuses on career decision making, the world of professional work, and professional job search skills. It is recommended that it be taken four semesters before graduation and be followed by the internship. Cr 2.

LAC 400 Senior Seminar

This seminar involves a formal capstone research and writing project on topics organized around an interdisciplinary theme as determined each semester by the instructor. Within that theme, students choose specific research topics to be pursued drawing on sources both within their degree disciplines and from other fields. Seminar discussions and assignments will support interdisciplinary inquiry and continued work on the writing process. Prerequisite: senior standing or permission of the instructor. Cr 3.

SBS 150I What is 'Race'?

The concept of race is one of the most contentious ideas of modern society. This course will examine the history and biology of race, and trace the development of the idea of race in American culture. Students will examine evolution to understand diversity in the human species. They will integrate this information with historical attempts to define race so as to gain a better understanding of race and racial issues. Cr 3.

SCI 153J AIDS: Biology, Social Policy, and the Law

AIDS is by definition a multi-disciplinary phenomenon that greatly impacts social policy, health care systems, personal relationships, the criminal justice system, and the legal system. To address the biomedical, ethical, and legal issues raised by AIDS in society, this course will inform students of the legal and public policy ramifications of AIDS while grounding this analysis in the biological and virologic facts of the disease. Cr 3.

SBS 200J Human Growth and Development

This course introduces developmental theory and research which encompasses the entire life span. Emphasis will be placed on prenatal development through adolescence, with an overview of adult development. This course is cross-listed with HRD 200J. Prerequisite: second-semester freshman or above.

Cr 3.

SBS 209 Human Genetics

This course will examine the role of heredity in human growth, development and behavior. Decision making, ethical issues and societal responsibilities related to genetic disorders will be discussed.

Cr 3.

SBS 300 Deviance and Social Control

The course examines the historical and relative notion of deviance and the nature(s) and type(s) of social control.

Cr 3.

SBS 301 Group Dynamics

This course is designed to give students an understanding of how people behave in groups and the skills needed by group members to participate effectively in group activities. It provides a theoretical foundation in how groups function, with focus on group process and development; and it discusses how these theories can be applied to a wide range of group settings. This course uses experiential techniques to help students develop critical skills and understanding of group dynamics.

Cr 3.

SBS 302 Interpersonal Behavior

The goal of this course is to familiarize students with key concepts of interpersonal dynamics and the tools to make organizational interactions more effective. Through assessments, exercises, and discussions, students will examine how perceptions of self and others influence people's behavior in a variety of situations. As good communication is critical in building sound interpersonal relationships, students will have many opportunities to fine-tune writing and speaking skills.

Cr 3.

SBS 303 Abnormal Psychology

An introduction to the etiology and classification of maladaptive behavior. The psychological, sociological, and biological bases for mental illness will be discussed.

Cr 3.

SBS 304 Food, Culture, and Eating

This course examines cultural beliefs and practices surrounding diet, food, cooking, eating, and nutrition. Students explore how behaviors and attitudes toward food and eating influence and are shaped by culture. Discussion may include food and healing, the social functions of food, food as represented in the media, food production and food politics, the diet industry, and eating disorders. Students gain insight into their own behaviors and attitudes toward food and eating, as well as those of today's global cultures.

Cr 3.

SBS 305 Child Development

This course examines the development and behavior of children from conception through middle childhood, and introduces topics in adolescence. Theoretical frameworks and research upon which current knowledge in child development is based will be considered, as well as applications to contemporary topics in child welfare and education. Prerequisite: SBS/HRD 200J recommended.

Cr 3.

SBS 306 Adolescence

An overview of the psychological and social dimensions of adolescent development, including consideration of gender and group differences in the experience of the physical, cognitive, and social transformations of adolescence.

Cr 3.

SBS 307 Midlife and Adult Development

A consideration of the ongoing challenges and opportunities for development throughout the adult years, with emphasis on midlife and its associated physical, personality, and sociocultural processes. Psychological and other social science perspectives on the study of midlife will be complemented by examples from field interviews, folk tales, and imaginative literature.

Cr 3.

SBS 308 Health, Illness, and Culture

An examination of the cultural dimensions of health and illness. Consideration will be given to contemporary issues such as the definition of health and illness, the distribution of diseases across different populations, cross-cultural variations in treatment models, and the implications thereof for health and human service professionals.

Cr 3.

SBS 309 The Psychology of Attachment in Early Childhood

This course focuses on the critical importance of attachment process in early childhood and the emotional development of young children as the basis of forming relationships throughout one's life. Stages in attachment process will be presented as well as types and categories of attachment. Stages of emotional development in early childhood will also be presented with critical accomplishments in each stage. Positive and negative influences on both attachment and emotional development will be discussed as well as implications for attachment relationships throughout the lifespan.

Cr 3.

SBS 310 Childhood and Society

This course weaves several broad themes regarding children and childhood in society, including how socio-historical circumstances shape our perceptions of children and childhood as a distinct life stage; how various agents of socialization including family, educational systems, and media shape contemporary childhood socialization; how children are co-constructors of childhood and society; and how the experiences of childhood are shaped by ethnicity, race, class, and gender.

Cr 3.

SBS 311 Theories of Personality

This course is an in-depth study of the major theories of personality. It includes consideration of historical developments and cultural differences in the area of personality theory and research. The specific understanding of psychopathology contained in the theories will also be explored. Cr 3.

SBS 312 Foundations in Criminology

A survey course of the social and cultural factors that influence crime and delinquency. Focus will be on misconceptions and myths about crime and the institutional responses to crime in our society. Cr 3.

SBS316 Diversity in the Workplace

Using historical, socio-economic, and psychological perspectives, students will learn about the challenges diverse members of U.S. society, such as women, people of color, people from marginalized classes, and those from other countries, have had and continue to face. Students will gain an understanding of how the workplace may affect diverse peoples and how others can learn to make the workplace more hospitable. A primary focus of this course will be on examining beliefs, behaviors, or unconscious attitudes that perpetuate the oppression and subordination of diverse members of society in the workplace, while also looking at how increased diversity is adding to workplace productivity, creativity, and learning. Readings are drawn from the social sciences and humanities to provide an interdisciplinary approach to the topic. Cr 3.

SBS 329 Research Methods

An introduction to quantitative and qualitative research methods which can be used in organizational planning and decision making and in the social and behavioral sciences. The course will cover topics areas related to the application of appropriate methods of inquiry. Prerequisite: SBS 328D. Cr 3.

SBS334 Spirituality

Spirituality, variously defined, is a central part of human experience, constituting important levels of consciousness and meaning. This course will investigate the experience and development of spirituality over the life span as depicted in religious, psychological, "New Age," and imaginative literatures. Cr 3.

SBS335 Legal Issues in Health and Human Services

Examines current legal issues affecting the management and delivery of human services including the protection of the rights of both clients and workers. Cr 3.

SBS 338 Health Care Policies

This course provides a comprehensive introduction to health care policy and the organization of the American health care system. Critical issues confronting the consumption, delivery, and financing of health care will be considered. Health care systems in other countries and around the United States will be examined. Cr 3.

SBS 340 Language Acquisition and Literacy Development

This course provides students with opportunities to apply knowledge of fundamental principles and means of investigation used in the study and explanation of language acquisition and literacy development. It plays a foundational role in fostering students' understanding of literacy, which is key to their development as professionals charged with enhancing children's literacy development. Cr 3.

SBS 341 The Family

A contemporary, interdisciplinary approach to the study of the family that includes an examination of family structures, familial relationships, and the impact of historical change on these structures and relationships. Cr 3.

SBS 342 Gerontology

A review of current theories and issues related to aging. Consideration will be given to physical, psychological, and sociological aspects of aging as well as cultural perspectives regarding the elderly. Cr 3.

SBS 343 Substance Abuse

This course considers patterns of use of drugs, the bases of their effects and associated harms, and the history of and current options for prevention and intervention efforts. Consideration will be given to the role of society and public policy in influencing our thinking and behavior concerning substance use and abuse. Cr 3.

SBS 344 Violence: Causes and Control

This course studies violence and the possibilities of living peacefully as explored in psychological and sociological works, in fiction, drama, and poetry, and in writings on anthropology, social policy, and religion. The course reviews the causes of violent and aggressive behaviors and specific approaches to the prevention and control of these behaviors. Cr 3.

SBS 345 Race, Class, Gender

This course examines the impact of race, class, and gender inequality on individual and social experiences in the United States. Students will be required to read materials on issues concerning inequality, power, privilege, and social justice. This will be followed by intense discussions of these topics. The course may include projects pertaining to diversity issues in the local community. Cr 3.

SBS 346 Introduction to Social Services

This course examines the profession of social work from both historical and contemporary perspectives. Students will explore specialty areas in social work such as mental health and disability, crime and violence, and family work. Career options in the social work field will be explored. Cr 3.

SBS 347 Youth, Community, and Higher Education

This interdisciplinary community-based elective

provides students with the opportunity to work with diverse vulnerable youth in hopes of promoting higher education and encouraging resiliency. The course will be conducted through weekly sessions which will include both a discussion/supervision piece and group program activity piece. Students will take on roles as mentors, allies, and advocates for youth, and as organizers and developers for the group of youth as a whole as well as for the local community. Students will learn to work with adolescents, families, and communities in a comprehensive and integrated manner. Prerequisites: PSY 101 and 102, permission of instructor. Cr 3.

SBS 350 Psychosocial Disorders in Childhood and Adolescence

This course includes readings and discussion of the etiology and manifestation of psychosocial disorders in childhood and adolescence. Topic areas, including approaches to intervention, will be considered from developmental, psychological and sociological perspectives. Cr 3.

SBS 358H Motherhood: Political Institution, Cultural Icon, Defining Experience

This interdisciplinary course examines motherhood from the perspectives of cultural studies and psychology. Consideration of historical and cultural depictions of mothers will elucidate the particular faces and functions of motherhood as they are variously conceived. Modern psychological theories will be discussed as the means by which cultural demands regarding mothering are currently being prescribed. The manner in which the various powers attributed to mothers contribute to the construction of particular social policies and practices will also be considered. Cr 3.

SBS 359 Cancer and Society

This course will use an epidemiological framework to explore the scientific background and genetic, social, physical, and biological determinants of cancer. The course will examine the response of individual, family, and society to a diagnosis of cancer. Traditional and nontraditional medical approaches to a diagnosis of cancer will be explored. Cr 3.

SBS 360 Culture, Behavior and Personality

An examination of interactions between culture, behavior, and personality through the life span. Cross-cultural variations and commonalities in child rearing practices, gender roles, and conceptions of self are among topics to be considered. Applications will be made to contemporary issues in multicultural relations in community and professional settings. Prerequisites: PSY 102 and ANT 101J. Cr 3.

SBS 361 Psychology and Sociology of Women

This course approaches the study of the psychological and sociological realities of women's lives from a feminist perspective. This involves a critical examination of cultural assumptions regarding girls

and women and also of the methodological biases within traditional social science research. In addition, students will look at the ways in which systems of discrimination based on race, class, and gender affect women's lives, and enhance their own appreciation of the diversity in women's social realities and experiences. Cr 3.

SBS 365 Psychology of Dreams

This course considers dreams from cross-cultural and historical perspectives as well as the theories of dream interpretation articulated in the works of Freud, Jung, and others. The course is designed to enhance students' understanding of the theoretical importance of dreams in the history of psychology, to enrich their appreciation of dream images, and to refine their ability to apprehend the significance of their own and others' dreams. Cr 3.

SBS 366 Transforming Words: Poetry and Psychologies of Change

This course examines the interrelationships between poetry and psychology, with a focus on transformations of meaning in words and lives. Topics will include the varying functions of poetry over the life span, poets' reflections on how and why they write, poetry as political witness and community catalyst, therapeutic uses of poetry, and the distinctive qualities of "poetic" language. Students have the option of pursuing community-based projects involving poetry. Cr 3.

SBS 367 Healthy Learners Project

The Healthy Learners Project provides training in individual, non-directive play intervention to support the emotional and educational achievement of at-risk children in their first three years of elementary education. This service-learning course consists of training, direct individual work with children, and scholarship supported in a biweekly course meeting throughout the academic year. Supervision of the student's work is provided both in local elementary schools and in class. Prerequisite: permission of instructor. Cr 3.

SBS 375 Magic, Medicinals, and Mental Health: A Critical History of Psychopharmacology

This course will explore and evaluate past, present, and anticipated future searches for biological cures of mental illness. Topics to be covered will include mythological potions, substances used prior to the era of modern medicine to change mental states, and trends in modern medicines and other biological cures used to promote mental health. Prerequisites: PSY 101J and PSY 102. Cr 3.

SBS 380 Politics of Difference

This course will introduce students to some of the complex relationships between the histories and goals of Western feminism and those of specific non-dominant cultures, inside or outside the United States. Central to the course are the ways that "differences"

are embedded and enacted in the context of power relations in the large society. While the specific content of this course is flexible, it will treat the advantages and disadvantages of using race, ethnicity, class, and sexuality as categories of analysis. Cr 3.

SBS 381 Introduction to Globalization

This course will examine the economic, political, social, and cultural aspects of globalization from an interdisciplinary perspective. The purpose is to get a sense of clarity about what globalization is, how it is affecting people around the world, and why there is an increasingly robust resistance to it on the grass-roots level. We will also discuss how to empower ourselves while being socially responsible in this rapidly changing world. Course format includes discussion, case study, and student presentation on research projects. Prerequisites: SOC 100J, ANT 101J. Cr 3.

