

1982

University of Southern Maine Graduate Catalog 1982-1983

University of Southern Maine

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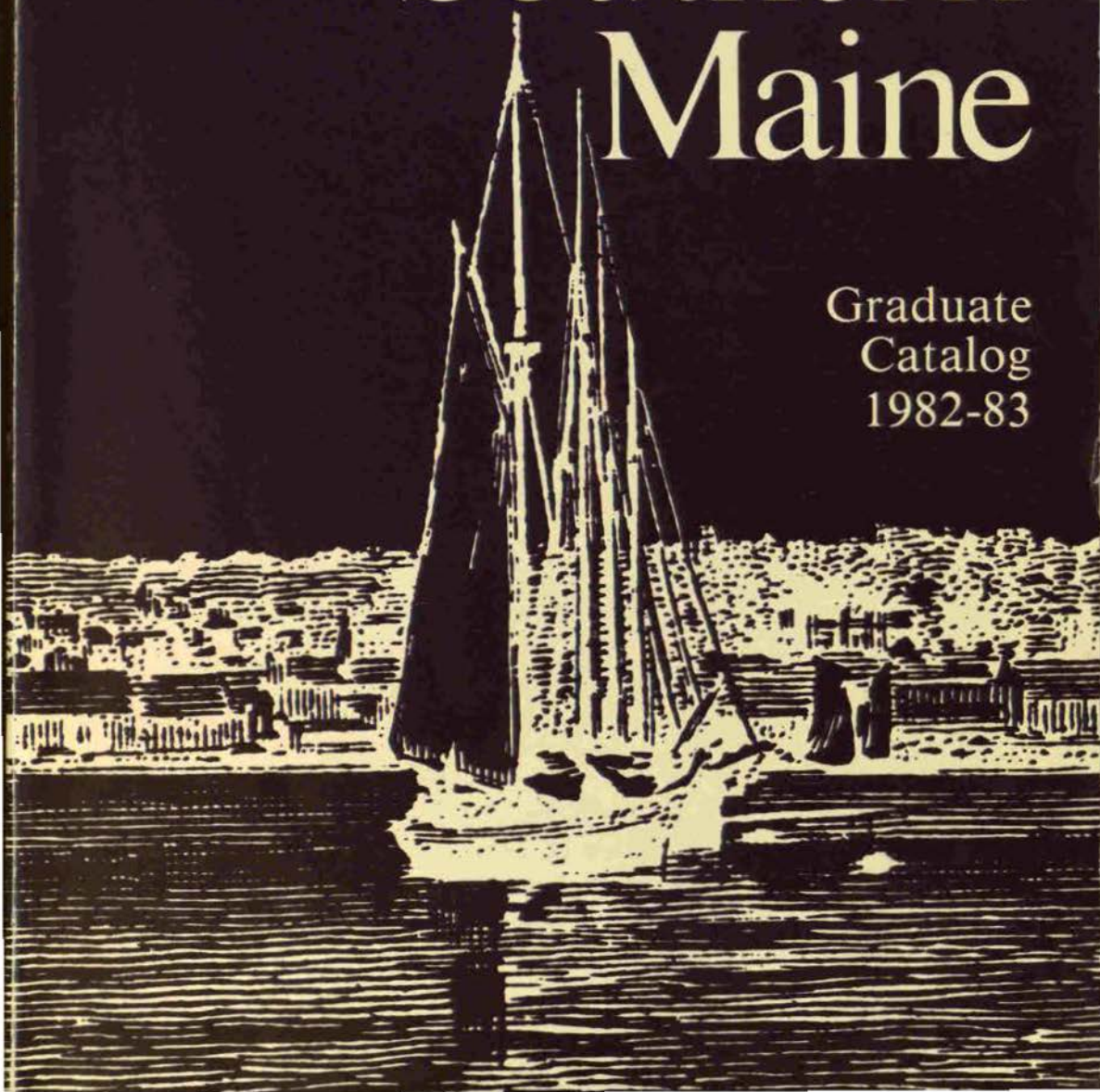
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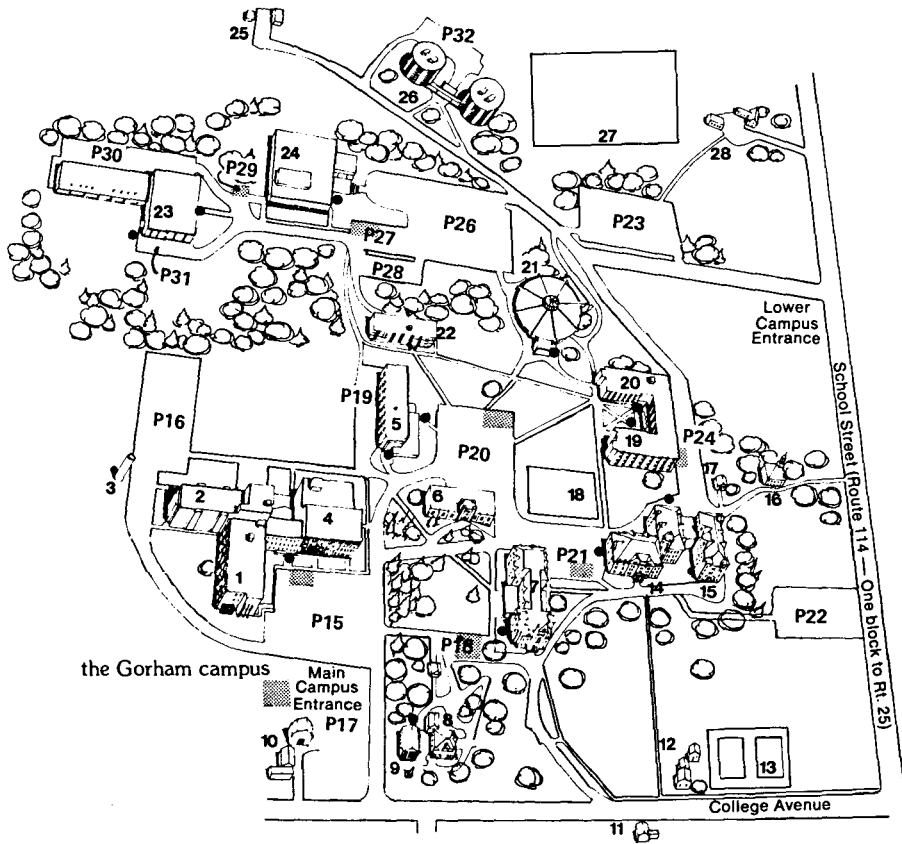
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University of Southern Maine

Graduate
Catalog
1982-83





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

Gorham Campus

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

26. Dickey-Wood Residential Towers
27. Athletic Field
28. McLellan House

Parking

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



Our cover was prepared in honor of Greater Portland's 350th anniversary. The cover was taken from a woodcut of the Portland waterfront printed in the New Intermediate Atlas published in 1875 by Scribner and Sons. (The book itself was rescued from the dump in Kennebunkport, Maine).

University of Southern Maine

Graduate Catalog 1982-1983

Prepared by the Office of Publications. Please address inquiries to:

**GRADUATE OFFICE
University of Southern Maine
96 Falmouth Street
Portland, Maine 04103
(207) 780-4487**

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

The University of Southern Maine does not discriminate on the basis of race, color, creed, sex, national origin, handicap, or age in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal and state laws and regulations. The designated coordinator for University compliance with these laws is Kathleen H. Bouchard, Director of Equal Employment Opportunity/Affirmative Action.

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



TABLE OF CONTENTS

Academic Calendars.....	4,5
USM.....	4
University of Maine School of Law.....	5
USM — A Capsule View.....	6
Admissions.....	8
Financial Information.....	10
Student Financial Information.....	15
Academic Policies.....	17
Degree Programs.....	23
Computer Science.....	24
Education.....	27
Business Administration.....	43
Nursing.....	50
Public Policy and Management.....	54
Law.....	55
History.....	56
Center for Research and Advanced Study.....	58
Summer Session.....	59
Division of Public Service.....	59
Convocation.....	60
USM Alumni Association.....	60
Administration of the University of Maine.....	62
Administration of the University of Southern Maine.....	63
Faculty Teaching in Graduate Programs, 1982-83.....	66
Campus Maps.....	Inside Cover

Academic Calendars

1982-83

UNIVERSITY OF SOUTHERN MAINE

FALL SEMESTER

First Day of Classes	Tuesday, September 7 at 8:00 a.m.
Last Day to Add Classes	Monday, September 13
Last Day to Drop Classes	Monday, September 20
Last Day to Withdraw from Classes	
Without Academic Penalty	Monday, October 18
October Vacation Begins	After classes on Thursday, October 21
Classes Resume	Monday, October 25 at 8:00 a.m.
Thanksgiving Vacation Begins	Wednesday, November 24 at 4:00 p.m.
Classes Resume	Monday, November 29 at 8:00 a.m.
Last Day of Classes	Wednesday, December 15
Reading Day	Thursday, December 16 (4:00 and 7:00 p.m. classes will meet for their final session)
Final Exams	Friday, December 17, Monday, December 20, Tuesday, December 21, Wednesday, December 22

SPRING SEMESTER

First Day of Classes	Monday, January 10 at 8:00 a.m.
Last Day to Add Classes	Friday, January 14
Last Day to Drop Classes	Friday, January 21
Last Day to Withdraw from Classes	
Without Academic Penalty	Friday, February 18
February Vacation Begins	After classes on Friday, February 18
Classes Resume	Monday, February 28 at 8:00 a.m.
Spring Vacation Begins	After classes on Friday, April 1
Classes Resume	Monday, April 11 at 8:00 a.m.
Last Day of Classes	Friday, April 29
Final Exams	Monday, May 2 through Friday, May 6
Commencement	Saturday, May 7

UNIVERSITY OF MAINE SCHOOL OF LAW

FALL SEMESTER

1982 September	6	Monday	Labor Day
	7-10	Tuesday to Friday	Registration, 9:00 a.m. - 4:00 p.m.
	9-10	Thursday, Friday	Orientation (entering class only)
	13	Monday	Fall Term begins, 8:00 a.m.
			Add/Drop begins, 8:00 a.m.
	17	Friday	Add/Drop ends, 4:00 p.m.
1982 November	24	Wednesday	Thanksgiving recess begins, 5:00 p.m.
	29	Monday	Thanksgiving recess ends, 8:00 a.m.
1982 December	22	Wednesday	Fall Term ends, 5:00 p.m.
1983 January	3	Monday	Examination period begins, 9:00 a.m.
	14	Friday	Examination period ends.

SPRING SEMESTER

1983 January	24	Monday	Classes begin
			Add/Drop begins, 8:00 a.m.
	28	Friday	Add/Drop ends, 4:00 p.m.
1983 March	11	Friday	Spring break begins, 5:00 p.m.
	21	Monday	Spring break ends, 8:00 a.m.
1983 May	6	Friday	Classes end, 5:00 p.m.
	12	Thursday	Upper class examinations begin, 9:00 a.m.
	16	Monday	First Year examinations begin, 9:00 a.m.
	27	Friday	Examinations end
	29	Sunday	Commencement

USM—A Capsule View

USM has a long, rich history and a new name. In 1970 USM was founded under the name of University of Maine at Portland-Gorham when Gorham State College, established in 1878, and the University of Maine in Portland, which dates back to the 1930's were merged. In 1978 UMPG was renamed the University of Southern Maine to describe more accurately its unified mission and clearly defined statewide and regional focus.

USM is a coeducational public university with 8,000 students enrolled each semester, about 750 of whom are graduate students. Yet because of its two campuses — one urban, one rural — it has the intimacy of a small campus with the diversity of a large university. The campuses are connected by frequent, free bus service during the Fall and Spring semesters.

About 1,100 students live in residence halls on the Gorham campus, others commute from home or apartments. Nearly 4,000 students attend USM part-time, including almost all graduate students. Undergraduate classes are offered on both campuses for full- or part-time students from 8:00 a.m. to 9:30 p.m. Except for the School of Law, however, most graduate classes are offered from 4:00 p.m. to 9:30 p.m. in order to accommodate the majority of graduate students who need a flexible schedule.

Graduate degrees offered are the Master of Science in Education (with numerous major options), the Master of Business Administration, the Master of Science in Computer Science, the Master of Public Policy and Management, the Master of Science in Nursing, and the Master of Arts in History (offered in cooperation with the University of Maine at Orono). USM's first doctoral program—in Public Policy and Management—has been approved for implementation in 1986. The University of Maine School of Law offers the Juris Doctor degree.

USM is accredited by the New England Association of Schools and Colleges. Additional accreditations have been granted to individual units within the University. The School of Nursing is accredited by the National League for Nursing and the College of Education, by the National Council for Accreditation of Teacher Education. Several departments within the College of Arts and Sciences are approved by specialized accrediting bodies. The School of Law is fully accredited by the American Bar Association and is a member of the Association of American Law Schools.

The University engages in a wide variety of public service and research activities which complement regular academic programs. The Department of Community Programs, Department of Conferences, Lifeline, Department of Continuing Education for Nursing and Health Professions, Center for Real Estate Education, In-Service Teacher Education, and Center for Continuing Legal Education offer an extensive array of short-term professional programs. The University is committed to promoting life-long physical fitness for everyone through a comprehensive program called Lifeline for students, faculty, staff and hundreds of local residents. Over 20,000 people each year participate in the public service programs.

The Center for Research and Advanced Study conducts applied research and offers many programs through the Human Services Development Institute, New Enterprise Institute, Biomedical Research Institute, Small Business Development Center, and Marine Law Institute.

Beyond the classroom is a wealth of activity, both on and off campus. Lakes, mountains and the coast offer many opportunities for recreational sport. Portland, one of the nation's most "livable" cities, is bursting with music (of all varieties), art, theatre, professional sports and intriguing specialty and craft shops. The area is the business and financial nerve center of Maine, and Portland is home to the Maine Medical Center—Northern New England's largest teaching hospital. The Maine Historical Society has its headquarters just behind the historic Wadsworth-Longfellow House in downtown Portland, about one block away from the new Portland Public Library. The campus too is alive with cultural activities. Strong departments of theatre, music and art provide numerous occasions for fun and learning.

BE OUR GUEST . . .

There are many points of interest to see on both the Gorham and Portland campuses.

At Gorham, one finds McLellan House, believed to be the oldest brick house in the state of Maine, dating from 1773. Also at Gorham is the original Gorham Academy Building (1807), now housing the Art Department, and the Gorham Town Hall (1771) which now serves as the University's Art Gallery.

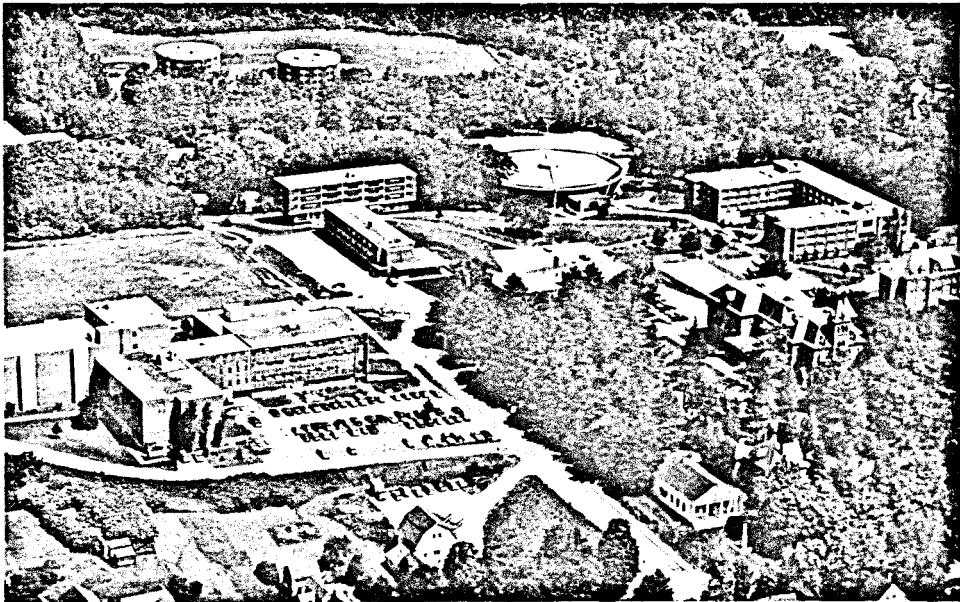
In Portland where the campus is located on what was once part of the Deering Estate, home of one of Portland's most prominent citizens when the city enjoyed its peak as a shipping port, one can find the original farmhouse constructed in the early 1800's. That farmhouse is now the University of Southern Maine Alumni Center.

By contrast, there are modern tower residence halls on the Gorham campus named for two former teachers, Edna Dickey and Esther Wood. Also of unusual architectural design is the Dining Center which contains the Student Center on the lower level.

