

1981

University of Southern Maine College of Education Graduate Catalog 1981-1982

University of Southern Maine

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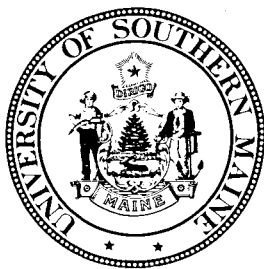
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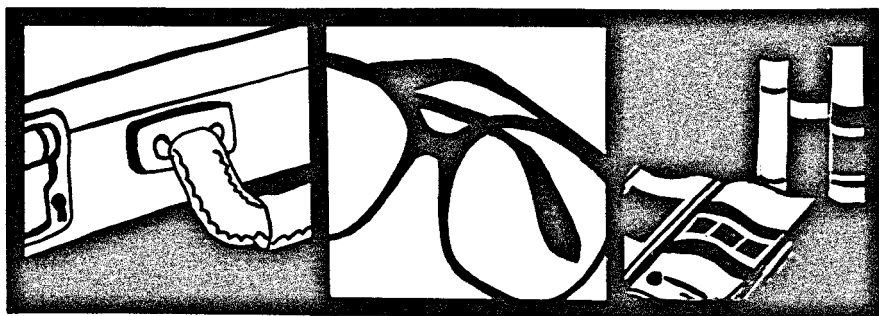
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The
University
of Southern
Maine

College of Education

Graduate Catalog



1981-1982

ACADEMIC CALENDAR

1981 - 1982

FALL SEMESTER

Tuesday, September 8	First Day Of Classes
Monday, October 12	October Long Weekend (no classes)
November 25 - 29	Thanksgiving Recess (starts at 4:00 on Wednesday, November 25)
Wednesday, December 16	Last Day of Classes
Thursday, December 17	Reading Day (no classes)
December 18, 19, 21, 22	Final Exams

SPRING SEMESTER

Monday, January 11	First Day of Classes
February 12 -21	Winter Recess (starts after classes end on Friday, February 12)
March 26 - April 4	Spring Recess (starts after classes end on Friday, March 26)
Friday, April 30	Last Day of Classes
May 3, 4, 5, 6, 7	Final Exams
Saturday, May 8	Commencement

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 Eleanor W. Law, acting 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.

* * *

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

The College of Education of the University of Southern Maine provides undergraduate degrees in early childhood, elementary and secondary education, industrial arts and vocational occupational education. In addition, the College of Education offers programs leading to a Master of Science degree in Counselor Education, Educational Administration, Industrial Education/Home Economics, Professional Teacher and Reading and Master of Science degree in Adult Education.

USM is accredited by the New England Association of Schools and Colleges. In addition, the College of Education is accredited by the National Council for Accreditation of Teacher Education.

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

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

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

COLLEGE OF EDUCATION

DEAN

Loren W. Downey

ACTING ASSISTANT DEAN

Charles M. Lyons

GRADUATE EDUCATION

DIRECTOR OF GRADUATE EDUCATION

David L. Silvermail

ADMINISTRATIVE ASSISTANT

Virginia M. Lewis

OFFICE OF GRADUATE EDUCATION

Bailey Hall 409, Gorham, Maine 04038

Telephone: (207) 780-5306

The University of Southern Maine and the College of Education is pleased to know of your interest in the university and invites your review of the information contained in this catalog. If the Office of Graduate Education can be of further assistance, please contact the office by phone or in writing.

PROGRAMS

Department

A. Professional Education

1. Educational Administration Program
2. Professional Teacher Program
3. Reading Program

Chairperson

Charles F. Smith (780-5300)
Bailey Hall 500

B. Human Resource Development

1. Adult Education Program
2. Counselor Education Program

John M. Sutton, Jr. (780-5316)
Bailey Hall 400

C. Industrial Education and Technology

1. Industrial Education Program

Arthur O. Berry (780-5441)
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 with 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, representing not less than four years or the equivalent of undergraduate work, from an accredited institution.
2. Have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program.
3. Have earned a score of 40 points or above on the Miller Analogies Test, or 900 or above on the Graduate Record Examination.
4. Have filed a complete application with the Office of Graduate Education.
5. Be recommended for admission by a graduate education program.

Application Procedure

Candidates for admission must file a complete application with the Office of Graduate Education, College of Education, University of Southern Maine, Gorham, Maine 04038, (207) 780-5306.

A complete application contains the following items:

1. Two (2) completed copies of the application forms.
2. Official transcripts of all previous college or university work, including campuses of the University of Maine system.
3. Three letters of recommendation. These should be from persons in a position to judge the applicant's academic preparation and ability to pursue graduate work. The writers should return their recommendations directly to the Office of Graduate Education.
4. Official scores on the Miller Analogies Test or Graduate Record Examination.
5. An application fee of \$10.00 (non-refundable).

Application Deadlines

A complete application must be filed before the following deadlines;

Date of Matriculation
January 1, 1982
May 1, 1982

Deadline for Receipt of Application
October 1, 1981
March 1, 1982

Candidates are urged to contact the Office of Graduate Education to determine if all required materials have been received. This should be done by early September for January 1 admission and by early February for May 1 admission. The Office of Graduate Education will endeavor to contact students when documents are missing from files. However, the work load during peak periods of the year oftentimes delays correspondence to individual candidates.