SBS 390 Brain and Behavior

Survey of biological and environmental factors affecting the relationship between brain/mind and behavior. Topics will include brain organization, neural transmission, stress and emotion, learning, memory, violence, psychopathology, and the development of consciousness. Cr 3.

SBS 398 Independent Study

Prerequisite: junior standing and permission of instructor. Cr 3.

SBS 399 Special Topics

Cr 3.

SBS 411 Counseling and Psychotherapy

A study of the conceptual foundations, fundamental characteristics, and ethical principles involved in the process of psychological counseling. Alternative models (e.g., individual, group, family) of therapy will be explored in relation to theories of personality development and functioning. Special focus will also be placed on counseling approaches in commu-

nity mental health areas such as trauma and crisis intervention. Prerequisite: SBS 311. Cr 3.

SBS 430 Applied Social Policy

A review of contemporary social policy alternatives and an examination of social policy making processes at both the macro- and micro-levels. Students complete an applied social policy project which might take the form of a policy paper, a grant proposal or written legislative testimony for a community agency. Prerequisite: junior standing or permission of the instructor. Cr 3.

SBS 435 Children, Policy, and Law

This course explores the interface of legal policy related issues and problems in childhood. The relationship among legal, public policy, and psychological concepts will be framed within family relationships, legal decision making, and the judicial and legislative allocation of power between parents and the state. Topics will include the state of knowledge about upon in children's emotional health and development related to the risks and protections that legal intervention brings. Cr 3.

SBS 436 Risk, Public Policy, and Society

This course considers the variety of ways in which risks, especially risks to the environment and to health, are measured, perceived, communicated, and acted upon in our society. Perspectives will be drawn from health fields, natural sciences, and political science, as well as from the social sciences. Cr 3.

SBS 450 Approaches to Assessing Individual Differences in Children

A survey of methods used to evaluate the developing child for abilities and disabilities. There will be an emphasis on understanding the interrelatedness of social, psychological, educational, physical-developmental, and health related assessments, as well as the cultural meaning of individual and group assessments. Prerequisites: PSY 102, SBS 329. Cr 3.

B.S. Degree in Leadership and Organizational Studies

The baccalaureate degree in leadership and organizational studies (LOS) combines a liberal arts program with the study of how organizations operate and how leadership functions. It emphasizes the critical need to understand and work with people, the dynamics of change, the interdisciplinary nature of organizational operations, and the practical application of theories and leadership concepts. Drawing on faculty from diverse backgrounds, leadership and organizational studies is designed to prepare students for work in the nonprofit, public, or private sectors.

Students will take the comprehensive Core curriculum of the University of Southern Maine to provide a well-rounded liberal arts background. The core courses of the LOS major will introduce students to the theory and practice of organizational behavior and leadership with emphasis on writing, problem solving, critical thinking, key quantitative skills, and team functioning.

A critical component of the LOS degree program is the internship, selected with the assistance of the faculty internship coordinator. Students identify an organization that will enable them to evaluate potential career opportunities and develop workplace skills. Prior to the internship, students participate in an intensive seminar

where they learn aspects of career decision making and launching a successful career.

In addition to completing these specific course requirements for the major, baccalaureate degree students must meet the proficiency requirements of the University of Southern Maine as well as the complete Core curriculum. To complete the baccalaureate degree, students must complete a minimum of 120 credit hours of coursework. Prerequisites for major courses may be met through specific courses, through any one of several programs of Prior Learning Assessment sponsored by USM, or through waiver by the instructor of the course.

Before taking 300-level courses in this major, students must have completed a 100-level college writing course with at least a grade of C. No more than two courses from outside the major may be used toward completion of the requirements for the major without permission of the faculty.

Prerequisites (7 credits)

LAC	150	Microcomputers and Applications
ACC	110	Financial Accounting for Decision Making
LAC	115	Microsoft Excel—Spreadsheets (1 credit)

Requirements for the Major

LOS Core (30 credits)

LOS	300	Organizational Theory
LOS	301	Group Dynamics
LOS	304	Organizational Budgeting
LAC	328D	Statistics
LOS	350	Leadership
LAC	370E	Ethics and the Organization
LAC	385	Internship
LAC	386	Career Development and Internship Seminar (2 credits)
LAC	400	Senior Seminar
LOS	440	Organizational Change and Development

Students who plan to attend graduate school or pursue careers in consulting or human resource administration should also enroll in LOS 329 Research Methods.

Individual Concentrations (18 credits)

While taking the LOS Core, each student will work closely with a faculty advisor to identify six LOS electives (18 credits) that will complete the requirements for the major. The advisor will also assist the student in selecting the remaining courses necessary for the degree.

When choosing electives, students may wish to consider the following concentrations or minor areas:

Information Systems (available as a minor)

This concentration/minor is offered in collaboration with Central Maine Community College (CMCC) and requires the completion of the following courses:

MAT	108	College Algebra
LAC	150	Microcomputers and Applications
LOS	310	Technology in Society
LOS	318	Database Management
LOS	334	Integrated Software Packages (LAC)

The following courses are offered at CMCC:

LOS	317	Operating Systems
LOS	319	Networks I
LOS	320	Networks II
LOS	321	Introduction to PC Repair

Electives:

LOS	305	Web Design (LAC)
LOS	331	Advanced Personal Computer Repair
BUS	191	Introduction to Structured Programming

Human Resources

This concentration/minor requires the completion of the following courses and one elective:

LOS	302	Interpersonal Behavior
LOS	312	Human Resource Administration
LOS	314	Employee Relations
LOS	315	Training and Development
LOS	316	Diversity in the Workplace
LOS	440	Organizational Change and Development
Electives:		
LOS	322	Leadership in the Public/Nonprofit Sectors
LOS	323	The Media and Politics
LOS	325J	State and Local Government
LOS	329	Research Methods
LOS	330	Leadership in Different Cultures
LOS	335	Legal Issues
LOS	338	Health Care Policies
LOS	373	Managing Nonprofits
LOS	412	Topics in Human Resource Management
LOS	436	Risk, Public Policy, and Society
Human Services		
LOS	302	Interpersonal Behavior
LOS	325J	State and Local Government
LOS	329	Research Methods
LOS	335	Legal Issues
LOS	338	Health Care Policies
LOS	373	Managing Nonprofits
LOS	430	Applied Social Policy

LAC 328D Statistics

This course is an introduction to and application of descriptive statistics, sampling and significance testing, correlation and regression analysis. Evaluation methods will be explored. Statistical packages available on computers will be used. Emphasis will be on the interpretation and analysis of statistical decision making. Prerequisite: completion of the University's mathematics proficiency requirement. Cr 4.

LAC 370E Ethics and the Organization

This course explores the ethical dimensions of private- and public-sector decision making. It draws on concepts and theories from ethics and other disciplines, especially the social sciences, and applies them to ethical issues and dilemmas faced by individuals, groups, and organizations. Cr 4.

LAC 385 Internship

The internship provides an opportunity to assess potential career choices and/or learn aspects of a specific career choice. It is recommended that it be done three semesters before graduation. Prerequisites: LOS 386, and two 300- or 400-level LOS courses. Cr 3.

LAC 386 Career Development and Internship Seminar

This seminar focuses on career decision making, the world of professional work, and professional job search skills. It is recommended that it be taken four semesters before graduation and be followed by the internship. Cr 2.

LAC 400 Senior Seminar

This seminar involves a formal capstone research

and writing project on topics organized around an interdisciplinary theme as determined each semester by the instructor. Within that theme, students choose specific research topics to be pursued drawing on sources both within their degree program disciplines and from other fields. Seminar discussions and assignments will support interdisciplinary inquiry and continued work on the writing process. Prerequisite: senior standing or permission of the instructor. Cr 3.

LOS 300 Organizational Theory

This course provides an overview of organizational dynamics. Current organizational issues are analyzed using structural, human resource, cultural, and political frameworks and the case method. Issues include leadership, organizational design, planning, change, decision making, communication, and control. A good course for students interested in how organizations work. Cr 3.

LOS 301 Group Dynamics

This course gives students an understanding of how people behave in groups and helps them develop the skills needed by group members to participate effectively in group activities. It provides a theoretical foundation for how groups function with focus on group process and development and discusses how these theories can be applied to a wide range of group settings. Students will use experiential techniques to help them develop critical skills and understanding of group dynamics. Cr 3.

LOS 302 Interpersonal Behavior

The goal of this course is to familiarize students with interpersonal dynamics and the tools to make

organizational interactions more effective. Through assessments, exercises, and discussions, students will examine how perceptions of self and others influence people's behavior in a variety of situations. As good communication is critical in building sound interpersonal relationships, students will have many opportunities to fine tune writing and speaking skills. Cr 3.

LOS 304 Organizational Budgeting

This course assesses the theory and practices of financial management in different forms of public and private organizations. Emphasizes the relationship between financial decision making and organizational policy and strategy. Topics covered will include fund accounting principles, financial forecasting, the use of spreadsheets, and budgeting. Prerequisites: LOS 300, ACC 110, and LAC 112. Cr 3.

LOS/LAC 305 Web Design

This course will present in-depth Web page design for non-programmers. This will be accomplished primarily through learning a full-featured Web design application, MS Front Page. The course also includes an exploration of HTML, DHTML, and some experience with Web scripting languages. Finally server-side Web strategies will be studied. Students will be expected to design and implement Web pages containing many of the features learned in class. Prerequisites: ABU 180/181 and/or ABU 190, LAC 150, or significant Windows and Windows application experience, along with experience on the Internet using a Web browser. Cr 3.

LOS/LAC 310 Technology in Society

Using an interdisciplinary approach, this course examines the impact of technology on organizations and the lives of the people within organizations. Materials may include sociology, psychology, management of information systems, history, literature, and health, among others. Cr 3.

LOS 312 Human Resource Management

This course focuses on the procedures and processes associated with the management of human resources within organizations. Topics include recruitment, staff development, job analysis, personnel systems, and training. Cr 3.

LOS 314 Employee Relations

This course provides an understanding of the trends in legal, social, and economic aspects of United States labor-management relations. Topics include a historical overview of labor law, grievance procedures, the negotiation process, equal opportunity, and personnel rules. Includes case studies and simulated bargaining and arbitration exercises. Cr 3.

LOS 315 Training and Development

This course provides students with a theoretical framework for adult learning as it applies to the training and development process. Topics covered include the assessment of learning needs and setting

of objectives; the design and facilitation of learning processes such as workshops, on-the-job training, self-directed learning, and computer-based training; and the assessment of outcomes. Students will design and deliver a training program as a major project for this course. Cr 3.

LOS 316 Diversity in the Workplace

Using historical, socio-economic, and psychological perspectives, students will learn about the challenges diverse members of U.S. society, such as women, people of color, people from marginalized classes, and those from other countries, have had and continue to face. Students will gain an understanding of how the workplace may affect diverse peoples and how others can learn to make the workplace more hospitable. A primary focus of this course will be on examining beliefs, behaviors, or unconscious attitudes that perpetuate the oppression and subordination of diverse members of society in the workplace, while also looking at how increased diversity is adding to workplace productivity, creativity, and learning. Readings are drawn from the social sciences and humanities to provide an interdisciplinary approach to the topic. Cr 3.

LOS/LAC 317 Operating Systems

This course will introduce students to operating systems compatible with IBM personal computers. It is intended to familiarize students with the major features, functions, and tools available to install, implement, maintain, and troubleshoot operating systems. The course is designed to build competencies and familiarities with application aspects of operating systems and to take full advantage of their usefulness. Cr 3.

LOS/LAC 318 Database Management

This course is intended to introduce skills and build proficiency in database management. It is taught on IBM-compatible computers using a DOS/Windows operating system. It is designed to help students develop competencies in a variety of database processing functions. Students will become proficient in setting up databases, managing data, creating reports, using report enhancements, and manipulating data. Cr 3.

LOS/LAC 319 Networks I

This course is an introduction to the installation, maintenance, and repair of personal computer networks. It provides students with an elementary understanding of network systems including communication components, LAN protocols, standards (*de facto/de juri*), system architecture, network software, and the fundamentals of network installation and repair. This course is offered at CMCC. Cr 3.

LOS/LAC 320 Networks II

This advanced course addresses the installation, maintenance, and repair of personal computer networks. It provides students with an advanced understanding of network systems including software

configuration, troubleshooting, security, tools, design strategies, and employee training. This course is offered at CMCC. Cr 3.

LOS/LAC 321 Introduction to Personal Computer Repair

This course is an introduction to the installation, maintenance, and repair of personal computers and related equipment. It provides students with an elementary understanding of PC environments including system components, peripherals, operating systems, component/card interface, and the fundamentals of repair. Cr 3.

LOS 322 Leadership in the Public/Nonprofit Sectors

This course examines the basic processes through which public policy is formulated, adopted, and implemented in the United States. Prerequisite: junior standing or permission of the instructor. Cr 3.

LOS 323 The Media and Politics

This course explores the implications of political campaigns in American politics. Topics include management of campaigns, candidate recruitment, positive and negative advertising, political consultants, political parties and interest groups, effects of media coverage, campaign financing, and impact of campaigns and elections on public policy. Special consideration will be given to current campaigns. Cr 3.