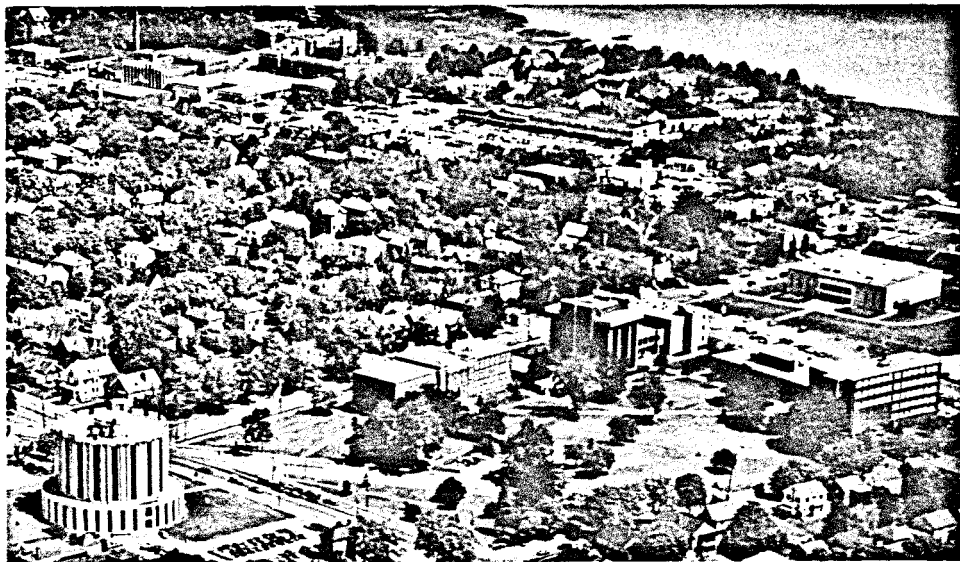
Interesting sites on the Portland campus include the seven-story Center for Research and Advanced Study, which houses the University of Maine School of Law as well as several research institutes.

USM's Southworth Planetarium, located in the Portland campus' modern Science Building, is one of New England's finest and hosts an ambitious series of programs attracting thousands of visitors annually.

GORHAM CAMPUS



PORTLAND CAMPUS



Admissions

The following policies and procedures apply generally; consult the particular degree program for specific information. For procedures governing application to the School of Law, see page 55.

GENERAL POLICY

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

REQUIRED SUBMISSIONS

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

SUBMISSION OF APPLICATION

All documents relating to an application for admission to graduate study are to be sent to the USM Graduate Office.

- A. Once all materials are received they will be forwarded to the graduate program concerned.
- B. Final action on the status of the application is taken by the respective graduate program. Notification of final action is made by the USM Graduate Office.
- C. All papers relating to an application are retained by the respective graduate program and become the property of the University of Southern Maine.

APPLICATION DEADLINES

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

DEADLINE FOR ENROLLMENT

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

READMISSION

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

CLASSIFICATION OF ADMISSIONS

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

Conditional admission is granted to a student who does not meet the established requirements or standards provided there is sufficient favorable evidence to show that the student is capable of doing satisfactory graduate work. Each graduate program determines the conditions to be met to change to a regular status.

FOREIGN STUDENT APPLICATIONS

Foreign students whose native language is not English are required to take the Test of English as a Foreign

Language (TOEFL) and submit scores as part of the application documents. Transcripts from foreign universities should provide the student's rank in class.

ADMISSIONS CREDIT

Admissions credit is credit hours earned for course work completed after the student has made formal application to a graduate program and prior to admission into the program.

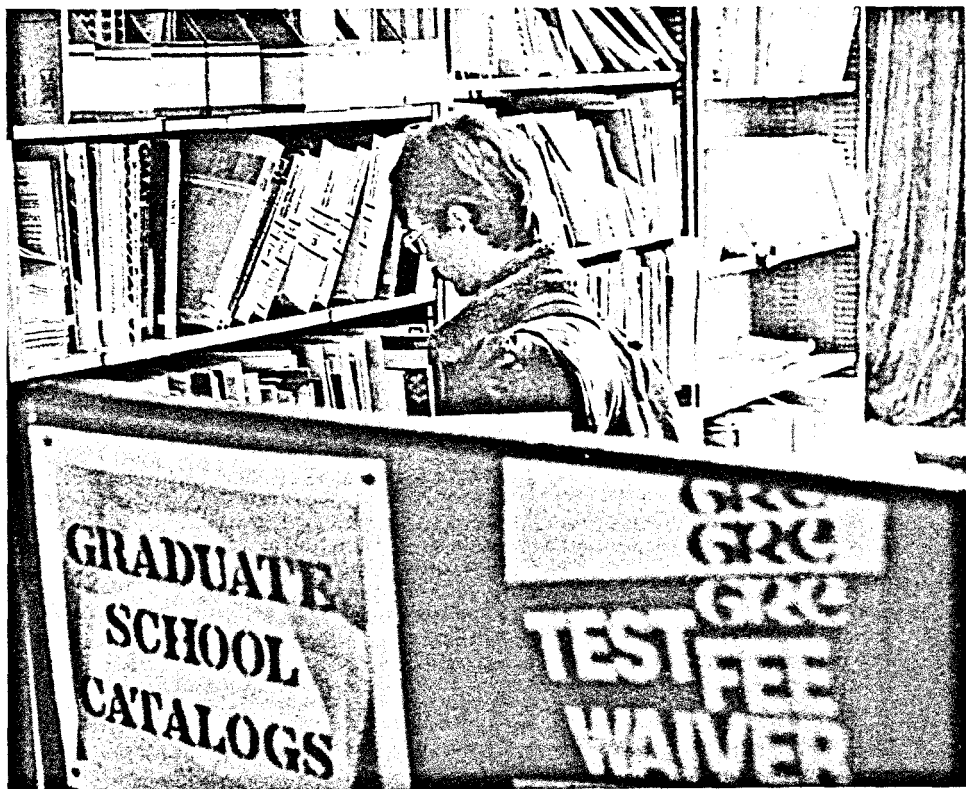
Admissions credit must be approved by the appropriate program faculty prior to course registration and is subject to the condition that a grade of B or better is received for the course work. A maximum of six credit hours may be approved for admissions credit. Exceptions to the maximum must be approved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

ADMISSION OF THE HANDICAPPED

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

APPEAL OF ADMISSIONS DECISION

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



Financial Information

Academic Year 1982-83

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

SCHEDULE OF EXPENSES

APPLICATION FEE - An Application Fee of \$15.00 must accompany an application unless the student has previously matriculated at USM.

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

STUDENT ACTIVITY FEE - Law School (Compulsory)
Students are required to pay a \$6.00 Student Activity Fee.

MATERIALS FEE - Law School (Compulsory)
Students are required to pay a \$10.00 Materials Fee each semester.

TUITION CHARGES

Graduate Tuition	Semester	Year
Maine Resident — \$54.00 per credit hour; 15 or more credit hours	\$ 810.00	\$1,620.00
Non-Resident - \$161.00 per credit hour; 15 or more credit hours	\$2,415.00	\$4,830.00
School of Law Tuition		
Maine Resident - \$62.00 per credit hour; 15 or more credit hours	\$ 930.00	\$1,860.00
Non-Resident — \$161.00 per credit hour; 15 or more credit hours	\$2,415.00	\$4,830.00

ROOM AND BOARD CHARGES

Double Room and Board (19-meal plan)	\$1,157.50	\$2,315.00
Single Room and Board (19-meal plan)	\$1,232.50	\$2,465.00

Optional meal plans available for off-campus students.

OTHER CHARGES

USM Health Services Fee and Insurance Package (Optional)

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

USM Health Services Fee (Optional)

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

Late Fee

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

Books and Supplies

The cost of books and supplies varies according to the course for which a student is registered. Books and sup-

plies are not billed on the semester invoice. Payment for them must be made directly to the bookstore at the time of purchase.

Commencement Fee (Excluding Law)

A one-time fee (\$10.00) for each degree candidate, to be paid six weeks prior to the commencement.

TUITION FOR OTHER CLASSIFICATIONS OF STUDENTS

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

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

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

DEPOSITS

If a residence hall room is requested, a \$50 deposit is required. This deposit will be applied toward the student's account when the student registers and is subject to the refund policies below.

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

Students desiring to live in a residence hall must pay a room deposit of \$50 during the spring in order to assure that rooms will be reserved for them in the fall. The deposit will be applied to the fall semester bill. If it is found that residence hall accommodations are not desired, the deposit will be refunded if the Office of Residence Life is notified by June 1. After June 1, the \$50 is non-refundable.

School of Law

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

PAYMENT OF BILLS

Students who preregister may receive a bill through the mail. However, the University is not obligated to send out such a bill. The student is responsible for paying fees in full or completing financial arrangements as noted below by the appropriate due date stated in this catalog or registration instructions. Failure to do so will result in the student being assessed the \$25.00 late fee.

All University Bills, including those for room and board in University buildings, are due and payable on or before September 7 (September 13 for School of Law) for the fall semester and on or before January 10 (January 24 for School of Law) for the spring semester. Bills may be paid at the business office at either campus by mail or in person. Checks should be made payable to University of Maine.

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

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

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

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

INSTALLMENT PROGRAM

Students whose circumstances are such that payments of their semester bill in full at the time prescribed would cause a genuine hardship will be permitted to use the installment program.

The program requires that one half of the semester bill, plus any previous balance and a non-refundable \$10.00 **FINANCE CHARGE** be paid at the time prescribed above. The balance is to be paid in three consecutive monthly installments commencing 30 days after the first day of semester classes.

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

REFUND POLICY

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

A. TUITION REFUNDS

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

1. SCHEDULES

a. ACADEMIC YEAR (Fall & Spring Term)

	<i>Refund Percentage</i>
Cancellation prior to First Day of Class	100%
Withdrawal prior to End of First Week	100%
Withdrawal prior to End of Second Week	75%
Withdrawal prior to End of Third Week	50%
Withdrawal prior to End of Fourth Week	25%
Withdrawal after Fourth Week	0%

b. OTHER SESSIONS

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

2. PROVISIONS

- No part of an **advance deposit** is refundable after June 1. Although such deposits are applicable to tuition charges for students who remain enrolled, they are **forfeited by students who withdraw**.
- In no case will tuition be reduced or refunded because of voluntary absence from classes.
- Refunds for involuntary withdrawals, e.g., extended illness or military service, will be considered by the campus on a case-by-case basis.
- University fees are not refunded, including the Student Activity Fee.

B. ROOM REFUNDS

For purposes of calculating room refunds the attendance period begins on the opening day of scheduled

campus classes, includes weekends and holidays, and ends on the date the student provides written notification.

1. SCHEDULES

a. ACADEMIC YEAR (Fall & Spring Terms)

	<i>Refund Percentage</i>
Cancellation prior to First Day of Class	100%
Withdrawal prior to End of First Week	100%
Withdrawal prior to End of Second Week	75%
Withdrawal prior to End of Third Week	50%
Withdrawal prior to End of Fourth Week	25%
Withdrawal after Fourth Week	0%

b. OTHER SESSIONS

(1) Sessions which are more than three weeks

Cancellation prior to First Day of Class	100%
Withdrawal prior to End of First Week	75%
Withdrawal prior to End of Second Week	50%
Withdrawal prior to End of Third Week	25%
Withdrawal after Third Week	0%

(2) Sessions which are three weeks or less

Cancellation prior to First Day of Class	100%
Withdrawal prior to End of First Week	50%
Withdrawal after First Week	0%

2. PROVISIONS

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

C. BOARD REFUNDS

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

ADD/DROP

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

All **courses added** must be paid for at the time of the add unless the maximum charge is applicable or the tuition charge is offset by a drop during the first two weeks of classes in order to avoid a \$25 late fee.

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

RULES GOVERNING RESIDENCE

A student is classified as a resident or a non-resident for tuition purposes at time of acceptance to the University. The decision, made by the appropriate campus Business Manager, is based upon information furnished by the student's application and any other relevant information. No student once having registered as an out-of-state

student is eligible for resident classification in the University, or in any college thereof, unless he or she has been a bona fide domiciliary of the state for at least a year immediately prior to registration for the term for which resident status is claimed. This requirement does not prejudice the right of a student admitted on a non-resident basis to be placed thereafter on a resident basis provided he or she has acquired a bona fide domicile of a year's duration within the state. For University purposes, a student does not acquire a domicile in Maine until he or she has been here for at least a year primarily as a permanent resident and not merely as a student; if the student is enrolled for a full academic program as defined by the University, it will be presumed that the student is in Maine for educational purposes and the burden will be on the student to prove otherwise. In general, members of the Armed Forces and their dependents are normally granted in-state tuition rates during the period when they are on active duty within the State of Maine.

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

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

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

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

- A. Submit "Request for Change of Residence Status" form to the Business Manager. If the Business Manager's decision is considered incorrect,
- B. the student may appeal the Business Manager's decision in the following order:
 - 1 . Executive Director for Budget and Institutional Research
 - 2 . President
 - 3 . Treasurer and Vice Chancellor for Administration, University of Maine, Chancellor's Office. (This decision is final.)

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

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

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

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

Student Financial Aid

GENERAL INFORMATION

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

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

ELIGIBILITY FOR AID FROM USM

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

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

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

APPLICATION PROCEDURES FOR 1983-84

Students are encouraged to apply as early as possible after January 1, 1983. Many find it convenient to apply at the same time a federal income tax return is completed.

All students must complete a College Scholarship Service Financial Aid Form (FAF). The FAF is available from most colleges, universities or the USM Student Financial Aid Office. The FAF includes detailed instructions for completion. If these instructions are insufficient, please contact the Student Financial Aid Office for help.

Students under age 26 must have a parent sign the FAF. If the student is dependent, this attests to the accuracy of the parent's financial information. If the student is independent, the signature certifies this. Students and parents may be required to submit copies of tax returns and other financial records to verify information reported on the FAF.

In addition to completing the FAF, all students who attended any school other than the University of Southern Maine must submit a Financial Aid History (FAH) form. This form, available from the Office of Student Financial Aid, is completed by the student and sent to the school(s) previously attended. The FAH must be completed even if the student did not receive aid from other school(s) attended.

HOW FINANCIAL AID IS ALLOCATED

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

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

Even after a student is allocated funds, the amount of aid may be adjusted if the student's financial situation changes. Students (and, when appropriate, parents) should promptly report any of the following to the Student Financial Aid Office:

- 1) a change in income
- 2) a change in marital status

- 3) a change in the number of dependents
- 4) a change in residence
- 5) a change in the number of credit hours attempted; and
- 6) the receipt of financial aid from sources other than USM.

TYPES OF AID AVAILABLE

Work-Study Employment

A program funded by USM and the federal government. Eligible students may earn between \$400 and \$2,000 per year. A student's financial need governs the amount that can be earned.

National Direct Student Loans

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 \$50 must be repaid each month.

Nursing Student Loan

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

Guaranteed Student Loans

A program sponsored by the federal and state governments that allows students to secure low-cost loans. Students should contact their local bank, credit union or savings and loan institution for more information.

Guaranteed Parent Loans

A program sponsored by the federal and state governments that allows parents and some students to secure low-cost loans. A local bank, credit union or savings and loan institution may be contacted for more information.

Indian Scholarships/Tuition Waivers

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

Veterans Educational Benefits

Students eligible for educational assistance from the Veterans Administration are encouraged to contact the Veterans Affairs Office thirty (30) days before the start of each semester. The Veterans Affairs Office is located in the Advising and Information Department, Room 110, Payson Smith Hall, on the Portland Campus (telephone 207/780-4040).

FOR ADDITIONAL INFORMATION

Contact the Office of Student Financial Aid, USM, Corthell Hall - 2nd Floor, College Avenue, Gorham, Maine 04038 or telephone (207) 780-5250.

DISCLAIMER

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

Academic Policies

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

COURSE LEVELS

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

Graduate courses numbered 500 are open to upper division undergraduate students upon approval of the instructor and academic advisor, provided prerequisites and other requirements are met and on a space-available basis.

Courses numbered 600 are restricted to graduate students.

GRADES, CREDITS AND RECORDS

The Grading System

Grades at the University, except for the School of Law, are given in terms of letters, with the option of a "+" or "-" designation, representing levels of achievement. The basis for determining a grade is the relative extent to which the student has achieved the objectives of the course. The student's work in each course is graded as follows:

A	D
B	F
C	

Other letter grades are as follows:

- P— Pass: given only for certain courses open to the pass-fail option.
- I— Incomplete: a temporary grade given when the student because of extraordinary circumstances has failed to complete course requirements. Incomplete grades must be *resolved* by the end of each semester; the Registrar shall notify faculty members involved, and their department chairperson, of students who have carried unresolved incompletes on their transcript for one semester. If the incomplete is not resolved by the instructor an "I" grade will be automatically counted as an "F" (failure) in the grade point average and so indicated on the student's permanent record. Under special circumstances, the instructor may request that the dean extend the time limit for a specific period.
- INC— Permanent Incomplete: When a temporary incomplete "I" grade is not resolved to a normal letter grade, a permanent incomplete may be assigned in extraordinary circumstances as determined by the instructor and the dean. In unusual circumstances wherein the faculty member is no longer available, the dean may exercise this function.
- MG— Missing Grade: Occasionally, faculty may assign students invalid grades for a course, or may fail to submit a grade for a particular student in a course. In these cases, the Registrar's Office will note this act by designating a "missing grade," or "MG" instead of a grade for the course. Missing Grades, "MG," must be resolved by the end of each semester. The Registrar shall notify faculty members involved, and their departmental chairperson, of students who have carried unresolved "MG's" 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" (failure) in the grade point average and so indicated on the student's permanent record. Under special circumstances, the instructor may request that the dean extend the time limit for resolution to a specific period.
- W— Withdrawal after the second week through the sixth week of a semester: If a student has not officially withdrawn by the end of the sixth week of the course, one of the above regular grades, normally "F," will be assigned. The "W" notation may be obtained after the sixth week under unusual circumstances if so determined by the instructor and the dean. A threat of failure is not considered to be an unusual circumstance.
- Y— Satisfactory progress after one semester of a two-semester course: Grade and credits to be given upon completion of second semester.
- AU— Student attended courses on a non-credit, audit basis.