* * *

Physical and mental health are basic considerations in admitting any applicant to the university, but 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 ap-

plicant reporting a physical handicap will be advised to schedule an interview with the University Coordinator of Handicapped Student Services.

Interview: With the exception of candidates applying to the Counselor Education Program, interviews are optional. The Office of Graduate Education strongly encourages candidates to visit the campus and request interviews to investigate graduate programs and become acquainted with the university facilities and surrounding area. Campus tours during the academic year may be arranged if requested in advance.

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. Transfer credit may be approved only at the time of admissions and must be included in the admission application. 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 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; and (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 or GRE scores and application fee by the applicant to the Office of Graduate Education.

Admissions credit must be approved 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. Exceptions to the maximum must be approved by the appropriate department chairperson.

Program Transfer

A matriculated graduate student admitted to a program of study may request a program transfer. A letter requesting a program transfer must be submitted by the graduate student to the Office of Graduate Education. Transfer requests will be reviewed by program faculty twice a year at dates corresponding to admissions dates. The Office of Graduate Education will notify the students of action taken on the program transfer requests.

Appeal of Admissions Action

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 admission decisions by submitting a written appeal to the Director of Graduate Education.

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

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

1. A relatively high 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 and all information the prospective graduate student believes should be given consideration in reviewing the appeal.

Program Admission Requirements

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

FINANCIAL INFORMATION

GRADUATE STUDENT EXPENSES: Academic Year of 1981 - 1982

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

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

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

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

TUITION

Per credit hour for a Resident of Maine for less than 15 credit hours per semester. . . . \$48.00

Per credit hour for a Non-Resident of Maine for less than 15 credit hours per semester . \$137.00

Tuition for 15 or more credit hours per semester for a Resident of Maine. \$720.00

Tuition for 15 or more credit hours per semester for a Non-Resident of Maine. . . . \$2,005.00

LATE FEE - A late fee of \$25.00 is charged a student who registers after the prescribed day of registration or who fails to satisfy his/her financial obligation with the business office when due and payable. This fee will also be assessed to students whose registration checks are returned and not cleared by the specific deadline.

TUITION FOR OTHER CLASSIFICATIONS OF STUDENTS

SUMMER SESSION - Summer Session students are charged \$48.00 per credit hour (no maximum) for courses carrying degree credit.

AUDITING OF COURSES - Tuition and registration fees are charged for audited courses at the usual hourly rate, except for a student who is already paying the maximum tuition.

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

Payment of Bills

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

All University Bills, including those for room and board in university buildings, are due and payable on or before September 8 for the fall semester and on or before January 11 for the spring semester. Bills may be paid at the business office at either campus by mail or in person. Checks should be made payable to University of Maine.

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.

Students not on authorized deferred payment of fees plan and who have not paid 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 course 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.

Diplomas, transcripts of records or permission to registrar 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 work a real hardship, will be permitted to use the installment program.

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

The privilege of using 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 in order to use this plan.

REFUND POLICY

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

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

		Refund percentage
a. ACADEMIC YEAR (Fall and Spring Term)		
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		100%
Withdrawal prior to End of Second Week		75%
Withdrawal prior to End of Third Week		50%
Withdrawal after Third Week		0%
(2) Sessions which are three weeks or less		
Cancellation prior to First Day of Class		100%
Withdrawal prior to End of First Week		50%
Withdrawal after First Week		0%

2. PROVISIONS

- a. In no case will tuition be reduced because of voluntary absence from classes.
- b. Refunds for involuntary withdrawals, e.g., extended illness or military service, will be considered by the campus on a case-by-case basis.
- c. University fees are not refunded.

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 are not limited to, registration 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 \$25.00 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 admission to the university. The decision, made by the appropriate campus business manager, is based upon information furnished by the student's application and any other relevant information. No student once having registered as an out-of-state student is eligible for resident classification in the university, or in any college thereof, unless the student has been a bona fide domiciliary of the state for at least a year immediately prior to registration for the term for which resident status is claimed. This requirement does not prejudice the right of a student admitted on a non-resident basis to be placed thereafter on a resident basis provided the student has acquired a bona fide domicile of a year's duration within the state.

Attendance at the university neither constitutes nor necessarily precludes the acquisition of such a domicile. For university purposes, a student does not acquire a domicile in Maine until the student has been here for at least a year primarily as a permanent resident and not merely as a student: this involves the probability of a student's completion of school. In general, members of the armed forces and their dependents are normally granted in-state tuition rates during the period when they are on active duty within the State of Maine.

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

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

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

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

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

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

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

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

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

STUDENT FINANCIAL ASSISTANCE

Information about financial assistance may be obtained by contacting the Office of Student Financial Aid, USM, Corthell Hall - 2nd floor, College Avenue, Gorham, Maine 04038; telephone (207) 780-5250.

ACADEMIC POLICIES

REGISTRATION

Registration includes course selection and payment of university charges. No student may register for more than 18 credit hours in one semester without permission of the adviser and Dean. No registration is complete without the satisfaction of the related financial obligation to the university.

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 are due during advanced registration. Students are mailed a tuition bill that is payable on or before the first day of classes.