LOS 325J State and Local Government

This course is an introduction to the structure, roles, and processes of administration in state and local government. The state of Maine is a special focus of the course. Cr 3.

LOS 329 Research Methods

This course is an introduction to quantitative and qualitative research methods which can be used in organizational planning and decision making and in the social and behavioral sciences. The course will cover topic areas related to the application of appropriate methods of inquiry and includes completion of an applied project. Strongly recommended for students going on to graduate school, careers in consulting, or human resource management. Prerequisite: LOS 328D Cr 3.

LOS 330 Leadership in Different Cultures

Students will explore leadership practices in multiple cultures and how our increasing interactions with these diverse leadership styles have changed our conception of leadership in the U.S. This course will help students determine the skills they will need to take on a leadership role in a global society. Cr 3.

LOS/LAC 331 Advanced Personal Computer Repair

This is an advanced course in personal computer installation, maintenance, and repair. It provides students with an in-depth study of PC system components, peripherals, and hardware interfaces and will

emphasize problem solving, analysis, connectivity, and cabling difficulties. Cr 3.

LOS/LAC 334 Integrated Software Packages

This is a course in the use of integrated software packages for report, document, presentation, and information development activities. A variety of instructional activities will stress file and data integration and explore intra- and inter-package communications. Integration of word processing, spreadsheet, database, and graphics software will be featured using linking and other tools. Students will be expected to produce documents, spreadsheets, database reports, and presentations which will take full advantage of inter-operability, communication, translating, linking, and sharing functions. Cr 3.

LOS/SBS 335 Legal Issues in Health and Human Services

This course examines current legal issues affecting the management and delivery of health and human services including the protection of the rights of both clients and workers. Cr 3.

LOS 338 Health Care Policies

This course provides a comprehensive introduction to health care policy and the organization of the American health care system. Critical issues confronting the consumption, delivery, and financing of health care will be considered. Health care systems in other countries and around the United States will be examined. Cr 3.

LOS 350 Leadership

This course examines the theory, research, techniques, and problems of leadership in organizations. Organizational culture is studied with emphasis on the leader's role in influencing and decision making. An experiential design is used along with traditional classroom techniques to help students reflect upon their personal leadership styles and examine their approaches to leading and managing others in diverse organizational settings. Cr 3.

LOS 373 Managing Nonprofits

This course will familiarize students with major concepts in the management of a nonprofit and will help them develop the skills to utilize this material in applied situations. Students will explore the mission of the nonprofit, marketing and funding, effective strategies for developing relationships and performance, and ways to enhance leadership skills. Cr 3.

SBS 381 Introduction to Globalization

This course examines the economic, political, social, and cultural aspects of globalization from an interdisciplinary perspective. The purpose is to get a sense of clarity about what globalization is, how it is affecting people around the world, and why there is an increasingly robust resistance to it on the grassroots level. We will also discuss how to empower ourselves, while being socially responsible in this rapidly changing world. Course format includes discussion, case

study, and student presentation on research projects.
Prerequisite: SOC 1101J or ANT 101J. Cr 3.

LOS 398 Independent Study

Prerequisites: LOS 300 or junior standing and permission of instructor. Cr 3.

LOS 399 Special Topics

Topics offered will cover current special issues in organizations and/or the study of organizations through alternative methods. Prerequisites: LOS 300 or permission of the instructor. Cr 3.

LOS 412 Topics in Human Resource Management.

This course will consider contemporary topics that represent emerging issues for human resource management within organizations. Cr 3.

LOS 430 Applied Social Policy

A review of contemporary social policy alternatives and an examination of macro- and micro-level social policymaking processes. Students complete an applied social policy project which might take the form of a policy paper, a grant proposal, or written legislative testimony for a community agency. Prerequisite: junior standing or permission of the instructor. Cr 3.

LOS 436 Risk, Public Policy, and Society

This course considers the variety of ways in which risks, especially risks to the environment and to health, are measured, perceived, communicated, and

acted upon in our society. Perspectives will be drawn from health fields, natural sciences, and political science, as well as from the social sciences. Cr 3.

LOS 440 Organizational Change and Development

This course explores the process of organizational change and how to manage change effectively. Topics covered include diagnosing the need for change, choosing the best diagnostic method, implementing planned change, and dealing with resistance to change. Prerequisite: LOS 300 or permission of instructor. Cr 3.

LOS 470 Leadership Abroad

The goal of this course is to familiarize students with key issues in intercultural leadership and to provide tools to be an effective leader in a globally aware environment. Through a variety of readings, site experiences, and reflection exercises, students will examine a diversity of leadership situations and the cultural factors that influence the quality of a leader's performance. In order to help apply theory to experience, students will be given a number of opportunities to articulate ideas about the concepts explored through presentation, group discussion, and writing. Prerequisite: instructor permission. Cr 6.

LOS 487 Organizational Consulting: Internal and External

Students will work in a team to apply organizational concepts and theories to a real-life organizational situation. Prerequisite: permission of instructor. Cr 3.

B.S. in Industrial Technology

Option II of the B.S. degree in industrial technology is extended from USM's School of Applied Science, Engineering, and Technology to Lewiston-Auburn College. For more information, contact Student Services at Lewiston-Auburn College at (207) 753-6500 or the School of Applied Science, Engineering, and Technology at (207) 780-5440. This program links very closely with academic programs at Central Maine Community College. Students must complete their technical requirements at Central Maine Community College or other institution, or they may receive credit for technical experience and training. Please refer to the Industrial Technology section of this catalog for specific program information.

B.S. in Nursing

The entry-level baccalaureate program in nursing is offered at Lewiston-Auburn College through the USM College of Nursing and Health Professions. Students admitted to this program at LAC will be able to complete all their coursework in Lewiston. The program is open to traditional first-year students and to adult learners. Full- and part-time options are available. For more information about this program, contact (207) 753-6624. Refer also to the College of Nursing and Health Professions section of this catalog for specific program information.

RN to B.S. Option

In recognition of the need for many registered nurses to earn a baccalaureate degree, the College of Nursing and Health Professions offers the RN to B.S. option at LAC. All courses required in this program are offered at LAC, and most classes meet once a week. Most students are part-time. For more information about this program, contact (207) 753-6624. Refer also to the College of Nursing and Health Professions section of this catalog for specific program information.

Master of Leadership Studies

The master's degree in leadership studies (M.L.S.) supports the development of organizational and community leaders who seek to build a deep understanding of the dynamics of leadership, the convergence of leadership with other human relations, and the role of the individual as leader in society. The master's in leadership studies

is an interdisciplinary professional program that blends the social and behavioral sciences and the humanities to explore the complex set of leadership issues and challenges that go beyond a particular subject or field of work. Graduates of the program will be able to perform successfully in leadership roles in their work organizations, their communities, and their state. In addition to developing new competencies, the program aims to develop behavioral orientations so that students may approach their leadership roles with a sense of social responsibility, a concern for ethics, and a commitment to the public good. Program graduates will understand both the impact individuals can have on society and the multi-dimensional nature of human relationships, and will be prepared to exercise socially responsible leadership in service to organizations and communities.

The MLS program is made up of 21 credits of core classes, 9 credits of electives, and 6 credits of a capstone seminar and thesis or project. Please refer to the graduate catalog for more information.

***Master of Occupational
Therapy (MOT) Degree***

Occupational therapy (OT) is a health and human service profession that recognizes humans as occupational beings. People define who they are by what they do, or by the occupations in which they engage. Occupational therapists use meaningful occupation as interaction to help people of all ages maximize wellness and perform the skills they need to participate as fully in society as possible. OTs intervene with people who are experiencing varying degrees of activity impairment as a result of developmental, physical, psychological, or environmental dysfunction. OTs help people develop, compensate for, or regain the skills necessary for participation in meaningful life roles and skills of self-care, work, and leisure.

A master's degree in occupational therapy is offered for people who have an undergraduate degree in a field other than occupational therapy. Regardless of major, students interested in applying to the MOT program must complete the prerequisites listed below. Prerequisite courses must be passed with a grade of at least B (3.0). In addition, all science prerequisite courses must have been taken within six years prior to the fall semester for which the student is applying. Completing the prerequisites does not guarantee admission to the occupational therapy master's program.

Undergraduate Occupational Therapy Prerequisites

	<i>Credits</i>
Math Competency	6-7
College algebra	
Introduction to Statistics (such as MAT 120D or LAC 328D)	
College-level English	6
(at least three credits must focus on writing; HUM 135I or HUM 136I may be substituted for a writing course)	
Introduction to Sociology	3
(or an upper level sociology or SBS course)	
Abnormal Psychology	3
Human Growth and Development (lifespan course)	3
Introduction to Physics and Lab	4
Human Anatomy and Physiology I with Lab	4
Human Anatomy and Physiology II with Lab	4
Microcomputers	3

For additional information concerning the application process and requirements consult the graduate catalog or the program administrative assistant at (207) 753-6523.

Jump Start Option

Students may complete their undergraduate and graduate education in five (5) years by selecting this option. Students who are matriculated into an LAC undergraduate program may apply to the MOT program in their junior year if they have completed the following by May of that year:

1. USM Core curriculum requirements;
 2. Academic major requirements; and
 3. MOT prerequisite requirements.
- Contact MOT program at (207) 753-6523 for more information.

The master of occupational therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4270 Montgomery Lane, P.O. Box 31220, Bethesda,

MD 20824-1220. AOTA's telephone number is (301) 652-AOTA. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR) and be eligible to practice. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination.

Division of Advising and Academic Resources

Executive Director: Elizabeth Higgins

Director, Learning Foundations: Elaine G. Wright; *Director, Academic Advising and Enrollment Services:* Elizabeth M. Higgins; *Coordinator, Developmental Mathematics:* J. Scott Perry; *Coordinator for Academic Support Services for Students with Disabilities:* Joyce Branaman; *Director, Academic Assessment:* Susan King; *Director, Prior Learning Assessment:* Joyce Lapping

The Division of Advising and Academic Resources facilitates student access to education, provides seamless support systems and services to enhance student learning, and provides support for the academic initiatives of the University community. The departments of the Division are responsible for a variety of services. Advising Services provides academic advising support for students without a declared major and coordinates a number of University-wide activities; Prior Learning Assessment coordinates testing and portfolio processes for the documentation of learning outside the formal classroom; Academic Assessment coordinates the University's placement testing program and provides support and assistance to departments, faculty, and staff related to assessment and evaluation activities; Support for Students with Disabilities coordinates the review of documentation and provision of accommodations for students with documented disabilities; and Learning Foundations coordinates all developmental coursework in mathematics and writing as well as the University seminar course. Learning Foundations also coordinates the University's tutoring program and academic skills workshops.

Developmental courses provide students with instruction to help them achieve proficiency in writing (ENG 009A), and in mathematics (MAT 009, 050, 051B). The Learning Center offers tutoring in writing and mathematics. The Academic Support for Students with Disabilities Office provides a variety of services for students with disabilities. University Seminar (FRS100) assists students with the transition into higher education.

ENG 009A Developmental Writing

This course is designed to help students who need to develop proficiency to enter ENG 100C, College Writing. A passing grade of C- or higher is required for proficiency. This course may not be taken pass/fail. Credit earned in ENG 009A does not apply or accumulate toward any degree program at the University of Southern Maine.

Cr 3.

FRS 100 University Seminar

This course is designed to enhance a student's academic success by providing an introduction to the many facets of the University. Selected topics are designed to foster critical reading and writing, critical thinking, and study and communication skills. The class format allows for a great deal of faculty/student interaction.

Cr 3.

FRS 180 Academic Self Management

This learning strategy course explores the six major control components that usually contribute to high academic achievement: motivation, methods of learning, use of time, performance factors, and relationships to both physical and social environment. Presentations and readings involving learning research and theory are interconnected to student participation, assessment, and self-monitoring activ-

ities. Students will engage in the self-management and prescriptive process to determine what specific academic behaviors will best assist individual academic performance. Students must be registered in at least one other college course in order to provide an application-practice field.

Cr 3.

FRS 190 Motivation

This course is designed to support students through the assessment and discussion of ideas, attitudes, beliefs, and expectations of the college environment. The concept of motivation is explored through realistic academic, personal, and social expectations.

Cr 3.

MAT 009 Developmental Mathematics

A review of fundamental topics of arithmetic needed for a study of algebra. This course will cover the following topics: addition, subtraction, multiplication, and division of fractions; use of decimals and percent; estimation; addition, subtraction, multiplication, and division of real numbers; exponents; order of arithmetic operations; distributive property; combining like terms; substitution to evaluate expressions and formulas; grouping symbols; addition and multiplication principle; formulas; sets; solving equations with fractions; translating English

phrases into algebraic expressions; and solving word problems using geometric formulas. Successful completion of an exit exam at a C level (75%) or higher is required. Credit earned in MAT 009 does not apply or accumulate toward any degree program at the University of Southern Maine. After successful completion of MAT 009, students must complete both MAT 050 and MAT 051B in sequence to meet mathematics proficiency, or place out of the proficiency courses via a retake of the placement exam. Cr 3.