Academic Record Changes

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

Grade-Point Averages

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

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

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

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

Grade Report

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

The Permanent Academic Record

The permanent academic record is maintained by the Office of the Registrar for all students of the University. While the grade report is the unofficial notification to the student, academic dean and advisor of that student's academic achievements for a given semester, the only true and valid documentation of academic work and student status is an official transcript of the academic record, stamped with the Registrar's signature and embossed with the seal of the University. The transcript is available only with the signature of the student and will be released to that student or a designee only if there are no outstanding charges against his or her account with the Business Office. There is a charge of two dollars for a single transcript and one dollar for each additional copy ordered at the same time. Other types of transcripts are: Unofficial—Issued Directly to Student, available at no charge to an active student, but limited to one per semester and only after grades are posted for that semester; Placement Transcript provided for the student's placement folder. A Placement Transcript is unofficial, but may be reproduced by the Placement Office for prospective employers at no additional cost.

CONFIDENTIALITY POLICY

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

ATTENDANCE AND EXAMINATION POLICIES

Attendance Policy

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

Examination Policy

The examination policy states that it is the responsibility of the individual faculty member to inform the students in each class of the examination requirements for that class.

Usually, two to four preliminary examinations are administered in each course and count heavily toward the final grade. A final exam is not mandatory; however, in classes where one is given, the examination must be scheduled within the specific final exam period. A time for make-up exams is also scheduled. Take-home exams are also due within the final exam period.

By action of the USM Faculty Senate, no test or exam may be scheduled during the last week of classes.

Absence From a Final 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. A student who misses a final examination should immediately contact the instructor to apply for a special examination.

ADD—DROP

During the first week of a semester, students may add courses and select or reverse the Pass-Fail Option. A period of two weeks is permitted to drop courses with no grade notation. The procedure enables the student to make the necessary changes in the planned curriculum. A student dropping a course after the second week through the sixth week of courses will receive the grade notation of "W." If a student has not officially withdrawn by the end of the sixth week of the course, s/he will be assigned a regular grade, normally "F." The "W" notation may be assigned after the sixth week under unusual circumstances if so determined by the instructor and the dean. *All students who register for a course and neither complete the course objectives nor officially withdraw in any one of the procedures described above will be graded "F" in that course and must assume all financial obligations associated with it.*

AUDIT

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

ENROLLMENT IN UNDERGRADUATE COURSES

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

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

REPEAT COURSE POLICY

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

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

REQUIREMENTS OF GRADUATE STUDY

Thesis Requirements

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

Oral and Comprehensive Examination

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

Independent Study and Workshop Credit

A degree student may earn up to six hours of independent study and/or workshop credit. All independent study

and workshop credit must be approved by the appropriate graduate program. Students are encouraged to consult with their faculty advisor regarding regulations governing independent study and workshop credit.

Foreign Language Requirements

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

Continuous Enrollment and Residency

Continuous enrollment requires that every graduate student must earn at least 6 credits towards his/her degree program every calendar year from the time of the first registration until completion of all requirements for the graduate degree. Continuous enrollment fulfills the residency requirement.

Leave of Absence

Under extenuating circumstances (e.g., military service or severe illness) a student may petition for exception to the continuous enrollment policy; the petition must bear approval of the student's advisor, director of the graduate program, and the USM Graduate Office.

Time Limit

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

REGISTRATION POLICIES

Registration

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

Full-time registration is for 9 or more degree credits; part-time registration is for 8 degree credits or less.

Advanced Registration

Matriculated graduate students may register for courses during an advanced registration period. Advanced registration for the spring semester is conducted near the middle of the fall semester and registration for the fall semester is conducted near the middle of the spring semester. Matriculated students are encouraged to register during the advanced periods to increase the probability that they will obtain desired courses. No payment of tuition fees is due during advanced registration. Students are mailed a tuition bill that is payable on or before the first day of classes.

STUDENT ADVISEMENT

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

CREDIT

Transfer Credit

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

Extramural Course Credit

Courses taken at other institutions may be accepted as part of the graduate program provided they are taken after the student has matriculated and that prior approval is granted by the student's advisor and program director.

for. Extramural credit is not approved for: 1) courses which would not have received graduate credit if taken at the University of Southern Maine; 2) correspondence courses; 3) courses which are inappropriate for inclusion in the student's program of study; 4) programs in which a grade lower than "B" was received. In no case may more than 6 extramural credits be approved.

Credit for Prior Experience

A degree student may petition to have experiences equated to graduate credit. A petition should be sent to the respective graduate program.

SUBSTITUTIONS AND WAIVERS

A degree student may request a substitution or waiver of graduate education and/or program requirements. The program director should be contacted if a substitution or waiver of a graduate education requirement is requested. If a substitution or waiver of a program requirement is requested, the student should contact the respective graduate program.

DEGREE PROGRESS

The definition of satisfactory progress towards completion of a degree is determined by the particular graduate program. However, in any semester in which the cumulative GPA falls below 3.0 ("B" average) the student will be placed on probation and must bring the cumulative GPA to 3.0 level within 9 credit hours or s/he will be withdrawn from the program and must apply for readmission.

WITHDRAWAL

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

- A. Student Withdrawal. To withdraw from the University the student must submit an official Withdrawal Form to the Registrar's Office and complete an exit interview with his/her advisor.
- B. Academic Withdrawal. If a student has not made satisfactory progress towards fulfilling degree requirements (see above) he/she may be withdrawn from the University by the program director.
- C. Administrative Withdrawal. A student may be withdrawn from a particular graduate program for reasons of a professional nature as determined by the program director. Such withdrawals must have approval of the Provost.

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

READMISSION

For students who have withdrawn or been withdrawn from the University for academic or administrative reasons, the process for readmission is the same as for initial admissions. (see section on Admissions Application).

PROGRAM TRANSFER

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

GRADUATION

Graduation Requirements

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

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

- B. Complete satisfactorily all program degree requirements as defined in the particular graduate program (e.g., thesis, comprehensive examination).
- C. Submit a completed graduation card and a Commencement Fee to the Registrar.

Certification for Graduation

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

Commencement Ceremony

A graduate may participate in a commencement ceremony only if s/he has completed all degree program requirements and has been certified for graduation by the program.

EXCEPTIONS TO AND APPEALS OF GRADUATE STUDY POLICIES

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

Graduate Degree Programs

Master's Degrees

College of Arts and Sciences
Computer Science

College of Education
Adult Education
Counselor Education
Educational Administration
Industrial Education
Professional Teacher
Reading

School of Business, Economics and Management
Business Administration

School of Nursing
Nursing

Inter-College Program
Public Policy and Management

Doctoral Degree

Inter-College Program
Public Policy and Management

Professional Degree

University of Maine School of Law
Law (Juris Doctor)

In cooperation with the University of Maine at Orono
Master's degree in History

College of Arts and Sciences

DEAN
Robert J. Hatala

Master of Science in Computer Science

FACULTY

Associate Professors Roger Schroff and Charles Welty; Assistant Professor John Heath

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

PROGRAM ADMISSION REQUIREMENTS

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

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

CS	160	Introduction to Programming: FORTRAN
CS	161	Algorithms in Programming
CS	250	Introduction to Computer Systems
CS	280	Discrete Structures
CS	350	Systems Programming
CS	358	Data Structures
MS	152	Calculus A
MS	153	Calculus B
MS	362	Probability and Statistics I
3. The Graduate Record Examination (GRE) Advanced Computer Science Test.

APPLICATION

Admission to the master's program is competitive and based on an evaluation of the application materials by the Computer Science Graduate Admissions Committee. Required application materials are those specified under Program Admission Requirements (above) along with the following additional item:

Three letters of recommendation attesting to the candidate's academic and/or professional accomplishments.

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

STATUS

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

PROGRAM REQUIREMENTS

There are two options (outlined below) leading to the Master's degree in Computer Science. Common to both is the successful completion of an approved sequence of at least eight courses with graduate credit. Four of the eight courses must be graduate (500 level) Computer Science courses and at least six courses must be Computer Science offerings.

Business oriented students may take up to two upper level courses offered by the School of Business, Economics and Management for graduate credit, subject to approval by the Computer Science faculty. To ensure breadth in the field, each student is required to take CS 450 Operating Systems, CS 469 Introduction to Compiler Construction, and CS 380 Automata, Computability, and Formal Languages or their equivalent. Any other 300 or 400 level courses must be approved in advance by the Computer Science faculty if they are to be taken for graduate credit. One or more of these course requirements may be fulfilled if it is determined that the student has successfully completed equivalent course work at the undergraduate level.

Upon completion of the required course work the student may select one of two options in completing the requirements for the Master's degree in Computer Science.

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

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

2. **Option II:** Extended course work — The student is required to a.) complete successfully two additional graduate (500 level) courses, and b.) pass a written comprehensive examination designed to test the student's ability to integrate material from several courses.

For further information and application, telephone 780-4246, or write:

MS Program in Computer Science
Department of Mathematics and Computer Science
University of Southern Maine
96 Falmouth Street
Portland, ME 04103

SELECTED UNDERGRADUATE COURSE DESCRIPTIONS

(May qualify for graduate credit, see above)

CS 355 Computer Architecture

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

Cr 3.

CS 360 Concepts of Higher Level Programming Languages

An examination of basic concepts and special facilities in higher-level programming languages via the consideration of several representative languages. Emphasis on scope of declarations, storage allocation, data structure variety, binding time of constituents, and control organization. Introduction to the formal definition of programming languages. Prerequisite: CS 358.

Cr 3.

CS 374 Numerical Analysis I

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

CS 380 Automata, Computability, and Formal Languages

Introduction to the basic concepts of finite automata and Turing machines; finite state acceptors and regular sets; linear sequential circuits, complexity results for finite networks, elementary notions of recursive and recursively enumerable sets. Prerequisite: CS280 or MS 290. Cr 3.

CS 450 Operating Systems

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

CS 458 Advanced Data Structures

Internal tables, external sorting, file organization,

data base management systems and designs. Prerequisite: CS 358. Cr 3.

CS 469 Introduction to Compiler Construction

Definition of a language, context free grammars, rigorous definition of a typical small language in BNF, design and implementation of a compiler for programs within this language. Prerequisite: CS 358. Cr 3.

CS 472 Artificial Intelligence

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

CS 482 Graph Theory and Combinatorics

This course is designed to acquaint students with some fundamental concepts and results of graph theory and combinatorial mathematics. Applications will be made to the behavioral, managerial, and social sciences. Prerequisite: CS 280 or MS 290. Cr 3.

GRADUATE COURSE DESCRIPTIONS**CS 550 Advanced Operating Systems**

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

CS 552 Computer Networks and Distributed Processing

Topics include structure of present networks and proposed networks, network protocols, packet switching, workload sharing. Satellite and local networks, network architecture. May include examples such as ARPANET, DECNET, X.25, SNA. Prerequisite: CS 358. Cr 3.

CS 555 Advanced Computer Architecture

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

CS 558 Database Management

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

CS 565 Software Design and Development

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

CS 569 Structures of Assemblers, Interpreters, and Compilers

A study of the design and construction of language processors of many varieties. Assessment of their relative merits with respect to implementation cost, domains of applicability, and ease of modification. Consideration of various compiler writing tools and code optimization techniques. Examination of representative existing processors. Prerequisite: CS 469. Cr 3.

CS 570 Seminar: Advanced Topics in Computer Science

Topics vary from year to year. Will include current research, emerging technologies, case studies. Prerequisite: Graduate Standing.

CS 580 Theory of Computation

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

CS 582 Design and Analysis of Algorithms

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

College of Education

DEAN

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FACULTY

Professors Arthur O. Berry, Merrill E. Cobb, Loren W. Downey, Michael P. O'Donnell, Robert S. Southworth; Associate Professors Henry C. Amoroso, Floyd B. Chronister, Melissa H. Costello, John E. Deady, Gerald E. Gorman, Dorothy D. Moore, Robert W. Nannay, David L. Silvernail, John M. Sutton, John A. Zaner; Assistant Professors A. Nye Bemis, Libby G. Cohen, Michael S. Williams

Master of Science in Education

The Adult Education Program leads to a Master of Science in Adult Education; the other five programs listed below lead to a Master of Science in Education.

Department	Chairperson
A. Professional Education Department	John E. Deady (780-5300)
1. Educational Administration Program	Bailey Hall 500
2. Professional Teacher Program	
3. Reading Program	
B. Human Resource Development Department	John M. Sutton, Jr. (780-5316)
1. Adult Education Program	Bailey Hall 400
2. Counselor Education Program	
C. Industrial Education and Technology Department	Arthur O. Berry (780-5441)
1. Industrial Education Program	Industrial Education Center 103

ADMISSION TO GRADUATE EDUCATION

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

Requirements for Admission

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

1. Hold a baccalaureate degree from an accredited institution.
2. Have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program.
3. Have earned a score of 40 points or above on the Miller Analogies Test, or 900 or above on the Graduate Record Examination.

4. Have filed a complete application with the University of Southern Maine Graduate Office.
5. Be recommended for admission by a graduate education program committee.

Application Procedure

Candidates for admission must file a completed application with the University of Southern Maine Graduate Office.

A complete application should contain the following items:

1. Two (2) completed copies of the application form.
2. Official transcripts of all previous college or university work.
3. Three (3) letters of recommendation. These should be from persons in a position to judge the applicant's academic preparation and ability to pursue graduate work. The writers should return their recommendations directly to the University of Southern Maine Graduate Office.
4. Official scores on the Miller Analogies Test or the Graduate Record Examination.
5. An application fee of \$15.00 (non-refundable).

Application Deadlines

A complete application must be filed before the following deadlines:

Date of Matriculation	Deadline for Receipt of Application
January 1, 1983	October 1, 1982
May 1, 1983	March 1, 1983

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

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

ADDITIONAL ADMISSIONS INFORMATION

Transfer Credit

Transfer credit is credit hours earned for course work prior to matriculation in a University of Southern Maine graduate education program. Up to a total of six credit hours may be approved as transfer credit. Credits earned more than three years prior to matriculation may not be approved as transfer credit. Additional credit may be approved as admissions credit (see below) if the student has made formal application to a graduate education program and the appropriate department chairperson has approved the courses prior to registration.

Transfer credit cannot be approved for (1) courses which would not have received graduate credit if taken at the University of Southern Maine; (2) correspondence courses; (3) courses which are inappropriate for inclusion in the student's program of study; (4) courses which exceed time limits prescribed for a particular degree program; (5) courses in which a grade lower than a "B" was received.

Requests for transfer credit must occur as part of the application process and must be approved by the appropriate department chairperson.

Admissions Credit

Admissions credit is credit hours earned for course work completed after the student has made formal application to a graduate program and prior to matriculation into the program. Formal application is defined as submission of a completed application form, current MAT of GRE scores and application fee by the applicant to the University of Southern Maine Graduate Office.

Admissions credit must be approved in writing by the appropriate department chairperson prior to course registration and is subject to the condition that a grade of "B" or better is received for the course work. A maximum of six credit hours may be approved for admissions credit. Exception to the maximum must be approved by the appropriate department chairperson.

Appeal of Admissions Decision

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

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

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

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

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

Program Admission Requirements

Particular degree programs may have admissions requirements in addition to the general graduate education requirements. Prospective graduate students are encouraged to contact the appropriate department chairpersons for further information.

PROGRAM OF STUDY

A graduate student must complete the program of study and earn a degree within five years of the date of matriculation. Exceptions must be approved by the appropriate department chairperson and Director of Graduate Education.

INDEPENDENT STUDY AND WORKSHOP CREDIT

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

SUBSTITUTIONS AND WAIVERS

A degree student may request a substitution or waiver of a graduate education and/or program requirement. The Director should be contacted if a substitution or waiver of a graduate education requirement is being requested. If a substitution or waiver of a program requirement is being requested, the student should contact the department chairperson.

EQUIVALENCY

A degree student may petition to have experiences equated to graduate credit. A petition should be sent to the department chairperson.

MASTER'S THESIS

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

COMPREHENSIVE EXAMINATION

All program degree students must take a comprehensive examination which will assess the student's breadth and depth of knowledge of the program field. The examination cannot be taken prior to successful completion of 27 credit hours in a program of study.

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

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

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

GRADUATION REQUIREMENTS

To be eligible for graduation, a graduate student must:

1. Satisfactorily complete 33 graduate credit hours. All courses completed for graduate programs must be passed with a minimum grade of "C". However, no student will be allowed to apply more than six credit hours of "C" toward graduation.
2. Complete satisfactorily all program degree requirements.
3. Receive a passing grade on the comprehensive examination.
4. Submit a completed graduation card and the \$15.00 commencement fee to the Registrar.