THE GRADING SYSTEM

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

- A - High honors.
 - B - Honors.
 - C - Satisfactory, successful and respectable meeting of the course objectives.
 - D - Low-level work, below the average required for graduation for an undergraduate, and a failing grade for a graduate student. In addition, individual departments may limit the number of D grades accepted, as stated in the departmental sections of this catalog. The paragraph on "Repeating Courses" should also be noted.
 - F - Failure to meet the course objectives.
 - P - Pass. given only for certain courses open to the Pass-Fail option.
 - I - Incomplete. a temporary grade given when the student, because of extraordinary circumstances has failed to complete course requirements. Required work must be completed by arrangement with the instructor with a maximum time limit of one calendar year. At that time, the I must be replaced by a grade of A, B, C, D, F, P or INC as determined by the instructor or the Dean as appropriate.
- At the end of each semester, the Registrar shall notify faculty members involved and

their department chairmen of students who have carried unresolved I's on their transcripts for one year. The I grade will be resolved by their department chairman and dean in special cases where the faculty member has not resolved the I.

INC – Permanent Incomplete: when a temporary incomplete (I) grade is not resolved to a normal letter grade, a permanent incomplete may be assigned in extraordinary circumstances as determined by the instructor or the Dean.

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

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

AU – Student attended courses on a non-credit basis.

ACADEMIC RECORD CHANGES

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

GRADE POINT AVERAGE

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 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.

REPEAT COURSE POLICY

A student may not repeat the same course after receiving a grade of C or higher in a course to improve a grade-point average. If a student receives a grade of D or lower in a required course, the student must retake the course. 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, the new grade as well as the original grade is computed in the grade-point average.

AUDIT POLICY

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

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.

SCHEDULE CHANGES

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

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

WITHDRAWAL FROM THE UNIVERSITY

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

If a student withdraws from the university during the first two weeks of the semester, there will be no courses or grades recorded. Students withdrawing after the second week through the sixth week will receive a W grade for each course in which the student was enrolled.

Students withdrawing after the sixth week will receive regular grade designations as determined by the instructors. Under unusual circumstances, grades of W can be assigned after the sixth week if approved by both the instructor and the Dean.

EXAMINATION POLICY

The examination 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 examination requirements for the class. Final examinations cannot be given before the regularly scheduled examination period.

ABSENCE FROM A FINAL EXAMINATION

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

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.

RESIDENCE REQUIREMENT

There are no residency requirements for graduate education degree students.

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

CONFIDENTIALITY POLICY

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

STUDENT ADVISEMENT

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

EXTRAMURAL CREDIT

Extramural credit is credit hours earned for course work offered by another institution after matriculation in a University of Southern Maine graduate education program. Extramural credit must be approved by the 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.

Extramural 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; and (4) courses in which a grade lower than a B was received. In no case may more than six credit hours be approved for extramural credit.

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.

CONTINUOUS ENROLLMENT

A graduate student must enroll and complete six credit hours of course work each year. A year begins on the date of matriculation. Failure to comply may result in "disenrollment". Exceptions must be approved by the appropriate department chairperson and the Director of Graduate Education.

RETENTION OF STUDENTS

A graduate student is required to have attained a cumulative grade-point average of 3.0 (B) after completion of twelve credit hours, including transfer, admission and extramural credit. A student with less than a 3.0 cumulative GPA after completion of twelve credit hours will be dropped from the program.

A graduate student receiving more than two C grades or one D grade or one F grade at any point in the program, will be evaluated for retention by the program faculty.

ENROLLMENT IN UNDERGRADUATE COURSES

A graduate student may be permitted to apply up to six credit hours of undergraduate course work to his/her graduate program of study if the following conditions are met:

1. The course work must be earned after the student has been granted matriculation status in a graduate education program.
2. Course work must add breadth or depth to the student's program of study.
3. Course work is not of a remedial nature, that is, credit cannot be earned for course work taken to remove a deficiency necessary to meet program of study requirements.
4. No equivalent and/or comparable course exists in a University of Southern Maine graduate program.
5. Course work receives prior approval of student's adviser, course instructor and department chairperson.
6. Course work is earned in upperlevel undergraduate courses; that is, 300 - 400 level courses or equivalent numbering systems.
7. A grade of B or better is earned for the course work.
8. Course work meets all existing graduate education course requirements except the course number requirement.
9. The student is not displacing an undergraduate student in the course; that is, a graduate student may enroll in a course only after all qualified undergraduate students have had an opportunity to enroll in the course.

INDEPENDENT STUDY AND WORKSHOP CREDIT

A degree student may earn up to six credit 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 adviser regarding independent study and workshop credit requirements.

SUBSTITUTIONS AND WAIVERS

A degree student may request a substitution or waiver of graduate education and/or program requirements. 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 adviser regarding thesis requirements.

COMPREHENSIVE EXAMINATION

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

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

Comprehensive examinations will be graded as pass with honors, pass, or failure. A student may take the examination no more than twice, and failure of both the examinations will result in the student being dropped from the program.

The examination will be given once each semester and once each summer. 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 from a degree program, a graduate student must.

1. Complete satisfactorily 33 graduate credit hours. All courses completed for a graduate program 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 \$10.00 commencement fee to the Registrar.