MAT 050 Elementary Algebra

The first course of a two-course sequence designed for students who need to develop their knowledge of basic algebra. This course will cover the following topics: solving word problems, graphing linear equations, slope of a line, obtaining the equations of a line, graphing linear inequalities, functions, the use of graphing calculators, systems of equations in two variables, applications of systems of linear equations, rules of exponents, scientific notation, polynomial operations, multiplication of polynomials. Emphasis is on mastery of algebraic solution processes. Completion of an exit exam at a C level (75%) or higher is required. This course is taught in

a lecture/lab format. Prerequisite: MAT 009 or its USM equivalent. Associate degree credit only, in approved programs. After successful completion of MAT 050, students must then complete MAT 051B to meet mathematics proficiency, or place out of the proficiency courses via a retake of the placement exam. Cr 3.

MAT 051B Intermediate Algebra

A continuation of MAT 050, topics include factoring; simplifying rational expressions; multiplying, dividing, addition and subtraction of rational expressions; complex rational expressions; equations involving rational expressions; ratio, proportion, and applied problems; radical expressions and functions; operations with radicals; radical equations; formulas with applications; quadratic equations; quadratic functions; and the use of graphing. Emphasis is on mastery of algebraic solution processes. Completion of an exit exam at a C level (75%) or higher is required to meet proficiency. This course is taught in a lecture/lab format. Successful completion of this course fulfills the proficiency math requirement of the Core curriculum. Prerequisite: MAT 050 or its USM equivalent. Associate degree credit only. Cr 3.

Graduate Programs

Office of Graduate Admissions, 39 Exeter St., Portland, 780-4386.

The University of Southern Maine offers master's degrees in the areas listed here. The programs are described in detail in the graduate catalog and at www.usm.maine.edu/grad.

- Accounting
- Applied Immunology and Molecular Biology
- American and New England Studies
- Biology
- Business Administration
- Community Planning and Development
- Computer Science
- Creative Writing
- Health Policy and Management
- Law
- Leadership Studies
- Manufacturing Systems
- Music
- Nursing
- Occupational Therapy
- Public Policy and Management
- Social Work
- Statistics
- Education
 - Adult Education
 - Counseling
 - Educational Leadership
 - Extended Teacher Education Program (ETEP)
 - Literacy Education (optional English as a Second Language concentration available)
 - School Psychology
 - Special Education

Certificates of Advanced Study (CAS) are offered in education and nursing.

Doctoral degrees are offered in public policy and school psychology.

Certificates of Graduate Study are available in:

- Acting Techniques of Michael Chekhov
- Advanced Research and Evaluation Methods
- Applied Research and Evaluation Methods
- Assistant Principal
- Athletic Administration
- Child and Family Policy and Management
- Community Planning and Development
- Health Policy and Management
- Literacy
- Manufacturing Systems
- Mental Health Rehabilitation Technician III
- Middle Level Education
- Nonprofit Management
- Performance Management and Measurement
- Statistics
- Substance Abuse Counseling

Additionally, the School of Business allows interested and qualified students to complete a bachelor's degree and an MBA or MSA in five years, depending on the undergraduate major. The Statistics Department offers a 4 + 1 program, in which interested and qualified undergraduate students enrolled in various programs at

USM can earn both an undergraduate degree and the M.S. degree in statistics in five years by carefully selecting their courses. The Computer Science Department offers a 3+2 program. During the junior year, a student may apply and be admitted to a five-year program that awards both the bachelor of science and master of science degrees in computer science upon its completion. Students may also earn a bachelor's degree and a master of occupational therapy degree in five years by taking advantage of the Jump Start 3-2 program.

Division of Community and Professional Education

Executive Director: Robert J. Hansen

The Division of Community and Professional Education is responsible for providing lifelong learning opportunities to the people of southern Maine. Programs include academic credit courses offered in nontraditional times and formats, and noncredit programs that support the intellectual, educational, economic, environmental, and cultural interests of Maine people. Programs within the Division include: Weekend College, Off-Campus Programs, Distance Education, Summer/Winter Sessions and International Programming, International Exchange, English as a Second Language Services, Early Study Program, Osher Lifelong Learning Institute/Maine Senior College Network, Center for Continuing Education, Pathways to Higher Education, Department of Conferences, the Stone House Conference Center, Institute for Family-Owned Business, and the Lifeline Center for Wellness and Health Promotion.

Weekend College

Weekend College offers credit courses and special programs at USM from Friday at 4 p.m. through Sunday afternoon. The courses may be used in one's degree program. In addition, all Core requirements, the associate of liberal arts degree, and some certificate programs can be completed on weekends. For information, visit www.usm.maine.edu/weekend or call (207) 780-4077. Special programs and activities offered weekends are designed to enhance campus life as well as social and cultural opportunities for USM students, staff, and the greater community.

Off-Campus Programs

The Off-Campus Programs Office coordinates USM's credit course offerings at University Colleges in Bath-Brunswick, Saco, and Sanford. These sites offer a comprehensive array of services including registration, admission, financial aid, and academic advising. They may be contacted as follows: Bath-Brunswick, 9 Park Street, Bath, ME 04530, (207) 442-7736 or (800) 696-2329; Saco, Saco Island, Saco, ME 04072 (207) 282-4111 or (800) 696-3391; Sanford, 21 Bradeen Street, Suite 201, Springvale, ME 04083, (207) 324-6012 or (800) 696-3075. Off-Campus Programs also coordinates the offering of credit courses at business and industry sites. For information visit www.usm.maine.edu/offcampus or call (207) 780-4540.

Distance Education

The Office of Distance Education coordinates the offering of both undergraduate and graduate USM courses delivered statewide via ITV, compressed video, and the Internet. It provides logistical support to the faculty as well as instructional design and training techniques. For more information visit www.usm.maine.edu/distanceeducation or call (207) 780-4540.

Summer/Winter Sessions and International Programming

Summer Session offers academic programming in a variety of formats and locations. Offerings include traditional on-campus courses in one-, two-, three-, four-, and seven-week formats as well as innovative institutes, conferences, and domestic and international travel programs. More than 5,000 graduate and undergraduate students enroll in USM's Summer Session. Residence hall accommodations and meals are available. Summer Session sponsors resident and commuter fine arts camps for aspiring musicians, vocalists, theatre dancers, and actors/actresses in grades 7-12, and offers language day camps in partnership with the Children's Museum of Maine for children entering grades 4-6. For more information, contact the Summer Session office at (207) 780-5617; by e-mail at summer@usm.maine.edu; or visit the Summer Session Web site at www.usm.maine.edu/summer.

Winter Session offers students intensive on-campus courses and several short-term travel-based courses to choose from in the weeks between the fall and spring semesters. These intensive courses are attractive to students who want to take courses that cover information at a rigorous pace, and/or who wish to advance toward degree completion. For more information, contact Winter Session at (207) 780-5617; by e-mail at winter@usm.maine.edu; or visit Winter Session's Web site at www.usm.maine.edu/wintersession.

Short-term international programs offer students an outstanding opportunity to learn about other cultures through a selection of courses offered during both Summer and Winter Sessions. These programs, taught by USM faculty members, incorporate academic and experiential learning with international travel to give students a broader perspective of the world around them. For more information contact the Summer Session office at (207) 780-5617; by e-mail at summer@usm.maine.edu, or on the Web at www.usm.maine.edu/summer.

International Student and Scholar Support

The Office of International Exchange works closely with international students throughout their academic program at USM, including pre-arrival. The staff provides information and support in a wide range of areas including international student orientation, immigration policies and procedures, and on-going adjustment to the campus and community. Through the Multicultural Student Center, students can stay in contact with other international students on campus and meet students interested in other cultures. Please call (207) 780-4959 to reach the staff of the Office of International Exchange. More information can also be found on the Web at www.usm.maine.edu/international, www.usm.maine.edu/eoo/culture, or by e-mail: domenica@usm.maine.edu or ksinc@usm.maine.edu.

International Study Opportunities

The University offers a variety of opportunities for students to spend a semester or full year at another university while enrolled in a degree program at USM. International study is facilitated through the Office of International Exchange, which maintains links to and information on programs offered throughout the world. Each year students participate in exchange programs in many parts of the world, including England, Ireland, France, Russia, the Netherlands, Australia, and Japan. Scholarships for study and travel abroad are available. Planning should begin at least one year before the intended departure. For information on international study opportunities and other services of the office, contact the Office of International Exchange at (207) 780-4959. Additional information about international study opportunities can also be found at www.usm.maine.edu/international or by e-mail: ksinc@usm.maine.edu.

National Student Exchange

National Student Exchange offers students the opportunity to live and learn in another part of the United States. Students are able to spend up to one year at one of 180 schools while paying in-state tuition rates. Schools involved in the program are located in 49 states, 3 U. S. territories, and 3 Canadian provinces. Many USM students take part in the exchange each year, while students from other universities exchange to USM. For information call (207) 780-4959, or e-mail domenica@usm.maine.edu or visit www.usm.maine.edu/international.

English as a Second Language (ESL)

The English as a Second Language Program is designed to meet the academic language needs of the growing population of students whose first language is not English and who are currently attending or wishing to attend the University. Based on a placement test, students are assigned to one of three levels of ESL reading, writing, and vocabulary, or to one of two levels of ESL grammar and writing. The ESL Program also offers a section of College Writing (ESL 100C) for students whose first language is not English and who have met language proficiency through placement or prerequisite courses. Students whose TOEFL scores are below the required 213 but who are otherwise admissible to USM may apply to USM's English Language Bridge Program (ELBP) through the Office of Admission. The noncredit Intensive English Language Program (IELP) allows international students age 18 or older to improve their English for University entry or work. The IELP offers 22 hours of instruction per week for 15 weeks in the fall and spring semesters, and for 4 weeks in July and August. For more information, call (207) 780-4419 or visit www.usm.maine.edu/eap/esl.

Early Study Program

The USM Early Study Program offers opportunities for high school students to take college courses with the goal of enriching their high school experience. The program is designed to help students supplement, not supplant, the academic program of the high school. Home-schooled students are also accepted. Academic requirements must be met, and permission from high school and parent(s) is expected. Financial assistance is available. For more information visit www.usm.maine.edu/earlystudy or call (207) 780-4040.

Osher Lifelong Learning Institute

The Osher Lifelong Learning Institute (OLLI) offers intellectually stimulating learning opportunities and special educational activities for persons 55 years of age or older in a University environment. OLLI offers an extensive array of courses in the liberal arts and sciences. The courses are peer taught, there are no entrance requirements, grades, or tests, and no college background is needed. Courses run for eight weeks in the fall and spring, and four weeks in winter and summer. OLLI also features social activities, lectures, and educational travel. Membership and course fees are affordable and scholarships are available. OLLI at USM serves as the National Resource Center for Osher Lifelong Learning Institutes, a national network of lifelong learning institutes designated and funded by The Bernard Osher Foundation of San Francisco. The Osher Lifelong Learning Institute sponsors research on topics in education for older adults, houses the office of the Maine Senior College Network, and sponsors SAGE (Senior Adult Growth Exchange). As the center for the Maine Senior College Network, OLLI provides communication, resources, and annual conferences for the 15 Senior Colleges located throughout Maine. For information, call 780-4406; e-mail OLLI@usm.maine.edu; or visit www.usm.maine.edu/OLLI or www.maineseniorcollege.org on the Internet.

Center for Continuing Education

The Center for Continuing Education (CCE) provides lifelong learning opportunities for professionals and the general public. CCE offers short-term, targeted, and skill-based courses for professionals in the following areas: business, nursing and health professions, technology, and human services and nonprofits. Certificates are offered in human resource management, training, supervision, mediation, meeting facilitation, project management, and case management. Courses for the general public include a wide range of personal enrichment opportunities including programs in art, languages, writing, photography, and music. CCE also offers customized training solutions to meet the specific business needs of local companies. This training can be delivered at CCE's location—the Joel and Linda Abromson Community Education Center on the Portland campus—or on site. For complete information visit www.usm.maine.edu/cce or call (207) 780-5900 or (800) 787-0468.

The Center for Continuing Education coordinates and manages the CEU system for the University of Southern Maine. The Continuing Education Unit is a nationally accepted measurement of participation in noncredit continuing education. Each year, thousands of people use CEUs for retaining professional certifications, licenses, and association memberships. The Center maintains cumulative transcripts for everyone who takes CEU-bearing programs through one or more of the noncredit program departments at USM. For information about CEUs at USM call (207) 780-5900.

Pathways to Higher Education

The Pathways to Higher Education program increases access to education and promotes lifelong learning by providing educational opportunities in the workplace. "Pathways" puts the focus on convenience and quality, and aims to increase the wealth of working adults, the organizations that employ them, and the broader community by increasing the skills and abilities of people. A skilled and dedicated staff designs, develops, and delivers programs in the following areas:

College Credit On-Site helps working adults plan for and get started (or restarted) on earning a college degree by offering a series of college preparatory and entry-level college credit classes at their place of business. After completing the series of on-site classes, learners will complete their degree at a college or university of their choice.

Employee Development Services creates customized classes and conducts training in noncredit subject areas such as English for speakers of other languages, writing improvement, applied math skills, computer skills, supervisory, management, and leadership topics.

Workforce Development Services targets broad workforce issues. The program works with industry leaders to determine the long-term needs of the workforce and respond to specific industry workforce challenges. This unique, customized approach ensures that issues are accurately defined, the solution that is developed works.