ADULT AND CONTINUING EDUCATION PROGRAM

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

Program Requirements

Credit Hours

Required Core Courses (12 Credit Hours)

EDU 600	Research Methods & Techniques in Professional Education.....	3
HRD 600	Human Resource Development in Organizational Settings or	
HRD 601	Human Resource Development in Community Settings.....	3
HRD 687	Internship in Adult Education.....	6

Required Concentration Courses (21 Credit Hours)

A. Teacher/Trainer

HRD 530	Introduction to Adult & Continuing Education.....	3
HRD 631	The Adult Learner.....	3
HRD 632	Curriculum Construction for Adult Learners.....	3
Electives	12

B. Program Directors/Developers

HRD 530	Introduction to Adult & Continuing Education.....	3
HRD 633	Managing Adult & Continuing Education Programs.....	3
EDU 671	Organizational Behavior.....	3
Electives	12

Electives

A partial list of recommended electives includes:

HRD 624	Counseling the Adult Learner.....	3
HRD 631	The Adult Learner.....	3
HRD 634	Materials & Methods for Adult Education & Human Resource Development.....	3
HRD 635	Training and Staff Development.....	3
ED 67	Organizational Change and Innovation.....	3

Special Program Requirements

Each student entering the program will have to demonstrate a background in life-span development. For those not having this background, HRD 604/605 **Life Span Development I and II** (6 Credits) will be required. In evaluating requests for substitution for Life Span I and II, the following topic areas will be used as criteria:

- | | |
|----------------------|--------------------|
| 1. Birth and Infancy | 5. Adolescence |
| 2. Toddlerhood | 6. Early Adulthood |
| 3. Preschool | 7. Middle Age |
| 4. Middle Childhood | 8. Old Age |

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

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

COUNSELOR EDUCATION PROGRAM

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

Program Requirements

Credit Hours

Required Core Courses (12 Credit Hours)

EDU 600	Research Methods and Techniques in Professional Education.....	3
HRD 620	Fundamentals of Counseling Skills.....	3
HRD 626	Group Process and Procedures.....	3
HRD 665	Psychological Measurement and Evaluation.....	3

Required Concentration Courses (21 Credit Hours)

A. Elementary School Counselor Education

HRD 607	Introduction to School Guidance Services.....	3
HRD 579	Counseling the Elementary School Child.....	3
HRD 686	Internship in Counselor Education.....	6
HRD 690	Individual Counseling Practicum.....	3
Electives.....		6

B. Secondary School Counselor Education

HRD 607	Introduction to School Guidance Services.....	3
HRD 670	Career Information in the Schools.....	3
HRD 686	Internship in Counselor Education.....	6
HRD 690	Individual Counseling Practicum.....	3
Electives.....		6

C. Rehabilitation Counselor Education

HRD 686	Internship in Counselor Education.....	6
HRD 690	Individual Counseling Practicum.....	3

Electives within Concentration (9 Credit Hours Required)

HRD 611	Introduction to Rehabilitation Services.....	3
HRD 612	Medical Aspects of Disability.....	3
HRD 613	Psychological Aspects of Disability.....	3
HRD 671	Vocational Aspects/Placement in Rehabilitation.....	3
HRD 614	Counseling Client Advocacy and the Law.....	3
HRD 619	Seminar in Rehabilitation.....	3
Electives.....		3

Electives

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

Special Program Requirements

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

Each student entering the program will have to demonstrate a background in life-span development. For those not having this background, HRD 604/605 **Life Span Development I and II** (6 Credits) will be required. In evaluating requests for substitution for Life Span I and II, the following topic areas will be used as criteria:

- | | |
|----------------------|--------------------|
| 1. Birth and Infancy | 5. Adolescence |
| 2. Toddlerhood | 6. Early Adulthood |
| 3. Preschool | 7. Middle Age |
| 4. Middle Childhood | 8. Old Age |

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

The student is responsible for bringing the appropriate information (transcripts, course descriptions, document-

tation of experience, etc.) to the attention of the admissions committee. The admissions committee is responsible for evaluating this information and determining equivalency where justified. This determination must be made at the time of the acceptance.

EDUCATIONAL ADMINISTRATION PROGRAM

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

IMPORTANT NOTE: The Educational Administration program will undergo changes during the 1982-1983 academic year. Please contact the chairperson of the Department of Professional Education concerning the changes.

Program Requirements

Credit Hours

Required Core Courses (15 Credit Hours)

EDU 600	Research Methods and Techniques in Professional Education.....	3
EDU 670	Introduction to Administration.....	3
EDU 671	Organizational Behavior.....	3
EDU 672	Political Bases of Decision Making.....	3
HRD 626	Group Process and Procedures.....	3

Elective Courses (18 Credit Hours)

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

EDU 604	Curriculum Development.....	3
EDU 674	Organizational Change and Innovation.....	3
EDU 675	School-Community: Inter-system Communication.....	3
EDU 676	Systems Approach to Educational Planning.....	3
EDU 677	Community Analysis & Inter-Agency Collaboration.....	3
EDU 678	School Law.....	3
EDU 679	Evaluation & Supervision of School Personnel.....	3
EDU 680	Staff Development.....	3
EDU 681	Principal-Student Relationships.....	3
EDU682	Collective Negotiations.....	3
EDU 685	Seminar in Administration.....	3
Electives (Two electives may be chosen from outside the program).....		3-6

INDUSTRIAL EDUCATION

The Industrial Education Program is designed to develop the professional and personal competencies of students in industrial arts, vocational-technical and home economics education so they may successfully progress in their chosen field. The program is a balance of liberal arts, research and professional education courses leading to a Master of Science in Education degree.

IMPORTANT NOTE: The Industrial Education program will undergo program changes during the 1982-1983 academic year. Please contact the Chairperson of the Department of Industrial Education and Technology concerning the changes.

PROFESSIONAL TEACHER PROGRAM

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

IMPORTANT NOTE: Several of the concentrations in the Professional Teacher program will undergo changes during the 1982-1983 academic year. Please contact the Chairperson of the Department of Professional Education concerning these changes.

Program Requirements**Credit Hours****Required Core Courses (15 Credit Hours)**

EDU	600	Research Methods & Techniques in Professional Education.....	3
EDU	602	Philosophy and the Teacher.....	3
EDU	603	Analysis of Teaching or	
HRD	676	Human Learning.....	3

Professional Education elective courses (6 Credit Hours approved by advisor)**A. Elementary Education****1. Classroom Management (3 Credit Hours)**

HRD	501	Strategies and Techniques in Classroom Management.....	3
EDU	650	Exceptional Children and Youth.....	3
EDU	671	Organizational Behavior.....	3

2. Language Acquisition (3 Credit Hours)

EDUX	620	Foundations of Reading Instruction.....	3
EDU	510	Developing the Composition Process.....	3
EDU	511	Children's Literature.....	3

3. Mathematics Education (3 Credit Hours)

MSED	512	Newer Practices in Elementary Education.....	3
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4. Curriculum (3 Credit Hours)

EDU	604	Curriculum Development.....	3
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5. Electives approved by advisor (6 Credit Hours)**B. Exceptionality****1. Generic**

EDU	650	Exceptional Children and Youth.....	3
EDU	651	Learning Disabilities.....	3
EDU	654	Introduction to Mental Retardation.....	3
EDUX	656	Introduction to the Emotionally Handicapped Child.....	3
EDU	658	Introduction to Gifted and Talented.....	3
EDU	655	Seminar in Exceptionality.....	3

2. Learning Disabilities

EDU	650	Exceptional Children and Youth.....	3
EDU	651	Learning Disabilities.....	3
EDU	652	Methods & Materials in Learning Disabilities.....	3
EDU	624	Teaching Reading to the Child with Special Needs.....	3
EDU	653	Assessment in Special Education.....	3
EDU	662	Practicum in Exceptionality.....	3

3. Emotional Disturbance

EDU	650	Exceptional Children and Youth.....	3
EDUX	656	Introduction to the Emotionally Handicapped Child.....	3
EDU	657	Teaching Techniques for the Emotionally Disturbed.....	3
EDU	653	Assessment in Special Education.....	3
EDU	662	Practicum in Exceptionality.....	3
EDU	665	Seminar in Exceptionality.....	3

4. Mental Retardation

EDU	650	Exceptional Children and Youth.....	3
EDU	654	Introduction to Mental Retardation.....	3
EDU	655	Methods and Materials for Teaching the Mentally Retarded.....	3
EDU	653	Assessment in Special Education.....	3
EDU	662	Practicum in Exceptionality.....	3
EDU	665	Seminar in Exceptionality.....	3

5. Gifted and Talented

EDU	650	Exceptional Children and Youth.....	3
EDUX	658	Introduction to Gifted and Talented.....	3
EDU	659	Education of the Gifted and Talented.....	3
EDU	660	Methods and Materials in Gifted Education.....	3
HRD	665	Psychological Measurement and Evaluation.....	3
EDU	662	Practicum in Exceptionality.....	3
EDU	665	Seminar in Exceptionality.....	3

C. History

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

HIST	500	Historical Method.....	3
HIST	503	Research Seminar.....	3
HIST	510	European Revolutionary Tradition.....	3
HIST	522	The American Revolution.....	3
HIST	533	The American Home.....	3
HIST	534	Maine History and Travel (summer).....	3
HIST	547	Viewpoints in American History.....	3
HIST	556	World Wars I and II.....	3
HIST	573	Germany Since Hitler.....	3
HIST	594	Selected Topics in History.....	3

2. Special Concentration Requirement

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

D. Mathematics

1. Mathematics Courses.....12-18

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

MS	502	Number System.....	3
MS	504	Informal Geometry.....	3
MS	509	Topics in History of Mathematics.....	3
MS	514	Analysis I.....	3
MS	515	Analysis II.....	3
MS	549	Selected Topics in Mathematics.....	3
CS	528	Computer Programming I.....	3

2. Mathematics Education Courses.....0-6

MSED	512	Newer Practices in Elementary Mathematics.....	3
MSED	513	Laboratory and Field Experiences in Mathematics Education.....	3
MSED	539	Metric Education.....	3

E. Music Education

1. Required Courses

MUS	520	Topics in Music History.....	3
MUS	530	Topics in Music Theory.....	3

One seminar selected from the following:

MUED	520	Problems in Administration and Supervision.....	3
MUED	522	Current Trends in Music Education.....	3
MUED	523	Seminar in Music Education.....	3
		Applied Music.....	3
		Applied Music with recital, thesis or special project.....	3
		Liberal Arts or Education course	

2. Special Concentration Requirements

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

- Baccalaureate degree in music education or its equivalent from an accredited institution.
- Satisfactory grades on entrance examinations in music history and music theory.
- Audition on the major instrument for any student electing the recital option.

F. Science Education

1. Required Concentration Courses.....6

a.	Science Practicum.....	3
	SCED 555 Instrumentation Practicum.....	3
	SCED 556 Biology Practicum.....	3
b.	SCED 589 Science Education.....	3

2. Electives.....12

Elective courses approved by advisor. A partial list of courses includes:

ASTR	587	Astronomy for Teachers.....	3
OCN	599	Oceanography.....	3
PSCI	501	History of Science.....	3
PSCI	596	Ecology of Maine.....	3
GEOL	525	Geology of Maine.....	3

READING PROGRAM

The Reading Program provides the theoretical and empirical framework of the language-communication process. The courses and clinical experiences emphasize knowledge and technical proficiencies that can be applied to teaching and adult basic literacy. Students may concentrate on either 1) elementary or 2) secondary and adult reading, or a combination of both. The program leads to a Master of Science in Education.

Program Requirements

Required Core Courses (24 Credit Hours)

EDU	600	Research Methods & Techniques in Professional Education.....	3
EDUX	620	Foundations of Reading Instruction.....	3
EDU	621	Reading Remediation.....	3
EDU	510	Developing the Composition Process.....	3
EDU	514	Teaching Reading in Content Areas.....	3
EDU	635	Clinical Experiences.....	3
EDUX	699	Assessment of Reading.....	3

Required Concentration Courses (9 Credit Hours)

A. Elementary Reading Education

EDU	511	Children's Literature.....	3
Electives.....			6

B. Secondary and Adult Reading Education

EDU	512	The Folktale.....	3
EDU	513	Adolescent Literature.....	3
EDUX	631	Organizing Secondary Reading Programs.....	3

Electives

A partial list of recommended electives include:

EDU	634	Issues in Reading.....	3
EDU	624	Teaching Reading to Children with Special Needs.....	3
EDU	632	Supervised Practicum in Reading Disabilities.....	TBA
EDU	630	Organizing for Elementary Reading Instruction.....	3
EDU	633	Special Applications of Reading Materials.....	TBA
EDU	622	Language and Reading for Young Children.....	3

Special Program Requirements

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

SELECTED COURSE DESCRIPTIONS

EDU 510 Developing the Composition Process

A course in language arts emphasizing the development of writing proficiencies. Writing growth and its relationship to reading and oral language development is examined. A thorough study of current research and theory relating to the composition process leads to the development of instructional programs that will foster students' growth as writers. Appropriate for elementary, secondary and adult basic education teachers. Cr 3.

EDU 511 Children's Literature

Designed for teachers who wish to develop a deeper understanding of the literature written for children ages 4 - 12, and who want to become competent and creative catalysts in bringing children to books. Attention is given to standards of selection, curriculum

implications and methods for using books to individualize reading instruction. Students are expected to read widely in juvenile collections in order to establish a basis for selecting appropriate literary fare. Cr 3.

EDU 512 The Folktale

Designed for the teacher who feels a need to develop an understanding, appreciation and pride in our cultural heritage. Students will examine folktales of many cultures and read one selected group of tales in depth. Uses of the folktale for multi-level reading, interdisciplinary work and creative learning are emphasized and demonstrated. The course is highly recommended for working with middle and secondary students. Cr 3.

EDU 513 Adolescent Literature

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

EDU 514 Teaching Reading in Content Areas

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

EDU 600 Research Methods and Techniques in Professional Education

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

EDU 602 Philosophy and the Teacher

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

EDU 603 Analysis of Teaching

This course provides opportunity to view teaching from the perspective of selected conceptual frameworks and research findings in the theory and practice of teaching. Analysis of individual teaching behavior is an important aspect of this course. Cr 3.

EDU 604 Curriculum Development

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

EDU 621 Reading Remediation

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

EDU 622 Language and Reading for Young Children

Emphasis is on the process of language acquisition, the characteristics of the English language, concept attainment and approaches for enhancing language

development in young children. The role of language and concept attainment are highlighted along with implications for beginning reading and language arts. Theories and research are related to early childhood education. Cr 3.

EDU 624 Teaching Reading to Children with Special Needs

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

EDU 630 Organizing for Elementary Reading Instruction

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

EDU 632 Supervised Practicum in Reading Disabilities

Clinical experiences given in conjunction with the Reading Clinic or the University Reading Academy. Working under supervision, students use selected assessment instruments with adults/children who have learning and reading difficulties. Testing sessions will be unique and geared to specific diagnostic needs perceived by instructors. Cr 3.

EDU 633 Special Applications of Reading Methods

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

EDU 634 Issues in Reading

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

EDU 635 Clinical Experiences

Clinical experiences requiring the utilization of diagnostic and prescriptive methods for planning and implementing reading programs for students at different stages of reading progress. Tutoring ex-

periences are augmented and related to the professional literature and research through frequent opportunities to explain and defend observations in seminars. Extensive reading from basic texts, current references and periodicals are stressed. Emphasis is on the appropriate application of research-validated teaching and diagnostic techniques in supervised settings. Prerequisites: EDUX 620 and EDU 621 or equivalents. Cr 3.

EDU 650 Exceptional Children and Youth

A general survey of the present educational provisions and practices for the education of exceptional children. Cr 3.

EDU 651 Learning Disabilities

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

EDU 652 Methods and Materials in Learning Disabilities

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

EDU 653 Assessment in Special Education

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

EDU 654 Introduction to Mental Retardation

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

EDU 655 Methods and Materials for Teaching the Mentally Retarded

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

EDUX 656 Introduction to the Emotionally Handicapped Child

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

EDU 657 Teaching Techniques for Emotionally Disturbed

An ecological approach to understanding and working with the emotionally disturbed child. Exposure to a variety of interventions from developmental theory to behaviorism through a case study approach aimed at assisting both the classroom teacher and special education teacher in developing educational and behavioral strategies. Prerequisite: EDUX 656. Cr 3.

EDU 658 Introduction to Gifted Education

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

EDU 659 Education of the Gifted and Talented

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

EDU 660 Methods and Materials in Gifted Education

This course will focus on curricular and instructional strategies for providing qualitatively differentiated education for gifted and talented children. The course will emphasize differentiated curricular materials, individualized student objectives, teaching strategies, individualized and group programming models, models of cognitive and affective development and models of learning and instruction. Prerequisite: EDUX 658. Cr 3.

EDU 662 Practicum in Exceptionality

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

EDU 665 Seminar in Exceptionality

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

EDU 670 Introduction to Administration

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

program of study. Prerequisite: Admission to educational administration graduate program. Cr 3.

EDU 671 Organizational Behavior

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

EDU 672 Political Bases of Decision-Making

Educational leaders must be influential beyond the school system as well as within it. Distribution of power and influence across interrelated social systems is seldom equal leading to competition for bases of influence. This course examines the ramifications of this social circumstance for education with emphasis on administrative decision-making. Cr 3.

EDU 674 Organizational Change

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

EDU 675 School-Community: Inter-System Communication

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

EDU 676 Systems Approach to Educational Planning

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

EDU 678 School Law

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

EDU 679 Evaluation and Supervision of School Personnel

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

teachers and supporting staff. Attention is directed to how personnel evaluation affects program evaluation. Prerequisite: Admission to Educational Administration graduate program. Cr 3.

EDU 680 Staff Development

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

EDU 681 Principal-Student Relationships

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

EDU 682 Collective Negotiations

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

EDUX 620 Foundations of Reading Instruction

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

EDUX 631 Organizing Secondary Reading Instruction

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

EDUX 699 Assessment of Reading

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

cy testing and other issues of concern to the field of reading. Cr 3.

HRD 501 Strategies and Techniques in Classroom Management

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

Cr 3.