COMMENCEMENT CEREMONIES

A graduate student may participate in commencement ceremonies only if he/she has completed all program of study requirements and has been approved for graduation by the Director of Graduate Education.

PROGRAMS OF STUDY

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

Required Core Courses (15 - 18 Credit Hours)	Credit Hours
EDU 550 Research Methods and Techniques in Professional Education	3
EDUA 527 Introduction to Adult and Continuing Education	3
EDUA 528 Psychology of Adult Learning	3
EDUA 529 Curriculum Construction for Adults	3
EDUA 540 Internship in Adult Education	3-6

Elective Courses (15 - 18 Credit Hours)

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

EDPY 534 Counseling the Adult Learner	3
EDU 581 Organizational Behavior	3
EDU 584 Organizational Change and Innovation	3
EDUA 530 Management of Adult and Continuing Education	3
EDUA 532 Methods and Techniques of Teaching Adults	3
EDUA 533 Staff Development in Adult and Continuing Education	3
EDUA 535 Teaching Reading to Adults	3
EDUA 541 Seminar in Adult and Continuing Education	3
EDUA 599 Independent Study in Adult Education	1-6

Special Program Requirements

The internship, EDUA 540, is a key component of the program. It may be taken after completing 9 credit hours, including EDU 550 and approval of a sponsored internship.

COUNSELOR EDUCATION PROGRAM

The Counselor Education Program prepares individuals for positions in elementary and secondary guidance offices as well as individuals 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

Required Core Courses (12 Credit Hours)	Credit Hours
EDU 550 Research Methods and Techniques in Professional Education	3
EDPY 531 Fundamentals of Counseling Skills	3
EDPY 562 Group Process and Procedures	3
EDPY 582 Psychological Measurement and Evaluation	3

Required Concentration Courses (21 Credit Hours)

A. Elementary School Counselor Education

EDPY 577 Introduction to Elementary School Guidance	3
EDPY 579 Counseling the Elementary School Child	3
EDPY 586 Field Experience	6

EDPY 590 Individual Counseling Practicum	3
Electives	6
B. Secondary School Counselor Education	
EDPY 570 Introduction to Secondary School Guidance	3
EDPY 572 Career Information in the Schools	3
EDPY 586 Field Experience	6
EDPY 590 Individual Counseling Practicum	3
Electives	6
C. Rehabilitation Counselor Education	
EDPY 586 Field Experience	6
EDPY 590 Individual Counseling Practicum	3
Electives Within Concentration (9 Credit Hours Required)	
EDPY 550 Introduction to Rehabilitation Services	3
EDPY 551 Medical Aspects of Disability	3
EDPY 552 Psychological Aspects of Disability	3
EDPY 553 Vocational Aspects/Placement in Rehabilitation	3
EDPY 555 Counseling, Client Advocacy and the Law	3
EDPY 556 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

1. In addition to standard requirements (application forms, standard testing scores, recommendations and interviews) the Counselor Education Program also requires a personal narrative. 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.

2. Each student entering the program will have to demonstrate a background in life-span development. For those not having this background, EDPY 538/539 Life Span Development I and II (6 credits) will be required. In evaluating requests for substitution for Life Span Development I and II, the following topic areas will be used as criteria:

- | | |
|----------------------|--------------------|
| 1. Birth and Infancy | 5. Adolescence |
| 2. Toddlerhood | 6. Early Adulthood |
| 3. Pre-school | 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 and marriage and 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 acceptance.

EDUCATIONAL ADMINISTRATION PROGRAM

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

PROGRAM REQUIREMENTS

Required Core Courses (15 Credit Hours)	Credit Hours
EDU 550 Research Methods and Techniques in Professional Education	3
EDU 580 Introduction to Administration	3
EDU 581 Organizational Behavior	3
EDU 582 Political Bases of Decision Making	3
EDPY 562 Group Process and Procedures	3

Elective Courses (18 Credit Hours)

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

EDU 504 Curriculum Development	3
EDU 584 Organizational Change and Innovation	3
EDU 585 School-Community: Inter-system Communication	3
EDU 586 Systems Approach to Educational Planning	3
EDU 589 Community Analysis and Inter-Agency Collaboration	3
EDU 590 School Law	3
EDU 591 Evaluation and Supervision of School Personnel	3
EDU 593 Staff Development	3
EDU 594 Principal-Student Relationships	3
EDU 595 Collective Negotiations	3
Electives (two electives may be chosen from outside the program)	3-6

READING PROGRAM

The Reading Program provides a theoretical and empirical framework of the language-communication process. The courses and clinical experiences emphasize knowledges and technical proficiencies that can be applied for 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 degree.