Research and Best Practices measures the impact and effectiveness of the interventions designed and delivered. Findings are often presented at conferences and seminars, and best practices are disseminated through articles in trade magazines and journals.

For more information, call 780-5551.

Conferences and Meeting Planning Services

The Department of Conferences provides planning and coordination to University and community groups and organizations wishing to use the University's conference facilities and services. The Department specializes in conference registration services for groups on and off campus. Its conference planning and management services are extended to professional and trade associations, government agencies, private business, and community groups and organizations. Programs can be conducted on either campus or off-campus wherever an appropriate meeting site can be arranged. Facilities available on the USM campuses include overnight rooms, classrooms, computer labs, state-of-the-art lecture halls, and function rooms. For information call (207) 780-5960 or visit their Web site at www.usm.maine.edu/conferences.

The Stone House Conference Center

The Stone House provides a comfortable, yet functional, setting ideal for small to moderate-sized conferences and meetings. Designed and built between 1917 and 1922 by the renowned Portland architect John Calvin Stevens and his son, the Stone House is situated at the scenic lower end of the Wolfe's Neck peninsula in Freeport. USM acquired the facility through the generous gift of the late Eleanor Houston Smith. This exclusive coastal estate is available for rental year-round for University, corporate or nonprofit events. For information or a full conference package, call (207) 865-3428 or visit us on the Web at www.usm.maine.edu/stonehouse.

Institute for Family-Owned Business

The Institute for Family-Owned Business provides a forum for addressing the challenges of starting, owning, and maintaining businesses with other members of the same family. The Institute helps family firms realize the commonalities they share, provides opportunities for networking, and develops programs for the unique education and management skills needed. Supported by corporate sponsors and membership fees, the Institute provides workshops, conferences, and networking opportunities on family business issues. For information, call (207) 780-5935.

Lifeline Center for Wellness and Health Promotion

The Lifeline Center helps individuals and organizations in southern Maine adopt health-enhancing lifestyles by providing leadership and services in fitness, exercise, rehabilitation, health fitness education, recreation, and employee wellness. Structured exercise classes offer step aerobics, fitness walking, jogging, weight training, and free-style aerobics. Certificates in fitness instruction and in fundamentals for worksite wellness are also available. Lifeline is open to all faculty, staff, students, and the general public. For more information call (207) 780-4170, drop in at the Lifeline Customer Service Center in the basement of the Sullivan Recreation and Fitness Complex on the Portland campus, e-mail patr@maine.edu, or visit www.usm.maine.edu/lifeline.

Edmund S. Muskie School of Public Service

Dean: Karl R. Braithwaite

Associate Dean: Andrew Coburn

Professors: Barringer, Braithwaite, Clary, Coburn, Colgan, Hartley, Kartez, Lapping, Payne, Thompson; *Associate Professors:* Bolda, Goettel, Kilbreth, Lambert, LaPlante, Lynn, Richert, Wessler; *Assistant Professors:* Howard, Lahti, Merrill, Morris, Nalli

The Edmund S. Muskie School of Public Service is a non-partisan education, research, and public service organization dedicated to educating leaders, informing policy and practice, and strengthening civic life.

The School has grown in both size and reputation since it was founded in 1990—faculty and staff now number over 300, and research awards in 2004 totaled more than \$32 million. The Muskie School is nationally recognized for its three applied research institutes, and is sought after as a source of knowledge on issues of local, regional, state, and national importance.

What makes the School successful is its practical, innovative approach to issues; its active efforts to span traditional boundaries among university, government, and nonprofit organizations; and its success in bridging University departments and disciplines in the search for creative solutions.

The Muskie School offers master's degrees in public policy and management, health policy and management, and community planning and development (with joint degrees with the School of Law). The Muskie School also offers a Ph.D. in public policy. These programs educate students for leadership roles in government and the private and nonprofit sectors through interdisciplinary, problem-focused education. A combination of classroom and applied field experiences imparts a broad understanding of the challenges of democratic governance, and develops competencies in policy planning and analysis, and organizational and management skills.

University of Maine School of Law

Dean: Colleen A. Khoury

Professors: Cluchey, Delogu, Friedman, Khoury, Lupica, Maine, Rieser, Rogoff, Ward, Wells, Wriggins, Zarr, Zillman; *Associate and Assistant Professors:* Galbraith, Gould, Howard, Smith, Tuerkheimer, Wanderer; *Visiting Clinical Professor:* Stanfill

The University of Maine School of Law has long offered a high quality legal education to a carefully selected student body. With a fine faculty, excellent library resources, and a nationally oriented curriculum strong in basic legal courses, the Law School takes pride in educating men and women who will become capable and motivated attorneys.

The academic program is rigorous and demanding. Thanks to the School's size, however, its students have the benefit of small classes, frequent and informal contact with the faculty, and a friendly atmosphere. These factors do much to ease the strains attendant upon entry to an exacting profession.

The School averages 85 students per class, of whom approximately 50 percent are women; the number of students in the School is about 250, making it one of the smallest in the country. The student body is remarkably varied in age, professional and academic experience, and background.

The School's faculty of 17 full-time and a number of part-time instructors is drawn from the local community of attorneys, and represents a diversity of backgrounds, expertise, and interests.

The School is fully accredited by the American Bar Association and is a member of the Association of American Law Schools.

Established at Portland in 1961, the Law School is an administrative unit of the University of Southern Maine, but has responsibilities to the statewide University system. The School is located in a building accessible for handicapped students that provides facilities for classroom and seminar discussion, library research, moot court participation, clinical practice, legal publications, and student activities.

Center for Teaching

The Center for Teaching provides professional development opportunities for USM faculty members who strive for teaching excellence. Center workshops and other events draw on the expertise of facilitators from USM and other institutions. The Center's Web site provides access to the Teaching Excellence essay series, along with resources on civic engagement and the scholarship of teaching and learning. The Center for Teaching Advisory Board, which includes representatives from all the colleges and schools, offers small grants to support teaching enhancement and community building activities, and selects the Provost's Teaching Excellence Fellows.

Office of Sponsored Programs

Pre-award Services

The Office of Sponsored Programs (OSP) is responsible for encouraging externally funded initiatives in support of program-related activities of academic, research and development, and administrative units; and serves as the major resource to faculty and staff who wish to pursue such projects. The Office maintains information on and promotes awareness of funding opportunities, assists in refining project ideas and matching them with a potential sponsor's priorities and requirements, assists in the preparation of grant applications, and serves as the final approving authority for such applications.

OSP subscribes to a number of governmental and foundation references and a variety of supplementary materials useful to grantseekers. In addition to having access to many on-line funding sources, OSP maintains a subscription to an online funding opportunities database via the Community of Science. This is accessible by all faculty and staff and can be invaluable to individuals seeking to do their own searches.

OSP publishes a monthly newsletter during the academic year that provides information on funding opportunities for scholarly, creative, or research oriented projects; highlights currently funded projects; and provides recognition for new faculty and staff awards.

Post-award Services

The OSP provides financial management assistance and administrative support to principal investigators and project directors after an award is received. Services include: review and approval of all award documents, preparation and submission of financial reports, requests for reimbursement, budget revisions, amendments, etc. These services are a collaborative effort on the part of OSP staff and project staff. Services continue through the termination date, ending with the submission of the final program and final financial reports.

Increasingly, governmental agencies are turning to OSP to provide management and approval for post-award modifications. In many cases, such requests can be approved and processed by OSP with proper notification to the sponsor.

Additional information is available online: www.usm.maine.edu/osp.

University of Southern Maine Alumni Association

Director: Elizabeth Huntley

The USM Alumni Association represents over 30,000 members, all graduates of USM or one of its predecessor schools dating back to 1878: Gorham Normal School, Gorham State Teachers College, Gorham State College, Portland University, Portland Junior College, University of Maine in Portland, and University of Maine Portland-Gorham.

The mission of the Association is to support the University through alumni involvement, commitment, and communication. The goals are to enhance alumni loyalty and pride, improve alumni communications, expand networking opportunities, increase financial support, and increase alumni influence on campus, in the community, and as legislative advocates.

The work of the Association is accomplished through committees, chaired by Board members, and assisted with direction and staff support from the department of USM Alumni Relations.

World Affairs Council of Maine

Program Director: Loma Endreson; Administrative Director: Barbara Hathaway

Located at 68 High Street in Portland, the World Affairs Council of Maine is an independent nonprofit, non-partisan organization which offers free membership to all students. The Council provides opportunities to learn about international affairs from distinguished speakers and to interact with business leaders, the professional community, and others interested in what's going on in the world. Student internships and volunteer involvement are also offered. For further information or to register for free membership, call 780-4551.

Administration of the University of Southern Maine

Administrative Organization as of May 1, 2005

President: Richard L. Pattenau, 707 Law Building, Portland, tel: 780-4480

Provost and Vice President for Academic Affairs: Joseph S. Wood, 711 Law Building, Portland, tel: 780-4485

Chief Financial Officer: Samuel G. Andrews, 724 Law Building, Portland, tel: 780-4484

Vice President for Enrollment Management: Rosa S. Redonnet, 732 Law Building, Portland, tel: 780-5094

Vice President for Student and University Life: Craig S. Hutchinson, 117 Payson Smith Hall, Portland, tel: 780-4035

Vice President for University Advancement and Planning: Elizabeth O. Shorr, 721 Law Building, Portland, tel: 780-4708

Interim Executive Assistant to the President: Grace Noonan-Kaye, 709 Law Building, Portland, tel: 780-5113