HRD 530 Introduction to Adult and Continuing Education

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

HRD 579 Counseling the Elementary School Child

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

HRD 600 Human Resource Development in Organizational Settings

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

HRD 601 Human Resource Development in Community Settings

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

focuses on the interface between organizations and their clients, the citizen of a community. Cr 3.

HRD 604-605 Life Span Development I and II

This is a two semester course in developmental psychology, a multi-disciplinary field which examines the processes underlying growth, development, and behavioral changes of humans from conception through old age. The interaction of biological and environmental factors will be considered in studying physical, cognitive and psychosocial development through the entire life span. Cr 3.

HRD 607 Introduction to School Guidance Services

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

HRD 611 Introduction to Rehabilitation Services

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

HRD 612 Medical Aspects of Disability

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

✓ HRD 613 Psychological Aspects of Disability

This course provides students with an understanding of the psychological elements related to the disability experience. This course considers adjustments to disabilities from an individual's perspective, with attention given to the impact of society and culture on this process. Cr 3.

HRD 614 Counseling, Client Advocacy and the Law

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

HRD 619 Seminar in Rehabilitation

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

HRD 620 Fundamentals of Counseling Skills

This course emphasizes the development of fundamental counseling skills such as attending

behavior, listening, reflection of feeling, paraphrasing and questioning. The course examines the process and content of the counseling interview as well as verbal and non-verbal factors which influence the interactions within the counseling relationship. Cr 3.

HRD 624 Counseling the Adult Learner

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

HRD 626 Group Process and Procedures

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

HRD 631 Psychology of Adult Learning

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

HRD 632 Curriculum Construction

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

HRD 633 Managing Adult & Continuing Education Programs

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

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

This course acquaints the student with current instructional packages available for Adult Education and Human Resource Development programming. Special attention is given to Adult Basic Education materials, High School Equivalency Diploma programs, and English as a Second Language programs. However, each student is enabled to identify, access, use, and evaluate the types of materials most useful in his specialty field. This course is recommended for teachers and directors of Adult Education programs. Cr 3.

HRD 635 Training and Staff Development

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

HRD 665 Psychological Measurement and Evaluation

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

HRD 670 Career Information in the Schools

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

HRD 671 Vocational Aspects of Disability/Placement in Rehabilitation

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

HRD 676 Human Learning

The aim of this course is to study the basic principles of learning as they relate to human behavior. Consideration is given to learning theories, related research and their application to the field of education. Emphasis is on student development of a theoretical position which will include a range of methods and approaches for personal educational practice. Cr 3.

HRD 683 Methods and Techniques of Teaching Adults

A course designed to create a sound background in the special techniques and materials for teaching adults. Innovative approaches in both material development and teaching methods are encouraged. Cr 3.

HRD 686 Internship in Counselor Education

This course provides an opportunity for the student to integrate formal coursework with on-the-job experience in selected helping institutions. The course may be taken for 3 to 12 credit hours and is a post-practicum (HRD 698) experience. Prerequisite: Approval of the supervising professor. Cr 1-12.

HRD 687 Internship in Adult Education

Designed to provide professional experience in the student's selected area of concern. A plan for the internship is presented for approval to the student's

advisor. On approval, the intern completes his/her planned program under the supervision and evaluation of a responsible person for the internship assignment. Cr 1-6.

HRD 690 Individual Counseling Practicum

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

ASTR 587 Astronomy for Teachers

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

CS 528 Computer Programming I

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

GEOL 525 Geology of Maine

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

HIST 500 Historical Method

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

HIST 510 United States Since 1938

The United States since the Great Depression with coverage of the foreign policy of the New Deal, the background to Pearl Harbor, World War II, the Fair Deal, the Cold War, the Eisenhower years, the New Frontier and the Great Society. Prerequisite: HIST 132 or permission. Cr 3.

HIST 512 Totalitarianism

A seminar in which the 20th century phenomenon of totalitarianism is analyzed through in-depth historical case studies of Nazism and Soviet Communism. Such topics as the leader (Hitler/Stalin), the party (Nazi/Communist), the enforcement operation (SS/NKVD etc), concentration camps and "gulag archipelago," propaganda techniques and results, internal administrative organization and war machines (Wehrmacht/Red Army) will be included. Open to juniors, seniors and graduate students with background in 20th century European history and political science. Cr 3.

HIST 534 Maine History and Travel

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

HIST 563 Africa Through Its Literature

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

HIST 566 Italy: The Fascist Experience

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

MS 502 Number Systems

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

MS 504 Informal Geometry

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

MS 509 Topics in the History of Mathematics

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

MS 514 Analysis I

The first of a two-semester sequence designed to give a thorough background in elementary analysis. Topics included: field properties, analytical geometry, continuity and intuitive differentiation. Prerequisite: MS 508, MS 505, MS 515, Analysis II a continuation of MS 514. Cr 3.

MS 549 Selected Topics in Mathematics

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

MSED 512 Newer Practices in Elementary Mathematics

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

MSED 513 Laboratory and Field Experiences in Mathematics Education

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

MSED 539 Metric Education

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

Cr 3.

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

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

Cr 3.

MUED 520 Problems in Administration and Supervision

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

Cr 3.

MUED 521 Workshop in Music Education

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

Cr 3.

MUED 522 Current Trends in Music Education

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

Cr 3.

MUED 523 Seminar in Music Education

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

Cr 3.

OCN 599 Oceanography

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

Cr 3.

PSCI 501 History of Science

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

Cr 3.

PSCI 596 Ecology of Maine

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

Cr 3.

SCED 555 Instrumentation Practicum

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

Cr 3.

SCED 556 Biology Practicum

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

Cr 3.

SCED 589 Science Education

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

Cr 3.

School of Business, Economics and Management

DEAN
Duane R. Wood

Master of Business Administration

FACULTY

Professors Frank Durgin, Robert Findlay, Raymond Neveau, William Sturmer, Duane Wood; Associate Professors Bruce Andrews, John Bay, Conrad Boyle, Joseph Chandler, Richard Clarey, Bradlee Hodson, John Houlihan, Philip Jagolinzer, Robert McMahon; Assistant Professor William Phillips.

The M.B.A. program at the University of Southern Maine is designed to prepare students for middle-management and executive positions in business, industry, and non-profit organizations in both the private and public sectors. It emphasizes development of a broad perspective, interpersonal skills, and analytical tools of general management rather than the technical skills of a functional specialist. Hence, students are encouraged to apply regardless of the undergraduate academic specialization. However, those applicants whose previous educational background does not include the appropriate coursework or their equivalents will be required to correct any deficiencies by completing the designated prerequisites in order to gain the academic background required for the M.B.A. core courses.

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

The M.B.A. program has been offered since 1964. Beginning in the fall of 1982, the School of Business, Economics, and Management, in cooperation with the University of Maine at Augusta, will extend its M.B.A. offerings to Augusta and Lewiston/Auburn. At all sites, the M.B.A. program is tailored for working students and all courses are available in the late afternoon or evenings.

APPLICATION

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

ADMISSION

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

M.B.A. program are the undergraduate grade point average (g.p.a.), the rigor of the undergraduate field of study, the reputation of the institution awarding the baccalaureate degree, academic performance in any previous graduate coursework taken, the Graduate Management Admission Test (GMAT) score, letters of recommendation, and a candidate's record of successful business or professional experience. In addition, a foreign student without a baccalaureate degree from a United States regionally accredited institution of higher education must submit a Test of English as a Foreign Language (TOEFL) score of at least 550.

The American Assembly of Collegiate Schools of Business (AACSB) has established a minimum standard for admission to graduate programs in business, economics, and administration which states that normally a student must have either: 1) a total of at least 950 points based on the formula: 200 times the undergraduate g.p.a. (4.0 system) plus the GMAT score; or 2) a total of at least 1000 points based on the formula: 200 times the undergraduate g.p.a. (4.0 system) for the junior and senior years plus the GMAT score. In conjunction with this statement, it will be unusual for an applicant whose total based on the AACSB formula is below 900 to be admitted. In the same regard, an applicant whose total is above 1100 normally will receive admission.

The Graduate Admissions Committee may grant either conditional or regular status. Conditional status will be given to students who are qualified for admission but whose previous educational background is lacking in the prerequisites listed below. These conditionally admitted students will be able to attain regular admission by satisfactorily completing each of the prerequisite courses or their equivalents stipulated in their admission letter with a grade of "C" or better.

Conditional status also will be accorded to those students who do not meet all of the criteria for regular admission, but who have attained a degree of excellence in some area(s) and/or whose qualifications are deemed strong enough to be given the opportunity to demonstrate that they can complete the M.B.A. requirements satisfactorily. These students must have a 3.0 or above grade point average after completing their first twelve credits of M.B.A. core or elective courses in order to gain regular admission. Failure to do so will result in withdrawal from the program.

M.B.A. CURRICULUM

Credit Hours

Prerequisites:0-21

These 500-level M.B.A. courses are not applicable toward the 36 graduate credits required for graduation. These courses are required for students whose previous undergraduate education has not included the equivalent content.

MBA 501 Economic Analysis
An intensive survey of micro and macro economic theory.....3

MBA 502 Fundamentals of Accounting
An intensive survey of the fundamentals of financial and management accounting.....3

MBA 503 Quantitative Tools for Business
An introduction to linear algebra and calculus.....3

MBA 504 Quantitative Decision Making
Probability and statistics as decision making tools.....3

MBA 505 Introduction to Computers in Management
Utilization of computers in organizations.....3

MBA 506 Intensive Survey of Business Functions
Four instructional modules in management, marketing, finance and production.....each module, 1.5

M.B.A. CORE.....27

These courses are required of all M.B.A. students regardless of their previous undergraduate education.

I. Courses to be taken Early in Program.

MBA 600 Societal Influences on Management.....3
MBA 610 Managerial Economics.....3
MBA 630 Managerial Accounting.....3
MBA 640 Management Theory.....3
MBA 642 Managerial Behavior.....3

II. Courses to be Taken Later in Program

MBA 620 Financial Management.....3
MBA 660 Marketing Management.....3
MBA 670 Operations Research.....3
MBA 680 Organizational Strategy and Planning.....3

M.B.A. Electives

Students select graduate courses in business, economics, or administration from the following list, although courses outside the School of Business, Economics and Management may be taken with approval of a student's M.B.A. advisor.

MBA 613 Macroeconomic Analysis and Forecasting.....	3
MBA 627 Investment Management.....	3
MBA 643 Organization Development.....	3
MBA 651 Industrial Relations and Personnel Management.....	3
MBA 653 Collective Bargaining.....	3
MBA 667 Market Research and Analysis.....	3
MBA 669 Business Logistics.....	3
MBA 675 Production Management.....	3
MBA 685 Entrepreneurship and Business Formation.....	3
MBA 691 Independent Study.....	1-3
MBA 699 Special Topics.....	1-3

Minimum total required for M.B.A. Degree (core & electives).....36

RELATED POLICIES & PROCEDURES

1. In order to be counted toward the M.B.A. core and elective requirements, graduate coursework must have been completed within eight years of the date of the baccalaureate degree, otherwise coursework must be repeated.
2. Students matriculated in other graduate programs at the University of Southern Maine may enroll in M.B.A. level courses on a space available basis, providing that appropriate course prerequisites have been satisfied.
3. A person enrolled in a graduate program in business or administration at another university, who is in good standing at that university, may enroll in graduate courses within the School of Business, Economics, and Management as a transient student on a space available basis, providing that the required prerequisites for those courses have been fulfilled.
4. Students wishing to register in graduate courses in the School of Business, Economics, and Management, but who are *not* admitted to the M.B.A. program or are *not* candidates for other graduate degrees, may be enrolled as Special Students. Applications for enrollment are on a space available basis. The application form, including evidence of ability to perform graduate work and satisfactory completion of specific course prerequisites, must be submitted thirty days in advance of the starting date of the course in order to guarantee a decision prior to the registration deadline. Credit will not be granted toward the M.B.A. core and electives for more than two courses taken as a Special Student should that student subsequently be admitted into the M.B.A. program.
5. Either a minimum grade of "C" (2.00) from a regionally accredited institution of higher education or successful completion of an equivalent CLEP exam or departmental exam (if available) is needed to meet a prerequisite requirement. Coursework from non-accredited institutions will be evaluated on an individual basis.
6. In order to receive graduate credit toward the M.B.A. degree, a student must be registered in a graduate course as a graduate student. If a student has earned a master's degree prior to admission to the M.B.A. program, only six credits used to fulfill requirements for that degree may be applied toward completion of the M.B.A. degree.
7. A student admitted to the M.B.A. program may apply to have graduate credits transferred from other regionally accredited institutions of higher education. In order to apply, a student must have earned nine hours of graduate credits from the University of Southern Maine and received a "B" (3.00) grade or better in the course requested for transfer credit. To be accepted, the courses also must be judged applicable to a student's program of study. In any case, a maximum of 15 semester hours of transfer credits may be counted. When possible, students should ascertain whether or not transfer credit will be granted by the School of Business, Economics, and Management before enrolling in a course at another institution.

M.B.A. GRADE POLICY

All 500-level or above graduate courses must be completed with a minimum grade of "C" in order to carry graduate degree credit.

No graduate student may repeat a 500-level course after receiving a grade of "C" (2.00) or higher in that course to improve his or her grade point average.

If a student receives a grade of "D + " or below in a required 600-level course, the student must retake the course. If a "D + " or below is received in an elective 500-level or above course, the student may elect whether to retake the elective course. Whether the course is required or elective, both grades will be included in the student's grade point average. A student may not repeat the same course more than once without the approval of the Dean, nor can a student repeat more than two courses.

A regularly admitted student whose grade point average falls below 3.00 will be placed automatically on probational status. The student will have twelve semester hours in which to bring the grade point average back to at least a 3.00. Students who fail to do this are subject to dismissal from the program.

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

COURSE DESCRIPTIONS

MBA 501 Economic Analysis

An intensive survey of micro and macro economic theory. Economic problems such as price and output decisions, resources allocations, inflation, and unemployment will be analyzed. Cr 3.

MBA 502 Fundamentals of Accounting

An intensive survey of the fundamentals of financial and management accounting. It will include an appreciation and understanding of (1) generally accepted accounting principles and their application in the preparation and analysis of financial statements; and (2) the theory and tools used to evaluate, situations in various business and not-for-profit environments. Cr 3.

MBA 503 Quantitative Tools for Business

An introduction to the use of linear algebra and calculus in business and management problems. Cr 3.

MBA 504 Quantitative Decision Making

Probability, statistics, bayesian analysis, and business forecasting as decision making tools. Cr 3.

MBA 505 Introduction to Computers in Management

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

MBA 506 Intensive Survey of Business Functions

Four Independent Modules presenting basic concepts involved in management, marketing, financing and production of goods and services. Students will enroll in only those modules not covered in previous coursework. Prerequisites: MBA 501, MBA 502. Cr 1.5-6.

MBA 600 Societal Influences on Management

Legal aspects, ethical considerations, social and political factors influencing managers and organizations. Prerequisites: MBA 501. Cr 3.

MBA 610 Managerial Economics

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

MBA 613 Macroeconomic Analysis and Forecasting

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

MBA 620 Financial Management

A consideration of management decisions in the administration of corporate management, and the cost of capital. The side effects of taxation, depreciation methods, and earnings retention policies are noted. Current capital structure patterns are analyzed and evaluated. Prerequisites: MBA 501, MBA 502, MBA 503, MBA 504, MBA 506 - Finance Module. Cr 3.

MBA 627 Investment Management

Emphasizes analysis and valuation procedures required to determine the investment quality of specific securities. Sets forth criteria for the formulation of a sound investment policy and the selection of investment media to implement it. Develops the techniques of continuing portfolio management and the task of periodic reappraisal. Prerequisite: MBA 501, MBA 502, MBA 503, MBA 504, MBA 506, Finance Module. Cr 3.

MBA 630 Managerial Accounting

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

MBA 640 Management Theory

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

MBA 642 Managerial Behavior

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

MBA 643 Organization Development

An analysis of the ways in which organizations operate, and the design and application of planned, systematic strategies to increase their effectiveness. Diagnosis of such processes as cultural norms; power, competition and collaboration, reward systems communication and feedback patterns; conflict resolution; the structure of work; people development; and planning systems. Simulations, case studies, and applied strategies for planned change, using an array of behavioral science approaches. Prerequisite: MBA 542. Cr 3.

MBA 651 Industrial Relations and Personnel Management

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

MBA 653 Collective Bargaining

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

MBA 660 Marketing Management

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

MBA 667 Market Research and Analysis

A study of the procedure and applications of market research. Such areas as the organization and operation of a research department, survey methods, experimentation, measurement of potential demand, and the analysis of distribution costs are considered. Emphasis on developing the student's ability to ap-

ply these and other techniques toward the solution of marketing problems. Prerequisites: MBA 504, MBA 660. Cr 3.

MBA 669 Business Logistics

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

MBA 670 Operations Research

A survey of commonly used models and analytical techniques in sophisticated quantitative-management-decision-making. Mathematical models are developed and applied in a wide range of business resource-allocation situations. Topics include: queuing theory, decision analysis, inventory theory, simulation, game theory, Markov analysis, classical optimization, mathematical programming (linear, integer and dynamic), and network analysis. Prerequisites: MBA 503, MBA 504, MBA 505, MBA 610. Cr 3.