PROGRAM REQUIREMENTS

Required Core Courses (24 Credit Hours)	Credit Hours
EDU 550 Research Methods and Techniques in Professional Education	3
EDU 512 Foundations of Reading Instruction	3
EDU 513 Reading Remediation	3
EDU 514 Developing the Composition Process	3
EDU 518 Teaching Reading in Content Areas	3
EDU 529 Clinical Experiences	6
EDUX 599 Assessment of Reading	3

Required Concentration Courses (9 Credit Hours)

A. Elementary Reading Education

EDU 515 Children's Literature	3
Electives	6

B. Secondary and Adult Reading Education (9 Credit Hours)

EDU 516 The Folktale	3
EDU 517 Adolescent Literature	3
EDU 522 Organizing Secondary Reading Programs	3

Electives

A partial list of recommended electives include:

EDU 519 Issues in Reading	3
EDU 520 Teaching Reading to Children with Special Needs	3
EDU 524 Supervised Practicum in Reading Disabilities	TBA
EDU 528 Organizing for Elementary Reading Instruction	3
EDU 530 Special Applications of Reading Materials	TBA
EDU 571 Languages and Reading for Young Children	3

Special Program Requirements

Course experiences are hierarchical and cumulative in nature, culminating with EDU 529 Clinical Practices 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 529 Clinical Practices in Reading, must be taken during summer session.

INDUSTRIAL EDUCATION

The industrial Education Program is designed to develop the professional and personal competencies of 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.

PROGRAM REQUIREMENTS

Required Core Courses (6 Credit Hours)	Credit Hours
EDU 550 Research Methods and Techniques in Professional Education	3
Course in Statistics or Measurement and Evaluation	3
Professional Education Course (15 - 21 Credit Hours)	
Required Courses (One course from each group - 9 Credit Hours)	
1. EDPY 560 Human Learning	3
IEP 580 Measurement and Evaluation	3
2. HEP 541 Laboratory Planning in Home Economics	3
IEP 582 Laboratory Planning in Industrial Educationa 3	
3. HEP 542 Alternative Curriculum Models in Home Economics	3
IEP 573 Philosophy of Industrial Education	3
IEP 581 Curriculum Trends in Industrial Education 3	
Liberal Arts Courses (6 -12 Credit Hours)	6-12
Concentration Courses (3-15 Credit Hours)	
A. Industrial Education Concentration	
1. Technical Option (9-15 Credit Hours)	
a. Technical Electives (6-9 credit hours) will be selected from offerings in manufacturing/construction, energy/transportation, graphic communication and laboratory of industries.	
2. Professional Option (9-12 Credit Hours)	
a. Courses will be selected from offerings in adult education, professional teacher, counseling, educational leadership, exceptionality, reading, rehabilitation, industrial education and thesis.	
B. Home Economics	
1. Technical Electives (6-9 credit hours) will be selected from offerings in clothing/textiles, family/child, food/nutrition, housing/interior design and management of consumer education.	
2. Professional Electives (3-6 credit hours) will be selected from offerings in administration, counselor education, rehabilitation, professional teacher and industrial education.	

Special Program Requirements

A prerequisite for admission to the program is that a student has earned a baccalaureate degree from an accredited institution in industrial arts, home economics or vocational-technical education.

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: early childhood, elementary education, exceptionality, history, mathematics, music education and science education. The Program leads to a Master of Science in Education degree.

PROGRAM REQUIREMENTS

Required Core Courses (15 Credit Hours)	Credit Hours
EDU 550 Research Methods and Techniques in Professional Education	3
EDU500 Philosophy and the Teacher	3
EDU 503 Analysis of Teaching or EDPY 560 Human Learning	3
Professional Education elective courses (approved by adviser)	6
Concentration Courses (18 Credit Hours)	
A. Early Childhood Education	
Courses approved by adviser from the following list:	
EDU 570 Foundations of Early Childhood	3
EDU 571 Language and Reading for Young Children	3
EDU 572 Child Study for Early Childhood Professional	3
EDU 573 Assessment in Early Childhood	3
EDU 547 Curriculum and Environment	3
EDU 575 Internship in Early Childhood	3
EDU 576 Organizing and Implementing the Preschool	3
EDU 584 Organizational Change and Innovation	3
EDU 591 Evaluation and Supervision of Personnel	3
B. Elementary Education	
1. Classroom Management (3 Credit Hours)	
EDPY 569 Strategies and Techniques in Classroom Management	3
DEU 543 Exceptional Children and Youth	3
EDU 581 Organizational Behavior	3
2. Language Acquisition (3 Credit Hours)	
EDU 512 Foundations of Reading Instruction	3
EDU 514 Developing the Composition Process	3
EDU 515 Children's Literature	3
3. Mathematics Education (3 Credit Hours)	
MSED 512 Newer Practices in Elementary Education	3
4. Curriculum (3 Credit Hours)	
EDU 504 Curriculum Development	3
5. Electives approved by adviser(6 credit hours)	6
C. Exceptionality	
1. Required Course (3 Credit Hours)	
EDU 543 Exceptional Children and Youth	3
2. Specialization (15 Credit Hours)	
Students may select a specialization with the advice and approval of faculty adviser.	
Specializations are available in	
(a) Generic	(c) Mental Retardation
(b) Learning Disabilities	(d) Gifted and Talented
A partial list of courses include:	
EDU 537 Introduction to Mental Retardation	3
EDU 540 Learning Disabilities	3
EDU 541 Practicum in Exceptionality	3
EDU 544 Seminar in Exceptionality	3
EDU 545 Education of the Gifted and Talented	3
EDU 599 Introduction to Emotional Disturbance	3
D. History	
1. Students plan a program of study with the advice and approval of faculty advisers.	