Administrative Offices Serving Students

Academic Affairs

Susan Campbell, associate vice president

Academic Assessment

Susan King, director

Admission, Undergraduate

Denise Gardner, director

Advising and Academic Resources

Elizabeth M. Higgins, executive director

Applied Science, Engineering, and Technology, School of

John R. Wright, dean

ARAMARK Dining Services

Brian Wiacek, director

Arts & Sciences, College of

Devinder M. Malhotra, dean

Athletics and Recreation

Al Bean, director

Bookstores

Nicole Piaget, director

Business, School of

John Voyer, interim dean

Career Services and Professional Life Development

Lawrence Bliss, director

Community and Professional Education, Division of

Robert J. Hansen, executive director

Community Standards, Office of

Stephen Nelson, assistant to the vice president
for community standards

Commuter Life

Joseph Austin, dean

Continuing Education, Center for

Terry B. Foster, director

Diversity and Equity, Office of

Kathleen A. Roberts, executive director

Education and Human Development, College of

Betty Lou Whitford, dean

Environmental Safety and Health

Al Kirk, director

Facilities Management

David J. Early, executive director

Financial Aid, Student

Keith DuBois, director

Financial Resources

Cynthia S. Quinn, executive director

Graduate Admissions

Mary Sloan, director

Graduate Studies

Margo Wood, associate provost and dean for
graduate studies

Information and Technology, Division of

William W. Wells, chief information officer

Instructional Technology and Educational Media Services

Ronald W. Levere, director

Intercultural Development

Mary Kay Kasper, assistant to the vice president for
Intercultural Development

International Exchange, Office of

Domenica T. Cipollone, director

Law, University of Maine School of

Peter Pitegoff, dean

Law Library, University of Maine School of Law

Christine I. Hepler, interim director

Lewiston-Auburn College

Zark VanZandt, dean

Libraries

David Nutty, director

Multicultural Programming

Rebecca Sockbeson, director

Muskie School of Public Service

Karl R. Braithwaite, dean

Nursing and Health Professions, College of

Jane M. Kirschling, dean

Osher Lifelong Learning Institute

Kali Lightfoot, director

Registrar's Office

Steven G. Rand, registrar

Residential Life

Denise Nelson, director

Sexualities and Gender Diversity, Center for

Michelle Brodsky, coordinator

Student Billing

Virginia Johnson, bursar

Student Information Systems

Marthina S. Berry, director

Student Life

Joseph Austin, dean

Student Loans

Jean Robinson, staff associate

Summer/Winter Sessions and

International Programming

Monique M. LaRocque, director

Telecommunications

Nancy Austin, interim director

Undergraduate Programs

Judy Tizon, associate provost

University Child and Family Centers

Allyson Dean, program director

University Counseling Centers

Kristine A. Bertini, director

University Health Centers

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- White, William** (1998) Associate Professor of Education and Coordinator of the LAC: CLASS PDS Program; Lake Forest College, B.A., 1974; Lesley College, M.A., 1975; University of Massachusetts, Ph.D., 1985
- Whitehouse, Nancy** (1996) Software Specialist, Lewiston-Auburn College; University of Connecticut, B.S., 1965, M.A., 1967; Western New England College, M.B.A., 1979
- Whitford, Betty Lou** (2002) Dean of the College of Education and Human Development and Professor of Education; University of North Carolina at Chapel Hill, A.B., 1972; M.A.T., 1976, Ph.D., 1981
- Whitmore, Allan R.** (1969) Associate Professor of History; University of Maine, B.A., 1962; Northwestern University, M.A., 1964, Ph.D., 1970
- Whitney, Jean** (2002) Assistant Professor of Special Education; Carleton College, B.S., 1986; University of Pittsburgh, M.Ed., 1987; University of Wisconsin-Madison, Ph.D., 1994
- Wilcox, Lynn** (1989) Assistant Law Librarian for Technical Services, School of Law; University of Southern Maine, B.A., 1976; Simmons College, M.S., 1981
- Wiley, Elise** (2005) Lecturer II of Nursing and Assistant Chairperson; Regents College, A.S., 1976; George Washington University, B.A., 1982; University of Washington, M.S.N., 1995
- Wilkins, Beth** (2002) Assistant Dean/Coordinator of Special Events, University of Maine School of Law; University of Illinois, B.A., 1990
- Wilson, Glenn F.** (1997) Associate Research Professor, Department of Technology; University of North Carolina, B.A., 1974; Appalachian State University, M.A., 1980; Indiana University, Ed.D., 1991
- Wilson, Matthew H.** (2000) Resident Director, Residential Life; Dartmouth College, B.A., 1995; University of Southern Maine, M.A., 2000
- Wilson, Trudy G.** (1995) Associate Professor of Art Education; University of North Carolina at Charlotte, B.A., 1970; Appalachia State University, M.A., 1982; Indiana University, Ph.D., 1992
- Wininger, Kathleen J.** (1989) Associate Professor of Philosophy; Southern Connecticut State University, B.A.; Temple University, Ph.D., 1988
- Wise, John P.** (2002) Associate Professor, Applied Medical Sciences, George Mason University, B.S., 1990; George Washington University, Ph.D., 1994
- Wolfe, Phyllis A.** (2001) Coordinator of BIW Wellness Program, Lifeline; University of Massachusetts, B.S., 1972; University of Minnesota, M.P.H., 1991
- Wood, Diane** (2000) Associate Professor of Professional Education; University of Nebraska at Omaha, B.S., 1973; M.A., 1982; Columbia University, Ed.D., 1996
- Wood, Joseph** (2000) Provost and Vice President for Academic Affairs, and Professor of Geography; Middlebury College, A.B., 1968; University of Vermont, M.A., 1973; Pennsylvania State University, Ph.D., 1978
- Wood, Karen N.** (1997) Information Development Specialist; Bates College, B.A., 1978
- Wood, Margo** (1980) Associate Provost and Dean of Graduate Studies and Professor of Education; Vassar College, B.A., 1961; University of Southern Maine, M.S.Ed., 1979; Boston University, Ed.D., 1986
- Wood, Thomas** (2000) Director of Operations, Muskie School of Public Service; Ohio State University, B.S., 1974; Ohio State University, M.B.A., 1984
- Woodhead, Steve** (2004) Life Safety Associate; University of Southern Maine, B.A., 1977; B.S., 1999
- Wriggins, Jennifer** (1996) Professor of Law; Yale University, B.A., 1980; Harvard Law School, J.D., 1984
- Wright, Elaine G.** (2000) Director of Learning Foundations; Massachusetts State College at Fitchburg, B.S., 1969; Eastern Illinois University, M.A., 1983

- Wright, John R.** (2000) Professor and Dean, School of Applied Science, Engineering, and Technology; Massachusetts State College at Fitchburg, B.S., 1969; Rhode Island College, M.Ed., 1973; West Virginia University, Ed.D., 1976
- Wright, Rick** (2003) Academic Counselor/Coordinator of Veterans Affairs; University of Southern Maine, B.A., 1976; Western Kentucky University, M.A., 1982
- Yaeger, Lisa L.** (2000) Director of Administration, University of Maine School of Law; Kent State University, B.A., University of Denver, M.A.C., 2000
- Zaner, John A.** (1974) Associate Professor of Technology; Millersville State College, B.S., 1969, M.Ed., 1972; Pennsylvania State University, Ed.D., 1977
- Zanghi, Martin S.** (1996) Manager of Youth Development Programs, Muskie School; University of Massachusetts, B.A., 1981; University of Connecticut, M.S.W., 1985
- Zarr, Melvyn** (1973) Professor of Law; Clark University, A.B., 1958; Harvard University, LL.B., 1963
- Zhao, Jie** (1998) Associate Professor of History, Lanzhou University, B.A., 1982; University of Hawaii at Manoa, M.A., 1988; Princeton University, Ph.D., 1995
- Ziller, Erika** (1999) Research Associate I; University of Southern Maine, B.A., 1994; M.S., 1998
- Zillman, Donald** (1990) Godfrey Professor of Law; University of Wisconsin, B.S., 1966, J.D., 1969; University of Virginia, LL.M., 1973

Part-Time Faculty

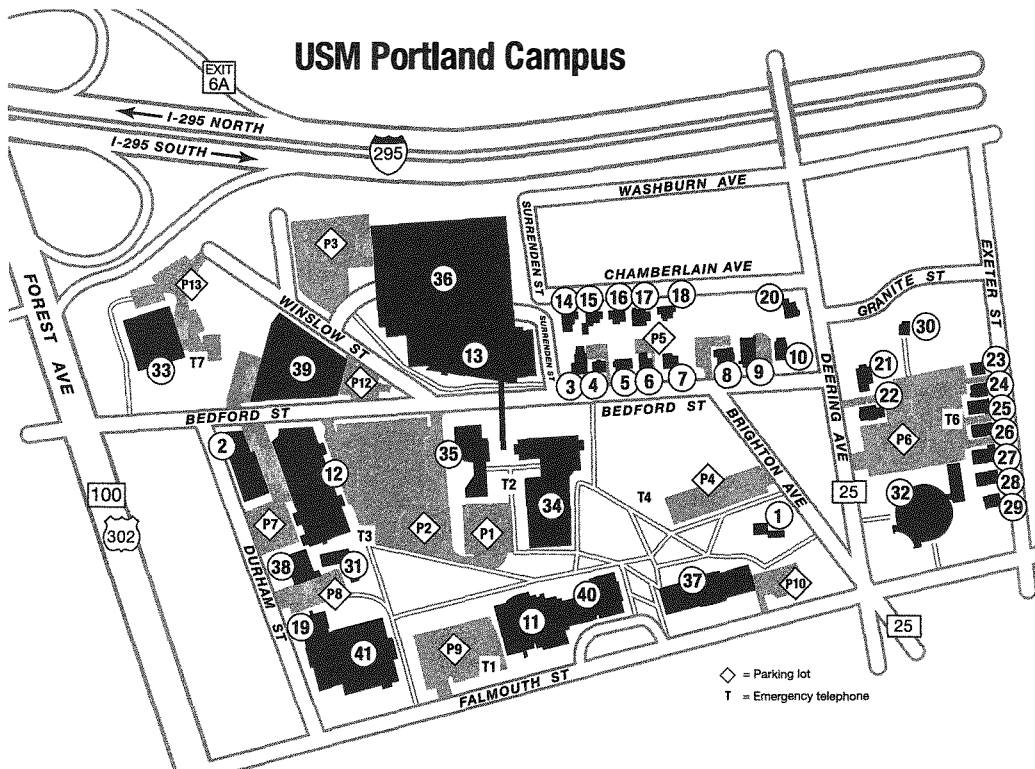
- Abel, Nancy, Lecturer in Social Work
 Agnew, Aileen, Lecturer in American and New England Studies
 Aicher, Belinda, Lecturer in Modern and Classical Languages and Literatures
 Akers, Peggy, Instructor in Nursing
 Aldrich, Tina, Lecturer in Recreation and Leisure Studies
 Alves, Mickie, Lecturer in Nursing
 Ames, Pamela, Lecturer in Criminology
 Andersen, Patricia, Lecturer in Art
 Anderson, Walter, Lecturer in Geosciences
 Animashaun, Najim, Lecturer in Political Science
 Anthony, Jessica, Lecturer in English
 Arbour, Raymond L., Lecturer in Technology
 Arnold, Gretchen, Lecturer in Nursing
 Aufiero, Larry, Lecturer in Learning Foundations
 Ayan, Adam, Lecturer in Music
 Bailey, Douglas E., Lecturer in Social Work
 Bailey, Kerry, Lecturer in Teacher Education
 Bailow, Judith, Instructor in Nursing
 Baker, Harlan R., Lecturer in Theatre
 Baker, Roxanne, Lecturer in Linguistics
 Bancroft-Eaton, Irene, Instructor in Nursing
 Banner, Jennifer, Lecturer in English
 Barnes, Jack C., Lecturer in Core Curriculum
 Barrett, Karen, Lecturer in Human Resource Development
 Baschkopf, Daniel J., Lecturer in Business Administration
 Baxter, Jean M., Lecturer in Art
 Bay, John, Associate Professor of Economics
 Beam, Chris, Lecturer in History
 Beauclair, Claude, Lecturer in French
 Beck, Joel, Lecturer in Operations Management
 Beecher, Julie, Lecturer in Nursing
 Belik, Barbara I., Lecturer in Accounting
 Bendzela, Michael T., Lecturer in English
 Bennett, Sarah, Lecturer in Modern and Classical Languages and Literatures
 Benson, S. Patricia, Lecturer in Art
 Bergeron, Jane, Lecturer in Theatre
 Bernier, Rene, Lecturer in Chemistry
 Biggie, Dennis P., Assistant Professor of Philosophy
 Birmingham, Thomas F., Lecturer in Technology
 Birtolo, Pat Delaney, Lecturer in Human Resource Development
 Bishop, Denise, Lecturer in Human Resource Development
 Bois, David, Lecturer in Teacher Education
 Boisvert-Guay, Monique, Lecturer in Business Law
 Bolduc, George R., Lecturer in Learning Foundations
 Bond, Robert, Lecturer in Teacher Education
 Bornstein, Steve, Lecturer in Linguistics
 Bosse, Candice L., Lecturer in Modern and Classical Languages and Literatures
 Boston, Robert C., Lecturer
 Bouchard, Donald L., Lecturer in Professional Education
 Boulette, E. Thomas, Professor of Physics
 Bowden-Schaible, Sally, Lecturer in Human Resource Development
 Boyer, David, Lecturer in Sociology
 Bradburn, Deborah, Lecturer in Teacher Education
 Braley, James, Lecturer in Teacher Education
 Brier, Steve, Associate Professor of Sports Medicine and Recreation and Leisure Studies
 Briggs, Kaitlin, Assistant Professor of Interdisciplinary Studies
 Britting, Brian G., Lecturer in Technology
 Brooks, Franklin, L., Lecturer in Social Work
 Brooks, Joanne, Lecturer in Teacher Education
 Broom, Anna, Assistant Professor of Political Science
 Brown, Philip, Lecturer in Teacher Education
 Browne, Anne, Lecturer in Teacher Education
 Broyer, Cynthia, Lecturer in Professional Education
 Bryant, Sara, Lecturer in Teacher Education
 Burlin, Paul T., Assistant Professor
 Callahan, Peggy, Lecturer in Professional Education
 Campbell, Mary, Lecturer in Nursing
 Carlozzi, Joseph, Lecturer in Technology
 Caron, Pamela, Lecturer in Technology
 Carter, Leo, Lecturer in Chemistry
 Carter, Michael, Lecturer in Teacher Education
 Cartwright, Merrie, Lecturer in Environmental Science
 Caruso, Gerald, Lecturer in Teacher Education
 Cash, Alice B., Lecturer in Business Administration
 Chaimowitz, Daniel, Lecturer in Communication
 Chebowicz, John, Lecturer in English
 Chenard, Chris, Instructor in Nursing
 Cheung, Michale J., Lecturer in English
 Chichester, Catherine, Lecturer in Teacher Education
 Clarke, Sara, Lecturer in Nursing
 Clockedile, Gerald, Lecturer in Professional Education
 Colburn-Motta, Susan, Lecturer in Art
 Colby, Maryann, Lecturer in Professional Education
 Cole, Joanne F., Lecturer in English
 Como-Kepler, Deborah, Lecturer in Human Resource Development
 Conley, Ann, Lecturer in Nursing
 Connell, Michael, Lecturer in Recreation and Leisure Studies
 Connolly, Graham, Lecturer in Engineering
 Connolly, Michael C., Lecturer in History
 Conroy, David, Lecturer in Engineering
 Corbett, Gordon, Lecturer in Teacher Education
 Cormier, Michael, Lecturer in Professional Education
 Cote, Guy, Lecturer in Engineering
 Cote, Michael P., Lecturer in Economics
 Cox, Joyce Ann, Lecturer in Nursing
 Cross, Virginia W., Lecturer in Technology
 Crowell, William, Lecturer in Engineering
 Cummings, Glenn, Lecturer in Economics