MBA 675 Production Management

Development of models and analytical techniques for designing, operating and maintaining production systems. The quantitative aspects of production analysis are emphasized. Topics include: forecasting experimental design, scheduling, reliability, sampling, statistical quality control, inventory control, assembly line balancing, machine assignment and job sequencing. Prerequisites: MBA 501, MBA 502, MBA 503, MBA 504, MBA 506 - Management and Production Modules. Cr 3.

MBA 680 Organization Strategy and Planning

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

MBA 685 Entrepreneurship and Business Formation

The entrepreneur's role in a technological society, with emphasis on the techniques and problems implicit in the launching of new enterprises or in their evaluation by investors. This course is designed for aspiring entrepreneurs and for the professionals or institutions with whom they interface when starting a business. Students are expected to have basic communication skills, a background (educational or experiential) in accounting and marketing, and a grasp of economics and the principles of management. Attention will be paid to emerging opportunities in Maine. Materials are discussed by the instructor or invited experts in a seminar format that requires student participation and assignments calling for research, report writing, and presentation. Cr 3.

MBA 691 Independent Study

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

Cr 1-3.

MBA 699 Special Topics

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

Cr 3.



School of Nursing

DEAN

Audrey J. Conley

ASSOCIATE DEAN

Carla H. Mariano

FACULTY

Professors Audrey Conley, Barbara Carper; Associate Professors Kathleen MacPherson, Carla Mariano; Assistant Professors Nancy Greenleaf, Kathleen Kelly, Sandra Putnam.

SCHOOL OF NURSING LEARNING RESOURCE LABORATORY: Sarah Whitney, Director

SCHOOL OF NURSING PHILOSOPHY

The Philosophy of the School of Nursing incorporates these beliefs:

Human beings* are biological, psychological, social and cultural beings who are growing and developing throughout the life cycle. The stages of growth and development are interrelated; yet, within each stage, human beings have unique characteristics, needs and demands. Human beings have the right to set their own goals and the potential to work toward their attainment. The ability to do this is enhanced by an awareness and acceptance of self. Human beings are holistic and interact dynamically with the environment which encompasses the family, groups, community, and world in which they live. This environment includes factors that facilitate or inhibit human beings' ability to grow and develop.

Optimal health exists when human beings are free to grow and develop toward their own goals with minimum possible inhibiting factors and maximum facilitating factors. Health is relative to individuals in the context of the society and culture in which they live. When human beings function in an integrated manner to maximize full potential, their optimal level of health is being achieved.

Nursing's goal is to enhance human beings' ability to grow and develop by maximizing facilitating factors and minimizing inhibiting factors. Nursing's emerging roles include those of health promotion, maintenance and restoration. The nursing process provides the framework for implementing these emerging roles.

Nursing and scientific knowledge are rapidly expanding; societal needs are constantly changing; and health care delivery systems are in constant flux. Therefore, the nurse must function in a flexible way and develop proficiency with the use of the nursing process in order to practice nursing responsibly and accountably in a changing society. Since research is an important method of acquiring and refining knowledge, the nurse must be able to utilize research as a basis for professional nursing practice.

A professional nurse functions as a client advocate and is prepared to deliver nursing care in a variety of settings in both urban and rural areas. The professional nurse utilizes leadership skills in collaborating with consumers and health professionals to improve the health of society by effecting needed changes in health care delivery.

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

It is essential that each graduate define a nursing philosophy which is a synthesis of personal beliefs, the beliefs of the School and of the profession. The nurse is a contributing member of the community both personally and professionally, and is committed to continued learning and professional development.

*Human Beings—Individuals, Families, Groups and Communities

Master's Program in Nursing

OVERVIEW

The School of Nursing offers a Master of Science Degree (M.S.) Program in Nursing. The aims of the School of Nursing's Graduate Program are to:

1. prepare professional nurses for roles of leadership in nursing practice, education and administration.
2. provide a foundation for doctoral study in nursing.

The program offers students both an advanced practice component focusing upon families in crisis and a choice of a functional role component in either education, administration or primary care practitioner role. The following are integral elements of the Master's Degree Program in Nursing: advanced health assessment; communication, health promotion and leadership skills; organizational and system analysis skills with application to health care facilities and educational institutions; emphasis on social, political and economic factors influencing health and health care delivery; research and theory development in nursing; and an holistic, multidisciplinary approach to learning and practice.

OBJECTIVES

The Master's Degree Program in Nursing prepares professional nurses for roles of leadership in nursing practice, education and administration by enabling the graduate to:

1. Synthesize theories and advanced knowledge from nursing; physical, behavioral, and social sciences; and the humanities to support advanced nursing practice and role development;
2. Demonstrate expertise in a particular area of clinical nursing practice;
3. Demonstrate competence and skills related to a specific functional role in either education, administration or primary care practice;
4. Demonstrate initial competence in conducting research in nursing related to health care problems, health delivery systems or nursing education;
5. Contribute to the expansion of nursing knowledge and theory through the application of the research process;
6. Plan and initiate needed changes in the health care system and in the practice and delivery of health care through appropriate leadership and political strategies;
7. Engage in collaborative, multidisciplinary relationships with consumers and other health professionals for the purpose of improving health care;
8. Assume a role in the interpretation and promotion of professional nursing to others within the profession, to other disciplines and to the public;
9. Assume responsibility for continued professional and self development.

ADMISSION

Admission to the Master of Science Degree Program in Nursing is on a competitive basis. The Graduate Program in Nursing seeks candidates whose baccalaureate degree program, scholastic achievement, professional experience, interest, motivation, and references are predictive of success with graduate study.

Requirements for Admission

Recommendation for admission to the Master's Degree Program in Nursing will be based on the following:

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

Application Procedure

Candidates for admission must file a completed application with the University of Southern Maine Office of Graduate Studies. A completed application contains the following materials:

- 1. Two (2) completed copies of the application form.
- 2. Official transcripts of all previous university and college studies.
- 3. Three (3) letters of reference reflecting professional practice and academic achievement.
- 4. Official scores on the Miller Analogy Test, or the Graduate Record Examination. (Scores submitted must have been taken within the last five (5) years).
- 5. Evidence of (photocopy) current licensure as a registered professional nurse and eligibility for licensure in Maine.
- 6. Evidence of (photocopy) professional liability insurance.
- 7. An application fee of \$15. (non-refundable)

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

Fees

A \$15 materials fee is required when students are enrolled in:

- 1. NSG 600 Total Health Assessment
- 2. NSG 641 Advanced Health Assessment
- 3. NSG 610 Clinical Practicum
- 4. NSG 620, 630, or 640: the Functional Component Practicum

Health Clearance

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

Professional Liability Insurance

Students are required to have Professional Liability Insurance.

PROGRAM OF STUDY

The Graduate Program in Nursing is four (4) academic semesters in length. Both full-time and part-time study are available. A total of 54 credit hours including a Thesis/Research Project is required for completion of the Master's Degree Program in Nursing. Students must complete the program within six (6) years.

Program Requirements

Core Requirements			Credit Hours
NSG	600	Total Health Assessment.....	3
NSG	601	Crisis Theory.....	3
NSG	602	Family Theory.....	3
NSG	603	Research & Data Analysis in Nursing.....	3
NSG	604	Theory Development in Nursing.....	3
NSG	605	Issues & Trends in Health Care.....	3
NSG	606	Dynamics of Change: Organizational & Role Theory.....	3
NSG	610	Clinical Practicum in Families in Crisis.....	5
(Prerequisites to the Clinical Practicum: NSG 600, 601, 602, 603)			
Electives or Support Cognates.....			6
Thesis/Research Project.....			6
			38

(Three (3) seminars: NSG 615 Problem Development Seminar; NSG 616 Thesis/Research Development Seminar I; and NSG 617 Thesis/Research Development Seminar II must be taken in addition to the completion of the Thesis/Research Project in order to earn the required 6 credits.)

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

Nursing Administration

Credit Hours

A course in economics is prerequisite to this functional area.

NSG 620	Practicum in Nursing Administration.....	4
NSG 621	Issues & Trends in Nursing Administration.....	3
NSG 623	Ethics, Governmental Policy, Quality Assurance in Relation to Health Care Delivery & Nursing Practice.....	3
MBA 643	Organizational Development.....	3
MBA 651	Industrial Relations & Personnel Management.....	3
		16

Nursing Education

NSG 630	Practicum in Nursing Education.....	4
NSG 631	Issues & Trends in Nursing Education.....	3
EDU 604	Curriculum Development.....	3
HRD 631	The Adult Learner.....	3
EDU 672	Political Bases of Decision Making.....	3
		16

Primary Care Nurse Practitioner

NSG 640	Practicum in Primary Health Care.....	4
NSG 641	Issues & Trends in Contemporary Nursing Practice.....	3
NSG 642	Advanced Health Assessment.....	3
NSG 643	Concepts in Primary Health Care.....	3
NSG 644	Management & Health Teaching of Groups.....	3
		16

SELECTED COURSE DESCRIPTIONS

NSG 600 Total Health Assessment

The purpose of this course is to refine the student's ability to make clinical judgements. The major focus is to develop the knowledge and skill necessary to perform an in-depth bio-psycho-social-cultural assessment of an individual. Emphasis will be placed on data collection through development of communication, interviewing, history taking and physical examination skills. These skills will be developed in the university laboratory. Cr 3.

NSG 601 Crisis Theory

This course will trace the historical development and theoretical formulations of crisis theory through its various stages. This theory will then be applied to analyze family, economic, social, political, educational and health care delivery systems and the nursing profession as they experience present day crises. Cr 3.

NSG 602 Family Theory

This course will examine the relationship between the family and society. A variety of theoretical approaches will be utilized: functionalist, psychodynamic, psychoanalytic, socialist and feminist. Dysfunctional family patterns and emerging family forms will also be addressed. An underlying theme of the course is the family as a basis for sex role divisions and the possibilities for change. Cr. 3

NSG 603 Research & Data Analysis in Nursing

Research problems in nursing, appropriate methodologies and designs, and ethical implications will be explored with an emphasis on the relationship between theory, practice and research. Qualitative and quantitative data analysis will be included. Students will be introduced to the utilization of computers in data processing Cr 3.

NSG 604 Theory Development in Nursing

The nature and use of theories, concepts, models and frameworks will be explored. Emphasis is on the analysis of major concepts and theories specific to nursing and their implications for nursing practice. Cr 3.

NSG 605 Issues & Trends in Health Care

Examination of the major health care issues today and how social, economic, political, scientific and professional forces influence health and health care delivery systems. Future trends and models in health care delivery and the changing role of consumers and health care professionals will be explored. Cr 3.

NSG 610 Clinical Practicum in Families in Crisis

Individually planned clinical study focusing upon families in crisis with major physical, emotional social health problems. Emphasis will be placed on advanced knowledge and skills to assess, plan for, implement and evaluate nursing care in institutional or community settings and to function as an integral member of a multidisciplinary team in each of these health problem areas. A specific focus will be on health promotion and health teaching. The practicum will be self-designed by the student in collaboration with a graduate nursing faculty member and based on the particular needs and clinical interests of the student. Prerequisites: NSG 600, 601, 602, 603. Cr 5.

NSG 615 Problem Development Seminar

Advisement in the identification and refinement of a specific problem area for the Thesis or Research Project.

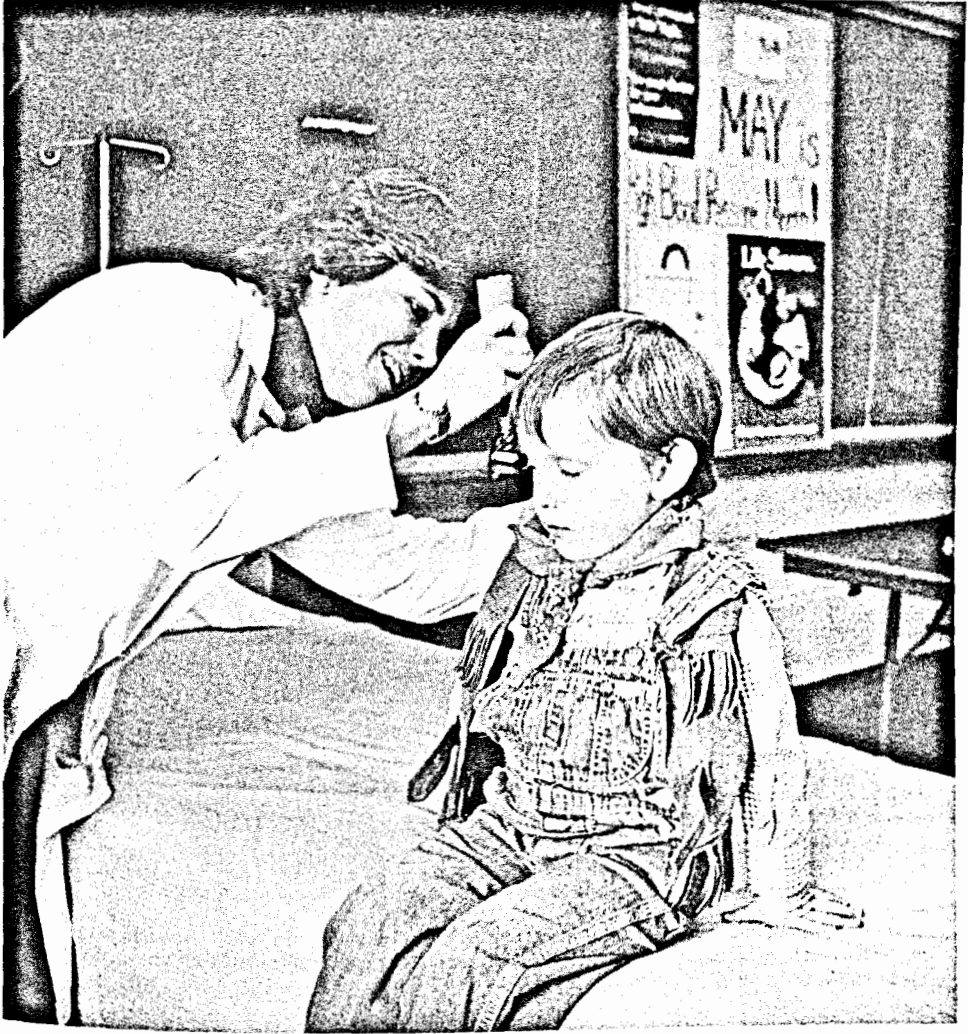
NSG 616 Thesis/Research Development Seminar I
Exploration of proposal development for the Thesis or Research Project. No Credit

NSG 617 Thesis/Research Development Seminar II
Advisement regarding the Thesis or Research Project according to the proposal developed.

NSG 505 Nursing Economics (Nursing Elective)

The purpose of this course is to provide a basic understanding of economic theories and concepts as they apply to nursing and health care. Students will

examine assumptions underlying orthodox, institutional and radical economic theories. Basic concepts will be defined, applied to nursing/health care situations and evaluated. Emphasis will be on the economic implications of (1) nursing as a sex-segregated labor force and (2) the delivery of nursing services.



Public Policy and Management

The University of Southern Maine will offer a master's degree in Public Policy and Management beginning in January 1984 and a doctorate beginning in 1987. The master's program will encompass 60 credit hours, including an internship, case studies, field training, and other components. For persons with experience equivalent to course content or persons with other related graduate study, the master's program will require approximately 45 credits. The doctoral program will be a highly-individualized design for a small number of specially selected students who have completed the master's program or its equivalent. Courses of study will be arranged with other existing graduate programs, including those of the School of Law, School of Business, Economics and Management, the School of Nursing, the College of Education, and the College of Arts and Sciences.

There will be two thematic emphases of the program, primarily on a state/regional focus: 1) Administration: Education, Health and Human Services, and 2) Economic and Resource Development in regions with limited industrial bases. These two themes are not necessarily unique to Maine, finding counterparts in the Northwest, Canada, and in many developing countries as well. Workshops and case studies will particularly involve problems where Maine and Canada interact with mutual interest, as in forestry, potato marketing, and fisheries.

The curriculum of the master's degree will be constructed around basic requirements consisting of:

- a set of core courses which all degree students will be required to take or have equivalent experience
- a body of elective courses which will enable students to develop a program of study in a selected area of policy or management
- project, workshop, internship, and/or comparable experiences
- enhancement of written and oral communication skills

The core courses fall into the following general categories: political, legal economic-mathematical, managerial, and ethical. They are designed to enhance analytical, assessment, and decision-making skills. Special care will be taken to ensure that each student's program is tailored to individual interests and potential.

The primary objectives of the Public Policy and Management Program are:

To offer students the opportunity to prepare for leadership careers in public policy, analysis, development, implementation, and management

To help meet the needs of governmental and non-governmental public agencies and organizations for well-trained professionals in public policy and management

To emphasize the critical role of leadership and entrepreneurship in directing and revitalizing established organizations as well as in designing and implementing new programs and organizations

To create opportunities for creative exchanges between leaders of government at all levels and participants in the academic program; to enlist the services of a wide range of public leaders and educators in public policy to enrich the program

To create a center of excellence for teaching, research, and public service which can assist public institutions and agencies in Maine and elsewhere

For further information on the starting date, program content, and application materials, write to:

Director, Public Policy and Management Program
University of Southern Maine
96 Falmouth Street
Portland, Maine 04103

School of Law

DEAN

L. Kinvin Wroth

ASSOCIATE DEAN

Martin A. Rogoff

FACULTY

Professors Orlando Delogu, David Gregory, Arthur LaFrance, Merle Loper, Raymond McGuire, Judy Potter, Martin Rogoff, Thomas Ward, L. Kinvin Wroth, Melvyn Zarr; Associate Professors Loftus Carson, David Cluchey, Daniel Freehling, James Friedman, Ellen Kandoian, Robert Seibel, Jay Shulman; Lecturers Alan Gibbons, William Hathaway, Richard Maiman, Penny Morris, Charles Priest, Sydney Wernick; Adjunct Professors Edward Hudon, Gerald Petrucelli.