Specializations are available in American or World History. A partial list of courses include:

HIST 500 Historical Method	3
HIST 510 United States Since 1938	3
HIST 512 Totalitarianism	3
HIST 534 Maine History and Travel	3
HIST 563 Africa Through Its Literature	3
HIST 566 Italy: The Facist Experience	3
HIST 572 Germany Since 1870	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.

E. Mathematics

1. Mathematics Courses (12-18 Credit Hours)

Students plan a program of study with the advice and approval of faculty advisers.

A partial list of courses include:

MS 502 Number Systems	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 Credit Hours)

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

F. 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.

G. Science Education

1. Required Concentration Courses (6 Credit Hours)

a. Science Practicum (3 Credit Hours)	
SCED 555 Instrumentation Practicum	3
SCED 556 Biology Practicum	3
b. SCED 589 Science Education	3

2. Electives (12 Credit Hours)

Elective courses approved by adviser. 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

SELECTED COURSE DESCRIPTIONS

EDU 500 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.

EDU 503 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.

EDU 504 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.

EDU 512 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.

EDU 513 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: 512 or 522.

EDU 514 DEVELOPING A VITAL WRITING PROGRAM

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.

EDU 515 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.

EDU 516 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.

EDU 517 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.

EDU 518 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.

EDU 519 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. EDU 512 or equivalent.

EDU 520 TEACHING READING TO CHILDREN WITH SPECIAL NEEDS

A foundation course in reading designed especially for teachers who work with students who have special needs. The course examines the five stages of reading progress with emphasis on the first three levels. prerequisites for learning to read, initial reading and rapid development of reading progress. In addition, contemporary approaches for teaching reading, informal and standardized measures for assessing reading and methods and materials are explored. In lieu of EDU 512 or EDU 522 for non - reading major only.

EDU 522 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 area teachers. Prerequisites: EDU 512 and EDU 518.

EDU 524 SUPERVISED PRACTICUM IN READING DISABILITIES

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

The student will participate in a follow-up meeting with members of a diagnostic team. Long term tutoring is accomplished according to an IEP.

EDU 528 ORGANIZING FOR ELEMENTARY READING INSTRUCTION

Designed for classroom teachers, a workshop/seminar course lead 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 512.

EDU 529 CLINICAL EXPERIENCES

Clinical experiences requiring the utilization of diagnostic and prescriptive methods for planning and implementing reading programs for students at different stages of reading progress. Tutoring experiences are augmented and related to the professional literature and research through frequent opportunities to explain and defend observations in seminars. Extensive reading from basic texts, current references and periodicals are stressed. Emphasis is on the appropriate application of research-validated teaching and diagnostic techniques in supervised settings. Prerequisites: EDU 512 and EDU 513 or equivalents.

EDU 530 SPECIAL APPLICATIONS OF READING METHODS

Independent study, opportunities to apply course experiences in field-based situations are encouraged. Considerable latitude is possible in pursuing options of professional interest in consultation and approval of adviser. Example 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.

EDU 533 INTRODUCTION TO THE EMOTIONALLY HANDICAPPED CHILD

This course will present the student with a working definition of the emotionally handicapped child and an introduction to the identification, screening, placement and pro-

graming for these children. Screening instruments and diagnostic tools will be discussed in some detail. Several differing theories on placement, programming and treatment will be studied. Emphasis will be on the emotionally handicapped child in the public school setting.

EDU 537 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.

EDU 540 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.

EDU 541 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 in which the student elects to work.

EDU 543 EDUCATION OF THE EXCEPTIONAL CHILD

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

EDU 544 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.

EDU 545 EDUCATION OF THE GIFTED AND TALENTED

An introduction to the nature and characteristics of gifted and talented children. The course will include rationale for dif-

ferentiated education, program objectives, identification, development of creativity, community awareness, in-service training, historical perspectives and future trends in gifted education.

EDU 550 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.

EDU 570 FOUNDATIONS OF EARLY CHILDHOOD

This course examines the historical sociological and physiological development of early childhood education both in Europe and the United States. The main focus is on selected reforms which have influenced and altered the nature, purpose and roles of early childhood education.

EDU 571 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 specific approaches for integrating reading and language arts. Theories and research are related to early childhood education.

EDU 572 CHILD STUDY FOR THE EARLY CHILDHOOD PROFESSIONAL

This course is designed for students who are or expect to become professionally involved with infants and young children. The content of the course looks at child development from an interdisciplinary approach by studying the basic research for cues about the needs of children and by making a conceptual leap from there to the "real world" of teaching and parenting.

EDU 573 ASSESSMENT IN EARLY CHILDHOOD

Formal and informal methods of observation and assessment in the cognitive, affective and sensory-motor domains are presented in this course. Approaches for utilizing findings of assessment in the classroom and with parents are also discussed.

EDU 574 CURRICULUM AND ENVIRONMENT

Approaches for creating a meaningful and humane learning environment for young children are presented. Varied methods for integrating and personalizing the curriculum in preschool and primary grade classrooms are discussed. Ability to use information gathered in this course to assist professional colleagues in analysis and solution of local curriculum problems and concerns are developed.