Cunningham, Michael, Lecturer in Engineering
Curtis, Bernadette, Instructor in Nursing
Dahms, Debra, Lecturer in Nursing
Dana, Richard, Lecturer in Accounting
Danielson, Jane, Lecturer in Human Resource Development
Davidson, Daniel, Lecturer in Media Studies
Davis, Gloria, Lecturer in Social Work
Davis, Mary, Lecturer in Learning Foundations
Dee, Barbara, Lecturer in Teacher Education
DeLeon, Andrea, Lecturer in Media Studies
Dennis, John, Associate Professor of Media Studies
Dennison, Richard A., Lecturer in Learning Foundations
Denton, Priscilla, Lecturer in Learning Foundations
Deraspe, Jen, Lecturer in Recreation and Leisure Studies
Dickson, William, Lecturer in Business Administration
Dill, Bonnie, Lecturer in Teacher Education
DiMillo, Jane Burke, Lecturer in Learning Foundations
Dimmick, David, Lecturer in Accounting
Dodge, Elizabeth, Lecturer in English
Dolloff, Andrew, Lecturer in Teacher Education
Doran, Mary J., Lecturer in Associate Business Administration
Dorney, Lindsay, Lecturer in English
Dorsey, Donald, Lecturer in Biology
Downs, Margot, Lecturer in Teacher Education
Drapeau, Patti, Lecturer in Teacher Education
Drinkert, Catherine, Lecturer in Linguistics
Duer, Harriet, Lecturer in English
Dugovic, Susan, Lecturer in Teacher Education
Dumont, Raymond, Lecturer in Theatre
Dunleavy, John, Lecturer in Linguistics
Dunnington, James J., Lecturer in Technology
Durgin, Gerald, Lecturer in Teacher Education
Eaton, William, Lecturer in Engineering
Eaton-Bancroft, Irene, Lecturer in Nursing
Edmands, Brenda, Assistant Professor of English
Edwards, Thomas, Assistant Professor of English
Eldridge, Lois, Lecturer in Criminology
Eldridge, Stuart, Lecturer in Anthropology
Ellis, Barbara, Lecturer in Professional Education
Evans, Margaret, Lecturer in Professional Education
Eyerman, Mark, Lecturer in Geography and Anthropology
Fahey, Margaret, Lecturer in Learning Foundations
Fearon, Bruce, Lecturer in Teacher Education
Fenton, Clarence, Lecturer in Nursing
Field, Fred, Lecturer in Communication
Fink, Elaine, Lecturer in Biology
Fleishman, Carol, Lecturer in Learning Foundations
Fleming, Colleen, Lecturer
Fongemie, Claude A., Lecturer in Business
Foote, Richard H., Lecturer in Accounting
Fortuna, Leonard, Lecturer in Learning Foundations
Fournier, Anthony, Lecturer in Therapeutic Recreation
Fowler, Mary Lee, Lecturer in English
Freeman, Ardith A., Associate Professor in Music
Fuhrmann, Denise, Lecturer in Nursing
Fullan, Charlotte, Lecturer in Teacher Education
Fuller, Valerie, Lecturer in Nursing
Galin, David, Lecturer in Teacher Education
Gamble, Ian, Lecturer in Recreation and Leisure Studies
Gartland, Katherine, Lecturer in English
Gaspar, Donna, Lecturer in Learning Foundations
Gatehouse, Sally, Lecturer in Linguistics
Gendron, Roger, Lecturer in Astronomy
Gerken, Matt, Assistant Professor of Sports Medicine
Germani, Nancy, Lecturer in Teacher Education
Gilbert, Dennis C., Lecturer in English
Gilmore, James, Lecturer in English
Gipson, Rita, Lecturer in American Sign Language
Girouard, Terry, Lecturer in Nursing
Glover, Robert A., Lecturer in Music
Goodale, Rebecca, Lecturer in Art
Goodlet, Virginia, Assistant Professor of Art
Gore, Gail, Lecturer in Linguistics
Gore, Jimmy, Lecturer in Linguistics
Graham, Kevin, Lecturer in Human Resource Development
Gratto, Bernadette, Lecturer in Teacher Education
Green, Gary, Assistant Professor of Art
Green, Paul, Lecturer in Communication
Gridley, Sarah, Lecturer in English
Griffin, John, Lecturer in Mathematics
Griffith, Susan, Lecturer in Teacher Education
Gunn, Nancy, Lecturer in Music
Hagner, David, Lecturer in Human Resource Development
Hall, Christine A., Lecturer in Theatre
Hammond, Mark, Lecturer in Professional Education
Hanley, Susan, Lecturer in Teacher Education
Hannemann, Judith E., Lecturer in English
Hanson, Linda, Lecturer in Teacher Education
Harlow, Bonnie, Lecturer in Teacher Education
Harper, Kathleen, Lecturer in Professional Education
Harriman, Nancy, Associate Professor in Teacher Education
Harrod, Elizabeth, Lecturer in Philosophy
Harvey, Kelly, Lecturer in Human Resource Development and Counselor Education
Haskins, Christopher, Lecturer in Technology
Hathorne, Warren T., Lecturer in Technology
Havel, Amy, Lecturer in English
Hebson, Charles, Lecturer in Environmental Science and Policy
Hecker-Cain, Jane, Lecturer in Linguistics
Heintz-Knowles, Katherine, Assistant Professor of Communication
Hendrickson, Julie, Lecturer in Learning Foundations

Hendrie, Arden, Lecturer in English
Heward, Margarita, Lecturer in Modern and Classical Languages and Literatures
Higgins, Ikuko, Lecturer in Japanese
Hillary, Mary L., Instructor in Nursing
Hines, John, Lecturer in Philosophy
Hink, Jon, Lecturer in Environmental Science and Policy
Hobbins, Ann Marie, Lecturer in Teacher Education
Hobby, Catherine, Lecturer in Teacher Education
Hodgdon, Susan, Lecturer in Teacher Education
Hodge, Karen, Lecturer in Computer Science
Hoecker, Karlee, Lecturer in Psychology
Holt, Frankie, Lecturer in Sociology
Honan, Ellen, Lecturer in Professional Education
Hoose, Robin, Lecturer in Sports Medicine
Horton, Scott, Lecturer in Human Resource Development
Howard, Clara, Lecturer in Professional Education
Howard, Denis L., Lecturer in Technology
Howe, Elizabeth, Lecturer in Professional Education
Humphrey, Gene D., Lecturer in Learning Foundations
Hunt, H. Draper, Professor Emeritus of History
Hunt, John C., Lecturer in Political Science
Huntley, Brian, Lecturer in Engineering
Hutton, Nancy, Lecturer in Professional Education
Ingerowski, Frank S., Lecturer in Technology
Jagolinzer, Philip, Professor of Accounting
James, Judith, Lecturer in Music
Johansen, Carol, Lecturer in Business Administration
Johnson, Christine M., Lecturer in Learning Foundations
Johnson, Karen, Lecturer in Teacher Education
Johnson, Mark, Lecturer in Philosophy
Jones, Robert K., Assistant Professor
Jordan, P. Len, Lecturer in Recreation and Leisure Studies
Jordan, Robert, Lecturer in Economics
Jorgensen, Jenny, Lecturer in Teacher Education
Joyce, Cecilia, Lecturer in Teacher Education
Kaminski, Kate, Lecturer in Media Studies
Kane, Kathleen, Lecturer in Learning Foundations
Kaufman, Polly, Lecturer in History
Kelleher, Dorothy F., Lecturer in Learning Foundations
Kelly, Kevin, Lecturer in English
Kemp, Robert, Lecturer in English
Kennedy, Judith Caren, Lecturer in Professional Education
Kern, Katherine, Lecturer in Engineering
Kim, Melissa, Lecturer in Communication
Kissack, Christine, Lecturer in Music
Konrad, Shelley C., Lecturer
Krass, Teresa, Lecturer
Krieger, Heidi, Lecturer in Learning Foundations
LaGraffe, David, Lecturer in Teacher Education
Lampert, Allen, Lecturer in Teacher Education
Lane, Elizabeth, Lecturer in Teacher Education
Langevin, Cynthia, Lecturer
Langlis, Gayle, Lecturer in Mathematics
Lapping, Joyce, Lecturer in Economics
Leen Cooley, Lew-an, Lecturer in Theatre
Leone, Pamela, Lecturer in Psychology
Lethem, Richard, Lecturer in Art
Libby, Patricia, Lecturer in Mathematics
Lieber, Robert, Lecturer in Art
Lightbody, Nancy, Lecturer in Teacher Education
Lisa, Barbara, Lecturer in Recreation and Leisure Studies
Lisberger, Linda, Lecturer in Art
Littlefield, Elwood R., Lecturer in Technology
Lockman, David A., Lecturer in Technology
Lockman, James, Lecturer in Technology
Lombard, Jane, Lecturer in Teacher Education
Loughlin, Sally, Lecturer in Professional Education
Ludington, Nicholas, Lecturer in Professional Education
Lushman, Catherine, Lecturer in Linguistics
Lynch, Frederick J., Lecturer in Art
Lyon, Tina, Lecturer in Teacher Education
Lyons, Charles, Professor of Professional Education
MacArthur, Susanne G., Lecturer in Professional Education
Madden, Cheryl, Lecturer in Professional Education
Makas, Elaine C., Associate Professor
Manderino, John, Lecturer in Learning Foundations
Manduca, Mark W., Lecturer in Music
Manglass, Ralph, Lecturer in Engineering
Marcigliano, John J., Lecturer in Technology
Marston, Alan, Lecturer in Communication and Theatre
Martin, Daniel, Lecturer in Engineering
Mason, Ann M., Lecturer in Mathematics
Massaua, John R., Lecturer in Business Administration
Max, Stanley M., Lecturer in Mathematics and Learning Foundations
McCarthy, Joseph E., Lecturer in Biology
McCusker, Carrie, Lecturer in Teacher Education
McElhinney, Donald, Lecturer in Engineering
McPhee, Karen, Lecturer in Recreation and Leisure Studies
Medina, Patty, Lecturer in Recreation and Leisure Studies
Menezes, Mark, Lecturer in Learning Foundations
Mercer, Dennis D., Lecturer in Mathematics and Statistics
Merrill, Reva, Lecturer in Technology
Méyer, Karyn, Lecturer in Theatre
Meyers, Bernard C., Lecturer in Art
Milliken, Robert A., Lecturer in English
Mitchell, Kate, Lecturer in Learning Foundations
Mondor, Rodney, Lecturer in Learning Foundations

Montgomery, Roxann, Lecturer in Teacher Education
Moore, Michael, Lecturer in Professional Education
Morrill, Mary, Lecturer in Chemistry
Morris, Elke, Lecturer in Art
Morris, Michael S., Lecturer in Technology
Most, Ivan G., Lecturer in Engineering
Moulton, Robert, Lecturer in Technology
Mueller, Gail, Lecturer in Social Work
Murphy, Kenneth, Lecturer in Professional Education
Murphy, Margaret, Lecturer in Teacher Education
Murton, Pamela, Lecturer in Social Work
Muzzy, Matthew, Lecturer in Technology
Myron, Bob, Lecturer in Recreation and Leisure Studies
Naiden, Peter C., Lecturer in Geosciences
Nason, Carol G., Lecturer in Public Policy and Management
Neale, Katherine A., Lecturer in Human Resource Development
Nelson, Edwin R., Lecturer in Accounting
Nesin, Gert, Lecturer in Teacher Education
Neveu, Raymond, Professor of Finance
Neveux, Louis, Lecturer in Learning Foundations
Norberg, Kyle, Lecturer in Business Administration
Novack, Julie, Lecturer in American Sign Language
O'Connor, Mary Jo, Lecturer in Professional Education
O'Dell, Timothy, Lecturer in Music
O'Shea, Cynthia, Lecturer in Professional Education
Olberg, Elizabeth, Lecturer in Art
Pakales, Joseph, Lecturer in Music
Palmer, Deborah, Lecturer in Teacher Education
Panici, Ramona, Lecturer in Psychology
Paras, Taxia E., Lecturer in Learning Foundations
Parke, Gregory, Lecturer in Art
Parker, Ryan, Lecturer in Music
Pattershall, George, Lecturer in Learning Foundations
Peavey, Elizabeth, Lecturer in Theatre
Peck, Jean, Lecturer in Media Studies
Pendleton, Denise, Lecturer
Peoples, Patrick, Lecturer in Physics
Perez, Carlos, Associate Professor of Physics
Perry, John, Lecturer in Mathematics
Persons, Alice, Lecturer in Business Law
Pfaffinger, Linda, Lecturer in Criminology
Pflug, Julie, Lecturer in Chemistry
Phinney, Rosamond J., Lecturer in Learning Foundations
Pierce, Brett, Lecturer in Communication
Piggott, Jill, Lecturer in English
Pijewski, John, Lecturer in English
Plumer, Timothy, Lecturer in Technology
Poliquin, Rhonda, Lecturer in Professional Education
Porter, Daniel, Lecturer in Core Curriculum
Potter, Anne, Lecturer in Linguistics
Pride, Shelli-Hope, Lecturer in Technology
Prince, Sanford J., Lecturer in Professional Education
Quimby, Judith H., Lecturer in Music
Randall, Deborah, Lecturer in Art
Red, Patricia, Lecturer in Human Resource Development
Redonnett, Rosa, Lecturer in Learning Foundations
Reeves, Janet, Lecturer in Music
Reichert, Edward, Lecturer in Theatre
Reifman, Betsy, Lecturer in Linguistics
Reim, Bernard B., Lecturer in Astronomy
Reimer, Margaret, Lecturer in English
Rein, Anna, Lecturer in Modern and Classical Languages and Literatures
Remar, Miriam, Lecturer in Professional Education
Reynolds, Victoria, Lecturer in Professional Education
Richard, Wilfred, Lecturer in Core Curriculum
Riesenberg, Elaine, Lecturer in English
Robbins, Susan M., Lecturer
Robert, Roger, Lecturer in Professional Education
Robertson, Fred, Lecturer in Media Studies
Roche, James, Lecturer in Economics
Rodick, David W., Lecturer in Philosophy
Rolfe, John Frederick, Lecturer in English
Rooks-Hughes, Lorna, Lecturer in English
Rosenthal, Robert, Lecturer in Media Studies
Rubin-Long, Rita, Lecturer in Professional Education
Ruby, Catherine, Lecturer in Teacher Education
Rueter, John, Lecturer in English
St. Cyr, Frederick, Lecturer in Teacher Education
Salmon, Nancy C., Lecturer in Theater
Sanavitis, Yvonne, Lecturer in Spanish
Sanchez, Francisco, Lecturer in Spanish
Sandberg, Charles Michael, Lecturer in Public Policy and Management
Sauda, Michael D., Lecturer in Technology
Scher, Reid S., Lecturer in Social Work
Schneider, David, Lecturer in Art
Schnell, John M., Lecturer in Music
Schuit, Stephen, Lecturer in Business Administration
Schwartz, Merle, Lecturer in Professional Education
Sedenka, Susan, Lecturer in Teacher Education
Seekins, Briggs, Lecturer in English
Shaffer, James B., Lecturer in Business Administration
Sheridan, Jean, Lecturer in English
Sholl, Elizabeth, Lecturer in English
Shuhnan, Lynne, Lecturer in Teacher Education
Shute, Sara, Lecturer in Philosophy
Shuttleworth, William, Lecturer in Professional Education
Skeffington, Craig, Lecturer in Music
Sloan, Beata, Lecturer in Art
Small, Ralph D., Lecturer in Mathematics
Smith, George E., Lecturer in English