The University of Maine School of Law is a small school that has long offered a high quality of 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 into an exacting profession.

The School averages 75-80 students per class, of whom approximately 40 percent are women; the number of students in the School is about 225, making it one of the smallest in the country. The student body is remarkably varied in age, professional and academic experience, and background.

The School's faculty consists of 14 full-time and a number of part-time instructors. It is drawn from many specialties and represents a diversity of backgrounds 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 the successor to the University of Maine College of Law which existed in Bangor from 1898 to 1920. It is an administrative unit of the University of Southern Maine, but has responsibilities to the statewide University system. The school is located in a modern building, fully accessible for handicapped students, that provides excellent facilities for classroom and seminar discussion, library research, moot court participation, clinical practice, legal publications, and student activities. The Law School shares the building with the University of Southern Maine's Center for Research and Advanced Study and the University administration.

For more information on the Law School, contact the Office of the Dean, University of Maine School of Law, 246 Deering Avenue, Portland, Maine 04102 (207) 780-4340.

Master of Arts in History

Offered in cooperation with the University of Maine at Orono

Graduate students may take courses at the University of Southern Maine to satisfy the requirements of the Master of Arts in History degree offered by the University of Maine at Orono. It has been possible for part-time graduate students to complete all their requirements for the degree at USM. While that may not always be true in the future, approved courses taken here will be accepted toward the Orono M.A.

Applications are made through the University of Maine at Orono. An acceptable undergraduate record and satisfactory scores on the Graduate Record Examination in History are required. Application forms may be obtained at USM by contacting the History Graduate Advisor, Dr. Joyce K. Bibber, 300 Bailey Hall, Gorham Campus, telephone 780-5320. Students who plan to take courses at USM are encouraged to make an appointment with Dr. Bibber.

M.A. degree candidates select a particular field of concentration within the general field of History; fields available at USM include American and World History. Candidates may follow one of two options for the M.A. degree. The thesis option requires thirty hours of work, at least six of which will be thesis credit, and submission of a thesis drawn from the field of concentration. The non-thesis option requires satisfactory completion of thirty hours of course work, of which at least six hours must be graduate research seminars, and the successful passage of a comprehensive oral examination on courses taken for the degree.

The USM History Department attempts to schedule one graduate course each semester, and one or more undergraduate/graduate courses each semester and each summer. Individual Directed Reading and Independent Study courses offer other options. A list of recently offered courses follows.

USM faculty approved by the University of Maine at Orono as graduate faculty for this program:

Bibber, Joyce K. (1967) Associate Professor of History; Barnard College, B.A., 1958; Stanford University, M.A., 1962; Ph.D., 1969.

Eastman, Joel W. (1970) Associate Professor of History; University of Maine at Orono, B.A., 1962; M.A., 1965; University of Florida, Ph.D., 1973.

Padula, Alfred L. (1972) Associate Professor of History; College of the Holy Cross, B.S., 1957; University of the Americas (Mexico City), M.A., 1961; University of New Mexico, Ph.D., 1975.

Schleh, Eugene P. A. (1965) Professor of History; Union College, B.A., 1961; Yale University, M.A., 1962; Ph.D., 1968.

Whitmore, Allan R. (1969) Associate Professor of History; University of Maine, B.A., 1962; Northwestern University, M.A., 1964; Ph.D., 1970.

Young, Anne P. (1965) Professor of History; Boston University, B.S., 1943; M.A., 1944; University of Chicago, Ph.D., 1951.

SELECTED COURSE DESCRIPTIONS

HIST 514 The European Revolutionary Tradition Since 1789

A seminar analyzing modern European revolutionary theory, revolutionary leadership, and the dynamics of revolution, including the role of the revolutionary crowd. Open to seniors, graduate students, and others by permission. Prerequisite: at least six hours of European history or equivalent in unusual cases. Cr 3.

HIST 522 The American Revolution

A study of the 1763-1789 period, stressing the breakdown of Anglo-American relations; American independence and its ideological underpinnings; the Revolutionary War; the postwar struggle to strike a balance between too much government and too little; and the drafting and ratification of the U.S.

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

HIST 533 The American Home

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

HIST 534 Maine History and Travel:

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

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

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

HIST 573 Germany Since Hitler

After intensive analysis of the impact of the Nazi era and World War II on Germans, the course analyzes the two German states in terms of: (a) their emergence, 1945-1949, and effects of the Cold War and occupation on each; (b) their political, economic, and social development since 1949; (c) the role of the Federal Republic of Germany in relation to the West and the role of the German Democratic Republic in the Communist bloc; (d) their relations with each other; (e) intellectual and cultural developments in both. Open to undergraduate and graduate students. Prerequisites: six hours of European history or international relations. HIST 272 desirable. Cr 3.

HIST 600 Historical Methodology

A seminar which combines training and practice in methods of research and writing of history. The course will deal with the nature of historical evidence; critical use of sources; and methods of

organizing, synthesizing, and presenting conclusions. All kinds of traditional documentary and printed sources are analyzed and new quantitative and psycho-history approaches are introduced. The course will also feature analytic study of selected great historians and philosophers of history, as models of the best our discipline has to offer. Required for the M.A. in History. Cr 3.

HIST 603 Research Seminar

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

HIST 694 Selected Topics in History

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

HIST 697 Graduate Thesis Research

Cr 3.

HIST 698 Independent Study

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



Center for Research and Advanced Study

DIRECTOR
Robert J. Goettel

The purpose of the Center for Research and Advanced Study is to contribute to the development of Maine's economic, social and environmental well-being through applied research and advanced study. The Center serves and assists governments, industries, institutions and the people of Maine to solve policy, operational, organizational and man-power problems. The 65 staff members of the Center and associated faculty work in interdisciplinary teams to address issues related to economic development, the formation and management of business enterprises, health and human services, education, marine resources, medical technology, and state and local governance. Since the Center's inception in 1972, projects have been supported by numerous state and local agencies in Maine, other New England states, the federal government, private foundations and the business community.

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

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

BIOMEDICAL RESEARCH INSTITUTE

Director: Brian C. Hodgkin

Staff of the Biomedical Research Institute are engaged in studies designed to increase knowledge of life and disease processes. The Institute's objectives also include teaching, encouraging and assisting students who aspire to careers in the health sciences by providing work opportunities and intellectual challenge, and providing a suitable milieu for visiting scientists and teachers to conduct research. Collaborative research and teaching arrangements exist with the Maine Medical Center and other local hospitals.

HUMAN SERVICES DEVELOPMENT INSTITUTE

Director: Stephen P. Simonds

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

MARINE LAW INSTITUTE

Director: Orlando E. Delogu (Acting)

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

NEW ENTERPRISE INSTITUTE

Acting Director: Robert Goettel

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

Program Areas

In addition to the four institutes, the Center provides research and development services in several program areas including economic studies, science and technology, and organized camping. The Center also operates a collaborative project created by the Governor, the Chancellor of the University of Maine and the USM President to promote partnership efforts between the State and the University in addressing issues of major concern to Maine.

Summer Session

Director

Helen L. Greenwood

Though courses in the graduate programs are offered mainly during the regular academic year, a limited selection of graduate courses is offered in the summer by the College of Education and the School of Business, Economics, and Management.

Students interested in attending Summer Session should contact the Summer Session Office, University of Southern Maine, 228 Deering Avenue, Portland, ME 04103, tel: 780-4076.

Division of Public Service

Director

William G. Mortensen

The Division of Public Service coordinates the administration of non-credit programs at USM. The Division provides centralized planning, policy formulation, data reporting, and acts as an information unit and communication clearing house for all non-credit activities.

The University of Southern Maine is committed to the concept of lifelong learning. During 1981/82, approximately 23,000 people participated in the numerous, diverse short courses, conferences, certificate programs, seminars, workshops, briefings, symposia and structured exercise activities.

Though Division of Public Service programs and activities are not specifically designed to complement the USM graduate programs, all students attending USM and members of the general public are welcome to participate in the programs in which they are interested. General information about USM public service activities is available at the Office of Public Service, 780-4092.

Convocation

1982-83: The Changing Roles of Women and Men

In 1982-83 USM will sponsor its second year-long Convocation, a series of lectures, debates, workshops, programs and cultural events focused on an important contemporary issue. By active participation, both in organizing and attending Convocation events, students, faculty and staff can bring the knowledge and experience of many disciplines to bear on basic questions, stimulating intellectual exchange.

Perhaps no current issue is more central to the professional, personal and cultural life of every member of the USM community than the theme for 1982-83: The Changing Roles of Women and Men. In business, in the arts, in medicine, law, politics, religion, leisure, family life, the increasing active participation of women and men in non-traditional roles creates both possibilities and problems. Study of these changes involves reconsidering women's history and contributions, the assumptions by which women and men have lived, and the future possibilities for both.

The University of Southern Maine Alumni Association

Director

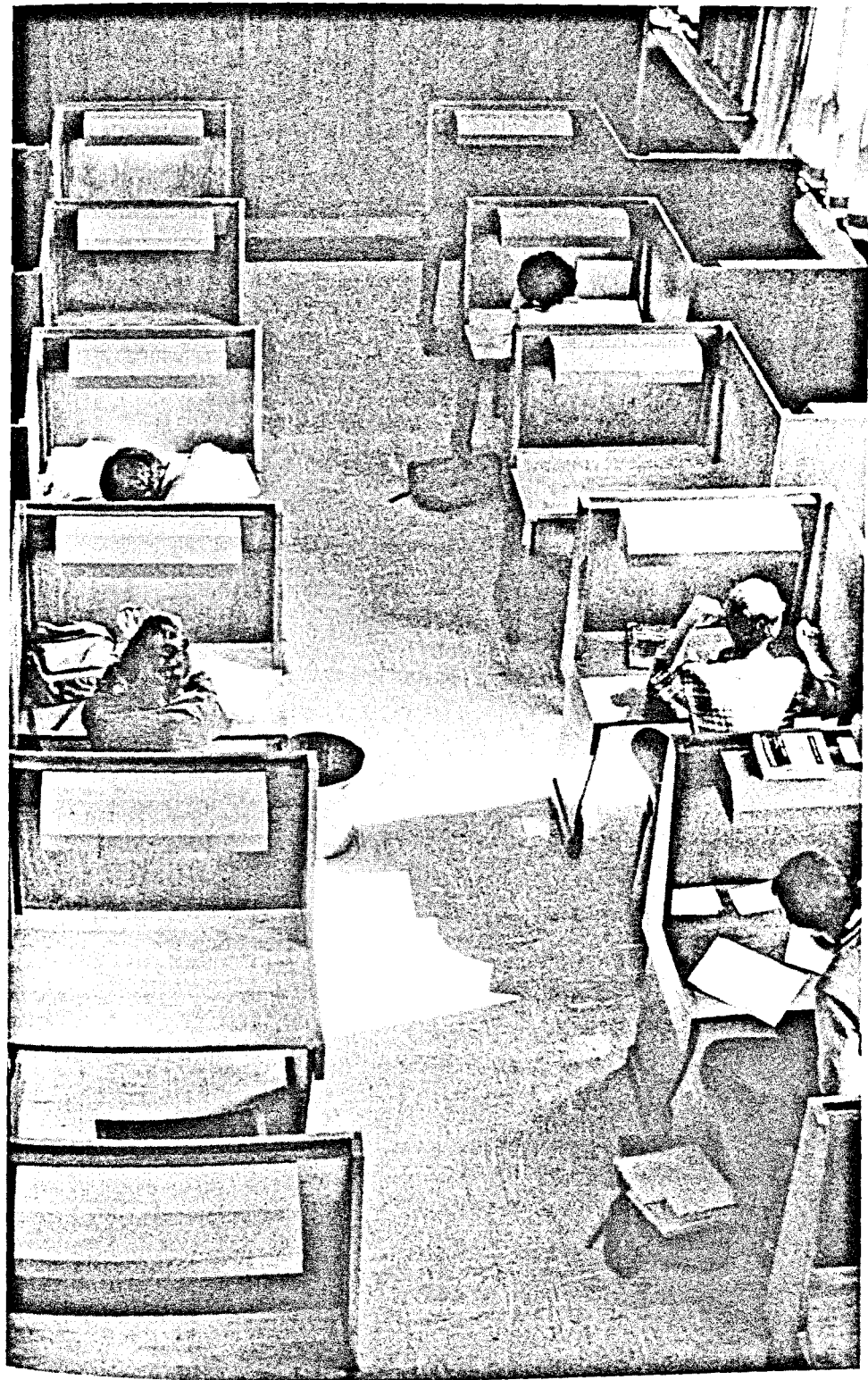
Anne M. Theriault

The University of Southern Maine Alumni Association, under the leadership of Director Anne M. Theriault, enrolls more than 18,000 members, representing alumni of Gorham Normal School, Gorham State Teachers College, Portland Junior College, Portland University, University of Maine in Portland, Gorham State College, Gorham State College of the University of Maine, University of Maine at Portland-Gorham and the University of Southern Maine.

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

The Alumni Center is maintained at the Alumni House on the Portland campus. The Alumni Association of USM works to expand the tradition of service to alumni and to the USM community. This tradition of service was established some 90 years ago at the Gorham campus, and more recently at the Portland campus. Students are urged to visit the Alumni Center and to get acquainted with the personnel and programs of the Alumni Association of USM before graduation. All students, as well as former students, are cordially welcomed.

The Alumni House on the Portland campus, also known as the Deering Farmhouse, is an approved Greater Portland Landmark.



ADMINISTRATION OF THE UNIVERSITY OF MAINE

UNIVERSITY OF MAINE BOARD OF TRUSTEES

Thomas F. Monaghan, Chairman, P.O. Box 4863, Portland Maine 04101
Francis A. Brown, Vice Chairman, P.O. Box 414, Calais, Maine 04619
Severin M. Beliveau, 1 Memorial Circle, Augusta, Maine 04330
Patricia H. DiMatteo, 403 Blackstrap Road, Falmouth, Maine 04105
Alan M. Elkins, M.D., 22 Bramhall Street, Portland, Maine 04101
Stanley J. Evans, M.D., 417 State Street, Bangor, Maine 04401
Joseph G. Hakanson, Box 465, Westbrook, Maine 04092
Maurice R. Keene, North River Road, Auburn, Maine 04210
Richard Marshall, Box 34, Old Orchard Beach, Maine 04064
Richard I. Morin, P.O. Box 32, Fort Kent, Maine 04743
Harold Reynolds, Jr., Commissioner of Educational and Cultural Services
State House, Augusta, Maine 04330
Harrison L. Richardson, Jr., 465 Congress Street, Portland, Maine 04101
John D. Robinson, Box 189, Franklin, New Hampshire 03235
Elizabeth S. Russell, The Jackson Laboratory, Bar Harbor, Maine 04609
Ellen W. Wasserman, 3416 Garrison Farms Road, Pikesville, Maryland 21208

OFFICE OF THE CHANCELLOR, 107 MAINE AVENUE, BANGOR, MAINE

Patrick E. McCarthy, Chancellor of the University of Maine
Robert B. Binswanger, Vice Chancellor for Academic Affairs
William J. Sullivan, Vice Chancellor for Administration
Mary Ann Haas, Assistant Vice Chancellor
Samuel J. D'Amico, Associate Vice Chancellor for Employee Relations

OFFICERS OF ADMINISTRATION OF THE UNIVERSITY OF SOUTHERN MAINE

Administrative Organization as of September 1, 1982

President

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

Acting Provost

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

Executive Assistant to the President

William B. Wise, 228 Deering Avenue, Portland tel: 780-4482

Executive Director for Budget and Institutional Research

Samuel G. Andrews, 209 Deering Avenue, Portland tel: 780-4484

Executive Director for Employee Relations

Beth I. Warren, 209 Deering Avenue, Portland tel: 780-4488

Executive Director for University Relations

Alyce S. O'Brien, 6th Floor Research Center, Portland tel: 780-4440

Administrative Staff of the President

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

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

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

Administrative Staff of the Provost

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

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

Dean of College of Education: Loren W. Downey, 119 Bailey Hall, Gorham tel: 780-5371

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

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

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

Dean of Educational Services: Gordon S. Bigelow, 117 Payson Smith Hall, Portland tel: 780-4035

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

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

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

Director of Summer Session: Helen L. Greenwood, 228 Deering Avenue, Portland tel: 780-4076

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

Administrative Staff of the Executive Assistant to the President

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

Administrative Staff of the Executive Director for Budget and Institutional Research

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

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

Administrative Staff of the Executive Director for Employee Relations

Director of Equal Employment Opportunity: Kathleen H. Bouchard, 120 Bonney Hall, Portland tel: 780-4156

Director of Personnel: John H. Pence, 110 Corthell Hall, Gorham tel: 780-5260

Labor Relations Coordinator: George F. Hackett, 209 Deering Avenue, Portland, tel: 780-4490

Volunteer Assistant: Eleanor W. Law, 209 Deering Avenue, Portland tel: 780-4488

Administrative Staff of the Executive Director for University Relations

Director of Public Information: Roger V. Snow, Jr., 6th Floor Research Center, Portland tel: 780-4200