EDU 575 INTERNSHIP IN EARLY CHILDHOOD

Required of all unemployed and inexperienced students, this course offers an opportunity to spend a minimum of 120 hours working as an aide or teacher assistant in a local preschool or K-3 classroom. Arrangements to be made on an individual basis in consultation with adviser.

EDU 576 ORGANIZING AND IMPLEMENTING THE PRESCHOOL

This course focuses on the implementation organization and on-going workings of the preschool. Equipment, daily routines, licensing regulations, parent involvement, parent education and methods for securing external funding are considered..

EDU 580 INTRODUCTION TO ADMINISTRATION

Required first course for all masters 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.

EDU 581 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.

EDU 582 BASES OF EDUCATION: DECISION-MAKING

Educational leaders must be influential be-

yond 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.

EDU 584 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.

EDU 585 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.

EDU 586 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.

EDU 589 SCHOOL FINANCE

The study of the economics of public education, sources of school revenue, taxation; Federal, State and local plans of school fiscal support.

EDU 590 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.

EDU 591 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.

EDU 593 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.

EDU 594 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.

EDU 595 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 contracts; contract grievance procedures; impasse resolution; contract administration; and implications for school administrators.

EDPY 531 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.

EDPY 534 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.

EDPY 538/539 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 throughout the entire life span.

EDPY 550 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.

EDPY 551 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.

EDPY 552 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.

EDPY 555 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.

EDPY 556 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.

EDPY 560 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.

EDPY 562 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.

EDPY 569 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.

EDPY 570 INTRODUCTION TO SECONDARY SCHOOL GUIDANCE

This is an introductory course for those intending to enter secondary school guidance and counseling. The focus is on the multi-faceted role of the secondary school counselor. Historical and social contexts of guidance and counseling in the schools are considered.

EDPY 572 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, ul-

timately facilitating possible career decisions.

EDPY 577 INTRODUCTION TO ELEMENTARY SCHOOL GUIDANCE

This course is designed to provide a consideration of the theoretical bases for, and guidance practices in, the elementary school. This includes working collaboratively with the home, school and community to meet personal, social and vocational concerns of children.

EDPY 579 COUNSELING THE ELEMENTARY SCHOOL CHILD

This course is designed for those students who desire training in counseling young children. Play media, socio-drama, creative drama, individual counseling intervention skills and working with small groups are the primary topics to be studied. Prerequisite: EDPY 531.

EDPY 582 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.

EDPY 586 FIELD EXPERIENCE

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 (EDPY 590) experience. Prerequisite: Approval of the supervising professor.

EDPY 590 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.

EDUA 527 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 assumption.

tions of selected programs and by relating these findings to the broader field.

EDUA 528 PSYCHOLOGY OF ADULT LEARNING

A course designed to develop a theory of teaching based upon an understanding of the general and unique characteristics of the adult population served. The understanding will be obtained by means of a systematic inquiry into sociological and psychological factors that are influencing a selected adult learner and a comparison of his/her learning needs and processes with that of adult learners in general.

EDUA 529 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.

EDUA 530 MANAGEMENT OF ADULT AND CONTINUING EDUCATION

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.

EDUA 532 METHODS AND TECHNIQUES 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.

EDUA 533 STAFF DEVELOPMENT IN ADULT AND CONTINUING EDUCATION

This course is designed to provide the student with an opportunity to learn the techniques of assessing programs and staff needs. Once these needs are identified, a delivery system is devised that provides each staff member with the skills necessary to improve his/her performance levels.

EDUA 540 INTERSHIP IN ADULT EDUCATION

Designed to provide professional experience in the student's selected area of concern. A plan for the internship is presented for approval to the student's adviser. On approval, the intern completes his/her planned program under the supervision and evaluation of a responsible person for the internship assignment.

EDUA 541 SEMINAR IN ADULT EDUCATION

A seminar dealing with current issues and problems in adult education. Participants will select topics and mode of presentation during initial meetings of the seminar.

EDUA 599 INDEPENDENT STUDY IN ADULT EDUCATION

Designed to encourage students to study actual problems and issues in adult education. Program planning and assessment are additional focal areas. A plan for study is arranged through the student's adviser.

EDUX 599 ASSESSMENT OF READING

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

HEP 541 LABORATORY PLANNING IN HOME ECONOMICS EDUCATION

A systematic approach to the study of the organization and administration of a home economics education facility. Special emphasis will be placed upon the planning, organization and control of materials and equipment utilized in the various content areas. Study in teacher liability, professional responsibility and safety will be stressed.

HEP 542 ALTERNATIVE CURRICULUM MODELS IN HOME ECONOMICS EDUCATION

The participants will examine current educational approaches and determine their impact on consumer-homemaking and occupational home economics programs. Emphasis will be on making decisions concerning

appropriate models and strategies for specific learners in a variety of learning situations.

IEP 573 PHILOSOPHY OF INDUSTRIAL EDUCATION

A broad historical and philosophical study of industrial education including industrial arts, vocational-technical, technology and career education. Topics include the historical development of industrial education in relation to western culture and technology, the philosophic basis for the various areas of industrial education and the philosophic rational for current trends.

IEP 580 MEASUREMENT AND EVALUATION IN INDUSTRIAL EDUCATION

Preparation and use of teacher-made achievement and performance tests and rating scales. Skill in writing test items to measure performance-based objectives in unit and individualized learning. Basic statistical procedures and evaluation techniques for the industrial educator.