Smith, Nancy, Lecturer in Music
Snow, Cory, Lecturer in Teacher Education
Sobczak, Carol Currie, Lecturer in Business Administration
Souliere, Yvonne, Lecturer in Learning Foundations
Soychak, Anthony, Lecturer in Learning Foundations
Spenciner, Loraine, Lecturer in Professional Education
Spinella, Ronald J., Lecturer in Human Resource Development
Suoginis, Laima, Lecturer in English
Stackpole, Robert, Lecturer in Business Administration
Stearns, Bonnie, Lecturer in Learning Foundations
Steinman, Richard, Professor Emeritus of Social Work
Stelk, Virginia, Lecturer in Professional Education
Stone, Deborah, Instructor in Nursing
Stone, William, Lecturer in Counselor Education and Human Resource Development
Street, Philo W., Lecturer in Music
Struzziero, Ralph, Lecturer in Business Administration
Sturdevant, David, Lecturer in Professional Education
Sturdevant, Nancy, Lecturer in Nursing
Sturgeon, Richard, Lecturer in Mathematics and Learning Foundations
Surace, Brandi, Lecturer in Teacher Education
Szafranski, Tammy, Lecturer in English
Tague, Barbara, Lecturer in Professional Education
Taylor, Karen D., Lecturer in Foreign Languages and Classics
Ten Broeck, Craig, Lecturer in Core Curriculum
Tepler, Denise, Lecturer in Anthropology
Tharp, Nell, Lecturer in Nursing
Thibodeau, Elizabeth, Assistant Professor in Teacher Education
Thompson, John, Lecturer in Core Curriculum
Thurlow, John, Lecturer in Teacher Education
Tinsley, Karen, Lecturer in Linguistics
Trombley, Linda B., Lecturer
True, Judy, Lecturer in Teacher Education
True, Michael D., Lecturer
Turcotte, Linwood N., Lecturer in Professional Development and in Technology
Turlo, Kathleen, Lecturer in Teacher Education
Turner, Stephen, Lecturer in Chemistry
Tzianabos, Maria, Lecturer in Theatre
Varney, Skip, Lecturer in Recreation and Leisure Studies
Vaughan, William, Lecturer in Psychology
Ventresco, Fiorello, Lecturer in History
Verret, Julianne, Lecturer
Violette, Nancy, Lecturer in Teacher Education
Wakefield, Darcy, Lecturer in English
Walker, David, Lecturer in English
Walters, Susan, Lecturer in Teacher Education
Wanamaker, Alan, Lecturer in Teacher Education
Waring, Jean, Lecturer in Nursing
Warren, Tracy, Lecturer in Teacher Education
Weaver, Virginia A., Lecturer in Learning Foundations
Weisbein, Harold Jr., Lecturer in Technology
Weyand, Arthur, Lecturer in Learning Foundations
Whiton, Tanya, Lecturer in English
Wild, Bradford, Lecturer in Business Administration
Wilde, Dana, Lecturer in English
Wiley, Elise, Instructor in Nursing
Wilhelm, J. Michael, Lecturer in Professional Education
Wilhoite, Mary Beth, Lecturer in Professional Education
Wilkinson, Anne, Lecturer in Music
Williams, Edward, Lecturer in English
Williams, Irving, Lecturer in Professional Education
Wilson, Richard, Lecturer in Art
Witherell, Keith, Lecturer in Business Administration
Woodard, Frank, Lecturer in Engineering
Woodside, Marilyn, Lecturer in Professional Education
Wooten, Timothy J., Lecturer in English
Young, Cindy, Lecturer in Learning Foundations
Yuhas, Joseph G., Lecturer
Zarrilli, Gerald V., Lecturer in English



- | | |
|--|--|
| 1. Alumni House | 23. 39 Exeter St. |
| 2. 25 Bedford St. | 24. 45 Exeter St. |
| 3. 92 Bedford St. | 25. 47 Exeter St. |
| 4. 94 Bedford St. | 26. 49/51 Exeter St. |
| 5. 98 Bedford St. | 27. 55/57 Exeter St. |
| 6. 102 Bedford St. | 28. 59/61 Exeter St. |
| 7. 106 Bedford St. | 29. 65 Exeter St. |
| 8. 118 Bedford St. | 30. 11 Granite St. |
| 9. 120 Bedford St. | 31. Health Services |
| 10. 126 Bedford St. | 32. Law Building |
| 11. Bioscience Research Wing | 33. Library, Albert Brenner
Glickman Family |
| 12. Campus Center, Woodbury | 34. Luther Bonney Hall |
| 13. Community Education Center,
Joel and Linda Abromson | 35. Masterton Hall |
| 14. 1 Chamberlain Ave. | 36. Parking Garage |
| 15. 7 Chamberlain Ave. | 37. Payson Smith Hall |
| 16. 11 Chamberlain Ave. | 38. Physical Plant |
| 17. 15 Chamberlain Ave. | 39. Police Department |
| 18. 19 Chamberlain Ave. | 40. Science Building |
| 19. Child Care | 41. Sullivan Recreation and
and Fitness Complex |
| 20. 209 Deering Ave. | |
| 21. 222 Deering Ave. | |
| 22. 228 Deering Ave. | |

Parking

- * P1. Faculty/Staff
- P2. Student Commuter
- P3. Student Commuter /Resident/
Faculty/Staff/Meters
- P4. Faculty/Staff
- P5. Faculty/Staff
- P6. Faculty/Staff/Meters
- P7. Faculty/Staff
- P8. Faculty/Staff
- P9. Faculty/Staff
- P10. Meters
- P12. Student Commuter
Resident/Faculty/Staff
- P13. Faculty/Staff/Meters

- Handicap parking
- Emergency Telephone Key**

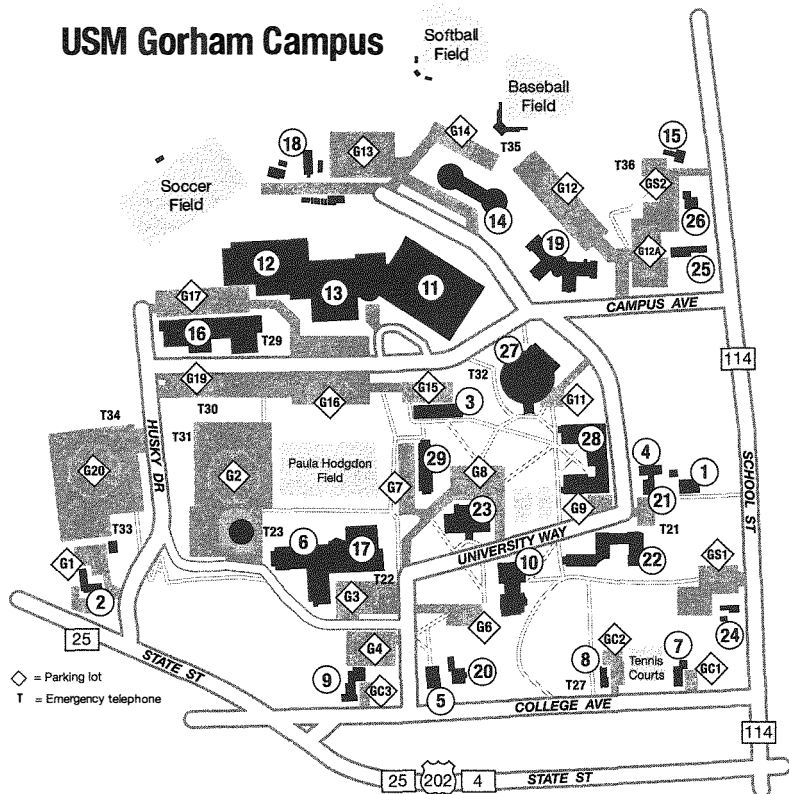
- T1. Science Building
- T2. Masterton Hall
- T3. Campus Center
- T4. Payson Smith/Luther Bonney Hall
- T6. Law Building
- T7. Library Building

Directions to Portland campus From the south, take the Maine Turnpike to Exit 44, South Portland/Downtown Portland (formerly Exit 6A). Follow I-295 to Exit 6B, Forest Avenue North. Take a left at the first traffic light onto Bedford Street. The Woodbury Campus Center is on the right. Enter the new USM parking garage by taking the second left onto Surrenden Street.

From the north, take the Maine Turnpike to Exit 47, Rand Road/Westbrook (formerly Exit 7B). Follow Route 25 east for 3 miles. At the five-way intersection of Falmouth Street, Route 25, and Bedford Street, bear to the left on Bedford Street. Enter the USM parking garage by taking the first right onto Surrenden Street.

Directions to USM Lewiston-Auburn College From the Maine Turnpike, take Exit 80 (formerly Exit 13). From the south, turn left at the stop sign. From the north, go straight. Follow the signs toward Lisbon Falls and Brunswick. Proceed to the second stop light and turn left onto Westminster Street. Lewiston-Auburn College is the cedar-sided building at the top of the hill on the right.

USM Gorham Campus



Information is available at USM Police located in Upton-Hastings Hall.

1. Academy Building
2. Admission Office
3. Anderson Hall
4. Art Drawing Classroom
5. Art Gallery
6. Bailey Hall (Library)
7. 7 College Ave.
8. 19 College Ave.
9. 51 College Ave.
10. Corthell Hall
- Costello Sports Complex:
 11. Field House
 12. Ice Arena
 13. Warren Hill Gymnasium
14. Dickey-Wood Hall
15. McLellan House
16. John Mitchell Center
17. Library
18. Physical Plant
19. Philippi Hall
20. President's House
21. Printmaking Studio
22. Robie-Andrews Hall
23. Russell Hall
24. 62 School St.

25. 128 School St.
26. 134 School St.
27. Student Center, Kenneth Brooks
28. Upton-Hastings Hall
29. Woodward Hall

Parking: Parking in designated lots and spaces only. A University parking permit is needed for on campus parking. Meters are available for visitor parking.

- G1. Blue: Admission Office
Visitor Parking/Faculty Staff
- G2. Red: Commuter Student
- G3. Blue: Faculty/Staff
- G4. Red: Commuter Student
- G6. Blue: Faculty/Staff and Meters
- G7. Green: Resident Student
- G8. Blue: Faculty/Staff
- G9. Blue: Faculty/Staff
- G11. Green: Resident Student
- G12. Green: Resident Student
- G12A. Blue: Faculty/Staff
Green: Resident Student
- G13. Green: Resident Student
- G14. Green: Resident Student
- G15. Blue: Faculty/Staff

- G16. Red: Commuter Student
Green: Resident Student
- G17. Red: Commuter Student
- G18. Red: Commuter Student
- G19. Green: Resident Student
- G20. Green: Resident Student
- GC1. Blue: Faculty/Staff
- GC2. Blue: Faculty/Staff
- GC3. Blue: Faculty/Staff
- GS1. Blue: Faculty/Staff
Green: Resident Student
- GS2. Blue: Faculty/Staff
Green: Resident Emergency

Telephone Key

- T21. GS-1 School Street
- T22. Bailey Bus Stop
- T23. G-2 Bailey Hall
- T24. G-17 Mitchell Center
- T25. Warren Hill Gym
- T27. 19 College Avenue
- T28. G-13 Towers
- T29. G-19 Mitchell Center
- T30. G-19 Mitchell Center
- T31. G-2 Bailey Hall
- T32. Field House
- T33. G-20 Parking Lot
- T34. G-20 Parking Lot

Directions to the Gorham campus From the north, take the Maine Turnpike to Exit 47, Rand Road/Westbrook (formerly Exit 7B). Follow Route 25 west for 6.5 miles to Gorham. At Gorham center, the intersection of Routes 25 and 114, turn right onto Route 114. Take the first left onto College Avenue, the entrance to campus is on your right.

From the south, take the Maine Turnpike to Exit 42, Scarborough (formerly Exit 6). Turn left after exiting the Turnpike onto Payne Road. At the second traffic light turn left onto Route 114 north. Follow Route 114 for 6.5 miles to Gorham center, the intersection of Routes 25 and 114. Continue through the intersection and take the first left onto College Avenue, the entrance to campus is on your right.

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Lynch, Timothy J
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