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

ACADEMIC ADMINISTRATIVE STRUCTURE OF THE PROVOST'S OFFICE

COLLEGE OF ARTS AND SCIENCES

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

Chairman, Art Department: Duncan Hewitt, 101 Academy Building, Gorham tel: 780-5460

Chairman, Biological Sciences Department: Louis Gainey, 306 Science Building, Portland tel: 780-4265

Chairman, Chemistry Department: John Ricci, 363 Science Building, Portland tel: 780-4232

Chairman, Communication Department: James Bethel, 3 Washburn Avenue, Portland tel: 780-4187

Chairman, English Department: L. Morrill Burke, 321 Bonney Hall, Portland tel: 780-4291

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

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

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

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

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

Chairman, Music Department: Jerry L. Bowder, 206 Corthell Hall, Gorham tel: 780-5265

Chairman, Philosophy Department: Jeremiah P. Conway, 221 Science Building, Portland tel: 780-4242

Chairman, Physics and Engineering Department: (open)

Chairman, Political Science Department: Oliver Woshinsky, 317 Bonney Hall, Portland tel: 780-4283

Chairman, Psychology Department: John S. Bishop, 512 Science Building, Portland tel: 780-4254

Chairman, Social Welfare Department: Joseph D. Kreisler, 7 Chamberlain Avenue, Portland tel: 780-4120

Chairman, Sociology Department: Peter M. Lehman, 120 Bedford Street, Portland tel: 780-4100

Chairman, Theater Department: Walter R. Stump, Russell Hall, Gorham tel: 780-5481

Coordinator, Criminal Justice Program: Piers Beirne, 120 Bedford Street, Portland tel: 780-4100

Director, Art Gallery: Juris K. Ubans, Ground Floor, Robie-Andrews Hall, Gorham tel: 780-5467

Director, Museum of Man: Robert J. French, 320-C Bailey Hall, Gorham tel: 780-5320

COLLEGE OF EDUCATION

Dean: Loren W. Downey, 119 Bailey Hall, Gorham tel: 780-5371

Assistant Dean: Dorothy D. Moore, 119 Bailey Hall, Gorham tel: 780-5371

Director, Professional Development Center: A. Nye Bemis, 301 Bailey Hall, Gorham tel: 780-5326

Director, Clinical Experiences: Melissa H. Costello, 504 Bailey Hall, Gorham tel: 780-5300

Educational Placement Specialist: Elaine Howe, 402 Bailey Hall, Gorham tel: 780-5336

Chairman, Professional Education Department: John E. Deady, 503 Bailey, Gorham tel: 780-5300

Chairman, Human Resource Development Department: John M. Sutton, 400 Bailey Hall, Gorham tel: 780-5316

Chairman, Industrial Education and Technology Department: Arthur O. Berry, 103 Industrial Education Center, Gorham tel: 780-5441

SCHOOL OF BUSINESS, ECONOMICS AND MANAGEMENT

Dean: Duane Wood, 113 Bonney Hall, Portland tel: 780-4020

Chairman, Baccalaureate Degree Program in Business Administration: (Open)

Chairman, Associate Degree Program in Business Administration: Joel I. Gold, 118 Bedford Street, Portland tel: 780-4183

Chairman, Economics Department: Robert McMahon, 121 Bonney Hall, Portland tel: 780-4330

SCHOOL OF LAW

Dean: L. Kinvin Wroth, 105 Law School, Portland tel: 780-4345

Assistant Dean: Mary Lou Dyer, 103 Law School, Portland tel: 780-4345

Assistant to the Dean: Gayle Knowlton, 109 Law School, Portland tel: 780-4340

Director of Clinical Practice Program: Judy R. Potter, 112 Research Center, Portland tel: 780-4358

Director of Placement and Alumni Relations: John Ackerman, 108 Law School, Portland tel: 780-4342

Acting Librarian of School of Law: Martha Palmer, 210 Law School, Portland tel: 780-4352

Registrar: Frances Tucker, 101 Law School, Portland tel: 780-4346

SCHOOL OF NURSING

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

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

EDUCATIONAL SERVICES

Dean: Gordon S. Bigelow, 117 Payson Smith Hall, Portland tel: 780-4035

Assistant Dean: John Keyser, 113 Corthell Hall, Gorham tel: 780-5236

Director of Admissions: Dennis Farrell, Corthell Hall, Gorham tel: 780-5215

Director of Advising and Information Department: Richard Sturgeon, Payson Smith Hall, Portland tel: 780-4040

Coordinator of Academic Counseling Services: John N. Farrar, Payson Smith Hall, Portland tel: 780-4040

Coordinator of Information Services: Cyrus Hendren, Payson Smith Hall, Portland tel: 780-4040

Coordinator of Off-Campus Center Development: Deborah Daeris, YCCCS Learning Center, 11 Adams Street, Biddeford tel: 282-4111

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

Coordinator of Placement and Academic Internships: (Open), Payson Smith Hall, Portland tel: 780-4050

Coordinator of Handicapped Student Services: Dexter Huntoon, Payson Smith Hall, Portland tel: 780-4050

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

Director of Student Affairs: Domenica Cipollone, Student Union, Portland tel: 780-4090; Student Center, Gorham tel: 780-5470

A.R.A. Food Services: Mark Whitehead, Dining Center, Gorham tel: 780-5420

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

Registrar: John Keyser, 113 Corthell Hall, Gorham tel: 780-5236



Faculty Teaching in Graduate Programs, 1982-83

Amoroso, Henry C., Jr. (1982) Associate Professor of Education; St. Michael's College, B.A., 1966; Goucher College, M.Ed., 1967; University of Wisconsin, Ph.D., 1978

Andrews, Bruce H. (1974) Associate Professor of Business Administration; University of Connecticut, B.A., 1967; Polytechnic Institute of New York, M.S., 1969; Ph.D., 1980

Bay, John W. (1965) Associate Professor of Economics; Saint Ambrose College, B.A., 1961; Boston College, M.A., 1964; Ph.D., 1966

Bemis, A. Nye (1970) Assistant Professor of Education and Director, In-Service Education and Coordinator of International Exchanges; Gorham State College, B.S., 1964; M.S., 1969

Berry, Arthur O. (1955) Professor of Industrial Education and Chairperson, Dept. of Industrial Education and Technology; Gorham State College, B.S., 1950; Pennsylvania State University, Ed.M., 1954; University of Connecticut, Ph.D., 1967

Boyle, Conrad L. (1982) Assistant Professor of Marketing; United States Military Academy, B.S., 1959; University of Florida, M.B.A., 1964; University of Washington, Ph.D. 1982

Carper, Barbara A. (1982) Professor of Nursing; Texas Woman's University, B.S., 1959; Teacher's College, Columbia University, M.Ed., 1966; Ed.D., 1975

Carson, Loftus C., II (1980) Associate Professor of Law; Cornell University, B.S., 1968; Princeton University, M.P.A., 1970; Harvard University, J.D., 1973; University of Pennsylvania, M.B.A., 1980

Chandler, Joseph (1968) Associate Professor of Business and Economics; Bowdoin College, A.B., 1942; University of Maine, M.B.A., 1967; University of New Hampshire, M.A., 1971

Chronister, Floyd B. (1966) Associate Professor of Education; Conservatory of Music, U.M.K.C., Missouri, B.M., 1953; University of Kansas, B.M.E., 1955; M.M.E., 1959; Ed.D., 1969

Clarey, Richard J. (1979) Associate Professor of Management; Bowdoin College, B.A., 1961; Dartmouth College, M.B.A., 1963; Cornell University, Ph.D., 1968

Cluchey, David P. (1979) Associate Professor, School of Law; Yale University, B.A., 1968; State University of New York, M.A., 1970; Harvard Law School, J.D., 1973

Cobb, Merrill E. (1966) Professor of Education; University of Maine, B.S., 1949; Ed.M., 1953; University of Massachusetts, Ed.D., 1968

Cohen, Libby G. (1980) Assistant Professor of Special Education; University of Connecticut, B.A., 1967; Russell Sage College, M.S., 1971; Boston University, D.Ed., 1977

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

Costello, Melissa H. (1953) Associate Professor of Education and Director of Clinical Experiences;

Gorham State College, B.S., 1952; University of Maine, Ed.M., 1957; C.A.S., 1960

Deady, John E. (1981) Associate Professor of Education and Chairperson, Dept. of Professional Education; Amherst College, B.A., 1947; University of Massachusetts, M.S., 1950; Harvard University, Ed.D., 1956

Delogu, Orlando E. (1966) Professor, School of Law; University of Utah, B.S., 1960; University of Wisconsin, M.S., 1963; J.D., 1966

Downey, Loren W. (1974) Dean, College of Education, and Professor of Education; Drake University, B.A., 1949; University of Oregon, M.S., 1950; University of Arizona, Ed.D., 1966

Durgin, Frank A., Jr. (1964) Professor of Business and Economics; Tufts University, B.A., 1949; University of Toulouse, France, License en Droit, 1954; Docteur en Droit, 1956

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

Freehling, Daniel J. (1982) Law Librarian and Associate Professor of Law; Huntington College, B.S., 1972; University of Alabama School of Law, J.D., 1975; University of Alabama Graduate School of Library Science, M.L.S., 1977

Friedman, James (1980) Associate Professor of Law and Legal Studies; Brown University, A.B., 1971; University of Chicago, J.D., 1974

Gibbons, Alan D. Lecturer, School of Law; B.A., University of Southern Maine; J.D., University of Maine

Gorman, Gerald E. (1976) Associate Professor of Special Education; State College at Bridgewater, Massachusetts, B.S., 1962; Indiana University, M.S., 1964; Ed.D., 1971

Greenleaf, Nancy P. (1981) Assistant Professor of Nursing; Boston University, B.S., 1964; M.S., 1967; D.N.Sc., 1982

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

Hathaway, William D. Lecturer, School of Law; A.B., Harvard College; J.D., Harvard University

Heath, John R. (1976) Assistant Professor of Mathematics and Computer Science; University of Maine at Orono, B.A., 1968; M.A., 1970; University of Minnesota, M.S., 1976; Ph.D., 1982

Hodson, D. Bradlee (1973) Associate Professor of Accounting; University of Maine at Orono, B.S., 1968; University of Pennsylvania, M.A., 1969; C.P.A. (Massachusetts)

Houlihan, John J. (1975) Associate Professor of Business Law; Holy Cross College, A.B., 1969; Harvard Law School, J.D., 1972

Hudon, Edward G. (1979) Adjunct Professor, School of Law; Bowdoin College, B.S., 1937; LL.D., 1977; Georgetown University, J.D., 1947; Master of Laws, 1950; Catholic University of America, M.L.S., 1956; George Washington

University, S.J.D., 1962; Laval University, Doctor en Droit, 1976

Jagoliner, Philip (1966) Associate Professor of Accounting; Clark University, A.B., 1958; University of Rhode Island, M.S., 1960; University of Arizona, Ph.D., 1978; C.P.A. (Maine, Maryland)

Kandoian, Ellen Arpen (1981) Associate Professor of Law; Yale College, B.A., 1971; Columbia University, M.A., 1972; Yale Law School, J.D., 1975; Boston University, LL.M., 1981

Kelly, Kathleen W. (1982) Assistant Professor of Nursing; 10 Hartford College for Women, A.A., 1966; Columbia University, B.S., 1968; University of Connecticut, M.S., 1974, Ph.D. expected, 1982

LaFrance, Arthur B. (1973) Professor, School of Law; Dartmouth College, A.B., 1960; Yale University, J.D., 1963 (on leave 1982-1983)

Loper, Merle W. (1971) Professor, School of Law; Northwestern University, B.A., 1962; University of Chicago, J.D., 1965; Harvard University, LL.M., 1971

MacPherson, Kathleen I. (1974) Associate Professor, School of Nursing; Boston University, B.S., 1963; M.A., 1965; M.S., 1974; Brandeis University, Ph.D. expected 1982

Maiman, Richard J. (1971) Lecturer, School of Law and Associate Professor of Political Science; B.A., Lake Forest College; Ph.D., Brown University

Mariano, Carla H. (1979) Associate Dean and Associate Professor, School of Nursing; University of Connecticut, B.S., 1967; Columbia University, M.Ed., 1970; Ed.D., 1978

McGuire, Raymond G. (1973) Professor, School of Law; Canisius College, B.S., 1960; Harvard University, LL.B., 1964; Columbia University, LL.M., 1968 (on leave 1982-1983)

McMahon, Robert C. (1969) Associate Professor of Economics; University of Washington, B.A., 1959; M.A., 1964; Lehigh University, Ph.D., 1970

Moore, Dorothy D. (1968) Associate Professor of Education; University of Maine, B.S., 1966; M.Ed., 1968; Ed.D., 1978

Morris, Penny W. Lecturer, School of Law; B.A., Cornell University; M.A., Columbia University

Nannay, Robert W. (1972) Associate Professor of Industrial Arts; Trenton State College, B.A., 1964; M.A., 1967; University of Maryland, Ed.D., 1970

Neveu, Raymond P. (1982) Professor of Finance; Providence College, A.B., 1959, Boston College, M.A., 1961, University of Pittsburgh, Ph.D., 1968

O'Donnell, Michael P. (1970) Professor of Education; University of Maine, B.S., 1958; M.S., 1961; Syracuse University, Ed.D., 1968

Palmer, Martha (1976) Acting Law Librarian (until November 1, 1982), School of Law; University of Maine, B.A., 1974; M.A., 1975

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Schroff, Roger (1982) Associate Professor of Computer Science; Kansas University, B.A., 1966; Kansas University, M.A., 1978; Kansas University, M.S., 1979; Kansas University, Ph.D., 1980

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Southworth, Robert S. (1963) Professor of Educational Psychology; Boston University, B.A., 1951; Ed.M., 1958; Ed.D., 1965

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Sutton, John M., Jr. (1978) Assistant Professor and Chairperson, Department of Human Resource Development, College of Education; Boston College, A.B., 1961; University of Maine, M.S., 1972; Ed.D., 1976

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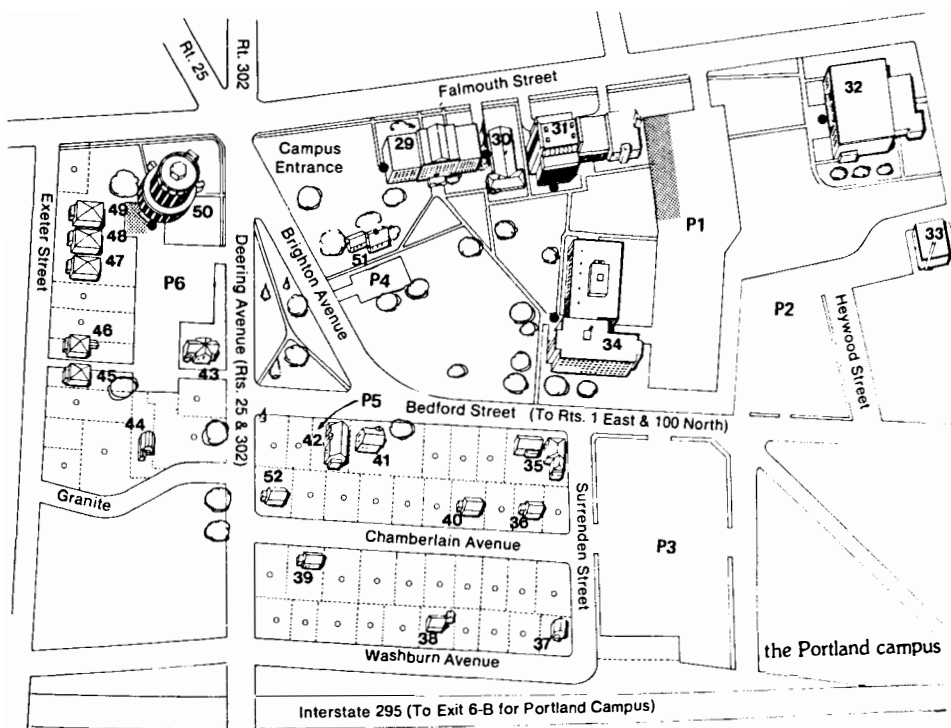
Wood, Duane (1981) Dean, School of Business, Economics and Management, and Professor of Management; Rose Polytechnic Institute, B.S., 1964; Butler University, M.B.A., 1968; Indiana University, D.B.A., 1974;

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NOTES



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

Portland Campus

- 29. Payson Smith Hall
- 30. Bookstore
- 31. Science Building
- 32. Portland Gymnasium
- 33. Central Heating Plant
- 34. Luther Bonney Hall and Library
- 35. Student Union Buildings, 92 & 94 Bedford Street
- 36. Faculty Offices, 7 Chamberlain Avenue
- 37. Faculty Offices, 3 Washburn Avenue
- 38. Faculty Offices, 25 Washburn Avenue
- 39. Faculty Offices, 38 Chamberlain Avenue
- 40. Cooperative Extension Services, 15 Chamberlain Avenue
- 41. Faculty Offices, 118 Bedford Street
- 42. Faculty Offices, 120 Bedford Street
- 43. President's and Provost's Offices, 228 Deering Avenue
- 44. Faculty Offices, 11 Granite Street
- 45. Faculty Offices, 39 Exeter Street
- 46. Maine Public Broadcasting Network, 45 Exeter Street

- 47. Faculty Offices, 55 Exeter Street
- 48. Faculty Offices, 59 Exeter Street
- 49. Faculty Offices, 65 Exeter Street
- 50. Law School/Center for Research and Advanced Study
- 51. Alumni House
- 52. Administrative Offices

Parking

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



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