IEP 581 CURRICULUM TRENDS IN INDUSTRIAL EDUCATION

Analysis and evaluation of recent curriculum development and issues in industrial arts and vocational industrial education, with implications for program implementation. Emphasis on innovative programs, including philosophic foundations, rationale, objectives, related learning activities and evaluation techniques.

IEP 582 LABORATORY PLANNING

This course is designed to familiarize the industrial educator with the principles of modern laboratory planning. Emphasis will be placed upon techniques of laboratory layout, safety standards (OSHA), equipment selection and location within the laboratory, flexibility of design, futuristic planning and the relevant planning factors associated with the scope and nature of the learning activities in the modern industrial education curriculum.

IEP 584 SAFETY PROBLEMS IN INDUSTRIAL EDUCATION

General safety procedures in the school industrial education laboratory with emphasis on analysis and improvement or correction. Techniques and aids for developing safety consciousness and attitudes in the student. Available resource materials, including OSHA standards will be examined and adapted for school and industrial use. Students will be exposed to a review of stan-

dard first aid practices recommended for those injured.

ASTR 587 ASTRONOMY FOR TEACHERS

An exploratory course designed for professional classroom teachers. Emphasis on general topics, concepts and principles 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.

CS 528 COMPUTER PROGRAMMING I

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

GEOL 595 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.

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.

HIST 512 TOTALITARISM

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," propa-

ganda 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.

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.

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.

HIST 566 ITALY: THE FASCIST EXPERIENCE

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

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; integers; rationals and reals; numeration systems; elementary number theory; and related topics.

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 axiomatic system. Prerequisite: MS 502.

MS 509 TOPICS IN THE HISTORY OF MATHEMATICS

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

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.

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.

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.

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.

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.

MUS 520 TOPICS IN MUSIC HISTORY MUS 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.

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 philosophical concepts to provide a basis for evaluation of the supervisory process.

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.

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.

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.

OCN 598 OCEANOGRAPHY

The origin and the extent of the oceans and their relation 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.

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 sci-

entific discovery; the role of controversy, institutions and governments; the interrelationships of science and technology; and the interaction of science and society are examined. Prerequisite: Undergraduate major or minor in science or by permission of instructor.

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.

SCED 555 INSTRUMENTATION PRACTICUM

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

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.

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.

**COLLEGE OF EDUCATION
GRADUATE EDUCATION FACULTY**

- Bemis, A. Nye** (1970) Assistant Professor of Education and Director, In-Service Education; Gorham State College, B.S., 1964, M.S., 1969
- Berry, Arthur O.** (1955) Chairperson, Industrial Education and Technology Department and Professor of Metals Technology; Gorham State College, B.S., 1950; Pennsylvania State University, Ed.M., 1954, University of Connecticut, Ph.D., 1967
- 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.E., 1959, Ed.D., 1969
- 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
- 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
- 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
- Fickett, Reginald N.** (1964) Associate Professor of Education; Gorham State College, B.S., 1958; University of Maine, Ed. M., 1960, C.A.S., 1968
- Gorman, Gerald E.** (1976) Associate Professor Special Education; State College at Bridgewater, Massachusetts, B.S., 1962; Indiana University, M.S., 1964; Ed.D., 1971
- Moore, Dorothy D.** (1963) Associate Professor of Education; University of Maine, B.S., 1966; M.Ed., 1968; Ed.D., 1978
- Nanny, Robert W.** (1972) Associate Professor of Industrial Arts; Trenton State College, B.A., 1964; M.A., 1967; University of Maryland, Ed.D., 1970
- O'Donnell, C. Michael P.** (1970) Professor of Education; University of Maine, B.S., 1958; M.S., 1961; Syracuse University, Ed.D., 1968
- Pine, Mary A.** (1974) Associate Professor of Early Childhood Education; Boston University, Ed.B., 1952; Ed.M., 1955; Ed.D., 1975
- Silvermail, David L.** (1977) Director, Graduate Education and Associate Professor of Curriculum and Instruction, College of Education; Indiana University, A.B. 1969; M.S., 1975; Ed.D., 1977
- Smith, Charles F.** (1969) Associate Professor of Education; Westfield State College, B.S., 1960; University of Massachusetts, M.S., 1963; Ed.D. 1969
- Southworth, Robert S.** (1963) Professor of Educational Psychology; Boston University, B.A., 1951; Ed. M., 1958; Ed. D. 1965
- Sutton, John M., Jr.** (1978) Chairperson, Human Resource Development Department and Assistant Professor of Counselor Education, College of Education; Boston College, A.B., 1961; University of Maine, M.S., 1972; Ed.D., 1976
- Whitten, James M.** (1951) Assistant Professor of Philosophy of Education; Colby College, A.B., 1944; University of Maine, A.M., 1955
- Williams, Michael G.** (1979) Assistant Professor of Education; San Jose State College, B.A., 1966; University of Arizona, Ph.D., 1972
- Zaner, John A.** (1974) Associate Professor of Industrial Education; Millersville State College, B.S., 1969; M.Ed., 1972, Pennsylvania State University, Ed. D., 1977

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The University of Southern Maine

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